



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

A report on

**Llanfihangel Crucorney C.P. School
Pandy
Abergavenny
Monmouthshire
Monmouthshire
NP7 8DL**

Date of inspection: September 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:

| 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

Llanvihangel Crucorney Primary School is in the village of Pandy, near Abergavenny, in Monmouthshire.

There are currently 54 pupils aged four to eleven on roll in two mixed-age classes, one for the Foundation Phase and one for key stage 2. There are three full-time teachers, including the headteacher, and two part-time teachers.

Approximately 10% of pupils are eligible for free school meals. This is well below the national average. The school has identified 9% of pupils as having additional learning needs. This is also well below the national average. No pupils speak Welsh at home or come from an ethnic minority background. Around 4% of pupils speak English as an additional language.

The individual school budget per pupil for Llanfihangel Crucorney Primary School in 2015-2016 means that the budget is £4,810 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,918 and the minimum is £2,834. Llanfihangel Crucorney Primary School is second out of the 31 primary schools in Monmouthshire 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:

- Nearly all pupils make good progress and achieve well
- There is a warm, supportive ethos that results in good levels of wellbeing
- Standards of behaviour are good throughout the school and pupils show high levels of motivation to learn
- A rich variety of stimulating learning experiences in the Foundation Phase provides a strong foundation for further progress in key stage 2
- The overall quality of teaching is good
- Leadership provides a clear vision and sense of direction for the school

Prospects for improvement

The school's prospects for improvement are good because:

- Information from a wide range of sources informs the self-evaluation process well
- The headteacher analyses comparative data effectively to monitor the school's progress
- Honest self-evaluation accurately identifies relevant priorities for improvement
- Staff and governors share a good understanding of what the school needs to do to improve and how they can contribute to this
- There is a good track record of steady improvement in pupils' outcomes and in the quality of the school's provision for learning

Recommendations

- R1. Extend pupils' independent enquiry and problem-solving skills across the key stage 2 curriculum
- R2. Develop pupils' entrepreneurial skills and understanding of the world of work
- R3. Strengthen the provision for developing pupils' Welsh speaking skills beyond formal Welsh lessons
- R4. Monitor closely the school's budget and management of staffing and other resources to ensure further significant reductions to the budget deficit

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 |
|-------------------------------|-------------|

Standards: Good

Pupils enter the Foundation Phase with skills that are at, or above, expected levels. Most make good progress so that the majority achieve above the expected level in English, mathematics and science by the end of key stage 2.

Most pupils with additional learning needs make good progress from their starting points. Pupils eligible for free school meals achieve as well as their peers.

Pupils' speaking and listening skills are good. In the Foundation Phase, nearly all pupils listen with interest and are keen to contribute to class discussions. They relish playing with words such as 'toss', 'scoop' and 'sprinkle' when composing recipes for play dough.

Nearly all pupils in key stage 2 listen respectfully to their teachers. Most pay good attention when topics appeal to their interests and level of understanding. They show increasing maturity in conversations with adults and their peers and use good subject-specific vocabulary, such as 'insulation' in science.

In the Foundation Phase, most pupils enjoy reading and make good progress. They use a good range of strategies to help them read different texts. These include their knowledge of letters and sounds, the clues to be found in pictures and their understanding of the characters and events in a story.

In key stage 2, most pupils continue to build their reading skills well and to develop good information retrieval skills. They enjoy, for example, raising questions they would like to research about life in Tudor times and using the internet or books to answer them. By the end of Year 6, nearly all read fluently and confidently.

Pupils in the Foundation Phase write in a very wide range of forms and for interesting purposes, such as stories, invitations and shopping lists. Their writing is well formed and presented. They write at increasing length and use punctuation well, including question and exclamation marks. Many make good attempts at spelling adventurous words, such as 'ellygant' for 'elegant' to describe a woman in a painting by Pissarro.

Most pupils in key stage 2 analyse the features of different texts effectively. They use this analysis well to plan, draft and edit their own writing. Many produce well-structured, individual pieces of extended writing in a good variety of different forms, including retelling ancient myths and writing about how bees make honey. Pupils' spelling and punctuation are generally good. The quality of their handwriting is variable, but legible.

In the Foundation Phase, pupils use their numeracy skills in a wide range of real-life contexts. Most make very good progress in using mental calculation strategies to solve number problems. Younger pupils accurately count numbers forwards and backwards to 20. Older pupils identify odd and even numbers and perform simple number operations competently.

In key stage 2, most pupils make good progress in their numeracy skills in mathematics lessons and generally apply them well in other subjects. In history, for example, older pupils solve problems involving 4-digit numbers and decimals to calculate how far Roman soldiers marched in a day.

