



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Llanbister C.P. School  
Llanbister  
Llandrindod Wells  
Powys  
LD1 6TN**

**Date of inspection: January 2015**

**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:

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

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

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**Publication date: 31/03/2015**

## Context

Llanbister Primary School is in Llanbister in the Powys local authority. There are 36 pupils on roll between the ages of three and eleven. The school has two mixed age classes. It employs two full-time and one part time teacher.

Currently, very few pupils are eligible for free school meals. No pupils come from ethnic minority backgrounds or have English as an additional language. No pupils speak Welsh as their first language.

The school identifies around 31% of pupils as having additional learning needs. No pupils have a statement of special educational needs.

The school was last inspected in March 2012. The acting headteacher has been in post since January 2015.

The individual school budget per pupil for Llanbister C.P. School in 2014-2015 means that the budget is £4,484 per pupil. The maximum per pupil in the primary schools in Powys is £13,848 and the minimum is £3,007. Llanbister C.P. School is 15th out of the 86 primary schools in Powys in terms of its school budget per pupil.

## Summary

|   |                       |
|---|-----------------------|
| <b>The school's current performance</b>       | <b>Adequate</b>       |
| <b>The school's prospects for improvement</b> | <b>Unsatisfactory</b> |

### Current performance

The school's performance is adequate because:

- Nearly all pupils communicate well with one another and adults
- Many pupils read at an appropriate level for their age and ability
- Many pupils make sound progress in mathematics lessons
- Most pupils are keen to learn and engage positively in lessons
- The school has a welcoming and supportive ethos

However:

- Many pupils, particularly the more able, do not achieve well enough in relation to their ability
- Across the school, pupils' ability to write independently and at length in work across the curriculum is underdeveloped
- Few pupils in key stage 2, use their reading skills effectively to gather information from a range of sources or present what they have read in different ways
- Pupils, particularly in key stage 2, do not build well enough on their numeracy skills in work across the curriculum as they move through the school
- Pupils' information and communication technology (ICT) and independent learning and problem solving skills are limited
- The school does not provide pupils with enough opportunities to develop their skills regularly in a range of contexts across the curriculum
- Procedures for assessment lack rigour
- The lack of an organised learning environment in the Foundation Phase makes it difficult for pupils to develop their independent learning skills

### Prospects for improvement

Prospects for improvement are unsatisfactory because:

- The lack of strategic direction restricts the school's capacity to improve
- Self-evaluation procedures are not rigorous enough and do not take good enough account of first-hand evidence
- The outcomes of self-evaluation are not used well enough to identify priorities or to set clear and measurable targets for improvement
- The school has no stable leadership in place
- The role of the governing body in challenging the school's performance is underdeveloped

- Systems to manage the school budget are not secure

However:

- There is a strong partnership with parents and many parents support a range of worthwhile school activities
- The acting headteacher has moved swiftly to introduce improved leadership arrangements, which are beginning to give the school's work a clearer focus

## **Recommendations**

- R1 Improve standards in ICT, particularly in key stage 2 and pupils' independent writing skills in the Foundation Phase
- R2 Develop planning to ensure continuity and progression in the development of pupils' skills, particularly in literacy and numeracy
- R3 Improve opportunities for pupils to develop their thinking, problem solving and independent learning skills
- R4 Use assessment and tracking systems effectively to monitor the progress of all pupils and to identify clearly the next steps in learning
- R5 Establish stable leadership
- R6 Develop the role of the governing body as a critical friend
- R7 Use the outcomes of self-evaluation to identify priorities and to set clear and measurable targets for improvement

### **What happens next?**

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Most pupils enter the school with skills that are at or above those normally expected for their age. During their time at the school, many pupils, particularly the more able, do not achieve well enough in relation to their ability.

Throughout the school, nearly all pupils listen to and communicate well with one another and adults. In the Foundation Phase, most pupils are keen to talk about their work and experiences and many answer questions using a good variety of vocabulary and detail. For example, they discuss what they might wear to go to the ball with Cinderella. Pupils in key stage 2 express their opinions clearly using interesting vocabulary, for instance when they perform their poetry and discuss the performance of others.

