A report on

Gladestry C.I.W. School
Gladestry
Kington
Herefordshire
HR5 3NR

Date of inspection: March 2015

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.

Publication date: 15/05/2015

Context

Gladestry Church in Wales Primary School is in the village of Gladestry in the Powys local authority. There are 46 pupils on roll between the ages of three and eleven. The school has two mixed age classes. It employs two full-time teachers, which includes the headteacher.

Currently, few pupils are eligible for free school meals. No pupils come from ethnic minority backgrounds or have English as an additional language. No pupils speak Welsh as their first language.

The school has identified around 20% of pupils as having additional learning needs. No pupils have a statement of special educational needs.

The school was last inspected in March 2009. The headteacher has been in post since 2002.

The individual school budget per pupil for Gladestry C.I.W. School in 2014-2015 means that the budget is £3,648 per pupil. The maximum per pupil in the primary schools in Powys is £13,848 and the minimum is £3,007. Gladestry C.I.W. School is 45th out of the 86 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The school is excellent because:

- Nearly all pupils make good or very good progress as they move through the school and achieve good or better standards
- Nearly all pupils demonstrate very high levels of engagement in all aspects of school life
- Pupils lead the school in developing, implementing and evaluating action plans on school improvement issues
- The school provides a very wide range of interesting and challenging learning experiences that engage pupils in their learning highly effectively
- The quality of teaching is consistently high
- All members of staff work very effectively as a team

Prospects for improvement

The schools prospects for improvement excellent because:

- The headteacher provides exemplary leadership and direction for the school
- All members of the school community share a strong commitment to improvement
- The school promotes a very successful learning culture in which the contribution of pupils to school improvement is highly valued and effective
- The school has a strong ethos of continuous improvement that has resulted in consistently high standards over a number of years
- The school is a very strong learning community and has been active in sharing specific examples of good practice.

Recommendations

R1 Provide opportunities for pupils to use a wider range of information and communication technology (ICT) across the curriculum

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?	Excellent

Standards: Excellent

The school's baseline assessment indicates that on entry to school many pupils have knowledge, understanding and skills at the level expected for their age. Pupils make good or better progress in relation to their starting point as they move through the school and achieve well.

By the end of the Foundation Phase, nearly all pupils speak clearly and express their ideas confidently. They enjoy talking about what they should, or should not do if they get lost and explain the reasons for this. More able pupils are able to adapt their speech successfully for a range of purposes. For example, they speak convincingly in the role of the king and queen linked to the class topic. Nearly all pupils enjoy reading and have a good understanding of different texts. Nearly all read aloud with fluency and expression. They use their phonic skills and other strategies well to help them to work out the sound and meaning of unfamiliar words. Nearly all pupils make strong progress in developing their writing skills. They write using an increasing range of interesting vocabulary to express their ideas, and use a range of sentences accurately. They make good use of phonic skills to spell simple words correctly. More able pupils are able to use a good range of strategies such as a dictionary and thesaurus to help them to spell more complex words. Nearly all pupils use a range of simple punctuation correctly, and more able pupils use commas, questions marks and exclamation marks consistently and accurately in their work.

By the end of key stage 2, nearly all pupils express their ideas clearly. They express their opinions confidently, for example, when asking and answering questions from the perspective of the characters in the class story. Nearly all pupils read well and have a good understanding of a wide range of texts. More able pupils empathise with and discuss the relationships between the characters in the stories. They show a high level of understanding about the way the author uses words to create atmosphere. They use higher order reading skills effectively in different subjects, for example when researching using the internet and preparing information on a local hero from the First World War. Nearly all pupils develop effective writing skills across different genres of writing. They plan and edit their work appropriately. Many older pupils structure their writing highly successfully. They pay good attention to punctuation and use paragraphs well to present ideas coherently to the reader. Nearly all make extensive use of their literacy skills across the curriculum.

By the end of the Foundation Phase, many pupils use their knowledge of mathematics well to solve problems involving number, time, shape and measurement. For example, pupils calculate how long a flight will take from departure and arrival times. They use a wide range of appropriate mathematical vocabulary, make good use of practical apparatus to support them in their calculations and record their results accurately.

In key stage 2, nearly all pupils use a range of methods accurately when adding, subtracting, multiplying or dividing and have a good range of strategies for checking the accuracy of their calculations. Nearly all pupils make highly effective use of their mathematical skills across the curriculum, for example when collecting, presenting and analysing data linked to a survey of birdwatching.

