



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

**A report on**

**Llangynwyd Primary School  
Heol Cadrawd  
Llangynwyd  
Maesteg  
Bridgend  
CF34 9TE**

**Date of inspection: June 2017**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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**Publication date: 22/08/2017**

## Context

Llangynwyd Primary School is in the village of Llangynwyd, near Maesteg, in the Bridgend local authority. There are 117 pupils on roll, including 15 pupils who attend the part-time nursery class. The school is organised into six classes, and includes the local authority's two specialist resource base classes for 19 pupils with communication and autism difficulties. Nearly all pupils live locally. However, pupils travel to the specialist base classes from across the local authority. Forty per cent of pupils are eligible for free school meals, which is above the national average (19%). Nearly all pupils are of white British ethnicity. No pupils speak Welsh at home.

The school identifies 51% of pupils as having additional learning needs, which is well above the national average (25%). A minority of pupils in the two specialist resource base classes and a few in the mainstream classes have a statement of special educational needs. The headteacher took up his post in September 2013. The school's last inspection was in February 2010.

The individual school budget per pupil for Llangynwyd Primary School in 2016-2017 means that the budget is £3,932 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,484 and the minimum is £2,872. Llangynwyd Primary School is fifth out of the 48 primary schools in Bridgend in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- Many pupils make suitable progress from their individual starting points
- Most pupils are keen to learn and show good levels of concentration
- Pupils generally behave well and are polite and respectful towards each other
- The school uses a good range of intervention and support programmes to improve the basic skills of pupils whose progress is less than expected
- Most teachers plan and deliver lessons that engage pupils and stimulate their curiosity
- The school's attention to pupils' wellbeing means that levels of care, support and guidance are high
- Staff ensure an inclusive and welcoming environment in which all pupils are treated equally in all aspects of school life

However:

- Many pupils in key stage 2 use only a limited range of literacy and numeracy skills across the curriculum
- Pupils' experiences are not planned effectively enough to ensure that all pupils benefit fully from a broad and balanced curriculum

### Prospects for improvement

The school's prospects for improvement are adequate because:

- School leaders and managers share a clear vision for the future of the school that is based on inclusiveness and ensuring pupils' wellbeing
- There is an ethos of effective teamwork among all members of staff
- Governors make a worthwhile contribution to the process of self-evaluation and planning for improvement.
- Self-evaluation procedures give leaders a reasonably accurate picture of the school's strengths and areas for improvement
- The school works effectively with a wide range of partners, which has a beneficial effect on pupils' learning and wellbeing
- Leaders and managers deploy the school's finances and resources efficiently

However:

- Senior leaders have not been fully effective in addressing shortcomings in the curriculum or in ensuring appropriate levels of challenge for all pupils

## Recommendations

- R1 Improve pupils' ability to apply their literacy and numeracy skills in work across the curriculum<sup>2</sup>
- R2 Improve pupils' spelling, handwriting and presentation in key stage 2
- R3 Ensure that key stage 2 pupils have access to the full range of the National Curriculum
- R4 In key stage 2, raise teachers' expectations of what pupils should achieve
- R5 Include targets in future development plans that focus clearly on improving outcomes for pupils

### **What happens next?**

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

## Main findings

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

Adequate

#### Standards: Adequate

Most pupils enter the school with levels of skills, knowledge and understanding that are broadly in line with those expected of pupils of a similar age. During their time at school, many make suitable progress from their individual starting points. Across the school, nearly all pupils with additional learning needs make good progress. Within their ability levels, all pupils in the special resource base classes are making good progress against their targets. In the Foundation Phase, many pupils have good listening skills. They develop their speaking skills well and enlarge their vocabulary so that, by the end of the phase, they communicate with each other and with adults clearly.

Most pupils in key stage 2 listen attentively in lessons. When sharing their ideas in group activities, most listen respectfully without interrupting. Many pupils speak confidently, choosing their words carefully to make their meaning clear. The most able pupils are articulate.

Most pupils in the Foundation Phase make good progress in learning to read. They gain a secure understanding of the relationship between letters and sounds and use picture cues well to help them to understand the storyline in their books.

In key stage 2, most pupils continue to make good progress with reading. They use phonic skills well to decode unfamiliar words and use contextual clues to work out their meanings. Many pupils read aloud fluently and with lively expression, often adopting different voices for each character in the story. They use non-fiction books and computers effectively to research factual information.

