



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Knighton C.I.W. School
Knighton
Powys
LD7 1HP**

Date of inspection: June 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Knighton Church in Wales Primary School is a voluntary controlled church school in the small border town of Knighton. The school is within Powys local authority and the diocese of Swansea and Brecon. The school shares a site with the town's leisure centre.

The school caters for pupils aged four to 11 years. Children are admitted to nursery at the start of the term following their fourth birthday and move to reception at the start of the academic year when they are five.

At the time of the inspection, there were 251 pupils on roll, including 15 children who attend the nursery on a full-time basis. Three of the eight classes within the school have a mixed age range.

English is the home language for nearly all of the pupils. No pupils speak Welsh as their first language. Nearly all pupils are of white British ethnic origin.

The school has identified 24% of pupils as having additional learning needs, including a very few pupils who have a statement of special educational needs. A very few pupils are looked after by the local authority. Approximately 13% of pupils are entitled to free school meals, which is below the national average. No pupils have been excluded from the school in the past 12 months.

The school has an area specialist centre. Pupils who attend the resource provision have a wide range of additional needs.

The headteacher was appointed in April 2010 and the school was last inspected in May 2008. At the time of the inspection the school was led by the deputy headteacher in the role of acting headteacher.

The individual school budget per pupil for Knighton Church in Wales School in 2013-2014 means that the budget is £3,583 per pupil. The maximum per pupil in the primary schools in Powys is £10,978 and the minimum is £3,102. Knighton Church in Wales School is 58th out of the 88 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The current performance is adequate because:

- many pupils make appropriate progress;
- pupil performance compared to that in similar schools shows an improving trend over time;
- the writing skills of most pupils are developing well;
- most pupils with additional learning needs make good progress;
- where teaching is most effective, teachers structure lessons well, introductions are brisk and purposeful and they share learning objectives with pupils successfully; and
- pupils' wellbeing is good and most pupils are well motivated and demonstrate good behaviour in lessons and around the school.

However:

- although pupil performance is improving over time, it is still below that in other, similar schools;
- a minority of pupils lack appropriate strategies to read unfamiliar words and the majority of pupils' higher order skills, such as scanning and skimming text for information, are underdeveloped;
- few pupils consolidate and extend their writing skills sufficiently to produce extended pieces of writing across the curriculum;
- generally, pupils' ability to apply their numeracy skills across a range of curriculum subjects at levels that match their abilities is inconsistent; and
- in a minority of classes where teaching is less effective, teachers' expectations of what pupils can do are too low and they do not adapt the work to meet the needs of all pupils, including those who are more able.

Prospects for improvement

Prospects for improvement are adequate because:

- the current self-evaluation report identifies areas for improvement in provision and pupils' outcomes well;
- the school's improvement plan clearly defines priorities, timescales and arrangements to monitor effectiveness;
- the recent impact of leadership is evident in the improvement in monitoring and evaluating progress and in pupils' wellbeing;
- the school makes effective use of a range of partnerships in order to improve

pupils' outcomes and wellbeing; and

- the school pays good attention to national priorities, and this is beginning to have a positive impact on provision.

However:

- the school has yet to fully embed sound strategies to secure improvements in order to raise pupil standards;
- a few of the recommendations of the previous inspection report have not been appropriately addressed and the school has not secured enough consistent improvement since the last inspection;
- there is a lack of continuity in curriculum planning and a lack of consistency in the quality of teaching and learning; and
- the governing body's overview of financial arrangements has not been sufficiently robust, and available funds have not been used effectively to improve standards and pupils' outcomes.

Recommendations

- R1 Raise standards to ensure that the school's performance compares more favourably with that of other, similar schools
- R2 Improve pupils' reading skills across the school, including in Welsh
- R3 Improve pupils' numeracy and extended writing skills across the curriculum
- R4 Ensure that learning activities provide suitable challenge for pupils of all abilities
- R5 Ensure that the school's priorities for improvement are appropriately resourced
- R6 Ensure that actions in the school's improvement plan are appropriately monitored and evaluated to secure the improvements identified in the self-evaluation

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Generally, pupils enter the school with standards broadly in line with those expected for pupils of a similar age. During their time in school, many pupils, including those with additional learning needs, make appropriate progress. In some aspects of their work, more able pupils do not achieve as well as they could.

