



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

A report on

**Buttington Trewern C.P. School
Buttington
Welshpool
Powys
SY21 8TB**

Date of inspection: July 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Buttington Trewern Community Primary School is in the village of Trewern, near Welshpool in the county of Powys. There are 175 pupils on roll between the ages of three and eleven, including 16 who attend the nursery on a full-time basis.

Approximately 7% per cent of pupils are eligible for free school meals, which is well below the national average (19%). Nearly all pupils are of white British ethnicity and come from homes where English is the main language. A very few pupils speak Welsh at home. No pupils speak English as an additional language.

The school identifies that 11% of pupils have additional learning needs. This is well below the national average (25%). A very few pupils have statements of special educational needs.

The last inspection of the school was in May 2010. The headteacher took up his post in 1995.

The individual school budget per pupil for Buttington Trewern Community Primary School in 2016-2017 means that the budget is £3,366 per pupil. The maximum per pupil in the primary schools in Powys is £5,561 and the minimum is £2,960. Buttington Trewern Community Primary School is 57th out of the 83 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils apply their literacy, numeracy and information and communication technology (ICT) skills well across the curriculum
- Nearly all pupils' speaking skills are very good
- Most pupils' skills in using the Welsh language are good
- Nearly all pupils with additional learning needs make strong progress in their learning
- Attendance rates have placed the school in the top 25% for the past three years when compared with similar schools
- Nearly all pupils behave well during lessons and around the school
- Most teachers motivate pupils well and use a good range of strategies to support their learning
- The school monitors the progress of pupils effectively
- All members of staff provide effective support and guidance for pupils

Prospects for improvement

The school's prospects for improvement are good because:

- The senior leadership team provides strong direction to the work of the school
- Governors provide good support to school leaders and hold them to account effectively for the standards that pupils achieve
- The school has a well-established culture of self-evaluation
- Senior leaders are successful in improving outcomes for pupils
- The school works effectively with a wide range of partners and this has a positive impact on pupils' learning and wellbeing
- Teachers and leaders benefit from a good range of relevant training opportunities that help to improve outcomes for pupils

Recommendations

- R1 Improve the spelling and handwriting skills of pupils in key stage 2
- R2 Ensure that learning experiences reflect Foundation Phase principles consistently
- R3 Ensure regular opportunities for pupils to work independently and to make choices about what and how they learn

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils enter the school with skills, knowledge and understanding at or above the expected level for their age. As they move through the school, nearly all pupils make good progress.

In the Foundation Phase, most pupils listen very well to each other and to adults. Most speak clearly when responding to questions and join in with class discussions enthusiastically, for example when they plan dance and music sequences, linked to reading 'Handa's Surprise'. In key stage 2, most pupils listen with interest to adults and to each other. Nearly all pupils' speaking skills are very good. For example, pupils in Year 5 use effective persuasive vocabulary during a presentation about selling an eco-car.

Many pupils in the Foundation Phase read well. In Year 2, they use their knowledge of the sounds that letters make to help them read unfamiliar words and they use punctuation well to help them make sense of what they are reading. They talk about their favourite characters and express their views confidently. In key stage 2, most pupils read fluently and with good expression. In Year 6, they express preferences for the books they read, for example choosing books by Michael Morpurgo because they find them intriguing. They discuss books in a mature manner and empathise with the characters, for example when reading 'War Game' by Michael Foreman. Many pupils use their reading skills effectively for research. They use the contents and index pages of non-fiction books appropriately and understand how to scan text to find specific information.

By the end of the Foundation Phase, many pupils write appropriately for a range of purposes. For example, they write well-structured reports about nocturnal animals. Spelling is generally accurate and the more able pupils use punctuation well, for example using commas in lists within sentences. In key stage 2, many pupils write well in a good range of contexts, for example when writing informative recounts of a pond-dipping trip to Llyn Coed-y-Dinas. Throughout the school, many pupils use their writing skills well across the curriculum. For example, Year 6 pupils write letters to complain about conditions in Victorian workhouses. However, in key stage 2, a minority of pupils make too many errors with spelling, including familiar, everyday words. In addition, a minority of pupils do not develop a joined, fluent handwriting style and have too many inconsistencies in the size of their letters.