Many pupils read at an appropriate level for their age and ability. In the Foundation Phase, many pupils use their phonic skills well to decode simple unfamiliar words. They enjoy talking about the characters in the stories they read and they offer sensible predictions about what might happen next in the book. In key stage 2, many pupils discuss the characters and plot in their book in detail. They use an appropriate range of skills to help them to read new and unfamiliar words accurately. Most pupils read confidently, with fluency and expression. However, few use their reading skills effectively to gather information from a range of sources or present what they have read in different ways.

Across the school, the presentation of written work is generally of good quality. Many pupils in the Foundation Phase produce suitable short pieces of writing, for example to describe their home in literacy lessons. They apply their phonics skills well to spell common words. Many use capital letters and full stops correctly. By the end of key stage 2, many pupils achieve suitable standards in their writing in English lessons. They punctuate their work accurately and spell words that are more complex correctly. Most are able to plan appropriately, but their skills in editing and redrafting their work are limited. Many pupils are beginning to produce pieces of writing with a clear structure and they use paragraphs correctly. For example, they write short effective descriptions of a perilous voyage. However, across the school, pupils' ability to write to the same standards at length and independently in other areas of the curriculum is underdeveloped.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. Most have a good understanding of the language of mathematics and use this confidently when talking about numbers. In Year 2, many pupils know the pairs of numbers that make ten and twenty. They add and subtract two digit numbers correctly and identify halves and quarters of simple two-dimensional shapes. Pupils are beginning to use their numeracy skills appropriately in solving problems in other areas of learning. For example, they complete a tally chart of vehicles passing the school and more able pupils make

suitable use of the data collected to complete block graphs using ICT. Pupils use a range of appropriate mathematical vocabulary to sort and match clothes, in an activity that links to the class topic

In key stage 2, many pupils make sound progress in mathematics lessons. Older pupils read and write numbers to one million accurately. They make reasonable estimates by rounding decimal numbers to the nearest whole number. Most pupils organise their work well and present it neatly. This aids the accuracy of their calculations. By the end of key stage 2, many pupils interpret a suitable range of data accurately and they represent the information in a narrow range of forms correctly. However, most pupils lack the ability to apply their numeracy skills without adult support in other areas of the curriculum and they do not build sufficiently on their numeracy skills as they move through the key stage.

Throughout the school, pupils' problem solving and thinking skills are at an early stage of development. Pupils, particularly in key stage 2 have insufficient ICT skills and they make limited use of these skills in work across the curriculum.

Standards in Welsh language are developing appropriately in the Foundation Phase. Most pupils use Welsh as part of their daily routines competently. They respond well to commands and instructions and speak clearly with good pronunciation. Pupils enjoy reading simple Welsh books. They are beginning to recognise and pronounce the words they read correctly. Most are able to write simple words accurately when labelling parts of the body and describing their likes and dislikes. In key stage 2, most pupils use Welsh suitably in lessons. They use a narrow range of simple sentence patterns confidently. Most pupils read Welsh vocabulary displayed in the classroom correctly, and read a range of appropriate books with good pronunciation. They are beginning to write using a limited range of familiar language patterns in the present and past tense.

Pupils with additional learning needs generally make appropriate progress from their starting points.

The school has small numbers of pupils in the year groups at the end of the Foundation Phase and key stage 2. This significantly affects benchmark comparisons with other similar schools.

Over the past three years, the performance of pupils at the end of the Foundation Phase has declined at the expected outcome 5 in literacy and mathematical development, moving the school to the bottom 25% of similar schools. At the higher outcome 6, for the performance of pupils in both these areas of learning, the school has remained consistently in the bottom 25% when compared with similar schools.

In key stage 2, over the last four years, pupils' performance in English, mathematics and science at the expected level 4 and the higher level 5 has fluctuated, moving the school between the top 25% and bottom 25% of similar schools.

For the last two years, there were no pupils eligible for free school meals at the end of either the Foundation Phase or key stage 2.

## **Wellbeing: Adequate**

Nearly all pupils feel happy and safe in school. They are confident that they can turn to an adult if they are worried. They know that staff will deal swiftly and fairly with any concerns that arise. The school encourages pupils to eat healthily and bring in healthy snacks. Nearly all pupils are aware of the importance of healthy eating and the importance of taking regular exercise.