When given the opportunity, the majority of pupils in key stage 2 apply their investigative and problem-solving skills effectively but, overall, they are less confident in applying these skills independently.

Throughout the school, most pupils' speaking and listening skills within Welsh lessons are developing well. In the Foundation Phase, they respond appropriately to instructions and ask simple questions. In key stage 2, most pupils confidently use familiar words and phrases. However, many pupils lack confidence in speaking Welsh in informal conversations outside Welsh lessons.

The majority of pupils across the school read Welsh competently with a good level of understanding. Most write confidently for a variety of purposes and in a range of contexts using established language patterns.

The school has small numbers of pupils. This can significantly affect its benchmarked performance when compared with that of similar schools. Nevertheless, there is a positive trend in pupils' performance in both key stages over the last four years.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected and higher outcome has placed the school in the top 25% compared with similar schools over the last three years.

At the end of key stage 2, pupils' performance at the expected and higher level in English, mathematics and science has placed the school in the top 25% in most of the last three years.

Wellbeing: Good

All pupils feel safe and happy in the school environment. Nearly all have a good understanding of how to be healthy and are keen to engage in an active lifestyle. They enjoy sport and the healthy lunch options available in school.

Pupils' behaviour in and around the school is very good. In the Foundation Phase, pupils are eager to learn and participate enthusiastically in all lessons. Pupils usually engage well in lessons in key stage 2.

Nearly all pupils co-operate happily with each other at work and play. They display maturity as they move around the school. Older pupils are positive role models and willingly take on responsibilities, such as house captains and helping with younger pupils in the playground. They are polite towards visitors and each other.

Levels of attendance have steadily improved over the last four years and have placed the school in the higher 50% in comparison with similar schools for the last two. Nearly all pupils arrive punctually at the start of the school day.

The school council is an effective forum for pupils to discuss issues and to make a difference in school. Members take part, for example, in creating the school rules and have a sense of ownership of them.

All pupils feel part of the school and its local community. However, pupils' entrepreneurial skills and knowledge of the world of work are more limited.

| | |
|---|-------------|
| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Good

The school provides a broad and balanced range of learning experiences that meet National Curriculum and religious education requirements. A range of sporting activities, residential visits and trips related to topics pupils are studying enriches the curriculum.

The school is making good progress in implementing the Literacy and Numeracy Framework in its planning. Provision for the development of pupils' independent enquiry and problem-solving skills across the key stage 2 curriculum is at an early stage of development.

In the Foundation Phase, exemplary practice creates a wealth of stimulating opportunities for learning for pupils of all ages and abilities. The 'Pandy car wash', for example, excites pupils and enables them to use their literacy and numeracy skills purposefully in a real-life context.

In key stage 2, pupils study many interesting topics, such as life in Tudor times and the solar system. Grouping arrangements and learning experiences for pupils in Years 3 to 6 usually meet their needs effectively.

Nearly all staff use Welsh in routines, such as registration and assemblies, but there are insufficient opportunities for pupils to develop their speaking skills outside Welsh lessons. Participation in activities, such as school eisteddfodau and St. David's Day concerts, promotes a good understanding of the culture and heritage of Wales.

The school develops pupils' awareness of sustainability effectively. Although there is currently no eco council, pupils are knowledgeable about recycling and energy conservation. A range of events, including fund raising for Save the Children, makes a good contribution to pupils' understanding of global citizenship.

Teaching: Good

Teachers communicate their expectations of good behaviour clearly so that almost all pupils behave well and there is a calm working atmosphere in every classroom.

All lessons have clear learning objectives which pupils understand. Teachers' subject knowledge is secure. They have a deep understanding of pupils' needs and abilities. Teachers ask well-designed questions to prompt and to draw out pupils' understanding.

In the Foundation Phase, teachers' planning is extremely effective. The opportunities provided are very well organised and make learning fun. Teachers model the use of vocabulary or how to approach a problem very well and have high expectations of pupils.

Lesson planning in key stage 2 builds effectively on pupils' previous achievements. Teachers usually adapt activities well for different ages and abilities and have high expectations of what pupils can achieve. Occasionally, however, whole-class introductions are beyond younger pupils' current levels of understanding.

The school's tracking system monitors pupils' progress carefully and identifies those who need extra support or challenge. Teachers regularly mark pupils' written work. Their comments are individualised, respond to the content of the piece and give clear pointers for improvement. They encourage pupils to self-evaluate the strengths and points for development in their own work effectively. Opportunities for pupils to evaluate one another's work are developing well.