Most pupils develop their number skills well in the Foundation Phase. They multiply and divide by 2, 5 and 10, and find halves and quarters of numbers. They apply mathematical skills effectively in their work, for example when recording changes in the weather over a week and presenting the information in a bar chart. In key stage 2, most pupils' skills in handling numbers are good. In Year 6, more able pupils work effectively to develop formulae to predict patterns in number and shape sequences. Most pupils apply their numeracy skills well in their work across the curriculum. For

example, they use multiplication and division skills when investigating the amount of sugar in different quantities of a range of soft drinks.

Pupils' skills in using the Welsh language are good. Most pupils in the Foundation Phase use simple phrases and questions well, for example when taking part in role-play activities about mini-beasts. By the end of key stage 2, most pupils talk about a range of familiar topics, such as what they like doing at school. They extend their sentences effectively to explain why they like their favourite subjects. Many pupils throughout the school read simple Welsh texts with good pronunciation and understanding. Many pupils write appropriately in Welsh. For example, pupils in Year 2 keep weather diaries and pupils in Year 6 write dialogues between a customer and a waiter in a café.

Pupils' ICT skills are good. They use these effectively in their work across the curriculum. For example, pupils in the Foundation Phase sort animals using decision trees. In Year 5, pupils create databases of the characteristics of water birds and pupils in Year 3 use code to create a car parking game.

Nearly all pupils with additional learning needs make strong progress in their learning.

At the end of the Foundation Phase, pupils' performance at the expected outcome in literacy over the past four years generally places the school in the top 25% or higher 50% when compared with similar schools. Performance in mathematical development usually places the school between the higher and lower 50%. Performance of pupils at the higher outcome in literacy tends to place the school in the lower 50%, and between the higher and lower 50% for mathematical development when compared with similar schools.

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science has usually placed the school in the higher 50% when compared to similar schools. However, performance at the higher level is more variable, with English and science moving the school between the higher and lower 50% and mathematics consistently placing it in the lower 50%.

Wellbeing: Good

Nearly all pupils feel safe at school and know whom to speak to if they have a concern. They know the benefits of eating a balanced diet in order to keep healthy. Most pupils have a good understand of how to stay fit through regular exercise and many attend the wide variety of sporting activities organised by the sports ambassadors. Most pupils understand how to use the internet safely. For example, they know that they should not share personal information online.

Nearly all pupils behave well during lessons and around the school. They are courteous and polite to each other and adults. Most pupils have positive attitudes to learning. They show interest in their work and persevere to complete tasks, for example when they apply themselves well to create models of fruit from clay.

Most pupils make decisions about the life and work of the school. Many pupils belong to groups that support others, such as the Criw Cymraeg, super ambassadors, eco committee and digital wizards. The school council is successful in organising events, such as 'Spruce up Saturdays', that engage adults and children in activities that improve the school environment.

Most pupils throughout the school recognise the importance of good attendance. Attendance rates have placed the school in the top 25% for the past three years when compared with similar schools. Nearly all pupils arrive on time at the start of the school day.

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

The school provides a good range of learning experiences for pupils. Teachers plan interesting topics that engage learners well. For example, history topics about the Tudors and the Victorians provide good opportunities for pupils in key stage 2 to learn about life in the past. In the Foundation Phase, most teachers plan whole class literacy and numeracy activities well. However, planning to develop and improve pupils' skills through active learning experiences is less well developed. The school takes part in a good range of activities that support and enhance the curriculum well. For example, a topic about bees planned in conjunction with a local arts charity enables pupils in Year 6 to use their science, technology and mathematics skills effectively in an interesting and engaging context.

Teachers use the literacy and numeracy framework effectively to develop pupils' literacy and numeracy skills. In addition, a recently implemented scheme of work for ICT ensures good progression in the development of pupils' ICT skills. As a result, pupils apply their skills well across the curriculum.

