A report on

**Llantilio Pertholey C.V. Primary School
Hillgrove Avenue
Mardy Abergavenny
Monmouthshire
NP7 6LZ**

Date of inspection: September 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.

Publication date: 29/11/2016

Context

Llantilio Pertholey Voluntary Controlled Primary School is in the village of Mardy on the northern outskirts of Abergavenny in the Monmouthshire local authority.

There are 201 full-time pupils between the ages of 4 and 11 years on roll. The school admits children to its reception class in the September after their fourth birthday. There are seven single-year classes.

Around 8% of pupils are eligible for free school meals, which is well below the national average. The school identifies that approximately 17% of pupils have additional learning needs. No pupils have a statement of special educational needs.

Nearly all pupils are of white British ethnicity and come from homes where English is the main language. No pupils speak Welsh at home.

The headteacher took up her post in April 2015. Estyn last inspected the school in June 2009.

The individual school budget per pupil for Llantilio Pertholey Voluntary Controlled Primary in 2016-2017 means that the budget is £3,160 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,011 and the minimum is £2,837. Llantilio Pertholey Voluntary Controlled Primary is 29th out of the 30 primary schools in Monmouthshire 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 school's current performance is adequate because:

- The majority of pupils make good progress in the development of their literacy, numeracy and social skills as they move through the school
- Most pupils are capable readers and they develop strong oracy skills
- Most pupils in the Foundation Phase make appropriate progress in developing their writing skills
- Many pupils develop a good range of number skills in the Foundation Phase
- Most pupils write in Welsh at an appropriate level
- Nearly all pupils behave well in classes and around the school and engage well in tasks during lessons
- Education for sustainable development and global citizenship is a strength of the school and has developed well over a number of years
- Teachers plan a range of activities that successfully engage and motivate pupils
- Many lessons move along at a suitable pace and, as a result, maintain the interest of pupils

However:

- The development of pupils' numeracy skills in key stage 2 varies too much between classes
- In key stage 2, very few pupils write at length for a range of different purposes across the curriculum
- In general, pupils do not develop their oracy skills in Welsh well enough as they move through the school and very few pupils use Welsh outside of lessons
- Teachers do not use their assessment of pupils' previous learning effectively to inform their day-to-day planning
- There is not enough regular feedback to pupils to help them to make the necessary next steps in their learning

Prospects for improvement

The school's current performance is adequate because:

- The headteacher is firmly committed to raising standards of achievement and has a clear vision for school improvement
- There are many new initiatives in place, which are beginning to have a positive impact on improving standards and the quality of provision
- Robust performance management systems link appropriately to whole-school priorities

- Staff and pupils feel valued as a result of effective and open communication in the school
- Governors are becoming more confident in their role as critical friends
- The school has developed appropriate systems to evaluate the quality of many aspects of its work
- The school's self-evaluation report provides an open and honest picture of the school's work
- There is a strong partnership with parents
- Effective links with the church and the local community provide worthwhile learning opportunities for pupils

However:

- New initiatives have not had to time to become firmly established or to have a significant impact on standards of teaching and learning at this stage
- Monitoring procedures are not rigorous enough to identify all areas for improvement effectively
- The school does not use data strategically enough to monitor pupils' progress
- The school development plan does not prioritise actions enough

Recommendations

R1 Raise standards in mathematics and pupils' writing in key stage 2

R2 Improve pupils' oracy skills in Welsh

R3 Provide pupils with opportunities to develop a full range of information and communication technology (ICT) skills, particularly in the use of databases and spreadsheet modelling

R4 Use teachers' ongoing assessments of what pupils can already do to inform their planning and meet the needs of all pupils fully

R5 Ensure that teacher feedback is of good quality across the school and gives pupils clear guidance on what they need to do to improve

R6 Refine school improvement procedures to involve all leaders in raising standards and ensuring provision of good quality across all classes

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

Many pupils enter the school with literacy, numeracy and social skills that are above those expected for their age. The majority of pupils make sound progress in the development of these skills as they move through the school. Most pupils with additional learning needs make appropriate progress.