Annual reports to parents provide a clear picture of their children's progress and achievement in all areas of the curriculum and include next steps in their learning.

Care, support and guidance: Good

Pupils share a sense of co-operation and community and they feel valued and respected. The school makes appropriate arrangements for promoting healthy eating and drinking and successfully encourages pupils to participate in sport.

Assemblies and a wide range of learning experiences develop pupils' social, moral, spiritual, and cultural awareness effectively. The school emphasises the importance of caring for others through charitable fundraising. There are regular opportunities for reflection on pupils' own lives and those of others. Particularly in the Foundation Phase, pupils show curiosity about the world and respond with awe and wonder to new experiences. The school promotes pupils' understanding of their own and other cultures effectively through assemblies and a 'multi-cultural' week.

The school liaises well with outside agencies, such as the Educational Welfare Officer, to strengthen its support for pupils. Police officers visit the school to raise awareness of issues, such as internet safety. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school meets the needs of pupils with additional learning needs effectively. Staff provide good support and guidance and meet regularly to review the progress of individual pupils. The school works well with parents and external specialists to ensure that it meets pupils' needs. As a result, pupils with additional needs make good progress towards learning targets in their individual education plans.

Learning environment: Good

The school has a warm family ethos and atmosphere. Pupils have equal access to all aspects of the curriculum and the school environment.

Very good working relationships between staff and pupils contribute strongly to the supportive atmosphere. Mixed-age ranges in both classes help to develop high levels of maturity, self-confidence and responsibility in older pupils.

The school building is clean and well maintained. The extensive, stimulating outdoor environment includes an enclosed multi-sports area, adventure trail, playing fields and nature area. Foundation Phase pupils have constant access to opportunities for learning outdoors. Colourful displays celebrate their work and reinforce their learning.

Overall, the school has resources of good quality that support pupils' learning well, but there is a limited range of Welsh books for younger pupils in key stage 2. The school's connection with the internet is unreliable and it often fails to meet the needs of staff and pupils.

| | |
|--|-------------|
| How good are leadership and management? | Good |
|--|-------------|

Leadership: Good

The headteacher provides strong leadership, which has a positive impact on pupil outcomes and provision. She has a clear vision to maintain high standards and to provide a happy, healthy and stimulating school. The governing body, staff and parents share these values.

The headteacher communicates high expectations of staff and pupils. Effective performance management systems contribute to improvements in teaching. Teachers and support staff participate well in the school's improvement plans through regular meetings and reviews.

Staff are clear about their roles and responsibilities and there is a strong sense of teamwork across the school. Over recent years, the headteacher has improved the quality of key policies and procedures and these are now firmly established. As a result, the school is managed efficiently.

The school responds well to local and national priorities. For example, staff have worked closely with teachers in other schools to implement the Literacy and Numeracy Framework successfully. The establishment of the Foundation Phase is particularly strong and effective.

The governing body fulfils its statutory duties appropriately. Governors regularly attend training events to update their knowledge and there are good procedures to feed back outcomes to others. Governors have a clear understanding of the school's priorities and how it is performing compared with similar schools. The governing body is fully supportive of the school and is developing its role as a critical friend well.

Improving quality: Good

The school has strong self-evaluation procedures that draw on a wide range of sources. These include analysis of pupil performance, session observations, responses to parent and pupil questionnaires, reviews of school policies and scrutiny

of pupils' books. The headteacher values the opinions of parents and pupils about the school and these inform future planning for improvement appropriately.

There are clear systems to ensure that staff and governors evaluate courses they attend and share key information. Staff use the outcomes of self-evaluation well to share ideas and to improve the quality of teaching and learning. Consequently, there is a shared understanding of what the school needs to do to improve its performance and how staff can contribute to this.

The headteacher analyses data effectively to compare the school's performance with that of other schools facing similar challenges. There are regular monitoring arrangements to check the progress of individual pupils and to see whether or not intervention support is effective and continues to be necessary.

As a result of the rigorous self-evaluation process, the school's self-evaluation report presents an honest and accurate account of its strengths and areas for development.

Information from the self-evaluation report directly informs the school development plan for the next three years. This sets out specific long-term priorities, with appropriate timescales and success criteria. Priorities focus clearly on raising standards, improving provision and sharing leadership responsibilities.

Partnership working: Good

The school has a wide range of partnerships that enhance pupils' learning and wellbeing.

Communication with parents is very good. The school keeps them fully informed through regular newsletters, the website and face-to-face meetings. An active Parents, Teachers and Friends Association raises valuable funds for the school.