Many teachers and teaching assistants use Welsh regularly and they provide good role models for pupils in the use of the language. They plan valuable opportunities for pupils to read and write simple Welsh texts. The school makes good provision for pupils to learn about the culture and heritage of Wales. Pupils study Welsh artists, such as Kyffin Williams and Louise Collis, and they have purposeful trips and visits to places of interest. For example, a recent trip to Powysland Museum helped pupils to understand about life in their locality during the the Viking invasion. The school celebrates Welsh traditions well, for example through taking part in Welsh dancing competitions with local schools.

There is good provision to develop pupils' knowledge and understanding of sustainable living and global citizenship. Members of the well-established eco committee encourage pupils to recycle and save water. The curriculum offers good opportunities to learn about life in other countries, for example India. The school has established regular links with a school in Kenya. As a result of these activities, pupils have a growing understanding of the lives of people in different parts of the world.

Teaching: Good

Most teachers motivate pupils well and use a good range of strategies to support their learning. These include questioning pupils effectively in order to extend their thinking and providing opportunities for pupils to work in pairs and small groups. Most teachers plan interesting activities that build well on pupils' prior knowledge and, as a result, most pupils make good progress in lessons. Many teachers adapt work well to meet the needs of different learners, especially in mathematics. However, in a few classes, teachers direct too many activities and this limits opportunities for pupils to make choices and to develop their independent learning skills. Most teaching assistants provide good support to pupils. In the Foundation Phase, they help to develop pupils' speaking skills in English and in Welsh. In key stage 2, they use their subject knowledge well to support small groups and individual pupils who need additional help with literacy and numeracy.

Most teachers provide feedback to pupils of good quality. Their written comments help pupils to see what they have done well and what they need to do to improve. Many pupils use this information well to improve their work. Most teachers provide purposeful opportunities for pupils to assess their own and other pupils' learning. The school tracks the progress of pupils effectively and teachers use this information well to plan appropriate provision for pupils in need of additional support. Annual reports to parents provide useful information about the progress pupils make and the next steps in their learning. This year the school provided mid-year reports on pupils' progress. Parents found this particularly useful, as they were able to support their children with specific areas to improve during the school year.

Care, support and guidance: Good

All members of staff provide support and guidance of good quality to pupils. They know all pupils very well and respond to pupils' individual needs successfully.

Teachers and leaders promote pupils' spiritual development well. Daily acts of collective worship provide purposeful opportunities for children to reflect on their values and beliefs effectively. The school makes appropriate arrangements for promoting healthy eating and drinking. Teachers plan stimulating opportunities for pupils to participate in music and literary activities. For example, pupils sing in the school choir and meet authors to discuss their work.

The school has valuable links with a number of specialist services, including educational psychologists and health professionals. These help teachers to make good provision for pupils with specific needs. As a result, nearly all pupils at the school attain the expected levels for their age. The school has good links with community police services and Aberystwyth University and use these to provide valuable opportunities for pupils to understand how to stay safe online. Pupils use this information well to deliver presentations about online safety to other pupils and to their parents.

Provision for pupils with additional learning needs is effective. Teachers identify pupils who need additional learning support at an early stage. They develop suitable individual education plans for pupils and these meet pupils' learning needs well.

Parents and pupils take part in developing these and in reviewing the progress that pupils make against their individual targets. The school offers a good range of literacy and numeracy interventions. Teachers give pupils on these programmes the opportunity to evaluate their effectiveness in order to ensure that they meet their needs.

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

Learning environment: Good

The school is an inclusive community with a positive and caring ethos. All staff place a high value on kindness and friendship and this comes through strongly in classes and around the school. Leaders ensure that pupils understand their rights well, for example through the establishment of the super ambassador group. Teachers provide a good range of extra-curricular activities, such as yoga, art and rugby, that many girls and boys attend.

Leaders and teachers make good use of the school building. For example, they use the ICT suite regularly to help develop pupils' skills. The school has a good range of resources that meet the needs of pupils well. These include touchscreen televisions purchased recently with funds raised by the parents' association. Teachers ensure that classroom displays support pupils' learning effectively and that displays in corridors celebrate pupils' achievements well. The school has extensive grounds, which staff and pupils use well for physical education sessions, playtimes and extra-curricular sports activities. Outdoor areas in the Foundation Phase have valuable resources such as log circles and mud kitchens and there is an interesting forest school area available to all pupils. However, teachers do not use these outdoor facilities to enhance pupils' learning often enough.