By the end of the Foundation Phase, most pupils write legibly, with consistent letter formation and spacing. They apply basic punctuation accurately and many begin to use speech marks appropriately. Most pupils spell regular words correctly and use their phonic skills competently to make plausible approximations of more difficult words. Most pupils write for a broad range of purposes and begin to adapt their style to match their purpose for writing. For example, when writing about St David, they use bullet points effectively. However, pupils use only a narrow range of literacy skills in other areas of learning.

In key stage 2, pupils write for a range of purposes and many begin to develop an awareness of their intended audience. Many pupils spell common words accurately, although there is a notable minority of pupils whose spelling is poor. Most pupils punctuate their writing correctly. The vocabulary of the more able pupils is broad and they use it effectively in their writing. However, much of pupils' writing follows given patterns closely, which restricts pupils' independence and creativity. A majority of pupils' handwriting and presentation are untidy. Many pupils do not transfer their literacy skills to topic or science books at the same standard as in their English lessons. They use a limited range of literacy skills across the curriculum.

In the Foundation Phase, most pupils make good progress in developing their mathematical skills. They partition, add and subtract numbers up to 100, including money. The more able pupils add and subtract three-digit numbers confidently. Many name two and three-dimensional shapes correctly and produce simple bar charts and pictograms accurately from data they collect around the classroom. However, pupils apply their numeracy skills across the curriculum infrequently.

Many pupils in key stage 2 make suitable progress in mathematics. They multiply by 10, 100 and 1,000 correctly and choose sensibly from a number of methods when multiplying large numbers. Many add and subtract fractions accurately and plot co-ordinates in all four quadrants. Most pupils perform basic data handling through tallying and produce bar and line graphs appropriately. They use this skill well in other areas of the curriculum but, overall, pupils use only a narrow range of numeracy skills in topic and science books.

Most pupils have positive attitudes to learning the Welsh language. By the end of the Foundation Phase, most pupils understand the instructions used by staff and use an appropriate range of vocabulary and basic sentence patterns to answer simple questions about their family and the weather. Many pupils in key stage 2 understand, ask and reply to questions successfully. Many read a range of appropriate texts with good pronunciation and understanding. By Year 6, many use their knowledge of sentence structures and Welsh vocabulary well, for example when writing a short dialogue. However, very few pupils use Welsh voluntarily around the school and this limits their overall progress.

Most pupils in the Foundation Phase begin to develop their skills in information and communication technology (ICT) appropriately. For example, they use tablet computers to draw shapes and pictures and to write short sentences.

Many pupils in key stage 2 use a limited range of software to present text and images. They use applications on their tablet computers to organise their ideas and to share their work on an interactive whiteboard. Their work in modelling ideas using spreadsheets is at an early stage of development.

In the Foundation Phase, pupils' attainment in literacy and mathematical development at the expected and higher outcomes generally places the school in the lower 50% or below, when compared with similar schools. In key stage 2, pupils' attainment in English, mathematics and science at the expected and higher levels mainly places the school in the bottom 25% when compared with similar schools.

There are wide fluctuations from year to year, but girls generally attain at a higher standard than boys. Pupils who are eligible for free school meals tend to perform less well than other pupils.

### **Wellbeing: Good**

Nearly all pupils are aware of the importance of eating healthily and of taking regular exercise. Nearly all feel safe in school and know how to keep themselves safe when using the internet.

Most pupils are keen to learn and listen carefully in lessons. They show good levels of concentration and work effectively in groups or as individuals. Most pupils behave well and are polite. They cooperate well and show consideration for others. Nearly all pupils show high levels of care and understanding for their peers and are confident that staff will deal quickly and effectively with the few incidents of bullying that occur.

The school council and eco committee make a positive contribution to school life. Older pupils have worthwhile opportunities to take on extra responsibilities, such as serving as prefects. Committees are active in organising 'pop-up clubs' for pupils as taster sessions to see if pupils like new activities. Examples of these include gardening, tennis, healthy cooking and a bike club. Pupils have recently been involved in fund raising and working on a sensory garden. They are proud of their work in school and feel valued. They fulfil their responsibilities successfully.

