



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

A report on

**Llandysilio C.I.W. School
Four Crosses
Llanymynech
Powys
SY22 6RB**

Date of inspection: March 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

Llandysilio Church in Wales Primary School is in Four Crosses in Powys. Currently, the school has 83 pupils, including six in the nursery who attend on a full-time basis. Numbers are falling. Pupils enter the nursery class in the term that they have their fourth birthday. There are three mixed-age classes.

Most pupils live locally. Around 12% of pupils are eligible for free school meals. This is below the national average of 19%. The school identifies around 8% of pupils as having additional learning needs, which is below the national average of 25%. Two pupils are in the care of the 'looked after' by the local authority. No pupils have a statement of special educational needs. English is the main home language of nearly all pupils and no pupils use Welsh as their first language. No pupils come from an ethnic minority background.

The headteacher took up her post in September 2013. Estyn last inspected the school in September 2009.

The individual school budget per pupil for Llandysilio Church in Wales Primary School in 2016-2017 means that the budget is £3,597 per pupil. The maximum per pupil in the primary schools in Powys is £5,561 and the minimum is £2,960. Llandysilio Church in Wales Primary School is 43rd out of the 83 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 of the school is adequate because:

- Pupils' speaking and listening skills are good
- Nearly all pupils read widely, with fluency and expression and a good understanding of text and characters
- Most pupils use their literacy skills effectively across the curriculum
- Pupils speak, read and write in Welsh lessons to a high standard
- Pupils' attendance and behaviour are good
- Pupils are courteous and polite and have positive attitudes to learning
- Pupils enjoy participating in the wide range of extra-curricular activities available and in community events
- Provision for pupils with additional learning needs is effective in ensuring that they make good progress in line with their abilities

However:

- Standards have declined recently
- More able pupils do not make enough progress in most aspects of the curriculum
- Most pupils' application of their numeracy and information and communication technology (ICT) skills is limited
- Pupils do not understand well enough how to improve their work
- Teachers plan effectively, but do not always implement their plans closely enough to provide pupils with a broad and balanced curriculum
- Teachers do not have high enough expectations of what pupils can achieve and therefore do not challenge them effectively in most curriculum areas

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher carries out her role efficiently and achieves a good balance between her teaching commitment and management responsibilities
- The headteacher is supported well by the recent appointment of a senior leader who is developing her wide-ranging management role effectively
- The governing body are proud of the school and are knowledgeable about its everyday life and work
- The self-evaluation process is on-going throughout the year and draws on an appropriate range of first-hand evidence
- The school has a worthwhile range of partnerships that support pupils' learning and wellbeing effectively

- Opportunities for the professional development of staff have improved standards in Welsh across the school

However:

- Performance management arrangements have a positive impact on only a few aspects of the school's work
- Governors are not in a position to provide realistic challenge to leaders or to hold them to account to ensure high standards across the school
- Teachers and leaders are not always skilled enough to judge the effectiveness of teaching and the quality of pupils' work accurately and this leads to an overly positive view of current standards, particularly in key stage 2
- Progress in meeting whole-school priorities and recommendations from the last inspection is too slow
- Teachers do not always work with year groups where they are familiar with pupils' capabilities

Recommendations

R1 Improve outcomes for pupils who are more able

R2 Improve standards of pupils' numeracy skills across the curriculum

R3 Raise teachers' expectations of what pupils can and should achieve

R4 Provide pupils with specific feedback on their work so that they are clear about what steps they need to take to improve

R5 Improve leaders' ability to judge the quality of teaching and learning across the school more accurately

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils' skills on entry vary significantly from year to year when compared to those of pupils of a similar age. Over time, many pupils make satisfactory progress in their learning, but pupils who are more able do not always achieve as well as they could, especially in literacy. Generally, current standards in writing and mathematics in key stage 2 are not as high as they were in the previous year.

Nearly all pupils listen well and show an understanding of what they have heard. They speak confidently to adults and older pupils use well-chosen specialist vocabulary. Most pupils recall their previous knowledge successfully.

Overall, standards of reading in Year 2 are good or better. Many pupils read familiar books with fluency and confidence, but their reading generally lacks expression. They can name their favourite authors and say in simple terms why they like the books they choose. They apply their phonic knowledge well to decipher unfamiliar words.