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

The headteacher is an effective school leader. He sets high expectations for staff and pupils. He works successfully with the senior leadership team to provide clear direction to the work of the school. All staff show a strong commitment to raising standards and ensuring the wellbeing of pupils.

All teachers understand their roles well and work successfully as a team to promote high standards of achievement for all pupils. There are highly effective systems in place to ensure that the school works efficiently as a well-organised community. All members of staff have specific responsibilities, which they understand well, and this ensures clear lines of accountability.

Performance management arrangements for all staff link well to school improvement priorities and to the professional development needs of staff. The school pays good attention to national priorities, for example the implementation of the literacy and numeracy framework and raising standards in Welsh.

Members of the governing body know the school and the community it serves very well. Most governors have a sound understanding of school performance, for example, through their involvement in looking at pupils' work. They provide good feedback on their findings from these activities to leaders and teachers and this supports improvements in the work of the school. For example, teachers have adopted a more consistent approach to the written feedback they give to pupils as a result of feedback from governors. Governors know the school's strengths and areas requiring improvement thoroughly. They provide good support to school leaders and hold them to account effectively for the standards that pupils achieve. For example, they monitor provision for more able pupils to ensure that teachers provide them with sufficient challenge.

Improving quality: Good

The school has a well-established culture of self-evaluation. The headteacher, senior management team and teachers implement a thorough monitoring programme that evaluates the impact of many aspects of school provision on outcomes for pupils. The self-evaluation process draws on a wide range of evidence, including book scrutiny, analysis of achievement data and classroom observations. As a result, all staff have a clear understanding of the school's strengths and areas for development. Leaders seek the views of parents and pupils and respond well to their opinions. For example, suggestions from pupils have resulted in improvements to the car parking system for parents.

Leaders use the outcomes of self-evaluation successfully to identify the school's priorities for improvement. The school development plan includes a manageable number of priorities with realistic timescales and measureable success criteria. All teachers have clear roles and responsibilities for implementing and monitoring actions to help bring about improvements.

Leaders have been successful in improving outcomes for pupils as a result of purposeful action planning. For example, the school has raised standards in Welsh and mathematical reasoning skills and improved pupil attendance rates well. However, teachers have not fully implemented actions to improve provision in the Foundation Phase and this remains an area requiring improvement.

Partnership working: Good

The school works effectively with a wide range of partners and this has a positive impact on pupils' learning and wellbeing. Partnerships with parents are strong. Nearly all parents feel well informed about their children's progress and are comfortable about approaching the school with suggestions or concerns.

The good links with the local community enrich pupils' learning experiences well. For example, pupils visit the nearby church to learn about the battle of Buttington. In addition, many pupils perform in shows with the local operatic society. Teachers work productively with teachers from other schools to share good practice. These activities have a positive impact on developing pupils' skills, for example in planning scientific investigations.

The close links with the playgroup, based on the school site, ensure that younger pupils transfer easily to the nursery class. The transition arrangements with the secondary school are good. Year 6 pupils visit the school and participate in a wide range of activities prior to transfer, for example in French lessons and team building activities. As a result, older pupils move confidently to the next phase of their education. The effective cluster arrangements for moderating pupils' work ensure the accuracy of the school's teacher assessments at the end of the Foundation Phase and key stage 2.

Resource management: Good

The school has sufficient suitably qualified teachers to deliver the curriculum effectively. Leaders deploy teaching and support staff well. Teaching assistants provide valuable support for pupils who require additional help. There are suitable arrangements for teachers' planning, preparation and assessment time.

The performance management arrangements identify the professional development needs of all staff well. Staff benefit from a good range of relevant training opportunities that have a positive impact on the quality of provision and on pupil outcomes. Notable examples include the recent ICT training, Welsh courses and courses to help teachers to improve pupils' creative writing skills. The school has a buddy system for teachers to share good practice and to mentor and support each other. This arrangement contributes well to ensuring teaching of good quality throughout the school.

