



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

A report on

**Priory C.I.W. School
Pendre Close
Brecon
Powys
LD3 9EU**

Date of inspection: October 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.

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Context

Priory Church in Wales School is in Brecon in the Powys local authority. There are currently 136 pupils on roll, aged 3 to 11. The school has six classes, including three mixed-age classes.

Around 24%, of pupils are eligible for free school meals, which is above the national average (19%). The school identifies about 16% of pupils as having additional learning needs, which is below the national average (25%). There was one fixed term exclusion in the last 12 months.

Most pupils are of white British ethnicity. No pupils speak Welsh at home. A very few pupils are learning English as an additional language.

The last inspection of the school was in October 2010. The headteacher took up his post in January 2012.

The school is currently a pioneer school and is working with Welsh Government and other schools to take forward developments relating to the curriculum and/or professional learning.

The individual school budget per pupil for Priory Church in Wales School in 2016-2017 means that the budget is £3,649 per pupil. The maximum per pupil in the primary schools in Powys is £5,561 and the minimum is £2,960. Priory Church in Wales School is 39th 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 school's current performance is good because:

- Most pupils make at least good progress in improving their literacy and numeracy skills
- Many pupils have very good standards of oracy
- Most pupils use information and communication technology (ICT) with confidence
- Behaviour is good
- The innovative curriculum provides pupils with exciting learning experiences
- Pupils have rich opportunities to develop their literacy and numeracy skills in meaningful contexts
- The school has a caring and supportive ethos where all pupils are valued
- The school building and grounds provide pupils with a stimulating learning environment

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a strong vision for school improvement
- Senior leaders provide the school with effective leadership
- All teachers are involved in a comprehensive and useful monitoring programme
- Self-evaluation processes are strong and correctly identify most areas for improvement
- There are strong and beneficial partnerships with other schools
- Leaders use grants well to support vulnerable pupils

Recommendations

R1 Improve standards of presentation

R2 Develop pupils' understanding of global citizenship

R3 Develop the role of the governing body to hold the school to account more robustly

What happens next?

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

Main findings

How good are outcomes?	Good
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Standards: Good

Around half of pupils enter the school with skills at a level below that expected for their age. As they move through the school, nearly all make at least expected progress in developing their literacy, numeracy and ICT skills.

In the Foundation Phase, many pupils listen carefully to instructions and respond well to each other and adults. Most pupils continue to develop their oracy skills well in key stage 2. Pupils in Year 3 present interesting television appeals on saving endangered animals. By the end of Year 6, many pupils speak with a high level of confidence using a mature choice of vocabulary, and listen attentively. For example, they ask probing questions to the owner of a Victorian coalmine about his use of child labour.

Most pupils have positive attitudes towards reading and make good progress in the school. Nearly all pupils in the Foundation Phase are enthusiastic about learning phonics and use these skills confidently to read unfamiliar words. In Year 2, more able pupils describe the content of their books accurately and give appropriate reasons for events. In key stage 2, most pupils respond effectively to what they read and, as they improve their reading skills, take increasing note of punctuation marks. Most pupils in Year 6 read with fluency, expression and understanding. They express a preference for reading different types of books and demonstrate knowledge of a wide range of favourite authors. Many pupils skim texts quickly for information, both in books and online.

In the Foundation Phase, most pupils begin to write for a range of different purposes using an increasing range of imaginative language. By the end of Year 2, many pupils use punctuation correctly to mark sentences, with more able pupils beginning to use speech marks with accuracy. Most pupils spell common words correctly and are beginning to use an effective range of vocabulary. In key stage 2, most pupils write confidently for different audiences, especially in their topic work. For example in Year 4, pupils write interesting factual reports about butterflies and accurate eyewitness reports from international football matches. Most pupils use punctuation effectively and spell an increasing range of words with accuracy. More able pupils use a wide range of exciting vocabulary to add interest to their work. Many pupils across the school develop neat cursive handwriting. However, a minority of pupils do not always present their work well enough.

