A report on

Mount Street C.P. Junior
Brecon
Powys
LD3 7LU

Date of inspection: March 2016

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.

Publication date: 13/05/2016

Context

Mount Street Junior School is in the market town of Brecon in Powys local authority. There are currently 124 pupils on roll aged 7 to 11 in five mixed age group classes. The school has a specialist part-time support centre for 12 pupils with moderate and specific learning difficulties who attend from schools across the local authority.

Around 9% of pupils are eligible to free school meals, which is significantly fewer than the national average. The school identifies approximately 36% of the pupils as having additional learning needs, which is notably above the national average. No pupils have statements of special educational needs. A minority of pupils attending the school come from ethnic minority backgrounds and a few pupils speak English as an additional language. No pupils speak Welsh at home. Approximately 15% of the pupils come from families serving in the armed forces leading to significant movement into and out of the school.

The headteacher took up her post in 2005. The school's last inspection was in June 2011.

The individual school budget per pupil for Mount Street C.P. Junior in 2015-2016 means that the budget is £3,318 per pupil. The maximum per pupil in the primary schools in Powys is £7,431 and the minimum is £3,035. Mount Street C.P. Junior is 66th out of the 84 primary schools in Powys in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- Most pupils make at least good progress by the time they leave the school
- Most pupils develop their numeracy and literacy skills well and apply them appropriately to a range of tasks across the curriculum
- Throughout the school, pupils develop their thinking and reasoning skills effectively
- Behaviour is consistently good and pupils participate and concentrate well in lessons
- Almost all pupils know what they need to do to stay healthy
- Teachers plan a broad range of learning experiences, linking subjects meaningfully and engaging pupils' interest well
- Teachers have high expectations of all pupils
- There are highly effective systems to support pupils with additional learning needs
- The school has a positive, caring and inclusive ethos

Prospects for improvement

Prospects for improvement are good because:

- Senior leaders, staff and governors share common aims for the success and continuous improvement of the school
- Performance management helps staff to improve their skills and deliver important school priorities to a high standard, such as developing pupils' numeracy and literacy skills
- Governors have a clear understanding of their roles and responsibilities and are well informed about pupils' performance
- Senior leaders and staff have an accurate picture of the school's strengths and weaknesses
- The school development plan identifies a manageable range of realistic targets for the current year
- The school cultivates a wide range of partnerships that make a strong contribution to improving outcomes for pupils
- Leaders deploy teachers effectively to make the most of their expertise and subject specialisms
- The school has sufficient good quality resources to provide a rich and diverse programme for pupils of all abilities

Recommendations

R1 Develop pupils' Welsh language skills progressively as they move through the school

R2 Ensure that all pupils engage regularly in all areas of the curriculum

R3 Introduce a better balance of leadership responsibility across the senior leadership team to improve efficiency

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Most pupils who enter the school in Year 3 have skills that are at or above those normally expected for their age. They make at least good progress and build on their skills effectively as they move through the school.

Most pupils develop their speaking and listening skills well. They talk about their ideas enthusiastically and answer questions confidently. They listen well to adults and to each other during group work, respecting each other's contributions. The speaking and listening skills of more able Year 6 pupils are particularly well developed. In class discussions, they acknowledge one another's suggestions and opinions maturely. They use subject-specific vocabulary accurately to explain their reasoning, for example when considering ways to collect data to compare the length and number of words in a range of books.

Most pupils read fluently and with expression, at a level appropriate for their age. They talk about books that they enjoy and describe characters and incidents in the stories well.   Many pupils use their reading skills effectively to complete tasks in their lessons. For example, Year 3 pupils pick out key information about discovering chocolate from a paragraph describing the Aztecs skilfully. Older pupils read fiction well and speak knowledgably about books. However, a few pupils in Year 6 are less secure in handling non-fiction texts.

