



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

**Llansantffraid C.I.W.A. School
Treflan
Llansantffraid
Powys
SY22 6AE**

Date of inspection: March 2014

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

Llansantffraid Church in Wales School is in the village of Llansantffraid in Powys, between Welshpool and Oswestry. There are 107 pupils aged three to 11 years on roll. The school has four classes, including the nursery.

Around 6% of pupils are entitled to free school meals, which is well below the average for Wales.

The school has identified around 13% of its pupils as having an additional learning need. A very few pupils have statements of special educational needs. Most pupils are of white British ethnic origin and most speak English as their first language. No pupil speaks Welsh as their first language.

The last inspection was in February 2008. The current headteacher took up his post in 2001. He also currently acts as an executive headteacher for a nearby school where he spends two full days each week.

The individual school budget per pupil for Llansantffraid Church in Wales School in 2013-2014 means that the budget is £3,554 per pupil. The maximum per pupil in the primary schools in Powys is £10,978 and the minimum is £3,102. Llansantffraid Church in Wales School is 60th out of the 88 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 achieve high standards in their speaking and listening skills;
- most pupils' literacy and numeracy skills are strong;
- nearly all pupils demonstrate very good behaviour in and around school;
- staff provide a high level of care, support and guidance to pupils;
- the school is a very inclusive community;
- there is effective teamwork and all members of staff understand the school's priorities for improvement;
- the planning of the curriculum is detailed and often imaginative, and it takes good account of national priorities;
- the tracking of pupils' progress is thorough; and
- pupils receive appropriate support, especially those who are struggling to make the expected level of progress.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and senior management team have established a clear strategic direction for the school;
- governors challenge the school appropriately as critical friends;
- there is a strong partnership with parents and the community;
- there is careful implementation and evaluation of new initiatives to ensure that they have a positive impact on raising standards;
- the school improvement plan focuses well on improving outcomes;
- the school has established useful internal working parties to implement new initiatives, such as the national literacy and numeracy framework; and
- the school manages its resources well.

Recommendations

- R1 Improve the quality of pupils' extended writing in English
- R2 Ensure that pupils' handwriting and presentation skills are consistently good throughout the school
- R3 Ensure that teachers provide suitable challenges for more able pupils in all classes
- R4 Improve opportunities for pupils to consider and to respond to the written feedback from teachers
- R5 Involve teachers more in professional learning communities in order to find out about good practice beyond the local area

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils make good progress from their starting points as they move through the school. However, a few pupils that are more able do not always achieve as well as they could. Pupils with additional learning needs make suitable progress from their different starting points.

Throughout the school, nearly all pupils have high standards of speaking and listening skills. They talk confidently and articulately to each other and adults, using a wide range of vocabulary. They are able to maintain their concentration and stay engaged in their learning for an appropriate length of time.

Most Foundation Phase pupils read at a suitable level for their age and ability. They discuss books that they enjoy confidently and can retell stories with enthusiasm and accuracy. Many make effective use of their knowledge of the sounds that letters make to help them to decode unfamiliar words and to read with fluency and expression. By the end of key stage, 2 most pupils read with good expression and can extract information from a range of texts. They use suitable strategies to make predictions and to extend their understanding of the text. Nearly all pupils clearly enjoy reading and discuss their favourite authors with enthusiasm.

Most pupils across the school use their writing skills successfully across many areas of learning. Most pupils in the Foundation Phase produce short pieces of independent writing across a suitable range of different writing styles. Older Foundation Phase pupils show a good awareness of simple punctuation, such as capital letters and full stops, and use them accurately in their work. By the end of key stage 2, most pupils achieve appropriate standards in their writing. However, only a minority of pupils consistently produce extended writing of good quality, with evidence of drafting and redrafting, across a range of genres. The quality of spelling and punctuation is good across the school, but the quality of the presentation of work in books varies too much. The recent whole-school focus on literacy is beginning to have an impact on improving the quality and standard of pupils' work.

Most pupils enjoy learning Welsh. They understand the Welsh spoken by staff well and respond enthusiastically using familiar phrases and language patterns. Foundation Phase pupils speak, read and write in Welsh at an appropriate level for their age and ability. Many pupils in key stage 2 write simple sentences accurately and are beginning to develop appropriate skills when reading in Welsh. However, they do not use their Welsh language skills extensively outside of Welsh lessons.

Most pupils have good standards of mathematical skills. For example, younger Foundation Phase pupils use coins to make up amounts of money and correctly identify the coins needed to purchase equipment to take on their space trip. Older Foundation Phase pupils can successfully apply their problem-solving skills using uniform measures to make a correctly-sized shield for the knight in the role-play area.