Most pupils' develop strong oracy skills. They listen carefully to each other and other adults. They are keen to offer answers when questioned and respond clearly when joining in with class discussions. As they progress through the school, many pupils provide increasingly well-developed answers.

By the time they leave the school, most pupils are capable readers. In the Foundation Phase, they use their phonic skills well to sound out unfamiliar words and many correct themselves when they make mistakes. Most answer questions about what they have read correctly and show a good understanding of their text. Most pupils in key stage 2 read with a level of fluency, expression and understanding that is appropriate to their age. By Year 6, many pupils are enthusiastic readers. They use punctuation and speech marks well to aid their reading. They predict what might happen next in a story and speak with empathy about characters, for example in David Walliams' 'Boy in a Dress.'

Most pupils in the Foundation Phase make appropriate progress in developing their writing skills. By the end of the phase, they produce neat, well-presented written work with well-formed letters. They use capital letters and full stops accurately in sequences of sentences. A few pupils use complex forms of punctuation, such as commas, well. Many pupils write at length for different purposes. For example, they write imaginative stories about the journey of a seed and use appropriate vocabulary when recounting a shopping trip. Most pupils spell accurately for their age and ability. Most pupils apply their writing skills well in other areas of the curriculum.

In key stage 2, many pupils use basic punctuation accurately to organise their work and convey meaning. A few more able pupils use complex forms of punctuation confidently, such as colons and brackets. A majority of pupils make appropriate progress in their handwriting and presentation skills as they move through the key stage. However, by the end of key stage 2, pupils do not always present their work well enough. Most pupils spell key words correctly and a few more able pupils spell increasingly complex and technical words accurately. However, less able pupils make too many simple errors with commonly occurring words. A majority of pupils are developing their understanding of the various forms of non-fiction writing well, but pupils do not write at length for a range of different purposes across the curriculum.

During the Foundation Phase, many pupils develop a good range of number skills. In Year 2, many pupils complete simple calculations involving addition, subtraction and multiplication accurately and apply these skills well to solve word problems

successfully. Most more able pupils add amounts of money to £10 and many pupils have a suitable understanding of a range of concepts and skills, including time, weight, shape and handling data. Most pupils apply their numeracy skills well across the curriculum, for example when creating a bar chart to show the variety of sports played by children in a class.

Many pupils in key stage 2 continue to build their number skills appropriately. In Year 4, many pupils understand place value and use this well when adding amounts to 1000 and decimals to one decimal place. They use a range of skills suitably when measuring time, calculating length and perimeter. They apply data handling skills well, for example when creating a bar chart to show their pulse rate when undertaking various forms of exercise. By the end of key stage 2, a majority of pupils show a sound understanding of the four rules of number and can apply these to solve problems, for example when calculating how much pocket money two children save over time. A minority order decimals and numbers up to one million independently. They have an appropriate understanding of a range of measures. For example, the few most able pupils apply their understanding well when calculating how much water would be lost from a dripping tap over a year. However, the development of pupils' numeracy skills in key stage 2 is not consistent across all classes and pupils do not build their skills systematically enough as they move through the school. As a result, not all pupils make as much progress as they could.

In general, most pupils are positive about the Welsh language. In Year 2, they write simple sentences accurately to describe their likes and dislikes and answer basic questions about themselves well. They write to an appropriate level in key stage 2, using the past tense and extended sentences, such as when they write about their holidays. Many pupils read prepared texts with suitable pronunciation and understanding. Most pupils respond well to questions in Welsh during registration and follow simple instructions such as when they line up to go outside. However, in general, pupils do not develop their oracy skills well enough as they move through the school and very few pupils use Welsh outside of lessons.