Most pupils develop their writing skills well as they move through the school. They write neatly and use punctuation increasingly accurately. Most spell common words correctly and many more able pupils spell more complex words accurately. Most use subject specific vocabulary successfully to present researched information, such as when they write about the relative movement of the sun, the earth and the moon. They write increasingly effectively as they progress through the school. Older pupils use descriptive vocabulary skilfully to create effects and draw readers into their work. They use interesting imagery, for example to write moving poems about 'The Magic Box' in Year 6.   Most pupils write for different purposes well across the curriculum, including writing historical accounts about the life of Barti Ddu and persuasive letters about sending astronauts to Mars. In nearly all classes, most pupils use their writing skills effectively to support their learning, such as taking appropriate notes to record information from a video in Year 3 and recording group ideas quickly and competently in Year 6.

Most pupils develop good numeracy skills and apply them appropriately to a range of tasks across the curriculum. Year 3 pupils have sound number skills and apply them successfully, for example using the Queen's date of birth to work out her age, and writing analogue and digital times correctly in relation to a project on 'The Titanic'. By the end of key stage 2, most pupils use the four rules of number competently to carry out calculations involving several steps. They gather data carefully, use it to create tally charts and graphs and understand why data can be misleading. More able Year

6 pupils demonstrate particularly strong number and problem solving skills. These pupils respond to mental mathematics challenges quickly and confidently, explain their methods correctly and understand that there is more than one way to work out a problem. They understand the equivalence of fractions and percentages and use them skilfully to solve complex number problems.

Throughout the school, pupils develop their thinking and reasoning skills effectively, such as when they consider how to categorise mini beasts using different criteria.

Pupils with additional learning needs, and those in the specialist support class, achieve well in relation to their starting points. They make good progress with their basic literacy and numeracy skills. For example, in Year 3, pupils use mathematical apparatus carefully to support their understanding of place value and odd and even numbers. By Year 6, they estimate and measure angles, using a protractor correctly.

Younger mainstream pupils and pupils in the special support class make good use of their Welsh language skills. They respond to instructions appropriately and enjoy asking and answering simple questions. Many read and write short sentences describing where they have been on holiday with increasing confidence. However, in general, pupils do not build sufficiently on these skills as they move through the school and make limited progress by Year 6. Pupils rarely use Welsh outside the classroom.

Over the past four years, the school's performance at the expected and higher level in English, mathematics and science has varied considerably, with no clear trend, when compared with that of other similar schools. The performance of pupils eligible for free school meals compares favourably with that of their peers.

Wellbeing: Good

Standards of pupils' wellbeing and inclusion are high throughout the school. Behaviour is consistently good and nearly all pupils show respect, care and concern for one another. They feel safe in school and know whom to turn to if they have a problem. Nearly all pupils have positive attitudes to their learning and participate enthusiastically in lessons, such as when they work together in groups to prioritise arguments ready for a debate about who was to blame in activating a missile. Most pupils know what they need to do next to make good progress in their learning.

Nearly all pupils know how to stay healthy. They have a good understanding of the importance of eating well and exercising regularly. Almost all pupils participate enthusiastically in the school's 'daily mile' and look forward to the vigorous weekly music and movement session.

The school council is enthusiastic about the school and its role. Members take their responsibilities seriously and are proud of the positive impact they have on the school. They have led a range of fund-raising activities to support charitable events including Sport Relief. These fund-raising activities contribute effectively to developing pupils' concern for others.

Nearly all pupils arrive at the school in good time at the beginning of the day. Over the past four years, attendance has placed the school mainly in the higher 50% when compared with other similar schools.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The curriculum is effective in meeting the needs of individuals and groups of pupils including pupils with additional learning needs. Teachers plan a broad range of learning experiences, linking subjects meaningfully and engaging pupils' interest. However, occasionally a very few teachers allocate insufficient time to areas of the curriculum, including religious education. The school provides a suitable number of extra-curricular activities at different times of the year, mainly promoting interest in sports.

There are valuable opportunities for pupils to apply their literacy and numeracy skills across the curriculum in a range of appropriate contexts, for example through the whole school topic on coasts. These opportunities build pupils' knowledge and understanding systematically from year to year, ensuring that pupils make good progress. Planning for information and communication technology (ICT), including programming, is developing well.