In most lessons, pupils concentrate and engage well in the learning. Most pupils work co-operatively together, show perseverance and tackle activities with enthusiasm. However, pupils' ability to use the skills they have learnt to direct their own learning is underdeveloped.

Most pupils are polite and respectful to adults and to each other. Nearly all older pupils take on responsibilities appropriately to support younger pupils in the school, such as playing together on the playground and helping younger pupils who may be upset.

Pupils are beginning to have a say in what they would like to learn. For example, in the 'Space' topic in key stage 2, pupils' have opportunities to identify what they want to find out. However, such pupil involvement is in its infancy and pupils' ability to make choices about how they learn is limited.

The school council raises funds for a range of charities actively. However, its involvement in school improvement is underdeveloped. Most pupils take part in activities with members of the community, for example the gardening club, which the Women's Institute supports.

Although pupil attendance improved in the last year, attendance rates for the last three years have placed the school in the lower 50% or bottom 25% when compared with similar schools. Nearly all pupils arrive punctually in school.

|   |
|---|
| <b>Key Question 2: How good is provision?</b> |
|---|

|                 |
|-----------------|
| <b>Adequate</b> |
|-----------------|

## **Learning experiences: Unsatisfactory**

Overall, the school currently provides an appropriate curriculum that satisfies statutory requirements. However, the school does not have a plan to ensure continuity and progression in the development of pupils' skills. As a result, teachers' plans do not always build on these systematically. Although, the school is beginning to develop medium and short term plans to address these issues, it is too early to assess their effectiveness in raising pupil outcomes.

Planning rarely provides opportunities for pupils to develop their independent learning skills or to make choices about how to record their learning. As a result, many pupils, particularly the more able, do not achieve well enough in relation to their ability. Provision for pupils to develop skills in ICT and problem solving is underdeveloped. Until very recently, the overuse of worksheets in topic books, particularly in the Foundation Phase, meant that pupils had insufficient opportunities to write independently or at length in areas of learning across the curriculum.

The school acts in a sustainable way, recycling many items and helping pupils to understand the need to conserve resources. However, there are few opportunities for pupils to engage in environmental issues, or to learn about global citizenship.

Planning for pupils' Welsh language development is suitable. The school provides worthwhile opportunities for pupils use, read and write in Welsh. There are appropriate opportunities for pupils to improve their knowledge and understanding of the history and culture of Wales, including the study of Welsh legends, sporting stars and writers. Visits to places such as the local church and reservoir support pupils understanding of the local area well.

### **Teaching: Adequate**

All adults have positive working relationships with pupils that foster learning successfully. Teachers and support staff work well together. They are good role models for pupils and manage nearly all pupils' behaviour effectively. Teachers prepare interesting lessons that have a clear focus and they provide suitable resources to meet the needs of most pupils' well. However, until recently, too many activities were adult-led with few opportunities for pupils to develop their independent learning skills. This situation is improving, but it is too early to assess the impact of the changes on the standards of pupils' thinking and problem solving skills. Most lessons proceed with appropriate pace and maintain pupils' interest well.

All teachers mark pupils' work regularly and provide relevant feedback to pupils about what they are doing well. While marking identifies what pupils need to do to improve, the comments do not always relate well enough to the learning objective of the lesson. Most pupils in key stage 2 are beginning to set their own targets for improvement and to assess their own work. These practices are new and, as a result, it is too early to identify improvements in standards.

The school uses a range of appropriate assessments to collect useful data on progress made by individual pupils across the school. However, the school does not make effective use of this information, to track the progress of cohorts or groups of pupils as they move through the school or to identify clearly the next steps in learning. Portfolios of work show that staff assess pupils' work accurately.

Reports to parents are clear and informative and indicate appropriate areas for improvement. However, they do not provide opportunities for pupils to review their own progress or for parents and carers to respond.

### **Care, support and guidance: Adequate**

There are suitable systems in place to support pupils' health and wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking. Staff develop pupils' understanding of the benefits of healthy living appropriately through the curriculum and a range of extra-curricular activities, such as sports and gardening clubs.

The local vicar is a frequent visitor to the school to lead assemblies and pupils regularly visit the church for celebrations such as harvest. This contributes well to

pupils' spiritual and moral development. Provision to support pupils' social and cultural development is suitable. For example, links with a missionary in Africa through the local church and links with local community groups enable pupils to learn about other cultures and to develop their understanding of how to be active members of their community.