In the Foundation Phase, most pupils talk about their experiences clearly and many answer questions confidently. Many pupils listen and respond suitably to instructions given by adults and listen appropriately to their peers. By the end of key stage 2, most pupils have good speaking and listening skills. They respond to questions appropriately and engage with each other readily during discussions and tasks.

In the Foundation Phase, many pupils express an opinion about their books and predict what will happen next. The majority of pupils read fluently. By the end of key stage 2, many pupils read at a level that is appropriate to their age and ability. They read expressively and can recount stories accurately. However, across the school, a minority of pupils lack appropriate strategies to read unfamiliar words. A majority of pupils' higher order reading skills, such as scanning and skimming text for information, are underdeveloped.

Pupils' handwriting skills are progressing well and most present their work neatly. Most pupils spell common words correctly. By the end of the Foundation Phase, many pupils write short texts independently and produce imaginative pieces of writing in a variety of genres. By the end of key stage 2, many pupils have an appropriate vocabulary and a good knowledge of punctuation. Most pupils adapt their writing to suit different audiences effectively. However, few pupils consolidate and extend their writing skills sufficiently to produce extended pieces of writing across the curriculum.

Many pupils develop their numeracy skills appropriately in mathematics lessons as they move through the school. In both the Foundation Phase and key stage 2, many pupils use a good range of measuring, reasoning and data-handling skills to support their work across the curriculum, for example bar and line graphs in their science work. Generally, however, pupils' ability to apply their numeracy skills across a range of curriculum subjects at levels that match their abilities is inconsistent.

Many pupils make an appropriate start in learning Welsh in the Foundation Phase. They begin to recognise simple phrases and are keen to try new words in context. In key stage 2, the majority of pupils make sound progress in using their speaking and listening skills. They answer a range of questions about the weather, and their likes and dislikes, with increasing confidence. Many pupils make appropriate progress in writing simple Welsh phrases following a familiar pattern. However, pupils' reading skills in Welsh are not developed well enough across the school.

During the last two years, end of Foundation Phase assessment results show an improvement in all learning areas. Compared with similar schools based on the percentage of pupils eligible for free school meals, performance at the expected outcome (outcome 5) has improved, moving the school from within the bottom 25% to the higher 50% of similar schools in all areas of learning, apart from mathematical development, where it has improved to be within the lower 50%.

Pupils achieving at the higher than expected outcome (outcome 6) fall below the averages for the family of schools and Wales. Performance has placed the school within the bottom 25% of similar schools.

In key stage 2, although improvement has been consistent over the last four years, performance is generally below family and national averages. Comparisons with similar schools based on the percentage of pupils eligible for free school meals show that, for performance in English and mathematics, the school has moved from the bottom 25% to the lower 50% over the same period. Performance in science has been inconsistent over the same period and has placed the school within the higher 50% of similar schools in 2013. In general, the percentage of pupils performing above the expected level (level 5) has been below the average for the family of similar schools and national averages in all subjects over the past four years. The only exception being the performance in science in 2013, where performance is slightly above the family average.

There is a recurring pattern of boys underachieving when compared with girls during recent years in both the Foundation Phase and key stage 2 at the expected levels.

In general, pupils who are eligible for free school meals pupils do not attain as well as their peers in assessments at the end of key stage 2.

Wellbeing: Good

Many pupils have a secure understanding of how they can become healthy, through both what they eat and drink, as well as the physical activity they undertake.

Most pupils show care, compassion and concern for others. Nearly all pupils say that they feel safe in school. Pupils participate well in making decisions through the school council and eco committee. These bring about improvements, for example in helping develop community resources such as the skate park.

Most pupils are well motivated and demonstrate good behaviour in lessons and around the school. They are courteous and polite to adults and each other. Most pupils concentrate well in lessons and many display pride in their work. Many pupils engage well in paired and group work, demonstrating good social and life skills.