Nearly all Year 6 pupils enjoy reading widely. They know authors they like and can talk knowledgeably about characters in their reading books. Almost all read fluently and with good expression. They predict sensibly what might happen next in the story and use evidence to support their ideas. All use an index correctly and they can skim and scan a text to gather information, such as when they research facts about Rodney's Pillar as part of an eco-project.

Most Year 2 pupils make worthwhile progress in writing, for example to complete poems about 'the dark' or 'the seaside'. They spell common words well and write with increasing fluency and length. Many pupils are beginning to use a joined script to present their work neatly. Many Year 6 pupils spell accurately and make effective use of drafting to improve their work. They make good use of paragraphs and use persuasive language effectively to promote, for instance, the benefits of joining the Urdd. Almost all pupils make suitable use of their literacy skills in work across the curriculum.

Nearly all Year 2 pupils achieve well in mathematical development, especially when they use number or measures. Currently, Year 6 pupils who are working towards the expected level make satisfactory progress. However, nearly all more able pupils do not achieve highly enough. Most pupils have limited problem-solving skills. Across the school, pupils do not use their numeracy skills well enough in other curriculum areas.

Foundation Phase pupils use ICT successfully to control programmable toys, to take pictures and to improve their literacy skills. In key stage 2, pupils use ICT well to research information for topics, to present this work in a range of formats and to complete mathematics homework. In a few cases, they use spreadsheets effectively

to prepare graphs and charts. They create databases to compare flags successfully, but make little use of them to search or sort information. Nearly all pupils have a sound understanding of how to be safe on the internet.

The standard of pupils' Welsh is good across the school. Most pupils enjoy learning the language and develop their speaking and listening skills well. For example, in the Foundation Phase, pupils in the role of 'Helpwr Heddiw' lead daily question and answer sessions, which reinforce and develop pupils' skills well across a suitable range of language patterns. In key stage 2, many pupils read and write independently to a good standard for a wide range of different purposes. A few more able pupils use interesting vocabulary and write extended pieces, for example when writing lively dialogues between a customer and a waiter in a café. However, pupils do not use their Welsh often enough in everyday situations around the school.

Due to the relatively small number of pupils in each year group, the results of pupil assessments have to be treated with care. One pupil's performance can have a significant influence on overall school outcomes and any benchmarked comparisons, especially those based on pupils eligible for free school meals.

Over the last four years, pupils' performance at the end of the Foundation Phase has fluctuated considerably. Over this time, outcomes for pupils at the expected and higher outcome in literacy and mathematical development have varied, moving the school between the top 25% and bottom 25% when compared with similar schools.

Pupils' performance at the end of key stage 2 over the last four years has also fluctuated greatly at the expected and higher level. It has moved the school between the top 25% and bottom 25% when compared with similar schools in English, mathematics and science.

Wellbeing: Good

Most pupils feel secure in school and understand how to use the internet safely. They realise the importance of healthy eating and know how to stay fit and healthy. Many older pupils enjoy participating in the wide range of extra-curricular sporting activities on offer to them.

The school council makes a purposeful contribution to school life. In recent months, it has arranged for a 'dog park' outside the school gates and made popular changes to lunchtime with the introduction of food trays rather than plates.

Most pupils have a positive attitude to learning. They know their individual targets for literacy and numeracy, but these are not always specific enough to make sure that pupils make improvements to their work. Nearly all behave well in class and around the school. They are courteous and polite. Pupils are beginning to contribute well to what they learn. For example, Year 2 pupils wished to visit an ice-cream parlour as part of a 'seaside' project. Nearly all pupils in Year 6 take on worthwhile responsibility, for example as members of the eco-committee, monitors in assembly or at lunchtime, and 'digital champions'. They take a worthwhile part in the life of the community, for instance by undertaking litter picking, attending church services and raising funds for charity.

Over the last four years, pupils' attendance has risen. It places the school consistently in the higher 50% or top 25% when compared with similar schools. Most pupils are punctual.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides a suitable range of learning experiences that meet the needs of many pupils. Consistent planning builds systematically on pupils' existing knowledge and understanding as they move through the school. However, pupils do not always benefit fully from this planning as teachers do not often implement it closely enough.