Most pupils develop secure numeracy skills as they move through the school. In reception, many pupils can add one to a number up to 10. By the end of the Foundation Phase, many pupils use numeracy skills well to solve simple problems, for example involving money and time. Most pupils continue to build on these skills successfully in key stage 2. In Year 5, pupils measure accurately using appropriate units of length, with more able pupils recording their measurements using decimal notation precisely. By the end of Year 6, many pupils work confidently with numbers

up to one million. They convert fractions to percentages correctly and construct a range of precise graphs to display data. They use their numeracy skills accurately to solve a range of increasingly complex problems. For example, Year 6 pupils design a bungalow using given criteria. Most pupils throughout the school use their numeracy skills at a high level in other subjects, especially in their topic work.

Most pupils use ICT with confidence and by the end of Year 6 use their skills in a range of subjects with great independence. Pupils in the Foundation Phase begin to combine pictures and words skilfully to represent their ideas, for example to create an information leaflet on pirates. They produce simple databases and use cameras competently. In key stage 2, most pupils continue to improve their skills. In Year 4, pupils use the internet constructively to research information about Brazil from maps. In Year 6, many pupils use spreadsheets correctly to record the outcome of science investigations and publish regular blogs within the school community.

Most pupils in the Foundation Phase have positive attitudes to learning Welsh. In Year 2, pupils use puppets to practise short conversations and enjoy singing a range of songs. They read simple texts with understanding and accurate pronunciation. By the end of Year 6, many pupils develop sound oracy skills. They use a range of known sentence patterns and a growing range of vocabulary to express themselves. Many older pupils write confidently for a wide range of purposes using the present and past tense. For example, in Year 6 they write detailed biographies of famous people and interesting dialogues between friends. They read Welsh books with appropriate pronunciation and some understanding. However, the majority of pupils in key stage 2 are not confident in speaking Welsh independently and do not use the language often enough outside of the classroom.

In the Foundation Phase, performance over the last four years in literacy and numeracy at the expected and higher outcomes has generally placed the school in either the top 25% or higher 50% when compared with similar schools.

At the end of key stage 2 over the past four years, performance in English and mathematics at the expected and higher-than-expected levels has been variable. Over the same period, performance in science at the expected level has placed the school consistently in the higher 50% of similar schools whilst at the higher-than-expected level performance in science has been variable.

In the Foundation Phase, pupils eligible for free school meals generally perform at least as well as other pupils at the expected outcome in literacy and numeracy and the higher-than-expected outcome in numeracy, but less well at the higher-than-expected outcome in literacy.

In key stage 2, pupils eligible for free school meals generally perform at least as well as other pupils in English, mathematics and science at the expected level. However, at the higher than-expected level, they generally perform less well in all three subjects.

Wellbeing: Good

Nearly all pupils feel safe and well cared for and know whom to talk to if they have any concerns. Most pupils know about the importance of keeping healthy by eating well and taking regular exercise. They enjoy taking part in extra-curricular sporting activities, such as netball and football. Many pupils demonstrate a sound understanding of how to stay safe online.

Nearly all pupils are enthusiastic, eager to learn and confident in their work. They work together well, develop valuable problem-solving skills and respond positively to challenges. Most pupils have the skills to work independently. Nearly all pupils have a very good understanding of what they need to do to improve. They contribute their ideas about what and how they want to learn very effectively. For example, pupils play an important role in deciding how to present their topic work.

Nearly all pupils behave very well and are polite and courteous in lessons and around the school. They show respect, care and concern for others, particularly at playtimes.

Members of the school council take their roles seriously. They meet regularly and respond appropriately to suggestions from other pupils. However, the group is mainly adult led and pupils' role in the development of school policies and decision-making is at an early stage of development.

Pupils raise funds for their chosen charities regularly, for example the local air ambulance. The school often takes part in community events. For example, older pupils visit a local care home to entertain the residents.

Pupils' attendance rates are generally improving and place the school in the higher 50% or top 25% when compared with similar schools. Nearly all pupils are punctual at the start of the school day.

