



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

A report on

**Brynhafren C.P. School
Bausley
Crew Green
Shrewsbury
Salop
SY5 9AT**

Date of inspection: May 2016

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 13/07/2016

Context

Brynhafren Community Primary School is in the village of Crew Green on the Welsh border, eight miles from Oswestry. The original building opened in 1962 with a subsequent extension.

At the end of the 2015 academic year, there were 46 pupils on roll aged between three and eleven. An additional 14 pupils since September 2015 brings the current number on roll to 60. The school has four mixed-age classes including a nursery and reception class with six full-time nursery places.

No pupils are eligible for free school meals. The school identifies around 5% of pupils as having additional learning needs. This is well below the national average. Very few children have a statement of special educational needs. No child speaks Welsh as a first language.

The current headteacher took up his post in September 2012 and the last inspection was in May 2010.

The individual school budget per pupil for Brynhafren County Primary School in 2014-2015 is £3,901.00. The maximum budget per pupil in Powys primary schools is £7,431.00 and the minimum is £3,035.00. Brynhafren County Primary School is 30th out of 84 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 school's current performance is good because:

- Nearly all pupils make good progress during their time at school
- Nearly all pupils achieve appropriate standards in literacy and mathematics
- Pupils are motivated and enthusiastic about their learning
- They show very good levels of care and respect towards each other and the staff
- Teachers deliver creative and exciting lessons that engage the interests of nearly all pupils well
- The school is a welcoming and inclusive community
- Provision to support pupils with additional learning needs is effective

Prospects for improvement

The school's prospects for improvement are good because:

- Senior leaders provide the school with a clear sense of direction, which is shared by all staff
- Governors are supportive of the school and provide appropriate challenge to bring about improvements
- The school's self-evaluation is thorough and takes account of a wide range of first-hand evidence
- Senior leaders and staff have a good understanding of the school's strengths and areas for development
- A wide range of effective partnerships support pupils' learning well
- The school offers good value for money

Recommendations

- R1 Develop the higher order thinking skills of more able pupils
- R2 Extend opportunities for pupils to apply their numeracy skills across the curriculum
- R3 Develop further pupils' abilities to self-assess and peer assess their work

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 nursery and reception class with skills, knowledge and understanding that are at or above the expected level for their age. As they move through the school, nearly all pupils build on their skills effectively and achieve well. Pupils in the Foundation Phase listen carefully to each other and their teachers. Nearly all pupils communicate well and present their ideas clearly. Most pupils link new ideas to previous learning effectively and they use their knowledge to answer questions thoughtfully.

By the end of the Foundation Phase, most pupils read aloud well. They pay good attention to punctuation and read with good pronunciation and intonation. Most pupils use phonetic strategies appropriately to read unfamiliar words.

Nearly all pupils' handwriting and presentation are of a good standard and they spell common words correctly. Most pupils write simple sentences with appropriate grammar and punctuation, using a wide range of vocabulary. By the end of the Foundation Phase, most pupils write extended paragraphs well in range of styles, for example when they recount an event or write a simple letter.

In key stage 2, pupils concentrate well in lessons. They listen closely to their teachers and to other pupils. They provide thoughtful answers to questions and willingly share their ideas.

Nearly all pupils read aloud with good intonation and awareness of punctuation. Most pupils enjoy reading and they show an appropriate understanding of characters and plot. In many cases, pupils make sensible predictions about what may happen based on their previous knowledge and understanding of the story. Most pupils give clear reasons for their preferences in reading and many enjoy reading non-fiction as well as fictional texts.

Most pupils have a wide vocabulary, which they use to good effect in their writing. By the end of key stage 2, most pupils write effective pieces of extended writing in a range of styles across the curriculum. Most pupils have an appropriate understanding of the audience for whom they are writing. They use more complex sentences and vocabulary effectively to explain ideas and to create atmosphere in their writing.

In the Foundation Phase, pupils make good progress in numeracy. Pupils in the nursery and reception class recognise repeat patterns in sequences of two and three. In Years 1 and 2, pupils count accurately in multiples of twos, threes, fives and tens up to twenty. Most pupils record their numerical work appropriately and neatly in their exercise books.

In key stage 2, most pupils in Years 3 and 4 predict accurately the capacity of containers in millilitres and litres. More able pupils show good skills in reasoning and they make appropriate decisions about the best way to record their results in order to make effective comparisons. Most pupils in Years 5 and 6 interpret scales or divisions on a range of measuring instruments accurately, such as a thermometer and different measure tapes. They show a good understanding of how to calculate and draw to scale, for example by drawing the plan of a bungalow. They show a good ability to transfer their numerical skills to solving problems in science.