The provision for reading is very good and consequently most pupils achieve high standards. Teachers provide appropriate opportunities for pupils to experience and develop a comprehensive range of writing genres in work across the curriculum. The planning for the development of pupils' numeracy skills is sound in most respects. However, the provision for pupils to apply their numeracy skills across the curriculum is limited. Staff do not ensure that more able pupils get enough opportunities to develop their literacy and numeracy as well as they could. Planning for ICT is limited to a narrow range of applications. This means that pupils lack opportunities to develop a wide enough range of ICT skills as an integral part of their learning.

Provision for pupils' Welsh language development is good across the school. There is a wide range of interesting opportunities for pupils to develop their speaking and listening skills in lessons, for example through the daily question and answer sessions with 'Helpwr Heddiw' in the Foundation Phase. In key stage 2, there is a wealth of opportunities for pupils, especially those who are more able, to read and write independently to a high level for a range of different purposes and audiences. However, the provision for developing pupils' knowledge of Welsh history and culture and their use of Welsh in everyday situations is limited.

Staff offer a varied range of extra-curricular activities, which enhance pupils' learning experiences successfully. For example, an extensive programme of sporting events allows key stage 2 pupils to take part in competitions in the Urdd and with other schools. The school makes good use of visits and visitors to support the taught curriculum well. For example, an author's visit the school helped pupils to produce imaginative pieces of art based on the work of Roald Dahl and Quentin Blake.

The school has well-established practices to develop pupils' understanding of sustainable development, including recycling, re-using and energy conservation. Provision for global citizenship is less well developed. This means that pupils have insufficient opportunities to learn about other countries and cultures and their place in the wider world.

Teaching: Adequate

In many classes, teachers share learning objectives appropriately with pupils. Overall, these build well on pupils' previous learning. Teachers arrange activities that ensure that most pupils work diligently, but these do not always engage pupils as well as they could. Occasionally, teachers discuss success criteria appropriately with

pupils and use worthwhile questioning to develop their thinking. All teachers use praise and encouragement successfully to ensure suitable behaviour during the sessions. However, most teachers do not challenge the quality of pupils' work sufficiently to ensure that pupils, especially these who are more able, achieve to their full potential.

Most teachers' written feedback to pupils explains in general terms what they have done well. However, in many cases, this advice is not specific enough for pupils to be clear about the improvements they need to make. Pupils do not have enough worthwhile opportunities to reflect on their work in order to make improvements to it. Older pupils are beginning to make good use of checklists to evaluate their own and other pupils' work.

Staff track pupils' progress effectively and use this information well to identify where to place pupils in groups for reading sessions and to support pupils who need extra help with their learning. Annual reports to parents keep them well informed about their child's progress.

Care, support and guidance: Good

The school promotes pupils' wellbeing and health well through a range of suitable activities. For example, pupils sell fruit at breaktimes through the medium of Welsh. There are appropriate arrangements to promote healthy eating and drinking. Safeguarding arrangements meet requirements and give no cause for concern. Provision to raise pupils' awareness of internet safety is effective. The school promotes the importance of regular attendance successfully.

Provision for pupils' moral and social development is thorough. For example, the school works successfully with families to support them with positive strategies for managing pupils' behaviour at home in line with the school's strategies. Visits to the nearby church for services and by several local clergy contribute well to pupils' spiritual development. However, there are limited opportunities for pupils' cultural development.

The school co-operates well with other key agencies, such as the health visitor, social services and the community police liaison officer. These links support pupils' understanding of issues such as internet safety and safety in the countryside successfully.

There are effective arrangements to identify pupils with additional learning needs. Staff address these needs quickly and put suitable intervention strategies into place. Useful individual education plans contain specific targets for improvement for each targeted pupil. The school ensures that pupils and parents know and understand these targets. Staff review pupils' progress regularly and renew individual targets in consultation with parents. As a result, many pupils with additional needs make good progress in relation to their abilities.

Learning environment: Good

The school is a welcoming, caring and inclusive community. Staff respect the rights of all individuals and encourage pupils to show tolerance and respect for each other and to appreciate that others may have different points of view. In the school community, every pupil has equal access to all activities.

The school grounds and buildings provide a pleasant learning environment. Staff make good use of the grounds to enhance pupils' outdoor learning experiences and to develop their independent learning skills, for example through the development of a forest school. Classrooms are a good size, particularly in the Foundation Phase. There are sufficient resources to support teaching and learning. Many displays throughout the school are attractive, relevant, support pupils' learning and brighten the learning environment well.