A wide range of activities promote Welsh history and culture successfully, including singing Welsh songs such as 'Sosban Fach' in assembly and studying Welsh authors such as Catrin Phillips and Ann Preston. The school is beginning to strengthen its provision for developing pupils' Welsh speaking skills through sharing teaching expertise effectively and allocating time for pupils to practise and extend their speaking skills daily.

The school's comprehensive work on sustainable development enables pupils to extend their knowledge of water conservation, recycling and environmental issues effectively. Curriculum opportunities to study countries such as Kenya, and opportunities to learn about the culture of different groups of pupils within the school, contribute well to pupils' understanding of their place within the wider world.

Teaching: Good

Almost all teachers have good up-to-date subject knowledge and high expectations of all pupils. In most classes where teaching is particularly effective, teachers manage the pace of lessons very well. They vary tasks skilfully, enabling pupils to practise and embed a range of skills effectively while maintaining high levels of interest and concentration. They plan engaging and challenging activities that help pupils make good progress and meet their individual needs well. Almost all teachers use a good range of strategies and resources, including ICT, to support pupils' learning effectively.

Most teachers and learning support staff manage behaviour calmly and constructively, establishing warm working relationships that foster learning well. They help pupils to develop their thinking and reasoning skills effectively through carefully planned activities and skilful use of questioning.

Teachers mark pupils' work regularly and conscientiously. They identify strengths and often provide helpful suggestions about how pupils can improve their work and they encourage pupils to take note of these. Teachers encourage pupils to consider regularly how well they are doing through oral feedback as well as written comments, helping them to reflect meaningfully on their own learning.

Leaders analyse assessment findings carefully. They use the information effectively to provide focused support for individuals and the many different groups of pupils in the school. The school tracks pupils' progress and wellbeing systematically, enabling staff to plan appropriate and sensitive interventions.

Teachers provide informative reports for parents. These include helpful comments from teachers and learning support staff and provide appropriate opportunities for pupils and parents to respond.

Care, support and guidance: Good

The school offers a caring environment with a strong emphasis on nurturing pupils' wellbeing. It uses effective strategies to promote good behaviour, to improve attendance and to support learning.

The school promotes healthy eating and drinking appropriately and encourages pupils successfully to be physically active. Staff and pupils join in the daily mile together, contributing effectively to their physical and emotional wellbeing as well as the positive atmosphere in the school. Learning experiences promote pupils' spiritual, moral, social, and cultural development well. For example, visits to the nearby Nepalese temple nurture an understanding and appreciation of different faiths.

The school uses specialist services well to provide beneficial support for pupils with additional learning needs.   External services provide relevant staff training to support specific pupils, including with their emotional needs.

There are highly effective systems to support pupils with additional learning needs leading to high standards of wellbeing and good progress in learning. The additional learning needs co-ordinator ensures that the school identifies pupils' individual needs quickly, providing worthwhile interventions and monitoring these carefully. The specialist class provides effective support for vulnerable pupils, making thorough use of detailed tracking systems to ensure that pupils make good progress in relation to their abilities. The staff involve parents successfully, enabling them to play a full part in their children's education.

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

Learning environment: Good

The school has a positive, caring and inclusive ethos. Throughout the school, adults and pupils treat each other with respect and all pupils have equal access to every aspect of the school's curriculum. There is a strong emphasis on recognising and respecting diversity within the school community.

The school site and buildings are safe and secure and the accommodation is adequate for the number of pupils on roll. Teachers make effective use of all available indoor space to support pupils' learning. The colourful displays in communal areas, corridors and classrooms celebrate pupils' work well and enhance learning activities effectively. There are good quality resources that support learning well. These include a music room and a well-stocked library.

The school has adapted the outside area to provide suitable places for pupils to play and exercise, including identifying a route for their 'daily mile'. In general, the grounds are well maintained and secure.

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

Leadership: Good

School leaders, staff and governors share common aims for the success and continuous improvement of the school. Strategic plans, policies and processes support these aims well, shaping the school's day-to-day work successfully. The roles of senior leaders in relation to addressing school priorities are clear. However, leadership responsibilities are not always shared equitably amongst members of the senior leadership team. This occasionally leads to inefficiency in carrying out specific tasks.