In a few classes, pupils are beginning to contribute well to influencing what they learn. For example, in the Foundation Phase classes, pupils have regular opportunities to follow their own interests and, as a result, they are involved actively in their learning. In key stage 2, pupils' involvement in planning what they learn is less well developed.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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### **Learning experiences: Adequate**

The school provides a variety of interesting learning experiences. However, the curriculum is not planned effectively enough to ensure that all pupils benefit fully from a broad and balanced curriculum. In the Foundation Phase, teachers provide a good balance of adult-led and independent learning activities, using both the indoor and the outdoor environment. Staff adapt their plans to meet the interests of pupils well, for example when studying super heroes as their topic. However, in key stage 2, this approach is not as well developed because staff base most of their planning on published schemes of work, with limited involvement of pupils.

The school arranges a good variety of visits and extra-curricular activities, which enrich the learning experience of nearly all pupils. A programme of visits, including to Big Pit and Caerleon, contributes well to promoting pupils' understanding of the culture and heritage of Wales. In a recent visit, the Alzheimer's society delivered a workshop on dementia, which raised pupils' awareness of the condition.

The school has a good range of intervention programmes in place to improve the basic skills successfully of pupils who need additional support. Teachers' planning to enable pupils to apply their skills in numeracy, literacy and ICT across all areas of the curriculum is not fully effective in key stage 2. The overuse of worksheets and writing frames limits pupils' ability to apply their literacy skills effectively, for example in history or geography.

There is a strong Welsh ethos in the school. Good recent links with the nearby Welsh Language secondary school enabled Year 6 pupils to study the artist Kyffin Williams. The school has an annual eisteddfod and celebrates St David's Day.



Effective planning for the development of Welsh as a second language focuses appropriately on the development of language patterns. Many staff use Welsh regularly in the classrooms, but opportunities for pupils to practise their Welsh around the school are less well developed.

The school promotes sustainable development and global citizenship positively and gives pupils an understanding of the wider world. A well-established eco-committee makes an important contribution to the school's activities. Pupils' voice is well established in the school and pupils take pride in their achievements in improving the school and its environment. They have a strong role in decision-making. For example, pupils encourage parents actively to provide healthy lunchboxes.

### **Teaching: Adequate**

Nearly all staff have a detailed knowledge of the subjects and areas of learning they teach. They use a varied range of methods to engage and motivate pupils and establish very positive working relationships between teachers, support staff and pupils. Nearly all staff manage pupils' behaviour well in classes and during play times. Most teachers plan and deliver lessons that engage pupils and stimulate their curiosity. In the Foundation Phase, all staff provide a wide variety of interesting activities that achieve a good balance of teacher-led and pupil-initiated activities. Teachers ensure that pupils know the intended outcome for each task. However, the learning objectives tend to focus on the task, rather than the skills to be developed. This restricts the ability of pupils to assess how well they have achieved. The majority of teachers adjust their teaching well to suit the needs of pupils of differing abilities. However, a minority of teachers do not have high enough expectations or consistently challenge pupils to achieve highly in line with their ability. Many lessons in key stage 2 do not promote pupils' abilities as independent learners well enough.

Teachers know their pupils well. Most teachers give pupils valuable feedback during lessons, which prompts pupils to amend and improve their work as they go along. They write comments in pupils' books that praise good work appropriately, although their suggestions about how pupils can improve their work are occasionally too vague to be helpful. Pupils' involvement in assessing their own work, and that of their peers, is not fully developed. A comprehensive programme of testing and assessment enables teachers to track and monitor pupils' progress towards their targets carefully. Reports to parents are accurate and easy to understand, and they satisfy statutory requirements.

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

Members of staff promote pupils' personal development, including their health and wellbeing, and their spiritual, moral, social and cultural development successfully. A wide range of interesting learning experiences, visits and visitors develops these effectively. The school makes appropriate arrangements for promoting healthy eating and drinking. Staff make very good use of specialist services. They work closely with such specialist agencies as the autistic spectrum disorder service and the speech and language service, which are very effective in supporting the most vulnerable pupils. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school identifies pupils' learning needs effectively and provides appropriate additional support to meet them. This includes the more challenging needs of pupils in the specialist resource classes. As a result, many pupils with additional learning needs make good progress through a wide range of intervention programmes and personalised provision.

