



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

A report on

**Llanfoist Fawr Primary School
Llanfoist
Abergavenny
Monmouthshire
NP7 8NF**

Date of inspection: October 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

Llanfoist Fawr Primary School is in Monmouthshire, south of Abergavenny. Many pupils live locally. Around 11% of pupils are eligible for free school meals. This number has fallen considerably over the last three years and is above local but below national averages.

There are currently 200 pupils on roll, taught in seven classes by five full-time and three part-time teachers. The school admits pupils to the reception class at the age of four.

The school identifies that around 12% of pupils have additional learning needs. A very few pupils have a statement of special educational needs. English is the main home language of most pupils. Very few pupils come from an ethnic minority background, use Welsh as their first language or receive support for English as an additional language. There were very few pupil exclusions within the last year.

The headteacher took up his post in January 2012 and the last inspection was in May 2012. The school is currently in the process of appointing a deputy headteacher.

The individual school budget per pupil for Llanfoist Fawr Primary School in 2015-2016 means that the budget is £3,337 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,918 and the minimum is £2,834. Llanfoist Fawr Primary School is 21st 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 current performance of the school is good because:

- Most pupils make worthwhile progress with their learning as they move through the school
- Many pupils read well and develop their writing skills appropriately
- Over the last three years, the school has improved successfully achievement in English for pupils eligible for free school meals
- Attendance over the last three years compares very well to that of similar schools
- Almost all pupils behave well, are polite and courteous and try hard in lessons
- Most lessons are interesting and engage pupils successfully
- The school is a welcome and caring community

Prospects for improvement

The school's prospects for improvement are good because:

- Leaders have a strong vision of an inclusive school that challenges all pupils
- The governing body supports the school well
- The school has a clear understanding of its strengths and areas for development
- Planning for improvement has recently raised outcomes for pupils effectively in writing and information and communication technology
- A strong range of partnerships enhances opportunities for pupils and has a positive effect on their levels of wellbeing

Recommendations

- R1 Raise standards in Welsh
- R2 Improve provision for pupils' understanding and knowledge of the history and culture of Wales
- R3 Ensure regular opportunities for pupils to review their own and others' learning
- R4 Develop an effective system to analyse the progress and performance of different groups of pupils

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, most pupils have speaking and listening skills that are well above average for their age. Their skills in reading and writing are around the average and mathematical skills slightly above average. Most make good progress with their learning as they move through the school. In lessons, most pupils recall previous learning well.

Most pupils listen well to adults and other pupils allowing them to take part in lessons successfully. In the Foundation Phase, most develop good oral skills. By the end of Year 6, many pupils are confident speakers and a few are very eloquent and mature in their speech.

Foundation Phase pupils read with good fluency and expression for their age. They enjoy reading and can explain which types of stories they like and why. They make effective use of the names and sounds of letters to tackle unfamiliar words. Nearly all pupils have a sound understanding of what they have read and what might happen next in the story.

Year 6 pupils read well. They read widely both for pleasure and to locate information. Many have strong preferences for the authors they enjoy and for particular characters in these books. A few read with great maturity and expression to enhance the listener's experience. Nearly all can skim a text successfully to find a specific item of information.

Most pupils in the Foundation Phase make good progress with their writing. They write well using full sentences that show a suitable use of punctuation and worthwhile attempts at spelling. A few pupils do not shape their letters properly. More able pupils write interesting accounts of well-known stories such as 'the gingerbread man'. In other areas of learning, most pupils apply their literacy skills at a similar level to their work in main literacy lessons.

Almost all key stage 2 pupils progress well with their writing. They write well at length for different purposes and audiences using interesting vocabulary. They generally spell accurately, use punctuation appropriately and write neatly. More able pupils use 'flashbacks' successfully in their work. Many pupils make effective use of editing and drafting to improve their writing. However, pupils do not always apply their literacy skills well in other subjects such as science or geography.

Standards of numeracy in both the Foundation Phase and key stage 2 are good. Many younger pupils work confidently adding and subtracting numbers to 100. They tell the time accurately and use simple fractions successfully. In Year 6, many pupils calculate accurately the area of complex shapes, measure angles correctly and use co-ordinates successfully. More able pupils use negative co-ordinates well. Pupils apply their numeracy skills well in other subjects.

Most pupils use their problem solving skills successfully in lessons. For example, younger pupils sort materials effectively to meet different criteria and older pupils design and plan houses with a given perimeter.