Many pupils take on additional responsibilities well as they move through the school, including membership of a variety of councils, such as the worship council. Almost all pupils are involved with the community through sporting events and fundraising activities for local and national charities.

Pupil attendance is good. For the past five years, pupils' attendance has placed the school in the top 25% or higher 50% when compared with similar schools. Most pupils arrive at school punctually.

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

The curriculum provides a wide range of stimulating learning experiences both within and outside the classroom and meets statutory requirements. Planning for pupils who access the specialist resource base is effective and links well with the overall curriculum planning. This ensures that pupils have equal access to all areas of the curriculum appropriately. The school offers a wide range of extra-curricular activities, which enhance pupils' learning well, for example the entrepreneur and sports clubs.

The school plans effectively to develop pupils' literacy and numeracy skills within English and mathematics lessons. However, opportunities for pupils to apply their numeracy skills and to extend their writing at the appropriate level across the curriculum are not developed well enough.

The provision for the development of pupils' Welsh language skills is appropriate. Displays within the school celebrate pupils' involvement in Welsh events, such as the school eisteddfod and Urdd competitions. However, provision to enable pupils to develop their understanding of Welsh heritage through the curriculum is limited.

The worthwhile eco and health councils meet regularly and provide pupils with good opportunities to implement their ideas, such as encouraging healthy eating across the school. The school promotes sustainability well through various re-cycling projects and activities linked with the school garden. Global citizenship is a strong feature of the school curriculum. Beneficial links with schools in France, South Africa and Australia help pupils develop their understanding of life in different countries well.

Teaching: Adequate

Teachers and support staff work well together to create appropriate learning environments. They use praise, encouragement and positive reinforcement successfully to encourage pupils' learning and good behaviour.

Where teaching is most effective, teachers structure lessons well, introductions are brisk and purposeful, and they share learning objectives with pupils successfully. Most teachers have valid knowledge of the subjects they teach. They make suitable links with previous work and this helps pupils to make progress in their learning. However, in a minority of classes where teaching is less effective, teachers' expectations of what pupils can do are too low and they do not adapt the work to meet the needs of all pupils, including those who are more able. Where this happens, pupils do not engage as well with tasks, the pace of their learning is slow, and they do not make enough progress.

Most teachers provide worthwhile verbal feedback to pupils and mark pupils' work regularly. Teachers' comments in pupils' books are supportive, and in many

instances give pupils clear direction about what to improve. Opportunities provided for pupils to assess their own work and that of their peers are effective. Many teachers use assessment for learning strategies well to enable pupils to reflect appropriately on their own performance.

The school uses assessment data appropriately to identify groups of pupils who need additional support. There are suitable arrangements with other local schools to moderate pupils' work and to ensure the accuracy of teachers' assessments.

Annual reports to parents provide clear information about pupils' achievements and identify suitable targets for improvement. There are regular opportunities for parents to discuss their child's progress with class teachers and senior leaders.

Care, support and guidance: Good

The school successfully encourages pupils to play an active part in daily school life and in the wider community. There are effective strategies to encourage good behaviour and to develop pupils' understanding of how to stay safe.

Staff promote pupils' personal, spiritual, moral, social and cultural development well. Good relationships between staff and pupils contribute effectively to pupils' wellbeing. Staff encourage pupils to work well with each other, and to show respect, care and concern for others. Teaching assistants provide valuable support for pupils. The school makes appropriate arrangements for promoting healthy eating and drinking.

Support for pupils with additional learning needs is one of the school's strengths. Staff identify pupils needs well and implement successful early intervention schemes that provide pupils with effective support. Parents and pupils play an active part in setting appropriate targets and identifying the next steps for pupils' additional learning needs. The school has strong links with a range of agencies, such as the educational psychology service to enhance the support for pupils.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has an inclusive, community ethos, where pupils have equal access to all aspects of school life. This ethos is based on Christian beliefs and values. There is a clear focus on respecting and celebrating diversity, and staff and pupils treat each other equally, fairly and with respect.

The internal accommodation is spacious and used effectively. Displays are attractive and informative and there are suitable quiet areas situated around the school. Staff make effective use of classrooms to provide stimulating and motivating areas for learning. The extensive outdoor space is a valuable and beneficial feature of the school, which supports pupils' learning well, particularly in the Foundation Phase.