Most pupils develop their ICT skills appropriately in subjects across the curriculum. They use a few ICT packages well to present their work for different purposes and audiences. For example, pupils in Year 5 use the graphing tool successfully within a word processing program to illustrate the number of casualties suffered by various countries during the Second World War. Most pupils use the internet well to search for information and they have a good understanding of how to stay safe online. In a few cases, pupils in key stage 2 use hand-held devices well to create videos of their own news reports relating to the topic they are studying. By the end of key stage 2, most pupils have a simple understanding of how to use spreadsheets to present data and create graphs. However, very few pupils have the skills to create and explore their own spreadsheets and databases.

At the end of the Foundation Phase, pupils' performance in literacy at the expected outcome has placed the school consistently in the higher 50% when compared with similar schools over the last four years. However, performance in mathematical development places the school largely in the lower 50%. Pupils' performance at the higher outcome has placed the school largely in the higher 50% over the last four years for both areas of learning.

At the end of key stage 2, pupils' performance at the expected level in English and mathematics has placed the school consistently in the lower 50% when compared with similar schools over the last four years. Pupils' relative performance in science at the expected level varies and there is no overall pattern. Pupils' performance at the higher level places the school largely in the higher 50% for English, the lower 50% for science and the bottom 25% for mathematics.

In the Foundation Phase, the performance of boys is largely similar to girls for the last four years at both the expected and higher outcomes. However, at the end of key stage 2, girls consistently perform better than boys.

Wellbeing: Good

Nearly all pupils behave well are polite and courteous towards each other and adults. They understand the importance of making healthy food and drink choices and being physically active. They feel safe in school and know where to go to if they are upset or concerned.

Nearly all pupils enjoy their learning. They engage well in tasks during lessons, such as when using conkers and pegs to develop their measuring skills in the Foundation Phase. Most pupils work well in pairs and as part of small groups to complete tasks and to solve problems.

The school council are articulate and take an active role in choosing areas of the school they wish to improve. This has had a positive impact on improving aspects of the school, such as the design and launch of the new school logo. However, pupils' involvement in setting their own targets for improvement and making decisions about their learning is more limited.

Pupils play an important role in their local community. For example, older pupils help to enhance the church grounds by growing and planting seedlings in the churchyard. These links have a positive impact on the wellbeing and progress of pupils.

Attendance rates have placed the school in the higher 50% or top 25% when compared with similar schools over the past three years. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

The school provides an appropriate range of learning experiences that meet the needs of many pupils. In the Foundation Phase, teachers plan an effective curriculum with a good balance of adult-led and independent learning. This includes a worthwhile focus on developing pupils' literacy, numeracy and ICT skills. However, in key stage 2, the development of pupils' skills in literacy and numeracy varies too much from class to class and lacks suitable progression as pupils move through the school. Across the school, there are insufficient opportunities for pupils to apply these skills across the curriculum. Teachers provide useful opportunities for pupils to

develop their skills in the use of word processing, presentation and desktop publishing packages. However, the school does not provide opportunities for pupils to learn about the use of databases and spreadsheet modelling.

Pupils benefit from numerous educational visits throughout the year that enhance the curriculum well. For example, pupils in key stage 2 work with a utilities company to investigate the cause of flooding. Pupils develop their physical and problem-solving skills well during residential educational visits.

The school provides a wide range of extra-curricular activities. For example, participation in the well-established ukulele club contributes to pupils' wellbeing and the development of their musical skills.

The school makes appropriate provision for Welsh language development and promotes the culture of Wales suitably, for example through its annual eisteddfod. Teachers ensure that pupils hear spoken Welsh regularly during registration and in the school assembly. However, pupils do not have sufficient opportunities to develop their spoken Welsh as they move through the school.

Education for sustainable development and global citizenship is a strength of the school. This aspect of provision has developed well over a number of years. The school has created valuable links with organisations in Zambia, Zimbabwe, Ethiopia and Sri Lanka. These help develop pupils' understanding of the wider world effectively. The school's active eco committee successfully encourages pupils to collect litter, recycle, and conserve energy. This contributes positively to pupils' understanding of sustainability.