Nearly all pupils have a very positive attitude towards learning the Welsh language. The “Criw Cymraeg” promotes the use of spoken Welsh actively throughout the school. As a result, many pupils speak Welsh outside the classroom, creating a natural Welsh ethos. Nearly all pupils make very good progress in their written and spoken Welsh. Pupils throughout the school read age-appropriate Welsh books with expression and understanding.

The small number of pupils in each year group means that end of year teacher assessments are an unreliable indicator of overall performance. Over the last three years, pupils’ performance at the end of the Foundation Phase in literacy and numeracy places the school in the top 25% of similar schools at the expected outcome. However, in both areas, performance at the higher-than-expected outcome over the same period is below the average for similar schools. In key stage 2, pupils’ performance in English, mathematics and science is generally below the average when compared to that in similar schools over the same period at the expected and higher levels.

Wellbeing: Good

Pupils throughout the school are proud of their school and they behave very well. They show a great deal of care and respect for fellow pupils, staff and visitors. They are polite and courteous to each other and to staff. Most pupils enjoy school and show high levels of motivation in classes. They participate enthusiastically in the good range of extra-curricular activities.

Nearly all pupils feel safe in school and they know to whom they can turn for support and advice. They are confident that members of staff will deal promptly with their concerns.

Pupils understand the importance of healthy eating and exercise. The gardening group grows vegetables for consumption in school and for sale. All pupils take part in regular physical education lessons and many attend after-school clubs. Foundation Phase pupils often start the day with a ‘Busy Feet’ musical activity, which develops their physical and listening skills well.

Pupils involved in the school council and eco-committee take their responsibilities such as developing the school grounds seriously. However, they do not take on day-to-day responsibilities, such as selling fruit at break times.

Pupils have a good understanding of why it is important to attend school regularly and to arrive on time. The school's attendance rates have placed the school in the top 25% or higher 50% when compared with similar schools for the last five years.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school provides a wide and well-balanced curriculum that meets all statutory requirements. A good range of creative learning experiences engages pupils successfully. Staff have a good understanding of Foundation Phase teaching methods and they deliver a valuable variety of indoor and outdoor activities, which stimulate pupils' interest. In key stage 2, teachers plan carefully and provide interesting tasks that enable pupils to learn about a broad range of appropriate topics. A very good range of extra-curricular clubs enhances learning activities effectively and includes the craft and sports club.

Planning for the development of skills in literacy is thorough and staff provide pupils with many opportunities to use their literacy and communication skills across the curriculum well. For example, in studying the poem, 'The Lady of Shalott', pupils write letters of complaint from Sir Lancelot to King Arthur. However, planning for pupils to extend their numeracy skills in activities across the curriculum is less well developed. The school provides good opportunities for pupils to develop their information and communication technology (ICT) skills, but poor broadband connectivity hinders pupils' ability to carry out research activities on the internet.

The provision for pupils' Welsh language development is exceptionally effective. There are imaginative opportunities for pupils to improve their spoken and written Welsh. Most staff use Welsh incidentally with pupils and this enables pupils to use the language with confidence and enthusiasm.

A wide range of opportunities enhances pupils' understanding of Welsh culture in their locality and further afield, for example through visits to Theatr Bala. An in-depth study of the Davies sisters of Gregynog Hall has resulted in good quality independent writing by pupils from field notes taken at the site. The school is currently creating a bilingual resource pack for use by other schools visiting this historic building.

There are good opportunities for pupils to learn about sustainability and global citizenship through work on the rainforest, recycling, gardening and studies of other religions.

Teaching: Good

Teachers and support staff work well together to plan interesting lessons with a clear focus. They create purposeful working environments within the classroom and outdoors.

Nearly all lessons progress at a good pace and teachers share learning objectives effectively with pupils. They use a wide range of stimulating resources to engage pupils' interest. Both teachers and support staff use their knowledge of individual

pupils well to question them skilfully and to extend their learning. In most classes, teachers use a wide range of activities appropriate to pupils' abilities. However, tasks planned for the more able pupils do not always require pupils to use higher order thinking skills enough.

Teachers and support staff provide regular and useful verbal feedback to pupils about how well they are doing and what the next steps in their learning are. Nearly all teachers mark pupils' work regularly. In many cases, they identify what pupils have done well. However, teachers' marking does not always record in writing what pupils need to do to improve. Most teachers provide regular opportunities for pupils to assess their own work. They are beginning to encourage pupils to assess work of peers.