The school has appropriate resources to meet learners' needs. There are suitable information and communication technology (ICT) resources throughout the school,

which are used well to support pupils' learning. The school has beneficial resources for art and craft activities, which provide pupils with valuable opportunities to be creative.

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

Recently, leaders have clearer aims that focus well on improving pupils' standards, wellbeing and provision. Following a prolonged period of staffing instability, the acting headteacher, supported by an effective senior leadership team, and an experience head from a nearby school, provides good strategic direction.

Staff understand their roles well, and shared leadership enables them to co-operate and work effectively as a team. Leaders value their views and suggestions for school improvement.

Leaders make effective use of data to identify areas for improvement and monitor progress against specific targets. There are clear performance management systems in place which help identify suitable staff training needs. All teachers have relevant targets which focus appropriately on specific areas for improvement.

The impact of recent leadership is evident in the improvement in monitoring and evaluating progress, and in pupils' wellbeing. It is too early to evaluate the impact of the current leadership structure on other areas of learning.

Governors support the school well. However, they have been over reliant on receiving information from the headteacher in the past. Their overview of financial arrangements has not been consistently robust enough, as expenditure over the last few years did not focus appropriately enough on initiatives to improve provision and standards. They are now beginning to gather first hand evidence and have a better understanding of how well the school is performing and its requirements for development. This has resulted in a clearer school improvement plan, which focuses on the important areas to improve.

The school pays good attention to national priorities, such as the literacy and numeracy framework. This is beginning to have a positive impact on pupils' outcomes.

Improving quality: Adequate

The school has recently developed good procedures for self-assessment and improvement. Leaders and managers have introduced measures to raise standards and improved the quality of self-evaluation and school improvement plans.

Leaders focus well on evaluating the standard of provision and pupils' work. There are worthwhile arrangements in place for considering the opinions of parents and pupils. All staff make a valuable contribution to the self-assessment process. They take a shared responsibility for identifying, and meeting, improvement targets. They

make effective use of data to recognise progress. As a result, the school has a better understanding of pupils' outcomes and areas for further improvement.

The current self-evaluation report identifies areas for improvement in provision and pupils' outcomes well. The school makes appropriate use of external reports to evaluate standards and provision in order to plan for improvement. However, the school is yet to embed sound strategies to secure improvements to raise pupils' standards.

The school's improvement plan clearly defines priorities, timescales and arrangements to monitor its effectiveness. However, it is too early for recent strategies for improvement to fully impact on the standards pupils achieve.

A few of the recommendations from the previous inspection report have not been appropriately addressed and the school has not secured enough consistent improvement since the last inspection.

Partnership working: Good

The school works very well with a range of strategic partners. This has a positive effect on pupils' wellbeing and improving provision.

A purposeful relationship exists between the school and many parents. For example, links with the parent council have led to amending the behaviour policy, and improving communication between parents and the school.

There are good relationships with the local authority. The school has responded positively to recommendations and reports from educational agencies. These contribute appropriately to improving provision and pupil outcomes.

There is a strong partnership between the school and the community. For example, local businesses have provided free materials and labour to create a new outdoor learning environment. This has enabled greater opportunities to enhance provision and improve pupils' wellbeing. Pupils benefit from a wide range of visits and visitors to the school. Links with local churches are very strong and include visits to churches and visits from local clergy.

The school takes good notice of suggestions for improvement by pupils, for example through providing a drop-in lunchtime sports club. Partnerships with local sporting organisations contribute well towards providing opportunities for pupils to improve their fitness and wellbeing.

The school co-operates closely with the local nursery group. This ensures that children settle quickly when they start school.

Teachers co-operate well with other schools. Staff benefit from these experiences and increase their expertise when assessing pupils' work and sharing good practice. Arrangements for transferring pupils to the secondary school prepare older pupils well for the next step in their education.