In the Foundation Phase, most pupils make good progress in learning Welsh. They use simple greetings and phrases successfully. They understand a range of instructions and commands and respond confidently to questions, for example when asking a character in the class story how she feels. In key stage 2, pupils show a good understanding of the vocabulary used and respond confidently using the present, past and future tenses when sharing personal information. Most pupils enjoy reading Welsh. They read with confidence and expression, demonstrating a good understanding of the content of the stories. Pupils write short paragraphs of information, using a range of vocabulary successfully across a range of subjects. In the Foundation Phase, nearly all pupils use their thinking skills well, for example when planning a party for a character in a class story. In key stage 2, pupils are developing their thinking and problem solving skills efficiently. For example, they select their own strategies to solve a problem about the goal average and accuracy of the Welsh women's football team.

All pupils with additional learning needs make good or better progress by the end of key stage 2.

The school has small numbers of pupils in the year groups at the end of the Foundation Phase and key stage 2. This can affect benchmark comparisons with other similar schools significantly.

Over the past three years, when compared with similar schools, the performance of pupils at the end of the Foundation Phase has improved at the expected outcome 5. In 2012, the performance of pupils in literacy and numeracy skills placed the school in the lower 50% when compared with similar schools. In 2013 and 2014, pupils' performance placed the school in the top 25%. At the higher outcome 6, the performance of pupils in literacy and numeracy skills has fluctuated between the top 25% and the bottom 25% when compared with similar schools.

 Over the last three years, performance in English mathematics and science has remained consistently in the top 25% when compared with similar schools. At the higher level 5, pupils' performance, over the last three years, has placed the school either in the lower 50% or in the top 25% when compared with similar schools in English, mathematics and science.

The school has few pupils eligible for free school meals. This means that the evaluation of the performance of this group of learners in comparison with other pupils can be unreliable

Wellbeing: Excellent

Nearly all pupils demonstrate very high levels of engagement in all aspects of school life. They feel safe in school and know who to tell if they have any concerns. Nearly

all pupils have positive attitudes to healthy living and eating. They make exemplary contributions to the life of the school, leading initiatives, particularly in health promotion and in education for sustainable development and global citizenship.

Behaviour is very good in lessons and around the school. Pupils care for one another well and show respect for all members of the school community. Nearly all pupils work highly effectively, both independently and co-operatively. They sustain concentration and engage very positively in tasks. Across the school, pupils play an active role in deciding what and how they would like to learn. For example, pupils in key stage 2 make decisions about how lessons will evolve. This ensures high levels of pupils' motivation.

In the Foundation Phase, most pupils know how to improve their own learning.

By the end of key stage 2, nearly all pupils have a very good understanding of how well they are doing and what they need to do to improve, particularly in the development of their literacy and numeracy skills.

Many pupils take on a variety of extra responsibilities competently. They carry out their roles with confidence and a strong sense of ownership. The highly effective school council and 'Eco Gang' lead the whole school in developing, implementing and evaluating action plans on school improvement issues. Pupils feel valued and know that their contributions through action plans and lesson observations play a significant part in school planning and development.

Nearly all pupils attend regularly and on time. Over the past three years, when compared with similar schools, pupils' attendance has placed the school in the top 25% consistently.

Key Question 2: How good is provision?	Excellent

Learning experiences: Good

Planning of learning experiences is detailed and thorough and ensures pupils have access to a broad and balanced curriculum. Teachers encourage pupils to be involved when planning topics and in how subsequent lessons develop. This beneficially engages all pupils in their learning. Planning is of high quality with comprehensive links to the Literacy and Numeracy Framework. This provides valuable opportunities for pupils to apply their literacy and numeracy skills across the curriculum and, as a result, pupils achieve high standards in these areas. The curriculum is planned skilfully to develop progressively from the Foundation Phase to key stage 2. While the school is beginning to provide pupils with valuable opportunities to use ICT skills across the curriculum, this is underdeveloped. Teachers provide highly effective challenge for more able pupils and beneficial interventions for those pupils who need additional help with their work.

The school makes good use of the local community to enhance the curriculum. For example pupils made artefacts and set up a museum linked to a local landmark. This was opened to the local community.

Teachers provide very beneficial opportunities for pupils to learn about the history and culture of Wales. Across the school, there are extensive opportunities for pupils to learn about important people and events from the past linked to their locality and further afield. Planning for the development of Welsh as a second language is appropriate. It is progressive and focuses suitably on the development of language patterns. There are many worthwhile opportunities for pupils to use Welsh across the curriculum.

The school offers a good range of extra-curricular activities, including sports and creative opportunities, which enhance the curriculum well.