When required, staff make good use of specialist services, such as the speech and language service. They ask for advice and access appropriate support for pupils who need additional help with their learning. The school gives suitable support to pupils with additional needs and all pupils have relevant individual education plans. However, the targets on the plans are not sufficiently specific and this makes it difficult for staff to assess pupils' progress accurately. The recent introduction of an additional teaching assistant in key stage 2 is helping targeted pupils to make better progress. Parents have appropriate involvement in setting and reviewing their children's targets.

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

### **Learning environment: Adequate**

The school provides an inclusive, caring and welcoming environment, where staff treat all pupils equally, fairly and with respect. Pupils have equal access to the curriculum and to all extra-curricular activities.

The building is clean and in good order. Staff use the indoor space and the grounds well. The school site is safe and secure with very attractive surroundings. Resources are plentiful and match pupils' needs well. Classrooms are a good size and appropriate for the numbers on roll. However, in the Foundation Phase classroom, there are too many resources available, which clutter the classroom. As a result, it is difficult to define clear areas of learning to enable pupils independently to access enhanced and continuous activities successfully.

Recent displays throughout the school are attractive and celebrate pupils' learning well.

|  |                       |
|--|-----------------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Unsatisfactory</b> |
|--|-----------------------|

### **Leadership: Unsatisfactory**

The school has a poor track record of delivering sustained improvement over time, due to instability in its leadership over the last few years. The very recently appointed acting headteacher communicates a clear vision and strategic direction for the school. In a very short time, she has shared this vision effectively with staff, governors and parents. The acting headteacher leads the team well, and supports the staff and the governors in focusing on the school's priorities. However, previous leaders have not focused appropriately on monitoring and improving standards or on using performance data well enough to track pupils' progress and monitor this effectively during their time at the school. As a result, many pupils, particularly the more able, do not achieve well enough in relation to their ability.

The school has performance management processes in place. However, targets are not specific enough and there is no effective process to monitor progress towards meeting these. This means that the arrangements have little effect on improving the quality of teaching and learning.

Governors are supportive of the school and now have a better understanding of their statutory responsibilities. However, until very recently, their role in the self-evaluation and school improvement process was limited and they were unaware of deficiencies in pupil performance. Under the guidance of the acting headteacher, governors are beginning to understand what they need to do to challenge the school more effectively and to develop their role as a critical friend. The school is making progress in addressing a narrow range national priorities, such as the development of Welsh. However, progress towards implementing the national literacy and numeracy framework is at a very early stage of development. This means that pupils do not build well enough on these skills as they move through the school.

### **Improving quality: Unsatisfactory**

The instability of the school's leadership over recent years, together with the lack of ownership of the school improvement plan by all stakeholders, means that the school has made little progress in meeting the priorities it identifies.

Procedures for self-evaluation have not been robust and have not led to the identification of clear and measurable targets for improvement. There have been no arrangements for seeking the views of governors, staff, and pupils to inform the process. However, following consultation with parents, the school now has better systems in place to communicate information.

Targets arising from the existing self-evaluation process are not specific enough and are not always appropriate to the needs of the school. There is no system to monitor progress towards meeting priorities. The school improvement plan lacks clear timescales and appropriate funding. As a result, there is no evidence that school initiatives make a significant difference to raising pupils' standards and wellbeing.

Recent improvements in leadership mean that the school now has clear priorities for improvement that focus well on improving standards, provision and developing the role of the governors, but it is too soon to be able to assess their impact.

The school has not fully addressed the recommendations from the last inspection report.

### **Partnership working: Good**

The school is a central part of the local community and inspires loyalty. A particular feature of the school is the involvement of former staff, who continue to provide valuable support on a voluntary basis. Members of the local community also support the school well with initiatives such as the gardening club.

The school has strong links with parents and they play an active part in their children's education and wellbeing. Parents help to run a wide range of out of school activities, which contribute well to pupils' experiences.

Until recently, the school took little part in initiatives or training with other schools. There are now arrangements in place to address this under the leadership of the new acting headteacher.

There are good arrangements in place to ensure that nearly all pupils have a smooth transition into the school from the on-site playgroup and when they leave to move on to secondary education.