Most pupils across the school respond appropriately to a range of simple questions and instructions in Welsh. In the Foundation Phase, many pupils communicate well using familiar sentences. For example in Year 1, most pupils can converse simply in role-play with 'y tri mochyn bach!' By the end of Year 6, in Welsh lessons many pupils write appropriately following basic patterns. They have good oral skills in these lessons. However, their reading skills are underdeveloped. Very few pupils use any Welsh language outside of Welsh lessons.

Pupils eligible for free school meals achieve similarly to other pupils at the expected outcome 5 in the Foundation Phase but less well generally at the higher outcome 6. In key stage 2, pupils eligible for free school meals perform consistently less well than other pupils. However, over the last three years, the school has improved successfully achievement in English for pupils eligible for free school meals. This has reduced the gap in performance considerably between these and other pupils. Many pupils who have extra help with their learning make worthwhile progress. Trends show that there is very little difference between the performance of boys and girls in either the Foundation Phase or key stage 2.

Over the last four years in the Foundation Phase, pupil performance is largely above the average when compared to that of similar schools, at both the expected and higher outcomes in literacy and mathematical development. During the same period in key stage 2, pupil performance at the expected and higher level in English, mathematics and science is also generally above the average for similar schools.

Wellbeing: Good

Nearly all pupils feel safe in school and are confident that staff deal promptly with the very small number of unacceptable incidents that occur. They know the importance of being safe on the internet. Nearly all pupils have a good understanding of how they can become healthy by eating a balanced diet and taking regular exercise.

Most pupils are keen to learn, enjoy school and listen carefully in lessons. Generally, they behave well in lessons and around the school. Most are polite and courteous and show appropriate care and consideration for the feelings of others. Pupils are confident to provide interesting suggestions to teachers regarding what they would like to learn.

The school council are beginning to make worthwhile decisions about the school and feel that adults consider their views seriously. They have been involved in recent staff interviews and in raising funds to provide playgroup seating. Pupils are involved suitably in the local community through, for example, a project to reduce anti-social behaviour, raising funds for charity and by taking part in the Abergavenny Eisteddfod. A few older pupils take on responsibility conscientiously as playground buddies or house captains.

Pupils' attendance rates have remained about the same for the last four years and compare very well to those of similar schools. Nearly all pupils are punctual.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a broad well-balanced curriculum providing interesting learning experiences that match pupils' needs successfully. Curriculum plans develop pupils' skills effectively as they move from Foundation Phase to key stage 2. The school makes suitable use of small group intervention for pupils who need extra help with literacy and numeracy. Well-attended out-of-school activities such as choir, music making, and sports clubs support the taught curriculum well, allowing pupils to improve their skills further.

Overall, staff provide worthwhile opportunities to develop pupils' literacy and numeracy skills successfully. Provision for information and communication technology (ICT) is good and reflects the school's recent investment in this area.

Welsh language provision allows pupils to develop their oral and written skills appropriately in Welsh lessons. However, there are too few opportunities for pupils to speak Welsh in other lessons and around the school. Although pupils learn about, for example, Welsh castles, artists and stories, staff do not always promote the development of pupils' understanding of the history and culture of Wales well enough.

Staff use the environmental features of the modern school building well to reinforce pupils understanding of sustainable living. As a result, nearly all pupils have a strong understanding of these practices. The active eco committee is effective in its lead role in reducing waste. Almost all pupils grow plants and vegetables within the organic gardening areas helping to develop their understanding of living things and self-sufficiency. Pupils have appropriate opportunities to study other cultures and countries, for example a study of Pakistan in Year 4 and links with a school in Sri Lanka.

Teaching: Adequate

In nearly all classes, good working relationships exist between staff and pupils. Most teachers plan well to meet the needs of all pupils. They have effective classroom management strategies and provide learning experiences that motivate and engage pupils. Learning support staff make a beneficial contribution to improving outcomes for pupils and help them to make good progress.

Lessons often have strong pace and staff make effective use of resources both indoors and outdoors to support the learning. They use a wide range of skilful questions to challenge pupils' thinking and to move their learning forward. Most teachers have high expectations of pupils. In a few lessons, the pace of learning is too slow and pupils have little opportunity to reflect on their work. In these lessons, pupils make less progress.

Teachers mark pupils' work regularly. They identify what pupils do well and generally provide pupils with worthwhile guidance on how they need to improve their work. Older pupils often respond to these comments appropriately but there are very few opportunities for pupils to assess their own work or that of others. Very few pupils are aware of their targets for improvement.

Staff keep useful and manageable records on pupil progress. They use these appropriately to identify pupils who need extra help with their learning. However, there is very little useful analysis of pupil data to track the progress of different groups of pupils. This means that leaders are unable to identify which interventions or additional support are most effective.