Teachers use records effectively to track pupils' progress. They use assessment data purposefully to identify pupils who need additional support.

Parents receive regular feedback on their child's progress, new initiatives in literacy and numeracy and new teaching methods through open evenings. Parents receive suitable annual reports about their child's progress.

Care, support and guidance: Good

The school is a caring and welcoming community where staff place an appropriate emphasis on pupils' health and wellbeing. For example, physical education sessions help pupils to exercise and many grow in confidence and self-esteem from taking part in sporting activities. There are good arrangements in place to develop pupils' understanding of wellbeing and healthy lifestyles. The school makes appropriate arrangements for healthy eating and drinking. There are effective strategies to encourage good behaviour.

Learning experiences promote pupils' spiritual, moral, social and cultural development well. The school holds a suitable daily act of worship, which promotes pupils' spiritual and moral development well. Staff encourage pupils to show respect, care and concern for others on a daily basis and through such activities as raising money for charity.

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

Staff identify pupils needing additional support effectively. Teachers and support staff offer a good level of support to individual pupils in line with their learning and emotional needs. There are good links with a range of outside agencies. For example, staff work closely with the educational psychologist and the local special school to support pupils with very particular needs. The school nurse provides pupils with good information on health and hygiene.

Learning environment: Good

The school offers a safe, secure and welcoming environment for all pupils. A caring ethos promotes a sense of belonging and respect for others. Teachers and pupils recognise and celebrate diversity well. Pupils receive equal access to all areas of the school's provision.

The four bright and airy classrooms are an appropriate size for the number of pupils. However, access to some classrooms is through other classrooms.

The site is secure and buildings are clean and well maintained. There are reasonable adjustments such as ramps to accommodate any individual with a disability.

Displays in classes and around the school are colourful and informative. There are enough books, equipment and computers to support the curriculum well. Resources are of good quality and match pupils' needs effectively.

There is a well-equipped outdoor learning classroom for Foundation Phase, which is used regularly to support and develop pupils' learning.

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

Leadership: Good

The headteacher has a clear vision for the school, has high expectations of all staff and provides effective leadership. All staff members share the vision for the school and expectations of themselves and the pupils. They work together successfully to create a welcoming, well-ordered, inclusive learning environment for all pupils.

Senior leaders, members of staff and governors use relevant information on the school's performance well to identify its strengths and areas for improvement. They set clear targets that reflect appropriate strategic priorities for the school's development plan.

A culture of collaboration and teamwork is very evident in the school and all members of staff are aware of their roles and responsibilities. They work well with one another and share a common understanding of the school's priorities for improvement. This enables the school to be an effective learning community. Performance management arrangements are effective for all members of staff. There is a clear willingness among staff to take on new ideas and ways of working. This has resulted, for example, in pupils having a better understanding of how well they are achieving.

The governing body is supportive of the school and governors are knowledgeable about the school's performance. Through appropriate training, many are developing their skills and confidence to challenge the school and to hold it to account for the standards pupils achieve.

The school responds positively to local and national educational initiatives, particularly with regard to improving pupils' bilingual skills.

Improving quality: Good

There are clear and effective procedures for self-evaluation. These include a thorough analysis of performance data, the regular use of assessment tests and tasks, and the scrutiny of pupils' work. The school draws successfully on the views of staff, governors and parents.

The self-evaluation report is clear and identifies appropriate priorities well, four of which have a specific focus on improving pupil outcomes. These determine the main priorities in the school development plan.

The school development plan is comprehensive, identifies relevant and specific targets and includes success criteria that focus well on pupil outcomes. It gives a clear outline of staff's responsibilities, funding requirements and methods for monitoring progress. As a result, pupils' standards in English have risen to 100% achievement at the expected level in key stage 2 in each of the last three years. The school has made good progress in addressing the recommendations from the previous inspection.

Partnership working: Good

The school has established a wide range of effective partnerships with parents, the community and other schools. Parents are supportive of the school and they receive good information about its work through newsletters, texting services and the website. The Friends of Bryn Hafren Association raise considerable funds to improve the outdoor learning for Foundation Phase pupils and to set up a new school library. Pupils benefit greatly from these initiatives.

There are good links with a range of community organisations such as the local quarry, agricultural show ground and theatres. These develop pupils' understanding and appreciation of a diverse range of activities that go on in their area.

Recent links with the nursery playgroup benefit the children when they enter the nursery class and ensure a calm and happy start to school life. There are effective arrangements for nearly all pupils to transfer to the local high school, enabling them to settle quickly into Year 7.