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

Teachers use a highly successful inquiry based learning approach that engages and challenges all pupils. Staff work together well to provide pupils with a wide range of stimulating learning experiences, including real life scenarios, for example activities to plan a coffee morning for a cancer charity finding the best value items to sell. These tasks meet the needs of all learners very well. Staff use drama to introduce and enhance topics. This approach is particularly effective in improving pupils' oracy skills. There is a useful range of well-attended extra-curricular activities, including a range of sports, music and a magazine club. These enhance pupils' learning further.

Provision for the development of pupils' skills is strong. Teachers plan systematically to ensure that pupils have an extensive range of meaningful opportunities to develop their skills in literacy, numeracy and ICT. Throughout the school, teachers plan a range of opportunities to enable pupils to develop the skills needed to work independently. In the Foundation Phase, teachers use the outdoor environment especially well to help improve these skills.

The school reflects and celebrates Welsh culture and traditions appropriately. For example, pupils celebrate St David's Day with an eisteddfod. Visits from local Welsh artists, poets and musicians contribute to developing the Welsh ethos and culture of the school. A range of visits to local places of interest, for example Big Pit and the Brecon Beacons National Park enhance pupils' understanding of the characteristics and history of the local area. Provision for developing the Welsh language is sound. Staff develop pupils' language skills in Welsh lessons well. However, opportunities for pupils to use the language outside of Welsh lessons are limited.

The school encourages all members of the school community to recycle and compost waste effectively. As a result, most pupils have a sound understanding of the need to act in a sustainable way. However, leaders provide limited opportunities for pupils to take responsibility for leading these initiatives. There are very few opportunities for pupils to develop their understanding of global citizenship.

Teaching: Good

Teaching is effective in almost all classes. All teachers have good, up-to-date subject knowledge and plan exciting activities for pupils, building well on previous learning. They establish clear learning objectives and share detailed success goals with pupils. In most lessons, teaching progresses at a good pace that sustains the interest of most pupils throughout the session. In the few classes where teaching is excellent, teachers plan and deliver highly engaging learning experiences. They use a range of innovative teaching approaches that extend and challenge all pupils.

All staff establish positive working relationships with pupils, and deal effectively with any behavioural issues. Support staff work effectively alongside teachers and make a significant contribution to the quality of pupils' learning. Many learning support assistants use high quality questioning skills to develop pupils' thinking and oracy skills successfully. This is a strong feature of teaching.

All teachers provide pupils with constructive feedback about their work. Most pupils have a clear understanding of what they have done well as well as what they need to do to improve. An impressive feature across the school is teachers' use of instant oral feedback to enable pupils to enhance their work during a lesson. As a result, most teachers' marking is very effective in helping pupils to improve. Many pupils are developing beneficial skills to enable them to assess their own work and that of their peers effectively.

The school tracks all pupils' progress carefully using an electronic system and teachers use the information well to assist with planning lessons. Leaders also use the data to identify pupils in need of additional support correctly. Teacher assessments at the end of each phase are broadly accurate.

Annual reports to parents are informative and generally meet statutory requirements. They include appropriate targets for improvement. Useful mid-term reports also provide parents with valuable information about their child's achievements throughout the year.

Care, support and guidance: Good

The school is a happy and caring community where all staff place a high priority on supporting pupils' health and wellbeing. It promotes pupils' spiritual, moral, and social development successfully through well-planned curriculum experiences and collective worship. The school has appropriate arrangements to promote healthy eating and drinking.

All staff work positively to manage pupils' behaviour and to deal with any incidents of bullying. A whole school approach to this ensures that the school is a well-ordered community. Provision for teaching pupils how to be healthy and stay safe, including when using the internet is effective. Local police officers and the school nurse provide valuable support in delivering these key messages.

The school provides for pupils who have additional learning needs well. Teachers identify pupils' additional needs at an early stage. Teachers and support staff use information from observations and tests to provide a range of successful intervention programmes. There are clear and measurable targets in the pupil friendly individual education plans. Staff review the plans with parents and pupils regularly. The school has effective links with a number of support services, including an educational psychologist, occupational health and specialist teachers. This ensures that knowledge and guidance are available to pupils, staff and parents. As a result, most pupils with additional needs make good progress.