Annual reports keep parents and carers well informed about their child's progress.

Care, support and guidance: Good

The school provides valuable experiences to develop pupils' spiritual, moral, social and cultural awareness. There are close links with the local church that contribute well to pupils' spiritual development. The school has appropriate arrangements to promote healthy living. Pupils have plenty of opportunities to take in regular exercise, including joining well-attended after school sports clubs. Staff promote respect for others successfully. Consequently, behaviour is good in lessons and around the school.

The school liaises well with specialist agencies and professionals, such as the pupil counselling service, police, and the school nurse. These provide effective support for vulnerable pupils and their parents. Staff provide useful guidance and information to families in order to improve pupils' self-esteem and wellbeing.

The school's provision for pupils with additional learning needs is effective. This helps them to make suitable progress. Staff support pupils well in class and in intervention groups. Pupils' individual education plans are of good quality and parents are involved regularly in their review. The school makes worthwhile use of specialist agencies, such as the police, school nurse, and bereavement services, to support pupils.

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

Learning environment: Good

The school is a very welcoming and caring community that promotes good standards of behaviour and respect. All staff ensure that pupils are fully included in all aspects of school life and that there is equal access to all areas of the curriculum. They value all pupils equally and celebrate diversity effectively.

Staff use the modern school building well to provide a stimulating environment for pupils to learn. Interesting classroom displays celebrate pupils' work and achievements successfully and provide a worthwhile stimulus for teaching and learning. Resources in the school, particularly in the outdoor areas, are of a high quality and match well to pupils' needs. The premises are safe, secure and well maintained throughout.

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

Leadership: Good

The headteacher and senior management team promote a strong vision of an inclusive school where all pupils receive a stimulating education. The headteacher distributes leadership responsibilities effectively and other senior leaders support him well.

All staff work together effectively. Regular meetings allow all staff to be fully involved in addressing the school's priorities for improvement. The school reviews national data well to plan improvements. However, leaders do not always use data effectively to monitor and track the performance of different groups of pupils.

The school is successful in meeting national priorities. It implements the literacy and numeracy framework well and has suitable arrangements to support pupils whose circumstances may make them vulnerable to underachievement.

Members of the governing body know the school well and support school improvement effectively. They have a clear understanding of the school's performance and of areas for improvement through, for example, regular visits to school and detailed presentations on national data. This helps them to challenge the school successfully to improve. For example, governors are currently taking a lead role with staff in improving provision for homework.

Improving quality: Good

The school has well-established self-evaluation procedures, which take account of the views of stakeholders appropriately. The self-evaluation report gives a generally accurate picture of the school's strengths and areas for development.

Leaders complete a worthwhile analysis of national performance data to ascertain how well pupils perform over time. The senior management team undertake a programme of regular monitoring activities such as lesson observations and book scrutiny. This helps them to identify accurately areas for development and ensure that staff make agreed improvements. For example, teachers have recently improved the planning of activities to meet the needs of all pupils and they are improving standards of marking and feedback. In addition, there are improvements in pupils' extended writing, as a result of the school successfully adapting its teaching approach.

The school identifies accurately priorities for the school development plan from the outcomes of the self-evaluation process. The current plan has an appropriate number of targets focusing clearly on raising standards, improving provision and sharing leadership responsibilities. It sets out details of actions that the school will take, resources to be allocated and suitable timescales. Senior leaders regularly monitor progress made towards the agreed priorities, helping to maintain successful progress towards initiatives.

Partnership working: Good

Successful partnership activities make worthwhile contributions to improvements in standards, attendance, wellbeing and behaviour.

The parent teacher friends association provides valuable financial support to the school. They have assisted in buying new ICT equipment, helping to raise pupil standards in this area. They have also improved outdoor provision with the purchase of an outdoor classroom.

Links with the local church, including regular visits to the school by clergy, help support pupils spiritual, cultural and moral development successfully.

The school works effectively with the nearby local playgroup. This supports pupils move from part-time to full-time education well so that they settle quickly into school life. There are good links with the local comprehensive school, enabling most pupils to transfer easily to secondary education.

Work with a group of local primary schools is having a beneficial impact on helping to improve the standards of pupils' written work. There are effective arrangements between local schools to moderate pupils' end of key stage assessments and to ensure the accuracy of teachers' judgements.

A highly effective partnership with a local housing association gives pupils valuable opportunities to be involved in community life. Through this, pupils are helping to reduce the amount of anti-social behaviour in the locality.