The site is safe and generally secure.

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

The headteacher carries out her role efficiently and achieves a good balance between her teaching commitment and management responsibilities. She prioritises her time well and works conscientiously. Following a difficult period of reallocating teachers to classes as a result of changes to pupil numbers, she has realigned staff responsibilities sensibly to meet the current needs of the school. The headteacher receives effective support from the recently appointed senior leader, who is developing her wide-ranging management role well.

Overall, performance management arrangements for all staff have a positive effect on a few aspects of the school's work, for example in extending the range of pupils' writing and providing emotional support for vulnerable pupils. Staff work together closely in joint meetings, which focus on agreed whole school priorities, for example through the scrutiny of pupils' work from all year groups. However, a lack of agreed action points resulting from these meetings means that decisions are not always implemented or checked to ensure that priorities move forward.

The school works to develop a few national priorities, such as extending pupils' skills in Welsh effectively. However, it is less successful in providing suitable opportunities for pupils to apply their numeracy and ICT skills in work across the curriculum.

Members of the governing body are proud of the school and are knowledgeable about its everyday life and work. They support the headteacher well, especially with difficult decisions. For example, governors acted quickly to reduce the number of classes from four to three in September 2016 to take account of falling pupil numbers and to deal with a potential budget deficit. The governing body is developing its knowledge of the standards that pupils achieve through scrutiny of data, but this does not provide it with a sufficient picture of current standards. This means that governors cannot provide a realistic challenge to leaders or hold them fully to account for the standards and progress that pupils achieve.

Improving quality: Adequate

The self-evaluation process is ongoing throughout the year and draws on an appropriate range of first-hand evidence to identify strengths and areas for development. However, teachers do not always judge the quality of teaching and pupils' work accurately enough. This leads to an overly positive view of current standards, particularly in key stage 2. Leaders are beginning to analyse data to

identify trends and patterns of performance to ensure consistent pupil progress. As part of the self-evaluation process, the school takes the views of parents and pupils into consideration and adjusts provision accordingly. For instance, there are now two sittings at lunchtimes to enable pupils to develop their friendship groups better.

Overall, the outcomes of self-evaluation feed appropriately into the school development plan. However, systems are not always rigorous enough to ensure that agreed targets are followed up within appropriate timescales. This means that progress in meeting whole-school priorities is often too slow. As a result, recommendations from the last inspection with regard to raising standards of teaching, ICT and improving provision for more able pupils remain as current issues.

Partnership working: Good

The school has a worthwhile range of partnerships, which have a positive effect on pupils' wellbeing and achievement.

The school receives valuable support from the parent teacher association, enabling the purchase of many resources to improve the provision for pupils. For example, the purchase of new ICT resources allows pupils access to an improved range of ICT. Several parents provide valuable support to the school, for example by hearing pupils read in Welsh.

Good links with local nurseries and the forming of the 'Stay, Play and Chat' group mean that younger pupils settle easily into the nursery class. Older pupils benefit from the partnership with the secondary school and this helps nearly all pupils to move confidently to the next stage of their education.

Work with many local sports clubs and associations improves pupils' opportunity to improve their physical skills and wellbeing. The eco-committee has recently secured funding to establish a forest school area, which is currently under construction.

Good collaboration with local schools supports the professional development of staff well and contributes effectively to improving school provision. For example, the school participates regularly with the local cluster of schools in the standardisation and moderation of pupils' work to ensure accuracy of assessment.

Resource management: Adequate

There are sufficient suitably qualified staff to teach the curriculum, but, currently, they do not always have enough expertise to support more able pupils in key stage 2 to develop their potential fully. This is due to a reduction from four to three classes in September 2016 and the subsequent re-organisation of teaching staff to work in year groups where they are less familiar with pupils' capabilities.

Opportunities for the professional development of staff link closely to current and past priorities in the school development plan. This has underpinned improvements in aspects of the school's provision, for example in Welsh across the school, especially in the quality of more able pupils' independent writing in Welsh in Year 6. However, staff lack opportunities to observe best practice in other schools and this contributes to a limited awareness of what pupils, particularly the more able, can achieve.