The school provides effective opportunities to raise pupils' awareness of improving the environment, both within the school and the local community. The promotion of sustainable development is strong. For example, pupils investigate, identify and share ideas about how to save water and reduce the amount of rubbish sent to landfill. Charity collections for overseas countries, such as Uganda, help pupils to experience and explore how other children live. There are good opportunities to understand the importance of fair trade, and how this can support the lives of others.

Teaching: Excellent

Teachers have good subject knowledge. Teachers and teaching assistants work well together to support pupils' learning. They have highly effective working relationships with and high expectations of all pupils. All teachers set highly creative tasks that build effectively on previous learning. Examples include opportunities for pupils and staff to take on the role of a local newspaper reporter to ask and answer questions on the class book in key stage 2 and enabling Foundation Phase pupils to use their knowledge of being safe to help a character from their topic.

Activities and resources engage pupils' interest very well, link very successfully to topics and motivate all pupils to learn. Teachers ask challenging questions that develop pupils' skills to a high standard. They have a clear understanding of what they want pupils to achieve, and ensure that pupils are aware of the learning objectives and expectations for the lessons.

All teachers mark pupils' work regularly. Their comments are constructive and provide valuable feedback on what pupils have done well and what they need to do to improve. Teachers provide pupils with worthwhile opportunities to share their learning orally and to identify their strengths and next steps. They make appropriate use of peer assessment to enable pupils to evaluate the work of others.

All pupils have challenging targets, based on the outcomes of assessments, that focus well on developing their literacy and numeracy skills. These are reviewed regularly and ensure pupils focus clearly on their next steps in learning.

The school makes good use of data to track individual pupils' progress across the school. Detailed analysis of performance data and the on-going monitoring of pupils' progress in individual pupil profiles helps to ensure all pupils make strong progress and receive appropriate support when required.

Reports to parents are clear and informative, and indicate appropriate areas for improvement. They provide useful opportunities for pupils to review their own progress and for parents and carers to respond.

Care, support and guidance: Excellent

The provision for the care, support and guidance of pupils is very good. The school provides a highly supportive and caring environment for pupils and their families. There is a clear focus on promoting pupils' wellbeing by developing pupils' emotional awareness, independence and self-confidence. There are very strong positive working relationships between staff and pupils. As a result, pupils feel safe and well cared for. The school has appropriate arrangements to promote healthy eating and drinking and encourages regular exercise through varied activities during and after school.

There is effective provision for promoting pupils' spiritual, moral, social and cultural development. The emphasis on positive values is evident throughout the school. These are promoted regularly in lessons and in whole school events to ensure that all pupils have a good understanding of the need to respect one another. Pupils are supported further through thoughtful collective worship and the effective personal and social education programme. There are well–established links with the local church that support the school's Christian ethos well. Opportunities for pupils to contribute to and influence the life of the school are an outstanding feature.

There are beneficial links with a range of specialist agencies and support services to ensure that pupils have access to professional support when necessary.

 Effective use of assessment information identifies pupils with additional learning needs at an early stage. Regular and on-going assessment monitors progress well. The school makes beneficial use of staff to support pupils who need additional help with their learning. Relevant and targeted interventions have a positive impact on raising the standards and wellbeing of pupils. This ensures pupils make good or better progress as they move through the school. Individual education plans, updated on a termly basis, provide useful targets and identify progress. Parents and pupils contribute successfully to the plans. Where appropriate, pupils take part in discussions about their progress and next steps they need to take. A wide range of effective strategies enables more able and talented pupils to reach their potential.

The school has effective strategies to promote good attendance. The school's arrangements for safeguarding meet requirements and give no cause for concern. The child friendly policy, devised by pupils, is updated regularly through whole school discussions and is clearly displayed in the school. This ensures that all pupils know how to be safe and what to do if they have any concerns. This is an excellent feature of the school.

Learning environment: Good

The school has a calm and welcoming ethos that provides a very safe and highly supportive learning environment in which all staff and pupils are valued equally. The school's policies and strategies meet statutory requirements and support the ethos

well. The school is very successful in ensuring that pupils are involved extensively in all aspects of school life and have positive attitudes to diversity and equality. This results in high levels of self-esteem and confidence among nearly all pupils.

The accommodation, although old, is in good condition and provides pupils with a stimulating, well-maintained environment for learning. Classrooms are of a good size and are attractive learning areas. The school has ample resources, which are of good quality, to support pupils' learning. Well-maintained and up to date displays support and celebrate the learning of pupils effectively. The outdoor area is small, but the school makes good use of the space to create a rich learning environment. For example, areas for investigation and growing enhance learning opportunities well. The school makes beneficial use of the community hall for concerts, whole school activities and a variety of sporting events.