### **Resource management: Adequate**

The unsettled nature of the school's leadership over recent years has resulted in a lack of continuity in curriculum planning and in the monitoring of pupil progress and attention to staff development. However, teachers have appropriate qualifications to deliver the curriculum and support staff assist pupils' learning well. There are appropriate arrangements for covering teachers' planning, preparation and assessment time.

Systems to manage the budget are not secure and this means that spending does not focus sufficiently on strategies to raise pupils' standards of achievement. As no pupils are eligible for free school meals, the school does not have a delegated pupil deprivation grant.

Staff are involved in networks of professional practice together with other schools in the local cluster of schools. As a result, the school has portfolios of work to assess pupils' work accurately.

In view of the adequate standards achieved by most pupils and the issues with leadership, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6662068 - Llanbister C.P. School

|  |             |
|--|-------------|
| Number of pupils on roll                                     | 37          |
| Pupils eligible for free school meals (FSM) - 3 year average | 1.0         |
| FSM band   | 1 (FSM<=8%) |

#### Foundation Phase

|  | 2012  | 2013 | 2014 |
|--|-------|------|------|
| <b>Number of pupils in Year 2 cohort</b>                                       | 6     | 6    | *    |
| <b>Achieving the Foundation Phase indicator (FPI) (%)</b>                      | 66.7  | 83.3 | *    |
| Benchmark quartile   | 4     | 3    | *    |
| <b>Language, literacy and communication skills - English (LCE)</b>             |       |      |      |
| Number of pupils in cohort   | 6     | 6    | *    |
| Achieving outcome 5+ (%)   | 100.0 | 83.3 | *    |
| Benchmark quartile   | 1     | 4    | *    |
| Achieving outcome 6+ (%)   | 0.0   | 16.7 | *    |
| Benchmark quartile   | 4     | 4    | *    |
| <b>Language, literacy and communication skills - Welsh (LCW)</b>               |       |      |      |
| Number of pupils in cohort   | *     | *    | *    |
| Achieving outcome 5+ (%)   | *     | *    | *    |
| Benchmark quartile   | *     | *    | *    |
| Achieving outcome 6+ (%)   | *     | *    | *    |
| Benchmark quartile   | *     | *    | *    |
| <b>Mathematical development (MDT)</b>  |       |      |      |
| Number of pupils in cohort   | 6     | 6    | *    |
| Achieving outcome 5+ (%)   | 100.0 | 83.3 | *    |
| Benchmark quartile   | 1     | 4    | *    |
| Achieving outcome 6+ (%)   | 16.7  | 0.0  | *    |
| Benchmark quartile   | 4     | 4    | *    |
| <b>Personal and social development, wellbeing and cultural diversity (PSD)</b> |       |      |      |
| Number of pupils in cohort   | 6     | 6    | *    |
| Achieving outcome 5+ (%)   | 66.7  | 83.3 | *    |
| Benchmark quartile   | 4     | 4    | *    |
| Achieving outcome 6+ (%)   | 50.0  | 50.0 | *    |
| Benchmark quartile   | 2     | 3    | *    |

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

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

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

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

**6662068 - Llanbister C.P. School**

|  |             |
|--|-------------|
| Number of pupils on roll                                     | 37          |
| Pupils eligible for free school meals (FSM) - 3 year average | 1.0         |
| FSM band   | 1 (FSM<=8%) |