There are effective partnerships with other schools that contribute well to improvements in teaching. For instance, teachers acquired and implemented good ideas on how to improve the learning environment after visiting other schools. Teachers ensure the accuracy of their assessments through annual moderation and standardisation meetings with staff from other local primary schools.

The beneficial partnership with the pre-school setting next door ensures that children settle into school quickly and confidently. Before starting, children become familiar with the environment and staff by having lunch once a week with pupils in the school and using the hall for physical education.

The school has a valuable partnership with the local secondary school so that Year 6 pupils move smoothly into Year 7. This partnership also benefits more able pupils by extending their mathematical thinking through specialist coaching.

There are good links with organisations in the local community, such as the church. However, there are few links with the business community. This limits opportunities for pupils to develop an awareness of work.

At present, there are no links with initial teacher training institutions.

Resource management: Good

The school has sufficient qualified and experienced staff to meet the needs of its pupils. Teachers who share classes use their planning, preparation and assessment time effectively to ensure continuity in pupils' learning. Teaching assistants have clear roles and responsibilities and support all pupils and those with additional needs effectively.

All staff benefit from regular training linked to school priorities and their own professional development needs. Targets identified from performance management procedures focus on improving individuals' performance and meeting priorities in the school development plan. Teachers regularly observe each other's lessons. This supports consistent practices, such as the setting of clear learning objectives at the start of lessons throughout the school.

The school uses the Pupil Deprivation Grant effectively to support the progress of pupils eligible for free school meals. Their outcomes are comparable with those of other pupils.

The school is operating with a deficit budget. Over recent years, the headteacher and governors have made good progress in reducing this significantly to its current level. The budget is managed effectively, but there is insufficient information in the recovery plan about how staff time, expertise and other resources can be deployed most efficiently. The school is currently working closely with the local authority to monitor progress on its recovery plan.

Despite the budget deficit, the school provides good value for money because pupils' performance and the quality of teaching and learning are good.

Appendix 1: Commentary on performance data

6792243 - LLANVIHANGEL CRUCORNEY COUNTY PRIMARY SCHOOL

| | |
|--|-----------------|
| Number of pupils on roll | 54 |
| Pupils eligible for free school meals (FSM) - 3 year average | 12.0 |
| FSM band | 2 (8%<FSM<=16%) |

Foundation Phase

| | 2012 | 2013 | 2014 |
|--|-------|-------|-------|
| Number of pupils in Year 2 cohort | 11 | 7 | 6 |
| Achieving the Foundation Phase indicator (FPI) (%) | 72.7 | 100.0 | 100.0 |
| Benchmark quartile | 4 | 1 | 1 |
| Language, literacy and communication skills - English (LCE) | | | |
| Number of pupils in cohort | 11 | 7 | 6 |
| Achieving outcome 5+ (%) | 72.7 | 100.0 | 100.0 |
| Benchmark quartile | 4 | 1 | 1 |
| Achieving outcome 6+ (%) | 9.1 | 57.1 | 66.7 |
| Benchmark quartile | 4 | 1 | 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 | 11 | 7 | 6 |
| Achieving outcome 5+ (%) | 81.8 | 100.0 | 100.0 |
| Benchmark quartile | 4 | 1 | 1 |
| Achieving outcome 6+ (%) | 9.1 | 57.1 | 66.7 |
| Benchmark quartile | 4 | 1 | 1 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | |
| Number of pupils in cohort | 11 | 7 | 6 |
| Achieving outcome 5+ (%) | 100.0 | 100.0 | 100.0 |
| Benchmark quartile | 1 | 1 | 1 |
| Achieving outcome 6+ (%) | 45.5 | 100.0 | 100.0 |
| Benchmark quartile | 3 | 1 | 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.

6792243 - LLANVIHANGEL CRUCORNEY COUNTY PRIMARY SCHOOL

Number of pupils on roll 54
 Pupils eligible for free school meals (FSM) - 3 year average 12.0
 FSM band 2 (8%<FSM<=16%)