The governing body has a good oversight of the school budget and monitors spending carefully. However, the school does not target its pupil deprivation grant spending at pupils eligible for free school meals well enough. Funded initiatives, such as the training of school librarians, benefit all pupils. This means that leaders lack the ability to measure the impact of the grant on the performance and wellbeing of targeted pupils.

In view of the standards that pupils achieve and the overall quality of provision, the school provides adequate value for money overall.

Appendix 1: Commentary on performance data

6663021 - LLANDYSILIO C.I.W. SCHOOL

Number of pupils on roll	89
Pupils eligible for free school meals (FSM) - 3 year average	7.1
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	12	16	14	16
Achieving the Foundation Phase indicator (FPI) (%)	91.7	100.0	92.9	87.5
Benchmark quartile	2	1	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	12	16	14	16
Achieving outcome 5+ (%)	91.7	100.0	92.9	100.0
Benchmark quartile	2	1	3	1
Achieving outcome 6+ (%)	0.0	56.3	35.7	50.0
Benchmark quartile	4	1	4	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	12	16	14	16
Achieving outcome 5+ (%)	100.0	100.0	92.9	87.5
Benchmark quartile	1	1	3	4
Achieving outcome 6+ (%)	16.7	50.0	28.6	37.5
Benchmark quartile	4	1	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	12	16	14	16
Achieving outcome 5+ (%)	100.0	100.0	92.9	100.0
Benchmark quartile	1	1	4	1
Achieving outcome 6+ (%)	16.7	93.8	57.1	81.3
Benchmark quartile	4	1	4	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

6663021 - LLANDYSILIO C.I.W. SCHOOL

Number of pupils on roll	89
Pupils eligible for free school meals (FSM) - 3 year average	7.1
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	16	14	16	13
Achieving the core subject indicator (CSI) (%)	87.5	85.7	87.5	100.0
Benchmark quartile	3	3	4	1
English				
Number of pupils in cohort	16	14	16	13
Achieving level 4+ (%)	93.8	85.7	87.5	100.0
Benchmark quartile	2	4	4	1
Achieving level 5+ (%)	25.0	64.3	56.3	76.9
Benchmark quartile	4	1	2	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	16	14	16	13
Achieving level 4+ (%)	100.0	85.7	93.8	100.0
Benchmark quartile	1	4	3	1
Achieving level 5+ (%)	31.3	64.3	43.8	84.6
Benchmark quartile	3	1	3	1
Science				
Number of pupils in cohort	16	14	16	13
Achieving level 4+ (%)	93.8	85.7	100.0	100.0
Benchmark quartile	3	4	1	1
Achieving level 5+ (%)	25.0	64.3	62.5	76.9
Benchmark quartile	4	1	2	1

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

* 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.	52		51 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	52		50 96%	2 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.	52		49 94%	3 6%	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	52		49 94%	3 6%	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.	51		49 96%	2 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	52		51 98%	1 2%	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.	52		51 98%	1 2%	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.	52		51 98%	1 2%	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.	51		40 78%	11 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.	52		48 92%	4 8%	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.	52		40 77%	12 23%	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	52		44 85%	8 15%	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.	29	21 72%	8 28%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	29	24 83%	5 17%	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.	29	25 86%	4 14%	0 0%	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.	29	19 66%	9 31%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	29	13 45%	12 41%	1 3%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	29	18 62%	11 38%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	29	20 69%	8 28%	0 0%	0 0%	1	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.	29	9 31%	17 59%	1 3%	0 0%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	29	16 55%	10 34%	1 3%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	29	20 69%	8 28%	1 3%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	29	20 69%	9 31%	0 0%	0 0%	0	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'.	28	14 50%	9 32%	1 4%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	2%		
I am kept well informed about my child's progress.	29	10 34%	14 48%	5 17%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	9%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	29	15 52%	14 48%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	27	11 41%	12 44%	1 4%	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.	29	17 59%	11 38%	0 0%	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.	29	10 34%	9 31%	0 0%	0 0%	10	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.	29	13 45%	12 41%	3 10%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	29	19 66%	10 34%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Richard Hawkley	Reporting Inspector
Ms Rhona Edwards	Team Inspector
Mrs Justine Barlow	Lay Inspector
Mr Nick Penn	Peer Inspector
Mrs Amanda Williams (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.