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

Learning environment: Good

The school is an inclusive community where pupils feel valued. All pupils have equal access to the curriculum and to the additional opportunities that the school provides. All staff and pupils contribute positively to a shared ethos of high aspirations.

The school building is welcoming, secure and well-maintained. It provides an attractive, stimulating environment in which pupils enjoy working and playing. Throughout the school, there are colourful displays that celebrate pupils' learning effectively. The school has a wide range of outdoor spaces for physical activities and to support learning, including a large field and two well-used playgrounds. Foundation Phase classes have well-planned and stimulating outside teaching areas. The school garden provides a useful additional learning space as well as an area for quiet reflection.

The school has an extensive range of resources, including stimulating reading material in class libraries. Pupils have access to a wide range of up-to-date ICT equipment.

How good are leadership and management?
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Good

Leadership: Good

The headteacher has a very clear vision for the school based on high expectations for all. A strong senior leadership team shares and supports his drive towards creating a vibrant school environment that promotes pupils' skill development through an inquiry-based curriculum. As a result, the school is an effective learning community. Teachers support one another very well to share best practice effectively.

All staff analyse attainment data and, as a result, have a clear understanding of how well the school's performance compares with that of similar schools across Wales. Regular meetings of senior leaders and teams of staff focus well on improving outcomes for pupils.

Performance management procedures for all staff link appropriately to many of the school's priorities.

The school addresses national priorities well, especially in the development of pupils' literacy and numeracy skills.

Members of the governing body are supportive of the school. They ensure that the school meets all statutory requirements. Through detailed reports from the headteacher, regular visits and links with classes, most governors have a sound understanding of the school's strengths. However, they do not always have a thorough understanding of how different groups of pupils perform. This limits their ability to challenge the school about its performance.

Improving quality: Good

The school's processes for evaluating its performance are robust and well organised. These include a detailed analysis of pupils' performance data, monitoring of teaching and the scrutiny of pupils' work. Leaders organise a wide range of effective monitoring activities to gather information on what the school is doing well and areas that they need to improve. These include regular lesson observations and the scrutiny of pupils' work. The school gathers the views of pupils and their parents through questionnaires and surveys. Senior leaders collate all of this information in a detailed and accurate self-evaluation report.

There is a clear link between the findings of self-evaluation and the priorities for improvement set out in the school development plan. The plan identifies clearly targets for improvement and the necessary steps to achieve them. It includes measurable success criteria, timescales and costs. It is a useful tool for bringing about improvements. Previous plans have brought about improvements in many areas, such as improving standards in reading.

The school has made good progress in addressing most of the recommendations from the previous inspection.

Partnership working: Good

The school makes good use of its links with a wide range of partners. These partnerships contribute positively to improving pupils' standards and wellbeing.

Leaders value the partnership with parents. The school's open door policy and regular communication keep parents well informed about their children's progress.

A recently formed pre-school playgroup meets at the school and the school is already building a strong relationship with this group. School staff have developed an extensive network with schools in the locality and further afield. This has helped the school to develop good practice and to share its own good practice with others. As a result, teachers have revised their provision for reading, spelling and ICT and pupils' attainment has improved.

The school has well-established links with the local high school and prepares pupils well for the next stage of their education. Teachers work with those from neighbouring schools to moderate and standardise teachers' assessments of pupils' attainment. As a result, teachers' assessments are generally accurate.

The school makes worthwhile use of support from specialist agencies within the local authority. For example, the advice from advisory teachers has enabled the school to respond well to recommendations from the last inspection.

Teachers work well with other schools to improve aspects of their work, for example to improve enhanced provision in Foundation Phase classes.

Many pupils benefit from the school's strong community links. For example, during the school's Welsh week, members of the Women's Institute taught pupils how to bake Welsh cakes.

Resource management: Good

The school has enough appropriately qualified teachers to deliver the school curriculum effectively. Teaching assistants support pupils well, particularly those with additional learning needs. All members of staff share their expertise successfully through an effective peer coaching approach. As a result, teaching is consistently good or better. Leaders ensure that professional development opportunities link appropriately to the school's priorities and to staff performance objectives. Consequently, the school is a highly effective professional learning community.