Teaching: Adequate

In many cases, teachers plan a range of activities that successfully engage and motivate pupils. For example, Year 2 pupils enjoy taking part in role-play in their class shop as they develop their understanding of money. All staff have positive working relationships with pupils. They interact with them well and are sensitive to their emotional needs. Many lessons move along at a suitable pace and, as a result, they maintain the interest of pupils. However, in a few cases, the planned activities for pupils are too lengthy and this slows the pace of the lesson.

Senior leaders and class teachers are beginning to use assessment information appropriately to track and monitor pupils' progress. However, teachers do not use this information effectively to inform their day-to-day planning. As a result, planned lessons do not address the specific needs of all groups of pupils well enough. This is particularly true for less able pupils and those with additional learning needs in key stage 2.

Teachers use assessment for learning strategies well in a majority of lessons. In these cases, they use verbal and written feedback effectively to move pupils forward in their learning. However, teachers do not use these techniques equally well in all classes. As a result, pupils do not always understand well enough what they need to do to succeed during their lessons and how to improve in future.

Annual reports to parents are personal to the child and provide useful information about the progress they make. The reports set out suitable targets for improvement.

Care, support and guidance: Good

The school provides a coherent and structured programme to promote pupils' health and wellbeing. This supports their spiritual, moral, social and cultural development effectively. There are effective arrangements to promote healthy eating and drinking and a well-developed personal and social education programme supports all aspects of health education well. The school promotes and maintains high levels of attendance. Its arrangements for safeguarding meet requirements and give no cause for concern. The school has effective systems and processes to combat radicalisation.

The school works effectively with a wide range of agencies to provide valuable support and guidance to parents and pupils with individual needs. Staff seek advice regularly from specialist services and make good use of the information they receive. For example, work with the speech and language team, educational psychologist and hearing-impaired team has a positive impact on the progress of pupils with specific learning needs.

In general, staff provide appropriate support for pupils who have additional learning needs. They identify pupils' needs at an early stage and set clear targets for improvement in their individual education plans. The school communicates well with parents, who take a full part in the setting and regular reviewing of these targets. However, in a minority of lessons, teachers do not plan tasks that meet the specific needs of pupils with additional learning needs well enough.

Learning environment: Good

The school is a vibrant community where staff value all pupils equally. The calm, welcoming ethos encourages pupils to develop tolerance, respect and understanding of each other. There are successful arrangements for recognising, respecting and celebrating diversity.

The school makes good use of its accommodation to provide a stimulating learning environment. Classrooms are well ordered and of sufficient size for the number of pupils. Staff are developing the outdoor areas adjacent to the Foundation Phase classrooms effectively to support pupils' learning. Attractive displays celebrate pupils' work and achievements. Many of these promote the ethos of the school and aspects of the curriculum well. The school makes good use of its grounds for play and curriculum activities with a forest schools and pond areas. There is a good range of resources that support teaching and learning well.

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

Leadership: Good

The headteacher has a firm commitment to maintaining the school's caring ethos and raising standards of achievement. She has a clear vision for school improvement,

which she shares effectively with the school community. She actively supports and challenges everyone to do their best. With the support of the governing body, she has worked purposefully to improve the staffing structure, for example by redefining roles and responsibilities.

The school has a well-established system of senior leadership team and weekly staff meetings. The headteacher ensures that these focus effectively on the performance of pupils and key issues for the school. They are valuable in establishing high expectations and promoting a shared sense of purpose. Staff agree general action points in the meetings, which they are beginning to address more systematically.

The headteacher keeps members of the governing body well informed about the school's performance. This enables them to take an active interest in the school's work. They provide worthwhile support such as with the recent staff restructuring. The chair of governors and headteacher meet regularly to address matters relating to school improvement. Governors have recently received training to help them to carry out their roles more effectively. As a result, this has improved their understanding of the school's performance data and improved their ability to challenge and question the work of the school.