Most key stage 2 pupils use their knowledge of tables well to solve mathematical problems linked to working out the cost and weight of rationed food as part of their topic on World War 2. Many older pupils in key stage 2 organise their work well, check their results and are beginning to explain their mathematical reasoning appropriately. Many pupils in all classes apply their numeracy skills across the curriculum well and at a similar level to their work in formal mathematics lessons.

In 2013, pupils' performance at the expected outcome 5 in literacy and mathematical development at the end of the Foundation Phase placed the school in the lower 50% when compared with similar schools. At the higher outcome 6, pupils' performance in 2013 placed the school in the top 25% when compared with similar schools for both areas of learning.

In 2013, pupils' performance at the expected level 4 placed the school in the lower 50% for English, but the top 25% for mathematics and science when compared with similar schools. Performance at the higher level 5 placed the school in the lower 50% for English, the higher 50% for mathematics and the bottom 25% for science when compared with similar schools. This generally shows an improving trend.

There are small numbers of pupils in each year group, which can significantly affect the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

Wellbeing: Good

Nearly all pupils demonstrate high standards of behaviour in and around school and are courteous and show respect and concern for others. Older pupils act as playground buddies and play games with younger pupils at break times. This ensures that pupils engage in a range of activities. Nearly all pupils say that they feel safe in school. Pupils demonstrate a good understanding of keeping healthy through taking plenty of exercise and eating and drinking a balanced diet.

Nearly all pupils show positive attitudes to learning. They engage enthusiastically in their learning and work well in small groups, pairs and individually. Most pupils benefit from the 'living planning' initiative. This is beginning to involve pupils more in the planning and development of topics by allowing them to make choices about how they learn and what they would like to find out.

The school council and eco council raise money for a range of charities and are starting to make positive contributions to the life of the school. For example, they evaluate how the outdoor space can support outdoor learning and have begun to analyse how effectively the school uses information and communication technology (ICT) resources to support learning across the curriculum. Over the last few years, the school's overall attendance rate has placed it in the top 25% or higher 50% when compared with similar schools. However, in 2013, this dropped to the lower 50%. In the term prior to the inspection, attendance had risen to over 96% and punctuality is good. There have been no exclusions over the last three years.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a suitable range of stimulating learning experiences that ensures appropriate coverage of learning areas and subjects. Foundation Phase pupils receive an effective balance of structured and free-choice learning activities in both the indoor and outdoor learning environment. Systematic planning through the Foundation Phase and key stage 2 ensures that pupils build on their previous knowledge and learning well. There is effective planning for the development of pupils' skills, including thinking skills, literacy and numeracy skills, across a range of subjects. The school is making good progress in implementing the national literacy and numeracy framework.

Provision for the development of pupils' Welsh language skills in the Foundation Phase is good. Pupils have a suitable range of opportunities to practise familiar language patterns throughout the day. However, in key stage 2, pupils do not have enough opportunities to develop their speaking skills outside of Welsh lessons. Pupils' reading and writing skills in Welsh are developing appropriately across the school. The school promotes pupils' knowledge and understanding of the culture and history of Wales effectively, for example through an annual eisteddfod and visits to local heritage sites.

The school develops pupils' awareness of sustainability well. Most pupils have a sound knowledge of recycling. Pupils have good opportunities to learn about other cultures and to develop an understanding of the wider world.

Educational visits to local heritage sites together with visitors to the school enhance the curriculum well and enrich pupils' learning experiences. A range of well-attended extra-curricular activities, including art, drama, music and sports clubs, develop pupils' learning and self-esteem well.

Teaching: Good

All teachers plan work well so that it engages pupils' interest and links purposefully with others areas of the curriculum. They use resources to good effect, including a suitable range of ICT equipment, and they use the outdoor areas well to enhance pupils' learning experiences. Most teachers' classroom management is effective and allows pupils to work in small groups, pairs or as individuals successfully. Most teachers have good, up-to-date professional knowledge and skills. They model or explain tasks well, ensure that pupils understand how to be successful and match activities to pupils' needs effectively. However, in a very few lessons, the level of challenge for pupils that are more able is not always high enough and, as a result, the pace of their learning is too slow. Support staff make a strong contribution to the progress that pupils make.

All teachers mark pupils' work regularly and generally give pupils useful feedback on what they have done well and how they can improve their work. However, in a few instances, the quality of marking is not always rigorous enough and pupils do not always have sufficient opportunity to reflect on feedback from the teacher and how

they can improve their work. A majority of older pupils are beginning to evaluate their own and others' work successfully.

Records of individual pupils' progress are clear and teachers use this information, along with the school's tracking system, to inform future planning, identify those pupils who require additional support and to set targets for improvement. The school keeps very useful pupil profiles that help to ensure the accuracy of teacher assessments. Teachers work successfully with staff from other local schools to ensure the accuracy and consistency of teacher assessment at the end of the Foundation Phase and key stage 2.