There are effective links with the local primary school cluster on a range of initiatives, which include standardisation and moderation of pupil work. The recently reviewed and revised portfolios of work for the Foundation Phase and key stage 2 help teachers to have a better understanding of the standards expected when they assess pupils' achievements.

Resource management: Good

The school has an appropriate level of well-qualified staff and it deploys them effectively to support learning across the school. Learning support assistants offer valuable assistance to teachers and have a positive influence on improving pupils' attainment.

All teachers benefit from suitable training based on the school's needs and priorities. For example, nearly all members of staff have received training to develop their Welsh language skills. Members of staff are involved in professional learning communities and they have worked effectively with other schools to improve the quality of teaching in mathematics. This has resulted in improvements in pupils' calculation skills.

The school manages its finances well and spending decisions match the school's priorities closely. Leaders use specific grants such as the school effectiveness grant purposefully to support learning in literacy by paying for visiting storytellers, a drama group and purchasing books for the new library. The school does not receive the pupil deprivation grant as there are no pupils eligible for free school meals,

Nearly all pupils make appropriate progress as they move through the school. Considering the standards achieved by pupils, the school offers good value for money.

Appendix 1: Commentary on performance data

6662053 - BRYNHAFREN C.P. SCHOOL

Number of pupils on roll	52
Pupils eligible for free school meals (FSM) - 3 year average	4.5
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	8	8	*	8
Achieving the Foundation Phase indicator (FPI) (%)	87.5	100.0	*	100.0
Benchmark quartile	3	1	*	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	8	8	*	8
Achieving outcome 5+ (%)	87.5	100.0	*	100.0
Benchmark quartile	3	1	*	1
Achieving outcome 6+ (%)	37.5	25.0	*	37.5
Benchmark quartile	2	4	*	3
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	8	8	*	8
Achieving outcome 5+ (%)	87.5	100.0	*	100.0
Benchmark quartile	4	1	*	1
Achieving outcome 6+ (%)	25.0	12.5	*	25.0
Benchmark quartile	3	4	*	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	8	8	*	8
Achieving outcome 5+ (%)	87.5	100.0	*	100.0
Benchmark quartile	4	1	*	1
Achieving outcome 6+ (%)	37.5	25.0	*	37.5
Benchmark quartile	3	4	*	4

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.

6662053 - BRYNHAFREN C.P. SCHOOL

Number of pupils on roll	52
Pupils eligible for free school meals (FSM) - 3 year average	4.5
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	5	6	6	14
Achieving the core subject indicator (CSI) (%)	100.0	66.7	83.3	85.7
Benchmark quartile	1	4	4	4
English				
Number of pupils in cohort	5	6	6	14
Achieving level 4+ (%)	100.0	66.7	83.3	85.7
Benchmark quartile	1	4	4	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	5	6	6	14
Achieving level 4+ (%)	100.0	66.7	83.3	92.9
Benchmark quartile	1	4	4	3
Achieving level 5+ (%)	*	*	*	35.7
Benchmark quartile	*	*	*	4
Science				
Number of pupils in cohort	5	6	6	14
Achieving level 4+ (%)	100.0	66.7	100.0	92.9
Benchmark quartile	1	4	1	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

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.	25		25 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	25		25 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	25		21 84%	4 16%	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	25		24 96%	1 4%	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.	25		24 96%	1 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	25		24 96%	1 4%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	25		24 96%	1 4%	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.	25		25 100%	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.	25		23 92%	2 8%	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.	25		24 96%	1 4%	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.	25		23 92%	2 8%	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	25		22 88%	3 12%	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.	27	16 59%	9 33%	2 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	21 78%	6 22%	0 0%	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.	27	22 81%	4 15%	1 4%	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.	27	17 63%	8 30%	2 7%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	27	21 78%	6 22%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	27	18 67%	8 30%	0 0%	1 4%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	21 78%	6 22%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	26	15 58%	9 35%	1 4%	1 4%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	27	16 59%	7 26%	3 11%	1 4%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	18 67%	9 33%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	27	19 70%	8 30%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	24	13 54%	8 33%	2 8%	1 4%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	26	10 38%	15 58%	0 0%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	27	13 48%	10 37%	3 11%	1 4%	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.	21	10 48%	9 43%	1 5%	1 5%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	27	17 63%	8 30%	2 7%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	18	6 33%	10 56%	1 6%	1 6%	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.	27	13 48%	14 52%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	26	16 62%	9 35%	1 4%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Ms Penny Lewis	Reporting Inspector
Mr Mervyn Lloyd Jones	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Mrs Sarah Louise Rees	Peer Inspector
Ms Sarah Blackmore (Deputy Headteacher)	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.