Staff meetings focus closely on important issues, such as analysis and discussion of pupil performance and working together to standardise and moderate pupils' work. This means that all teachers carry out and understand key activities well. Leaders ensure that the performance management of teachers and appraisal of support staff help staff to improve their skills and deliver important school priorities to a high standard.

The school addresses current developments in education in Wales successfully. A clear focus on increasing attendance, improving identified aspects of literacy and numeracy, and the implementation of specific strategies to reduce the impact of poverty and deprivation benefit pupils considerably. The school is a curriculum pioneer school and leaders and governors have a positive attitude to forthcoming curriculum reform.

Governors have a clear understanding of their roles and responsibilities and are well informed about pupils' performance. They visit the school to support monitoring activities and meet with curriculum co-ordinators. As a result, governors know the school well and understand its strengths and areas for development. This enables them to ask challenging questions about provision and standards and to support senior leaders' decisions effectively. For example, governors recently supported the appointment of a key worker to improve attendance and parental engagement as a result of their increased understanding about the consequences of poor attendance.

Improving quality: Good

Senior leaders and staff have an accurate picture of the school's strengths and weaknesses. They consider outcomes from a wide range of monitoring activities to

inform self-evaluation. This includes careful analysis of a broad range of pupil data, regular scrutiny of planning and pupils' work, and lesson observations. All teachers contribute to these timetabled activities and produce useful subject reports, which inform the school's comprehensive self-evaluation report. Evidence from monitoring is evaluative and identifies strengths and areas for development clearly. The full involvement of teachers in monitoring enables them to develop a thorough understanding of the quality of provision, teaching and standards in their subjects. Following the monitoring of mathematics, for instance, the school introduced a new scheme that provides on-line homework. This, supported by workshops for parents, has engaged pupils and parents successfully in mathematics activities and is raising standards for pupils of all abilities.

The school development plan arises appropriately from areas identified through self-evaluation. The plan identifies a manageable range of realistic targets for the current year. It suggests suitable methods for monitoring progress and highlights termly milestones, against which individuals responsible for targets can measure improvements. It takes into account the professional development needs of staff and budgetary requirements and identifies success criteria, based on quantitative targets, where relevant. The school has a good track record of progress over time, including securing improvements in the quality of differentiation, which has helped to ensure that most pupils are challenged suitably in their lessons and achieve high standards.

Partnership working: Good

The school cultivates a wide range of partnerships that make a strong contribution to improving outcomes for pupils by widening the experiences the school provides.

Staff nurture positive relationships with parents, engaging them well in activities that benefit their children's education. The appointment of a key worker and the use of text messaging and social media have improved communication with parents considerably and increased parental involvement in learning. This has particularly benefited vulnerable pupils and pupils with additional learning needs. These initiatives are helping to improve attendance and punctuality and enable staff to work closely with parents in curriculum and homework workshops.

Links with the partner infant school and secondary school are productive. Close transition working with both schools ease the movement of pupils into Year 3 and on to Year 7. Interesting curriculum projects with the infant school, as well as regular visits and joint events, help pupils to become familiar with the school and enable teachers to develop a good understanding of pupils' strengths and next steps in learning. Joint moderation activities with other cluster schools support both transitions and provide appropriate quality assurance of teacher assessments.

Constructive partnerships with local businesses, shops and community organisations provide good opportunities for pupils to enhance their project work and develop important life skills. Pupils in the specialist support centre, for example, benefit considerably from visits to local shops to build their confidence, communicate with people in the community, and practise their basic numeracy skills. Strong, well-established links with the Nepalese community and the Ministry of Defence support community cohesion and enhance the experiences of all pupils. For

example, additional funding from the Ministry of Defence enables the school to deliver programmes that support many pupils to cope with the emotional disruption that moving from place to place can cause.