**Key stage 2**

|   | 2011  | 2012 | 2013  | 2014  |
|---|-------|------|-------|-------|
| <b>Number of pupils in Year 6 cohort</b>              | 7     | 7    | 7     | 7     |
| <b>Achieving the core subject indicator (CSI) (%)</b> | 100.0 | 71.4 | 100.0 | 85.7  |
| Benchmark quartile                                    | 1     | 4    | 1     | 4     |
| <b>English</b>  |       |      |       |       |
| Number of pupils in cohort                            | 7     | 7    | 7     | 7     |
| Achieving level 4+ (%)                                | 100.0 | 71.4 | 100.0 | 85.7  |
| Benchmark quartile                                    | 1     | 4    | 1     | 4     |
| Achieving level 5+ (%)                                | 28.6  | 14.3 | 28.6  | 42.9  |
| Benchmark quartile                                    | 3     | 4    | 4     | 3     |
| <b>Welsh first language</b>                           |       |      |       |       |
| Number of pupils in cohort                            | *     | *    | *     | *     |
| Achieving level 4+ (%)                                | *     | *    | *     | *     |
| Benchmark quartile                                    | *     | *    | *     | *     |
| Achieving level 5+ (%)                                | *     | *    | *     | *     |
| Benchmark quartile                                    | *     | *    | *     | *     |
| <b>Mathematics</b>                                    |       |      |       |       |
| Number of pupils in cohort                            | 7     | 7    | 7     | 7     |
| Achieving level 4+ (%)                                | 100.0 | 71.4 | 100.0 | 100.0 |
| Benchmark quartile                                    | 1     | 4    | 1     | 1     |
| Achieving level 5+ (%)                                | 71.4  | 0.0  | 42.9  | 14.3  |
| Benchmark quartile                                    | 1     | 4    | 3     | 4     |
| <b>Science</b>  |       |      |       |       |
| Number of pupils in cohort                            | 7     | 7    | 7     | 7     |
| Achieving level 4+ (%)                                | 100.0 | 85.7 | 100.0 | 85.7  |
| Benchmark quartile                                    | 1     | 4    | 1     | 4     |
| Achieving level 5+ (%)                                | 42.9  | 28.6 | 42.9  | 14.3  |
| Benchmark quartile                                    | 2     | 3    | 3     | 4     |

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

#### Primary questionnaire (overall)

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

|   | Number of responses<br>Nifer o<br>ymatebion | Agree<br>Cytuno | Disagree<br>Anghytuno |  |
|---|---|-----------------|-----------------------|--|
| I feel safe in my school.   | 17  | 17<br>100%      | 0<br>0%               | Rwy'n teimlo'n ddiogel yn fy ysgol.  |
|   |   | 98%             | 2%                    |  |
| The school deals well with any bullying.  | 16  | 11<br>69%       | 5<br>31%              | Mae'r ysgol yn delio'n dda ag unrhyw fwlio.  |
|   |   | 92%             | 8%                    |  |
| I know who to talk to if I am worried or upset.                                 | 17  | 16<br>94%       | 1<br>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                                       | 16  | 16<br>100%      | 0<br>0%               | 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.             | 17  | 16<br>94%       | 1<br>6%               | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.               |
|   |   | 96%             | 4%                    |  |
| I am doing well at school   | 17  | 16<br>94%       | 1<br>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. | 16  | 15<br>94%       | 1<br>6%               | 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.                        | 17  | 15<br>88%       | 2<br>12%              | 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.               | 16  | 15<br>94%       | 1<br>6%               | 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.                    | 17  | 16<br>94%       | 1<br>6%               | 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.                          | 15  | 13<br>87%       | 2<br>13%              | 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                      | 17  | 16<br>94%       | 1<br>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<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Daim yn gwybod |   |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| Overall I am satisfied with the school.   | 14                                       | 10<br>71%                       | 4<br>29%        | 0<br>0%               | 0<br>0%                               | 0                            | Rwy'n fodlon â'r ysgol yn gyffredinol.  |
|   |  | 63%                             | 33%             | 3%                    | 1%                                    |                              |   |
| My child likes this school.   | 14                                       | 14<br>100%                      | 0<br>0%         | 0<br>0%               | 0<br>0%                               | 0                            | Mae fy mhlentyn yn hoffi'r ysgol hon.   |
|   |  | 73%                             | 25%             | 1%                    | 0%                                    |                              |   |
| My child was helped to settle in well when he or she started at the school.                       | 14                                       | 13<br>93%                       | 1<br>7%         | 0<br>0%               | 0<br>0%                               | 0                            | Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.                                  |
|   |  | 72%                             | 25%             | 1%                    | 0%                                    |                              |   |
| My child is making good progress at school.   | 14                                       | 10<br>71%                       | 3<br>21%        | 1<br>7%               | 0<br>0%                               | 0                            | Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.   |
|   |  | 61%                             | 34%             | 3%                    | 1%                                    |                              |   |
| Pupils behave well in school.   | 14                                       | 9<br>64%                        | 5<br>36%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae disgyblion yn ymddwyn yn dda yn yr ysgol.   |
|   |  | 45%                             | 45%             | 4%                    | 1%                                    |                              |   |
| Teaching is good.   | 14                                       | 13<br>93%                       | 1<br>7%         | 0<br>0%               | 0<br>0%                               | 0                            | Mae'r addysgu yn dda.   |
|   |  | 60%                             | 35%             | 2%                    | 0%                                    |                              |   |
| Staff expect my child to work hard and do his or her best.  | 14                                       | 13<br>93%                       | 1<br>7%         | 0<br>0%               | 0<br>0%                               | 0                            | Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.                                    |
|   |  | 63%                             | 33%             | 1%                    | 0%                                    |                              |   |
| The homework that is given builds well on what my child learns in school.                         | 14                                       | 10<br>71%                       | 3<br>21%        | 1<br>7%               | 0<br>0%                               | 0                            | 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. |
|   |  | 47%                             | 40%             | 6%                    | 1%                                    |                              |   |
| Staff treat all children fairly and with respect.   | 14                                       | 12<br>86%                       | 2<br>14%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae'r staff yn trin pob plentyn yn deg a gyda pharch.   |
|   |  | 58%                             | 33%             | 3%                    | 1%                                    |                              |   |
| My child is encouraged to be healthy and to take regular exercise.                                | 14                                       | 11<br>79%                       | 2<br>14%        | 0<br>0%               | 0<br>0%                               | 1                            | Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.                             |
|   |  | 59%                             | 36%             | 2%                    | 0%                                    |                              |   |
| My child is safe at school.   | 14                                       | 13<br>93%                       | 1<br>7%         | 0<br>0%               | 0<br>0%                               | 0                            | Mae fy mhlentyn yn ddiogel yn yr ysgol.   |
|   |  | 66%                             | 31%             | 1%                    | 0%                                    |                              |   |
| My child receives appropriate additional support in relation to any particular individual needs'. | 13                                       | 11<br>85%                       | 1<br>8%         | 1<br>8%               | 0<br>0%                               | 0                            | Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.       |
|   |  | 50%                             | 34%             | 4%                    | 1%                                    |                              |   |
| I am kept well informed about my child's progress.  | 14                                       | 10<br>71%                       | 4<br>29%        | 0<br>0%               | 0<br>0%                               | 0                            | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.   |
|   |  | 49%                             | 40%             | 8%                    | 2%                                    |                              |   |