Individual education plans are clear and targets are specific and measurable. Staff monitor pupils' progress against their targets regularly. Teaching assistants contribute well towards ensuring that pupils are supported effectively, for example in their basic literacy intervention programmes.

The specialist resource classes provide carefully structured, effective support for pupils. Staff receive comprehensive support and training to ensure that they use their expertise successfully in meeting pupils' needs. All pupils have full access to the curriculum. Teachers record pupils' progress against their targets and this provides a secure basis for further improvement.

### **Learning environment: Good**

The school provides an inclusive, welcoming and caring environment in which all pupils are treated equally in all aspects of school life. The school ensures that all pupils have equal access to all areas of the school and all pupils and staff treat each other with respect.

Displays in classrooms and corridors are colourful, attractive and well presented. They support and enhance pupils' learning and celebrate their achievements well, giving them a sense of pride.

The building and grounds are well maintained and secure. The school makes effective use of the space it has available. Staff make good use of a spacious outdoor area, which extends pupils' learning experiences well. For example, they have developed the Foundation Phase indoor and outdoor learning areas and created a stimulating sensory garden. These areas allow for flexible learning, with pupils making independent choices.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

The headteacher has a clear vision for the school's future that is based on inclusiveness and ensuring pupils' wellbeing. This is supported strongly by staff, pupils, parents and governors. This caring leadership ensures that pupils' wellbeing is central to all of the school's work. The headteacher has succeeded in creating an ethos of effective teamwork among the staff, which stimulates a happy and diligent environment. School leaders have implemented a number of strategies in order to raise standards and improve provision. A good example of this is the effective way intervention strategies have begun to impact on pupils' achievement. However, senior leaders have not been fully effective in addressing shortcomings in the curriculum,

Staff roles and responsibilities are clear. The staffing structure enables all teachers to take responsibility for specific aspects of the school's work. A majority of subject co-ordinators take an active role in monitoring processes. Although they have an awareness of the school's strengths and areas for improvement, they do not take a robust enough oversight of standards of groups of pupils in order to bring about improvements in important areas, such as literacy and numeracy.

The school responds appropriately to a number of local and national priorities. The principles of the Foundation Phase have been implemented successfully, and the school gives due attention to activities to address pupil deprivation. However, the school's capacity to incorporate the requirements of the literacy and numeracy framework in its schemes of work is not fully effective.

Members of the governing body support the school's work well and fulfil their duties appropriately. They receive a good range of information from the headteacher that gives them a relevant understanding of the school's strengths and shortcomings. As a result, their role in the school's strategic processes is developing well. They are beginning to play a more active part in the processes of monitoring teaching and learning. This is enabling them to make a worthwhile contribution to the process of self-evaluation and planning for improvement.

#### **Improving quality: Adequate**

The school's self-evaluation report is detailed and gives a reasonably accurate picture of the school's current situation. Self-evaluation procedures are appropriate and there is an effective school calendar, which links well with performance management procedures. Self-evaluation is based appropriately on the analysis of performance data, the scrutiny of pupils' books and the outcomes of questionnaires for pupils and parents. Leaders use regular lesson observations to identify areas for improvement. However, in general, reports arising from the monitoring process tend to focus on provision, and do not focus clearly enough on standards and pupils' outcomes. Actions to bring about improvements have not been wholly successful and the process has not identified the shortcomings in the school's curriculum.

There is a close link between the outcomes of self-evaluation and targets in the school development plan. The plan comprises a manageable number of priorities that relate appropriately to local and national priorities. However, the lack of quantifiable targets aimed at specific groups of pupils limits the school's ability to judge the impact actions have on improving standards.

#### **Partnership working: Good**

The school works effectively with a wide range of partners. This has a beneficial effect on pupils' wellbeing and learning. There is a valuable partnership with the parent teacher association and the wider parent community. Worthwhile community links such as with local churches, the Women's Institute and local brownies group enhance the quality of pupils' learning experiences.

There is constructive co-operation with other local primary and secondary schools for the moderation and standardisation of pupils' work. This ensures that teacher assessment is accurate. This partnership is also effective in sharing training efficiently for staff on common themes. For example, staff are beginning to develop knowledge and skills required to deliver the digital competency framework.

The school works very well with a range of outside agencies, including the local authority, to meet the needs of individuals and groups of pupils.