The school keeps parents well informed about their children's progress and wellbeing through regular meetings and the annual written reports of good quality.

Care, support and guidance: Good

The school is a caring and welcoming community where staff place a high emphasis on the wellbeing of their pupils. There are good arrangements in place to develop pupils' understanding of wellbeing and healthy lifestyles. The school has the appropriate arrangements to promote healthy eating and drinking. For example, older pupils run a healthy fruit tuck shop at break time and the after-school cookery club teaches them about healthy recipes.

Staff know the pupils well and provide care, support and guidance of high quality. The school liaises effectively with a range of specialist agencies to support pupils with additional learning or medical needs. This has a positive impact on the learning experiences of these pupils.

The provision for pupils with additional learning needs is good. The school provides well-planned and targeted support through a wide range of intervention programmes aimed at developing reading and spelling skills. Teachers involve parents fully at all stages in the process.

The school promotes pupils' personal development well, including their spiritual, moral, social and cultural development. There are regular opportunities for pupils to reflect on their own beliefs and values. Close links with a school in Uganda help to develop pupils' understanding of the wider world and other cultures. Pupils are involved in deciding which core values the school wishes to promote. These focus on fairness, respect, responsibility and forgiveness and, as a result, the school is a very calm, happy and orderly community.

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

Learning environment: Good

The school has an inclusive and welcoming ethos where all pupils have equal access to the opportunities provided by the school. It promotes equal opportunities well and places a strong emphasis on pupils respecting each other and celebrating diversity.

The accommodation is sufficient for the current number of pupils and staff make effective use of the different learning areas, including the outdoor spaces. The pond area is well used and supports pupils' understanding of nature and caring for their local environment well. The building is secure and generally well maintained. The school makes good use of available community resources, such as the nearby football pitch for their sports days. There are attractive, interesting displays throughout the school, which celebrate pupils' work well. Teachers and pupils have access to a varied range of resources of good quality.

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

The headteacher and senior management team have established a clear vision and set of core values for the school that reflect and support its Christian ethos and its drive for continuous improvement. Staff work well together and support enthusiastically the drive to raise standards.

Leaders provide a good balance of challenge and support for staff. The senior management team work collaboratively and successfully to engage staff in moving the school forward. The school distributes roles and responsibilities suitably and this ensures that there is a shared sense of responsibility among all staff. Staff support the leadership team in monitoring their subject areas and in sharing their expertise well through regular meetings.

The school employs a range of effective performance management procedures that link directly to the school improvement plan. The school is making good progress in addressing national priorities. This has led to improvements in the application of pupils' literacy and numeracy skills across the curriculum and in the promotion of healthy eating initiatives.

Governors have a clear awareness of the school's performance and ensure that the school meets its statutory obligations. Members of the governing body have a diverse range of skills and expertise and use these appropriately in acting as critical friends and supporting the school in moving forward.

Improving quality: Good

The school's self-evaluation processes are effective. They make good use of a range of first-hand evidence from lesson observations, scrutiny of pupils' work and detailed analysis of performance data. As a result, the self-evaluation report gives a comprehensive and accurate picture of the school's strengths and areas for improvement. The well-established reviews of subjects focus clearly on raising standards. Governors, parents, pupils and a few people within the community contribute well towards identifying priorities for future development.

There are close links between the self-evaluation report and the school improvement priorities. The school improvement plan contains clear and measurable success criteria, realistic timescales and an appropriate timetable for monitoring and evaluating progress. As a result, the school has recently improved outcomes for

pupils, for example in literacy and mathematical development at outcome 6, at the end of the Foundation Phase and in pupils' application of numeracy skills in key stage 2.

Partnership working: Good

The school has established a range of supportive partnerships that have a positive impact on pupils' achievement and wellbeing. There are very strong links with parents and the community. For example, the school plays a leading role in services and celebrations at the local church. The friends of the school work hard to raise funds for resources and to develop a sense of community through holding a variety of social events. The school provides parents with regular newsletters, meetings and information via the school website.

Pupils benefit from the use of the village community hall for physical education lessons, and frequent visits to the local church develop pupils' moral and spiritual development well. Pupils regularly provide a community lunch for local residents. This experience enriches the curriculum and raises pupils' self-esteem and social skills. Partnerships with sporting organisations, such as the use of the local football club's adjacent ground, provide activities that encourage many pupils to participate in sport.

The school has a beneficial relationship with the 'Ladybirds' pre-school group. The group uses the school's facilities and this helps pupils settle well and quickly into the school nursery. There are supportive links and effective transfer arrangements with the secondary school. This enables older pupils to move onto the next stage of their education with confidence. The school works in close partnership with other local schools, and staff meet regularly to moderate pupils' work. The portfolios of pupils' work that demonstrate their progress as they move through the school are of a good standard and contribute well to ensuring high expectations and accurate assessment of pupils' work.