The school deploys its delegated budget appropriately. Leaders use additional grants effectively to support a number of programmes to improve the performance of vulnerable pupils. As a result, most of these pupils make good progress.

The school manages its finances well. Although there is currently a significant budget surplus, leaders have appropriate plans in place to reduce it.

In view of the good progress that most pupils make and the stimulating curriculum that staff provide, the school provides good value for money.

Appendix 1: Commentary on performance data

6663318 - PRIORY CHURCH IN WALES SCHOOL

Number of pupils on roll	147
Pupils eligible for free school meals (FSM) - 3 year average	24.1
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	20	21	23	29
Achieving the Foundation Phase indicator (FPI) (%)	85.0	100.0	87.0	93.1
Benchmark quartile	2	1	2	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	20	21	23	29
Achieving outcome 5+ (%)	90.0	100.0	91.3	93.1
Benchmark quartile	2	1	2	1
Achieving outcome 6+ (%)	35.0	33.3	34.8	41.4
Benchmark quartile	1	2	2	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	20	21	23	29
Achieving outcome 5+ (%)	95.0	100.0	91.3	93.1
Benchmark quartile	1	1	2	1
Achieving outcome 6+ (%)	20.0	38.1	39.1	44.8
Benchmark quartile	3	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	20	21	23	29
Achieving outcome 5+ (%)	95.0	100.0	95.7	100.0
Benchmark quartile	2	1	2	1
Achieving outcome 6+ (%)	35.0	42.9	56.5	72.4
Benchmark quartile	3	3	2	1

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.

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Number of pupils on roll	147
Pupils eligible for free school meals (FSM) - 3 year average	24.1
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	21	20	14	14
Achieving the core subject indicator (CSI) (%)	85.7	85.0	92.9	92.9
Benchmark quartile	2	2	1	2
English				
Number of pupils in cohort	21	20	14	14
Achieving level 4+ (%)	85.7	85.0	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	33.3	35.0	28.6	57.1
Benchmark quartile	2	2	3	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	21	20	14	14
Achieving level 4+ (%)	85.7	90.0	92.9	92.9
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	52.4	30.0	28.6	50.0
Benchmark quartile	1	3	3	1
Science				
Number of pupils in cohort	21	20	14	14
Achieving level 4+ (%)	90.5	100.0	100.0	92.9
Benchmark quartile	2	1	1	2
Achieving level 5+ (%)	19.0	35.0	21.4	42.9
Benchmark quartile	4	2	4	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.	78	78 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	78	78 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	78	75 96%	3 4%	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	78	77 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.	78	78 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	78	73 94%	5 6%	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.	78	76 97%	2 3%	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.	78	76 97%	2 3%	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.	78	72 92%	6 8%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	78	77 99%	1 1%	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.	78	69 88%	9 12%	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	78	73 94%	5 6%	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.	54	40 74%	14 26%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	54	41 76%	13 24%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	54	40 74%	14 26%	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.	53	38 72%	14 26%	1 2%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	51	23 45%	26 51%	2 4%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	54	39 72%	14 26%	1 2%	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.	52	36 69%	14 27%	1 2%	1 2%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	46	25 54%	19 41%	1 2%	1 2%	7	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.	52	33 63%	18 35%	1 2%	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.	51	35 69%	15 29%	1 2%	0 0%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	54	35 65%	16 30%	3 6%	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'.	52	39 75%	13 25%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	53	34 64%	17 32%	2 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	54	37 69%	15 28%	2 4%	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.	48	25 52%	22 46%	0 0%	1 2%	6	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.	53	34 64%	18 34%	1 2%	0 0%	1	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.	44	26 59%	15 34%	2 5%	1 2%	8	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.	54	28 52%	20 37%	6 11%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	53	38 72%	14 26%	1 2%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Elizabeth Jane Counsell	Reporting Inspector
Christopher Ian Dolby	Team Inspector
Michaela Leyshon	Lay Inspector
Rebecca Turner	Peer Inspector
Sam Greasley (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.