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |   |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 14                                       | 12<br>86%                       | 2<br>14%        | 0<br>0%               | 0<br>0%                               | 0                            | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.  |
|   |  | 62%                             | 31%             | 4%                    | 2%                                    |                              |   |
| I understand the school's procedure for dealing with complaints.                          | 14                                       | 11<br>79%                       | 3<br>21%        | 0<br>0%               | 0<br>0%                               | 0                            | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.   |
|   |  | 45%                             | 39%             | 7%                    | 2%                                    |                              |   |
| The school helps my child to become more mature and take on responsibility.               | 14                                       | 12<br>86%                       | 2<br>14%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.               |
|   |  | 56%                             | 38%             | 2%                    | 0%                                    |                              |   |
| My child is well prepared for moving on to the next school or college or work.            | 12                                       | 9<br>75%                        | 1<br>8%         | 0<br>0%               | 0<br>0%                               | 2                            | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
|   |  | 42%                             | 33%             | 4%                    | 1%                                    |                              |   |
| There is a good range of activities including trips or visits.                            | 14                                       | 10<br>71%                       | 3<br>21%        | 1<br>7%               | 0<br>0%                               | 0                            | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.                        |
|   |  | 54%                             | 38%             | 5%                    | 1%                                    |                              |   |
| The school is well run.   | 13                                       | 11<br>85%                       | 2<br>15%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae'r ysgol yn cael ei rhedeg yn dda.   |
|   |  | 61%                             | 32%             | 3%                    | 1%                                    |                              |   |

## Appendix 3

### The inspection team

|                              |                     |
|------------------------------|---------------------|
| Mrs Janet Elizabeth Rowlands | Reporting Inspector |
| Mrs Mary Elspeth Dyas        | Team Inspector      |
| Mrs Justine Elaine Barlow    | Lay Inspector       |
| Ms Sarah Loydon              | Peer Inspector      |
| Mrs Sue Meeke                | Nominee             |

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### 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.