Resource management: Good

Teachers and support staff have a good range of skills and expertise. The school deploys staff effectively to deliver all aspects of the curriculum. This includes sharing staff expertise with another local school to enhance the provision for Welsh and physical education. Staff have undertaken a suitable range of training to help them to deliver new initiatives, such as the implementation of the literacy and numeracy framework.

All teachers receive appropriate time for planning, preparation and assessment, and senior managers receive additional non-contact time for leadership duties, when required. The school's in-house network of professional practice is developing well and focuses clearly on improving standards and provision. For example, the collaborative work relating to the planning of literacy and numeracy provides pupils with a good range of opportunities to use and apply their literacy and numeracy skills across a broad range of curriculum areas. However, the school does not yet share this practice with other schools beyond the local area.

The wide range of learning resources contributes well towards establishing a supportive and motivating learning environment for pupils. The school manages its budget effectively to meet the priorities outlined in the school improvement plan, for example by purchasing new ICT equipment and reading resources, and enhancing the outdoors.

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

Appendix 1

Commentary on performance data

Compared with similar schools in 2013, pupils' performance at the end of the Foundation Phase for the expected outcome 5 placed the school in the lower 50% for literacy and mathematical development. However, it was in the top 25% for personal and social development. In 2013, performance at outcome 5 and outcome 6 was above the family average for all three areas of learning. This shows an upward trend in all three areas of learning compared to 2012.

Over the last two years, attainment at the higher outcome 6 has improved in literacy and mathematical development. In 2013, the school performed in the top 25% when compared with similar schools. However, performance in personal and social development fell slightly, moving the school to the lower 50%.

In key stage 2, performance in English at the expected level 4 over the last four years, has varied, with the school generally performing between the higher 50% and the lower 50% when compared with similar schools. In mathematics, performance has fluctuated, moving the school between the lower 50% and the top 25%. In science, the school has generally performed in the top 25%. In 2013, performance at the expected level 4, when compared with similar schools, placed it in the lower 50% for English, but in the top 25% for mathematics and science, and was above the family average for all three subjects.

Over the same period at the higher level 5, performance in English, mathematics and science, when compared with that of similar schools, has varied between the bottom 25% and the top 25%. In 2013, the school was in the lower 50% for English and the higher 50% for mathematics, which was an improvement on 2012 and above the family average. However, it performed in the bottom 25% for science, when compared with similar schools, and was below the family average.

At the end of the Foundation Phase, girls as a group tend to do better than boys at the expected outcome 5 in literacy, but boys as a group tend to outperform girls in mathematical development. They perform at about the same level in personal and social development. At the higher than expected outcome 6, boys tend to outperform girls in all three areas of learning.

In key stage 2, at the expected level 4, girls tend to outperform boys in English, while boys and girls perform at the same level in mathematics and science. At the higher than expected level 5, boys tend to outperform girls in English, but girls outperform boys in mathematics, and boys and girls perform at about the same level in science.

Pupils entitled to free school meals tend to perform less well than their peers in the Foundation Phase and in key stage 2.

There are small numbers of pupils in each year group, which can significantly affect the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

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 Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	53	53 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	53	50 94%	3 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	53	49 92%	4 8%	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	53	53 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	53	52 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	53	53 100%	0 0%	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.	53	52 98%	1 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	53	51 96%	2 4%	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.	53	46 87%	7 13%	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.	53	52 98%	1 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	52	47 90%	5 10%	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	53	49 92%	4 8%	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.	14	11 79%	3 21%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	14	10 71%	4 29%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	14	12 86%	1 7%	0 0%	1 7%	0	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.	14	12 86%	1 7%	1 7%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	13	9 69%	4 31%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	13	10 77%	3 23%	0 0%	0 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	12 86%	2 14%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	14	10 71%	4 29%	0 0%	0 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.	13	9 69%	4 31%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	14	10 71%	4 29%	0 0%	0 0%	0	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	9 64%	5 36%	0 0%	0 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'.	14	9 64%	5 36%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	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.	14	8 57%	6 43%	0 0%	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.	14	11 79%	3 21%	0 0%	0 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	6 43%	8 57%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	14	11 79%	2 14%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	11	3 27%	5 45%	0 0%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	13	7 54%	6 46%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	13	11 85%	2 15%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Susan Davies	Reporting Inspector
Mr William Glyn Griffiths	Team Inspector
Alwena Morgan	Lay Inspector
Ms Patricia Ann Hoffer	Peer Inspector
Mr Gareth Hughes (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.