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

Leadership: Excellent

The headteacher provides exemplary leadership and direction for the school. She leads by example and has communicated a clear vision to staff, governors, parents and pupils about high expectations. As a result, all members of the school community share a commitment to improvement, which is central to school life.

An outstanding feature of the school is the way the headteacher encourages the whole school community to work together. This promotes an exemplary professional learning culture throughout the school, in which the contribution of pupils to school improvement is highly valued and effective. The school's commitment to the promotion of pupils' voice is outstanding. School leaders have shared this excellent practice with other schools.

All members of staff work very closely together to create a supportive whole-school ethos based on superb teamwork. The senior leadership team use relevant information about performance very well to identify the school's strengths and areas for improvement.

Staff understand their roles and responsibilities well and know how they can contribute to the school's success. All staff have relevant, clearly defined job descriptions, which are reviewed regularly through effective performance management arrangements and which are used to drive forward school development priorities very well.

Governors support the school effectively. They have a thorough understanding of the performance of pupils and how this compares with that of pupils in similar schools. They carry out a notable number of visits to classes to monitor lessons and to look at pupils' work. As a result, they have a thorough understanding of the standards pupils achieve. They undertake their responsibilities conscientiously and have a strong interest in the day-to-day life of the school, for example by participating in lessons alongside the children during an open day held every spring.

The school addresses national and local priorities well. For example, the school's work in taking forward the Literacy and Numeracy Framework is highly effective.

Improving quality: Excellent

The school's arrangements for self-evaluation, monitoring and planning for further improvements are of a very high standard. The school has a strong ethos of continuous improvement that is well established and that informs strategic planning effectively. The process is fully embedded and has resulted in consistently high standards over a number of years. There is a clear focus on improving outcomes for pupils through a very effective cycle of review. This concentrates highly effectively on the standards pupils achieve and the quality of teaching and provision.

The school has very rigorous and robust systems to collect, analyse and evaluate information from a wide range of reliable sources. This evidence includes regular observations of teaching staff, scrutiny of pupils' work and gathering the views of governors, parents and pupils. This enables the school to come to a very accurate understanding of how well pupils are achieving and what they need to do to improve. Pupils' input into the self-evaluation process is outstanding. They observe lessons and provide valuable feedback to staff on what they do well and how they might improve. They make extensive use of questionnaires and outcomes of meetings from pupils and parents to improve aspects of school life successfully.

The self-evaluation process focuses clearly on pupils' outcomes and includes a thorough analysis of performance data, regular monitoring of provision and a review of all aspects of school life.

The school development plan is a clear and detailed document that links very well to the outcomes of the self-evaluation. Leaders ensure that targets within the school development plan have measurable success criteria and an appropriate allocation of resources. Teachers and pupils produce very detailed action plans and, as a result, there is a clear focus on identifying and addressing priorities.

The school is a very strong learning community. Staff share best practice, including involvement in effective networks of professional practice with other schools and partners.

Partnership working: Excellent

The school has an effective range of partnerships, which have a positive effect on pupils' achievement and wellbeing. The partnership between staff and pupils is an outstanding feature of the school. The school has established extensive links with parents. They feel very welcome in school and their views and opinions are valued. The school keeps parents very well informed through regular newsletters, parents' evenings and open afternoons. Parent and grandparent volunteers make a positive contribution to pupil's learning, for example through supporting reading and leading extra-curricular activities. The highly supportive parent and friends support group makes a significant contribution to the life of the school and the local community. The funds raised in recent years have helped to purchase useful additional resources, such as a piano and playground equipment.

A number of organisations within the community, such as local businesses, have beneficial links with the school that impact highly effectively on pupils' wellbeing and the experiences they receive. For example, local businesses have supported an enterprise scheme during "Manufacturing Week", developing pupils understanding of money matters.

There are effective partnerships between the school and other essential agencies in the community such as health professionals. There are strong links with the Church, including effective partnership links with other church schools. The school has extensive links with the local authority. It makes effective use of the advice and challenge it receives and contributes very well to the support the local authority offers to other schools.

The school's partnership working with the local cluster of schools is highly effective in promoting pupils' learning. Examples include developing interesting tasks to develop pupils teamwork and skills across the curriculum, and systems to track the development of pupils' literacy and numeracy skills. The school provide worthwhile opportunities for pre-school pupils and their parents to visit before they start school. There are appropriate transition arrangements with the local secondary schools to prepare pupils well for the next stage of their education. The school also works successfully with other primary schools in the area on a range of activities including the moderation and assessment of pupils work. This ensures that there is accurate assessment of pupils' standards both within the school and across the cluster.