Key stage 2

| | 2011 | 2012 | 2013 | 2014 |
|---|------|------|-------|-------|
| Number of pupils in Year 6 cohort | 7 | 9 | 5 | 6 |
| Achieving the core subject indicator (CSI) (%) | 71.4 | 66.7 | 100.0 | 100.0 |
| Benchmark quartile | 4 | 4 | 1 | 1 |
| English | | | | |
| Number of pupils in cohort | 7 | 9 | 5 | 6 |
| Achieving level 4+ (%) | 71.4 | 66.7 | 100.0 | 100.0 |
| Benchmark quartile | 4 | 4 | 1 | 1 |
| Achieving level 5+ (%) | 0.0 | 0.0 | 40.0 | 83.3 |
| Benchmark quartile | 4 | 4 | 2 | 1 |
| Welsh first language | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving level 4+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving level 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematics | | | | |
| Number of pupils in cohort | 7 | 9 | 5 | 6 |
| Achieving level 4+ (%) | 85.7 | 66.7 | 100.0 | 100.0 |
| Benchmark quartile | 4 | 4 | 1 | 1 |
| Achieving level 5+ (%) | 0.0 | 0.0 | 80.0 | 83.3 |
| Benchmark quartile | 4 | 4 | 1 | 1 |
| Science | | | | |
| Number of pupils in cohort | 7 | 9 | 5 | 6 |
| Achieving level 4+ (%) | 85.7 | 66.7 | 100.0 | 100.0 |
| Benchmark quartile | 4 | 4 | 1 | 1 |
| Achieving level 5+ (%) | 28.6 | 0.0 | 40.0 | 83.3 |
| Benchmark quartile | 3 | 4 | 2 | 1 |

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

| | Number of responses Nifer o ymatebion | | Agree Cytuno | Disagree Anghytuno | |
|---|--|--|-----------------|-----------------------|--|
| I feel safe in my school. | 32 | | 32 100% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 32 | | 30 94% | 2 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. | 32 | | 32 100% | 0 0% | 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 | 31 | | 31 100% | 0 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. | 32 | | 32 100% | 0 0% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 32 | | 32 100% | 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. | 32 | | 32 100% | 0 0% | 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. | 32 | | 32 100% | 0 0% | 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. | 32 | | 27 84% | 5 16% | 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. | 32 | | 32 100% | 0 0% | 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. | 32 | | 24 75% | 8 25% | 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 | 31 | | 29 94% | 2 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. | 24 | 21 88% | 3 12% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 64% | 33% | 3% | 1% | | |
| My child likes this school. | 24 | 22 92% | 2 8% | 0 0% | 0 0% | 0 | Mae fy mhentyn 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. | 24 | 22 92% | 2 8% | 0 0% | 0 0% | 0 | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol. |
| | | 73% | 26% | 1% | 0% | | |
| My child is making good progress at school. | 24 | 21 88% | 3 12% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 63% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 22 | 19 86% | 3 14% | 0 0% | 0 0% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 48% | 47% | 4% | 1% | | |
| Teaching is good. | 23 | 20 87% | 3 13% | 0 0% | 0 0% | 1 | Mae'r addysgu yn dda. |
| | | 62% | 35% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 24 | 19 79% | 5 21% | 0 0% | 0 0% | 0 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 65% | 33% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 21 | 13 62% | 8 38% | 0 0% | 0 0% | 2 | Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol. |
| | | 50% | 42% | 6% | 2% | | |
| Staff treat all children fairly and with respect. | 22 | 21 95% | 1 5% | 0 0% | 0 0% | 1 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 61% | 34% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 22 | 15 68% | 7 32% | 0 0% | 0 0% | 1 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 61% | 37% | 2% | 0% | | |
| My child is safe at school. | 23 | 18 78% | 5 22% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 67% | 31% | 1% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 21 | 18 86% | 3 14% | 0 0% | 0 0% | 2 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 56% | 38% | 4% | 1% | | |
| I am kept well informed about my child's progress. | 24 | 19 79% | 5 21% | 0 0% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 50% | 40% | 8% | 2% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 24 | 21 88% | 3 12% | 0 0% | 0 0% | 0 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| | | 63% | 31% | 4% | 2% | | |
| I understand the school's procedure for dealing with complaints. | 22 | 17 77% | 4 18% | 1 5% | 0 0% | 1 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 49% | 42% | 8% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 24 | 22 92% | 2 8% | 0 0% | 0 0% | 0 | Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 58% | 39% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 20 | 14 70% | 6 30% | 0 0% | 0 0% | 2 | Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 53% | 41% | 5% | 1% | | |
| There is a good range of activities including trips or visits. | 23 | 14 61% | 9 39% | 0 0% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 55% | 38% | 5% | 1% | | |
| The school is well run. | 23 | 21 91% | 2 9% | 0 0% | 0 0% | 1 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 62% | 33% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|------------------------|---------------------|
| Ms Stephanie Joy James | Reporting Inspector |
| Dr Russell Grigg | Team Inspector |
| Mrs Deirdre Emberson | Lay Inspector |
| Elizabeth Knight | Peer Inspector |

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.