The headteacher and governing body manage and monitor the school budget well, ensuring that funding links well to improvement priorities. The school makes good use of the pupil development grant to provide additional support for identified pupils. This provision has a positive impact on identified pupils' achievement and wellbeing.

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

Appendix 1: Commentary on performance data

6662051 - BUTTINGTON TREWERN C.P. SCHOOL

Number of pupils on roll	175
Pupils eligible for free school meals (FSM) - 3 year average	6.7
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	17	23	21	26
Achieving the Foundation Phase indicator (FPI) (%)	88.2	95.7	95.2	96.2
Benchmark quartile	3	1	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	17	23	21	26
Achieving outcome 5+ (%)	88.2	95.7	95.2	100.0
Benchmark quartile	3	2	2	1
Achieving outcome 6+ (%)	29.4	26.1	38.1	50.0
Benchmark quartile	3	3	3	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	17	23	21	26
Achieving outcome 5+ (%)	88.2	95.7	95.2	96.2
Benchmark quartile	4	2	2	3
Achieving outcome 6+ (%)	23.5	30.4	38.1	46.2
Benchmark quartile	3	3	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	17	23	21	26
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	11.8	34.8	57.1	65.4
Benchmark quartile	4	4	3	3

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.

6662051 - BUTTINGTON TREWERN C.P. SCHOOL

Number of pupils on roll	175
Pupils eligible for free school meals (FSM) - 3 year average	6.7
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	29	29	27	26
Achieving the core subject indicator (CSI) (%)	89.7	96.6	96.3	100.0
Benchmark quartile	3	2	2	1
English				
Number of pupils in cohort	29	29	27	26
Achieving level 4+ (%)	89.7	96.6	96.3	100.0
Benchmark quartile	3	2	2	1
Achieving level 5+ (%)	41.4	55.2	48.1	46.2
Benchmark quartile	3	1	2	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	29	29	27	26
Achieving level 4+ (%)	89.7	96.6	100.0	100.0
Benchmark quartile	4	2	1	1
Achieving level 5+ (%)	24.1	41.4	44.4	50.0
Benchmark quartile	4	3	3	3
Science				
Number of pupils in cohort	29	29	27	26
Achieving level 4+ (%)	89.7	96.6	100.0	100.0
Benchmark quartile	4	2	1	1
Achieving level 5+ (%)	44.8	62.1	51.9	57.7
Benchmark quartile	3	1	2	2

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	95	93 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	95	91 96%	4 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	95	89 94%	6 6%	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	95	94 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	95	90 95%	5 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	95	91 96%	4 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.	95	94 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	95	95 100%	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.	95	74 78%	21 22%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	95	79 83%	16 17%	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.	94	65 69%	29 31%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		76%	24%	
Nearly all children behave well at playtime and lunch time	92	71 77%	21 23%	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.	62	45 73%	16 26%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	61	48 79%	13 21%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	62	44 71%	17 27%	1 2%	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.	62	31 50%	26 42%	3 5%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	62	28 45%	33 53%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	62	33 53%	28 45%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	61	39 64%	22 36%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	62	20 32%	31 50%	4 6%	1 2%	6	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	61	40 66%	17 28%	3 5%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	62	43 69%	17 27%	1 2%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	62	46 74%	15 24%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	61	28 46%	26 43%	1 2%	0 0%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	62	24 39%	27 44%	8 13%	0 0%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	62	45 73%	12 19%	4 6%	0 0%	1	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.	62	28 45%	29 47%	2 3%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	60	36 60%	22 37%	1 2%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	60	22 37%	19 32%	2 3%	1 2%	16	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.	62	22 35%	36 58%	3 5%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	62	45 73%	16 26%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mrs Jane McCarthy	Reporting Inspector
Mrs Rhian Jones	Team Inspector
Ms Margaret Gwyn Watkins	Lay Inspector
Mr Richard James Bailey	Peer Inspector
Mr Colin Jenkins (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.