Improving quality: Adequate

The school has developed appropriate systems to evaluate the quality of many aspects of its work. The headteacher and senior leaders undertake a range of purposeful monitoring activities, including observing lessons and scrutinising pupils' work to evaluate the quality of teaching and learning in the school. These help identify appropriate areas for improvement. However, these procedures are not yet rigorous enough to identify all areas for improvement effectively, and senior leaders do not follow them up robustly enough to ensure effective and systematic progress. Arrangements to ensure consistency and to share good practice through involving teachers in direct classroom observations are not in place.

Staff analyse the school's data appropriately to identify specific areas where they need to make improvements. However, the school does not yet use data strategically enough to monitor pupils' progress as they move through the school and to identify strengths and weaknesses in its provision. The school makes suitable use of questionnaires to include the views of pupils and parents in evaluating its provision. This has contributed to improvements, such as developing a more consistent approach to behaviour management throughout the school, including the introduction of 'The Golden Rules'.

The school's self-evaluation report provides an open and honest picture of the school's work. Leaders use the outcomes of self-evaluation to inform priorities in the school improvement plan appropriately. The plan focuses suitably on improving outcomes for pupils, such as raising the attainment of boys' writing. However, there are too many targets in the current plan to allow the school to prioritise actions sufficiently well. The headteacher ensures that staff evaluate progress against the plan frequently, including through staff meetings and regular reviews. However, the school's actions have not yet led to measurable improvements in standards.

Partnership working: Good

The school has a strong partnership with parents. It keeps them well informed about the school's activities through its attractive and accessible website. The school actively encourages parents to collaborate in the education of their child. It has recently introduced an electronic system that allows pupils to share their work with their parents immediately, helping pupils to take pride in what they do. Through a series of workshops, the school has shared its approach to teaching mathematics with parents in order to promote positive attitudes to developing numeracy skills. The Parent Teacher and Friends Association works successfully to develop community links and to support school improvement initiatives through fundraising.

Effective links with the church and the local community provide worthwhile learning opportunities for pupils, for example through regular visits from the local vicar. The constructive partnership with the local comprehensive school provides older pupils with exciting opportunities to develop their mathematical skills through a series of lessons delivered by one of the secondary school teachers. This close link also helps develop pupils' confidence as they prepare for the next stage of their education.

The school has close working links with three other local schools. Teachers have benefited from the opportunity to observe and to share good practice across these schools, particularly in the Foundation Phase. The headteacher takes advantage of worthwhile networking opportunities with senior leaders in other schools. This has given her valuable support and training in developing aspects of school leadership.

Resource management: Adequate

There are sufficient, well-qualified teaching and support staff to ensure the delivery of the curriculum. The headteacher deploys them carefully to make best use of their expertise and experience. Arrangements for teachers' planning, preparation and assessment time meet requirements.

The school makes good use of regular staff meetings and school closure days to provide training in new teaching and learning strategies linked to whole-school development priorities.

The headteacher has put in place a robust performance management system that links appropriately to whole-school priorities. This has led to improvements, for example in the teaching of numeracy skills and in the school's approach to the teaching of literacy in the Foundation Phase. However, in general, these changes are recent and it is too early to see any measurable impact on standards.

The school makes suitable use of the Pupil Deprivation Grant to improve outcomes for most of its disadvantaged and vulnerable pupils. However, there is no specific spending plan to show how the school uses the grant. Processes to evaluate the effective use of the grant and track pupils' progress are at an early stage of development.

The school makes good use of its budget to provide an attractive learning environment and resources of good quality for pupils. The recently purchased canopies outside Foundation Phase classrooms enable pupils to benefit from regular opportunities to learn outdoors. The headteacher and governors work closely with the local authority to manage the school's budget and link spending appropriately with the school's priorities for improvement.

In view of the standards that pupils achieve and the overall quality of teaching and leadership, the school offers adequate value for money.