Resource management: Adequate

Currently, the school manages its resources well. However, over a period, it has not used available funds effectively to improve standards. After a period of considerable under-expenditure, leaders have established plans to reduce the surplus to an acceptable sum. This includes improving the outside area, developing an additional internal learning area and developing learning intervention programmes. These are beginning to have a positive impact on groups of pupils.

The governing body co-operate effectively with the authority's finance officer to monitor the budget. They make suitable budgetary decisions according to the school's needs and priorities.

The school has enough teaching staff to ensure that all pupils make appropriate progress. Teaching assistants provide good support to staff and pupils. However, there have been many changes in staff in recent years. This has resulted in lack of continuity in curriculum planning and a lack of consistency in the quality of teaching and learning.

There are suitable arrangements for teachers to receive time for planning, preparation and assessment. Staff targets focus appropriately on the school's priorities as well as the professional needs of individuals.

There are relevant networks of professional practice with other schools. Staff have visited other schools to see good practice and these visits have a positive effect on teaching and curriculum planning.

Taking into account pupils' outcomes over time, and the newly-established nature of the leadership structure, the school provides adequate value for money.

Appendix 1

Commentary on performance data

During the past two years, end of Foundation Phase assessment results show an improvement in all learning areas. Compared with similar schools, based on the percentage of pupils eligible for free school meals, performance at the expected outcome (outcome 5) has improved, moving the school from within the bottom 25% to the higher 50% of similar schools in all areas of learning, apart from mathematical development where it has improved to be within the lower 50%. Pupils achieving at the higher-than-expected outcome (outcome 6) have placed the school within the bottom 25% of similar schools in both 2012 and 2013.

Performance at the expected level (outcome 5) in 2013 is slightly lower than the family of schools average in literacy, mathematical development and personal and social development. Performance at the higher-than-expected level (outcome 6) is significantly lower than the family of schools average in all subject areas.

In key stage 2, although improvement has been consistent over the last four years, performance is generally below family and national averages. Comparisons with similar schools based on the percentage of pupils eligible for free school meals show that for performance in English and mathematics the school has moved from the bottom 25% to the lower 50% over the same period. Performance in science has been inconsistent over the same period and has placed the school within the higher 50% in 2013. In general, the percentage of pupils performing above the expected level has been below the average of the family of similar schools and national averages in all subjects over the past four years. The only exception being the performance in science in 2013, with performance slightly above the family average.

There is a recurring pattern of boys underachieving compared with girls during recent years in both the Foundation Phase and key stage 2 at the expected levels.

In general, pupils who are eligible for free school meals pupils do not attain as well as their peers in assessments at the end of key stage 2.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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.	103	102 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	103	101 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.	103	103 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	102	99 97%	3 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	103	96 93%	7 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	103	103 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	103	103 100%	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.	103	102 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.	103	94 91%	9 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	103	100 97%	3 3%	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.	103	73 71%	30 29%	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.	103	84 82%	19 18%	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.	46	19 41%	26 57%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	46	27 59%	18 39%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	46	23 50%	20 43%	1 2%	0 0%	2	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.	46	20 43%	24 52%	0 0%	1 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	45	15 33%	24 53%	4 9%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	45	22 49%	21 47%	0 0%	1 2%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	46	24 52%	20 43%	0 0%	1 2%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	42	12 29%	24 57%	3 7%	1 2%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	46	16 35%	24 52%	3 7%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	46	19 41%	26 57%	1 2%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	46	22 48%	24 52%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	45	17 38%	19 42%	2 4%	1 2%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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 am kept well informed about my child's progress.	44	18 41%	18 41%	6 14%	1 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	44	25 57%	16 36%	2 5%	1 2%	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.	46	15 33%	21 46%	5 11%	1 2%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	46	18 39%	24 52%	1 2%	1 2%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	37	13 35%	15 41%	1 3%	1 3%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	46	19 41%	22 48%	1 2%	2 4%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	45	18 40%	22 49%	1 2%	1 2%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Anthony John Bate	Reporting Inspector
Mr William Glyn Griffiths	Team Inspector
Mrs Julie Ann Price	Lay Inspector
Lisa Rowlands	Peer Inspector
Mary Strong (Acting headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

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

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

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

All-Wales Core Data sets

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

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

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