Resource management: Good

All staff are suitably qualified and experienced to teach the curriculum. The school deploys them carefully and in general this impacts positively on pupils' learning. Teachers have good opportunities to observe their colleagues teach and to use this to improve their own practice. Support staff do not have any formal appraisal or visits to observe colleagues and this impacts negatively on occasions on classroom provision. Staff have few opportunities to take part in networks of professional practice with other schools to share good practice.

Leaders and the governing body manage finances and resources effectively. They budget well and ensure that spending links effectively to the school development plan.

The school uses its pupil deprivation grant to provide additional interventions, to improve provision for music and to purchase additional ICT resources in order to raise outcomes for vulnerable pupils. The school has successfully narrowed the gap in achievement, most notably at the expected level at the end of the Foundation Phase and in English in key stage 2.

In view of the standards that pupils achieve, the overall effective quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6792323 - Llanfoist Fawr Primary

Number of pupils on roll	204
Pupils eligible for free school meals (FSM) - 3 year average	22.1
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	28	26	30
Achieving the Foundation Phase indicator (FPI) (%)	92.9	96.2	93.3
Benchmark quartile	1	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	28	26	30
Achieving outcome 5+ (%)	92.9	96.2	93.3
Benchmark quartile	1	1	2
Achieving outcome 6+ (%)	25.0	42.3	30.0
Benchmark quartile	2	1	2
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	28	26	30
Achieving outcome 5+ (%)	100.0	96.2	93.3
Benchmark quartile	1	1	2
Achieving outcome 6+ (%)	25.0	26.9	30.0
Benchmark quartile	2	2	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	28	26	30
Achieving outcome 5+ (%)	96.4	96.2	100.0
Benchmark quartile	2	2	1
Achieving outcome 6+ (%)	25.0	61.5	33.3
Benchmark quartile	3	1	4

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.

6792323 - Llanfoist Fawr Primary

Number of pupils on roll	204
Pupils eligible for free school meals (FSM) - 3 year average	22.1
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	23	25	20	28
Achieving the core subject indicator (CSI) (%)	91.3	92.0	85.0	92.9
Benchmark quartile	1	1	3	2
English				
Number of pupils in cohort	23	25	20	28
Achieving level 4+ (%)	95.7	92.0	90.0	92.9
Benchmark quartile	1	2	2	2
Achieving level 5+ (%)	21.7	48.0	50.0	42.9
Benchmark quartile	3	1	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	23	25	20	28
Achieving level 4+ (%)	95.7	96.0	95.0	92.9
Benchmark quartile	1	1	2	2
Achieving level 5+ (%)	39.1	52.0	40.0	46.4
Benchmark quartile	1	1	2	1
Science				
Number of pupils in cohort	23	25	20	28
Achieving level 4+ (%)	100.0	96.0	90.0	92.9
Benchmark quartile	1	2	3	2
Achieving level 5+ (%)	39.1	44.0	45.0	53.6
Benchmark quartile	1	1	1	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.

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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.	100		100 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	100		80 80%	20 20%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	100		91 91%	9 9%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	100		93 93%	7 7%	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.	100		94 94%	6 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	99		95 96%	4 4%	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.	99		99 100%	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.	100		91 91%	9 9%	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.	100		89 89%	11 11%	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.	100		96 96%	4 4%	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.	100		51 51%	49 49%	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	100		61 61%	39 39%	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.	22	13 59%	8 36%	0 0%	1 5%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	22	14 64%	7 32%	1 5%	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.	22	11 50%	10 45%	1 5%	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.	22	9 41%	12 55%	1 5%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	21	7 33%	13 62%	1 5%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	21	8 38%	12 57%	1 5%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	22	9 41%	13 59%	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	4 19%	9 43%	7 33%	1 5%	1	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.	21	8 38%	11 52%	2 10%	0 0%	0	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	6 27%	15 68%	1 5%	0 0%	0	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.	21	11 52%	10 48%	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'.	16	7 44%	8 50%	0 0%	1 6%	5	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.	20	6 30%	11 55%	2 10%	1 5%	1	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.	19	10 53%	8 42%	1 5%	0 0%	2	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.	19	5 26%	13 68%	1 5%	0 0%	3	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.	22	9 41%	12 55%	1 5%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn 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.	15	8 53%	6 40%	1 7%	0 0%	7	Mae fy mhlentyn 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.	20	6 30%	13 65%	1 5%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	20	11 55%	8 40%	0 0%	1 5%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mr Richard Hawkley	Reporting Inspector
Mrs Elizabeth Jane Counsell	Team Inspector
Mrs Deirdre Emberson	Lay Inspector
Mrs Louise Elizabeth Jefford	Peer Inspector
Mr Jon Murphy (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.