Resource management: Excellent

The school deploys teaching and support staff effectively. Teachers and support staff have roles that make the best use of their expertise.

Arrangements for teachers to have time to plan, prepare and assess pupils' progress are appropriate. There are good arrangements to provide effective training in response to needs identified through performance management. The school makes effective use of its accommodation and resources to support teaching and learning.

The school is a very strong learning community and has been active in sharing specific examples of good practice across the local authority. It takes a lead role in several networks of professional practice that contribute significantly to raising standards of attainment and wellbeing and to promoting pupils' voice.

Governors monitor the school's budget effectively and challenge the school well about its use of resources. The school manages its budget well and spending decisions are linked closely to its priorities. The school uses its delegated funding carefully to support the diverse needs of pupils and to enable them to make good progress. The school makes good use of the Pupil Deprivation Grant to ensure that pupils who are eligible for free school meals are not disadvantaged.

In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides excellent value for money.

Appendix 1: Commentary on performance data

6663026 - Gladestry Church-in-Wales Primary School

Number of pupils on roll	50
Pupils eligible for free school meals (FSM) - 3 year average	16.5
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	6	8	7
Achieving the Foundation Phase indicator (FPI) (%)	83.3	100.0	100.0
Benchmark quartile	2	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	6	8	7
Achieving outcome 5+ (%)	83.3	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	33.3	12.5	28.6
Benchmark quartile	1	4	2
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	6	8	7
Achieving outcome 5+ (%)	83.3	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	33.3	12.5	28.6
Benchmark quartile	1	4	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	6	8	7
Achieving outcome 5+ (%)	83.3	100.0	100.0
Benchmark quartile	4	1	1
Achieving outcome 6+ (%)	66.7	25.0	57.1
Benchmark quartile	1	4	2

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.

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Number of pupils on roll	50
Pupils eligible for free school meals (FSM) - 3 year average	16.5
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Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	*	*	7	5
Achieving the core subject indicator (CSI) (%)	*	*	100.0	100.0
Benchmark quartile	*	*	1	1
English				
Number of pupils in cohort	*	*	7	5
Achieving level 4+ (%)	*	*	100.0	100.0
Benchmark quartile	*	*	1	1
Achieving level 5+ (%)	*	*	42.9	80.0
Benchmark quartile	*	*	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	*	*	7	5
Achieving level 4+ (%)	*	*	100.0	100.0
Benchmark quartile	*	*	1	1
Achieving level 5+ (%)	*	*	42.9	80.0
Benchmark quartile	*	*	1	1
Science				
Number of pupils in cohort	*	*	7	5
Achieving level 4+ (%)	*	*	100.0	100.0
Benchmark quartile	*	*	1	1
Achieving level 5+ (%)	*	*	42.9	80.0
Benchmark quartile	*	*	1	1

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

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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.	26		26	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	26		26	0		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			100%	0%		
			92%	8%		
I know who to talk to if I am worried or upset.	25		24	1		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%		
			97%	3%		
The school teaches me how to keep healthy	26		26	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	26		26	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	26		26	0		Rwy'n gwneud yn dda yn yr ysgol.
			100%	0%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	26		26	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	26		26	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	26		26	0		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			100%	0%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	26		26	0		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	26		25	1		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			96%	4%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	26		24	2		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			92%	8%		
			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.	24	22 92%	2 8%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	24	20 83%	4 17%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	24	19 79%	3 12%	2 8%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	24	20 83%	4 17%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	23	16 70%	7 30%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	24	21 88%	3 12%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	24	22 92%	2 8%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	24	18 75%	6 25%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	24	19 79%	5 21%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	23	20 87%	3 13%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	24	18 75%	6 25%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	24	20 83%	4 17%	0 0%	0 0%	0	Mae fy mhlentyn 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.	23	18 78%	5 22%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	24	19 79%	5 21%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	24	16 67%	7 29%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	24	20 83%	4 17%	0 0%	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.	23	17 74%	5 22%	0 0%	0 0%	1	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.	24	13 54%	8 33%	3 12%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	24	21 88%	3 12%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mrs Janet Elizabeth Rowlands	Reporting Inspector
Mrs Aileen Patricia Brindley	Team Inspector
Mr Terry James Davies	Lay Inspector
Mr Clive Michael Condon	Peer Inspector
Mrs Hilary Morris	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- 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.