Appendix 1: Commentary on performance data

6793004 - Llantilio Pertholey CV Primary

Number of pupils on roll	203
Pupils eligible for free school meals (FSM) - 3 year average	12.5
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	27	29	30	30
Achieving the Foundation Phase indicator (FPI) (%)	88.9	96.6	93.3	93.3
Benchmark quartile	2	1	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	27	29	30	30
Achieving outcome 5+ (%)	92.6	100.0	100.0	93.3
Benchmark quartile	2	1	1	2
Achieving outcome 6+ (%)	33.3	41.4	36.7	50.0
Benchmark quartile	2	2	3	1
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	27	29	30	30
Achieving outcome 5+ (%)	88.9	96.6	93.3	93.3
Benchmark quartile	3	2	3	3
Achieving outcome 6+ (%)	33.3	37.9	30.0	46.7
Benchmark quartile	2	2	3	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	27	29	30	30
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	48.1	72.4	80.0	76.7
Benchmark quartile	3	1	1	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.

6793004 - Llantilio Pertholey CV Primary

Number of pupils on roll	203
Pupils eligible for free school meals (FSM) - 3 year average	12.5
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	25	27	30	30
Achieving the core subject indicator (CSI) (%)	92.0	88.9	90.0	90.0
Benchmark quartile	2	3	3	3
English				
Number of pupils in cohort	25	27	30	30
Achieving level 4+ (%)	92.0	88.9	93.3	90.0
Benchmark quartile	3	3	3	4
Achieving level 5+ (%)	44.0	48.1	50.0	46.7
Benchmark quartile	2	2	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	25	27	30	30
Achieving level 4+ (%)	92.0	88.9	93.3	93.3
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	28.0	40.7	30.0	36.7
Benchmark quartile	4	3	4	4
Science				
Number of pupils in cohort	25	27	30	30
Achieving level 4+ (%)	100.0	88.9	96.7	93.3
Benchmark quartile	1	4	2	3
Achieving level 5+ (%)	36.0	44.4	36.7	36.7
Benchmark quartile	3	2	3	3

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.	119		115 97%	4 3%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	119		101 85%	18 15%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	119		108 91%	11 9%		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	119		114 96%	5 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.	119		109 92%	10 8%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	119		110 92%	9 8%		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.	119		116 97%	3 3%		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.	119		113 95%	6 5%		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.	119		107 90%	12 10%		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.	119		111 93%	8 7%		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.	119		60 50%	59 50%		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	119		77 65%	42 35%		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.	63	36 57%	20 32%	7 11%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	64	47 73%	14 22%	2 3%	1 2%	0	Mae fy mhlentyn 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.	64	44 69%	16 25%	3 5%	1 2%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	60	37 62%	18 30%	3 5%	2 3%	5	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	58	28 48%	26 45%	3 5%	1 2%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	61	34 56%	25 41%	2 3%	0 0%	3	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	63	39 62%	22 35%	0 0%	2 3%	2	Mae'r staff yn disgwyl i fy mhlentyn 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.	58	26 45%	23 40%	6 10%	3 5%	7	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	58	33 57%	20 34%	4 7%	1 2%	7	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.	61	32 52%	26 43%	2 3%	1 2%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	63	34 54%	26 41%	3 5%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	51	24 47%	21 41%	3 6%	3 6%	13	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	57	24 42%	21 37%	9 16%	3 5%	7	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	64	38 59%	17 27%	7 11%	2 3%	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.	55	25 45%	21 38%	7 13%	2 4%	10	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.	62	32 52%	28 45%	1 2%	1 2%	3	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.	43	22 51%	16 37%	3 7%	2 5%	20	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.	60	29 48%	28 47%	3 5%	0 0%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	59	29 49%	25 42%	3 5%	2 3%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Jonathan Wright	Reporting Inspector
Sheila Birkhead	Team Inspector
Andrea Louise Davies	Lay Inspector
Rachael Sian Connell	Peer Inspector
Joanne Bayton (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.