**Resource management: Adequate**

There are enough suitably qualified and experienced staff to meet the needs of all pupils. A high level of support staff contributes well to pupils' learning across the school and this has a positive impact on pupils' progress.

Processes for managing the performance of all staff are effective and lead to the setting of appropriate targets that link to the school's priorities for improvement and individuals' professional development. For example, the training that support assistants undertake in house, and at another school, enables them to support pupils with specific needs effectively. The school has purposeful procedures to provide adequate planning, preparation and assessment time for teachers.

The headteacher and governors manage the school's accommodation and resources well. The school makes good use of its pupil deprivation grant to develop the provision and expertise of staff to meet the needs of disadvantaged pupils. For example, leaders have deployed teaching and support staff to provide specific initiatives and basic skills interventions for identified groups of learners. These are having a positive impact on pupils' wellbeing and outcomes.

In view of the standards that most pupils achieve, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6722149 - LLANGYNWYD PRIMARY SCHOOL

Number of pupils on roll	110
Pupils eligible for free school meals (FSM) - 3 year average	31.3
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	10	10	18	14
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	30.0	50.0	72.2	57.1
Benchmark quartile	4	4	4	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	10	10	18	14
Achieving outcome 5+ (%)	40.0	50.0	72.2	64.3
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	10.0	10.0	33.3	21.4
Benchmark quartile	4	4	1	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	10	10	18	14
Achieving outcome 5+ (%)	40.0	50.0	77.8	57.1
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	0.0	20.0	22.2	28.6
Benchmark quartile	4	3	3	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	10	10	18	14
Achieving outcome 5+ (%)	50.0	60.0	77.8	64.3
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	20.0	20.0	50.0	42.9
Benchmark quartile	4	4	2	3

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

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

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

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

**6722149 - LLANGYNWYD PRIMARY SCHOOL**

Number of pupils on roll	110
Pupils eligible for free school meals (FSM) - 3 year average	31.3
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	16	19	13	13
<b>Achieving the core subject indicator (CSI) (%)</b>	56.3	63.2	69.2	76.9
Benchmark quartile	4	4	4	4
<b>English</b>				
Number of pupils in cohort	16	19	13	13
Achieving level 4+ (%)	62.5	63.2	69.2	76.9
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	12.5	26.3	23.1	23.1
Benchmark quartile	4	3	3	4
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	16	19	13	13
Achieving level 4+ (%)	56.3	68.4	69.2	76.9
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	18.8	15.8	15.4	23.1
Benchmark quartile	4	4	4	4
<b>Science</b>				
Number of pupils in cohort	16	19	13	13
Achieving level 4+ (%)	62.5	63.2	69.2	76.9
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	6.3	15.8	23.1	23.1
Benchmark quartile	4	4	3	4

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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.	60		60 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	60		59 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	59		56 95%	3 5%	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	60		58 97%	2 3%	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.	58		53 91%	5 9%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	56		53 95%	3 5%	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.	60		60 100%	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.	59		56 95%	3 5%	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.	58		53 91%	5 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%	
I have enough books, equipment, and computers to do my work.	60		58 97%	2 3%	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.	60		48 80%	12 20%	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	59		57 97%	2 3%	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.	29	26 90%	3 10%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	29	26 90%	3 10%	0 0%	0 0%	0	Mae fy mhentyn 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.	29	27 93%	2 7%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	29	24 83%	4 14%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	29	20 69%	8 28%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	29	23 79%	6 21%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	29	21 72%	8 28%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	29	18 62%	10 34%	0 0%	0 0%	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	28	22 79%	5 18%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	29	22 76%	6 21%	1 3%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	29	26 90%	3 10%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	29	25 86%	3 10%	1 3%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	29	23 79%	6 21%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		48%	41%	9%	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.	29	28 97%	1 3%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	29	23 79%	5 17%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	29	23 79%	6 21%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	29	15 52%	8 28%	2 7%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	29	21 72%	8 28%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	27	25 93%	2 7%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Mr Gruffydd Dylan Roberts	Team Inspector
Ms Gwen Lloyd Aubrey	Lay Inspector
Mr Christopher Andrew Liptrot	Peer Inspector
Mr James Ridley (Headteacher)	Nominee

## Copies of the report

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