Resource management: Good

The school has sufficient, appropriately qualified staff and teaching resources to provide a rich and diverse programme for pupils of all abilities. It deploys teachers effectively to make the most of their expertise and subject specialisms. Leaders allocate support staff carefully to support learning and pupil progress effectively. The school supports all staff to develop their professional skills well, in line with the school's priorities and staff's performance management targets. For example, the additional learning needs co-ordinator has undertaken specialist training to support her to help pupils with attachment issues as a result of frequent school moves.

The school is involved in a suitable range of networks of professional practice. Key staff have started to work with pioneer schools across Wales, carrying out early activities in relation to the development of the new curriculum. The ICT co-ordinator leads a cluster ICT network, auditing provision and sharing good practice across local schools. This has resulted recently in improvements in pupils' reading skills through the use of quick response codes to access online books.

The headteacher and governing body monitor the school's budget appropriately overall, and spending decisions link to priorities in the school development plan. Although the school has a large surplus budget, the figure is diminishing considerably each year. This is due to a significant in-year deficit, resulting from spending on staff to cope with fluctuating and unpredictable pupil numbers. The school uses its pupil deprivation grant appropriately to support pupils who receive free school meals to increase their attendance, punctuality and wellbeing, which has resulted in improved outcomes in mathematics and literacy.

In view of the good outcomes for pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6662079 - MOUNT STREET C.P. JUNIOR

Number of pupils on roll	124
Pupils eligible for free school meals (FSM) - 3 year average	8.7
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	39	32	35	30
Achieving the core subject indicator (CSI) (%)	89.7	90.6	85.7	93.3
Benchmark quartile	2	2	3	2
English				
Number of pupils in cohort	39	32	35	30
Achieving level 4+ (%)	89.7	93.8	85.7	93.3
Benchmark quartile	3	2	4	3
Achieving level 5+ (%)	30.8	18.8	25.7	36.7
Benchmark quartile	3	4	4	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	39	32	35	30
Achieving level 4+ (%)	94.9	90.6	91.4	96.7
Benchmark quartile	2	3	3	2
Achieving level 5+ (%)	38.5	34.4	37.1	53.3
Benchmark quartile	2	3	3	2
Science				
Number of pupils in cohort	39	32	35	30
Achieving level 4+ (%)	94.9	93.8	88.6	96.7
Benchmark quartile	2	3	4	2
Achieving level 5+ (%)	38.5	25.0	28.6	56.7
Benchmark quartile	2	4	4	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.	97		97	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	97		95	2		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			98%	2%		
			92%	8%		
I know who to talk to if I am worried or upset.	96		95	1		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			99%	1%		
			97%	3%		
The school teaches me how to keep healthy	97		95	2		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			98%	2%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	97		95	2		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			98%	2%		
			96%	4%		
I am doing well at school	94		92	2		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	97		97	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	97		96	1		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			99%	1%		
			98%	2%		
My homework helps me to understand and improve my work in school.	96		89	7		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			93%	7%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	95		90	5		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%		
			95%	5%		
Other children behave well and I can get my work done.	93		76	17		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			82%	18%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	94		87	7		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			93%	7%		
			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.	34	19 56%	14 41%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	34	20 59%	13 38%	1 3%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	34	25 74%	9 26%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	34	20 59%	13 38%	1 3%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	30	14 47%	16 53%	0 0%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	31	19 61%	12 39%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	33	19 58%	14 42%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	34	14 41%	16 47%	4 12%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	29	17 59%	12 41%	0 0%	0 0%	4	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.	31	19 61%	12 39%	0 0%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	32	23 72%	9 28%	0 0%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	33	17 52%	15 45%	1 3%	0 0%	1	Mae fy mhlentyn 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.	32	18 56%	10 31%	4 12%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	33	21 64%	9 27%	3 9%	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	14 48%	13 45%	2 7%	0 0%	4	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.	32	16 50%	16 50%	0 0%	0 0%	2	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.	27	13 48%	13 48%	1 4%	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.	34	14 41%	13 38%	6 18%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	32	21 66%	11 34%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Sheila Margaret Birkhead	Reporting Inspector
Mrs Sarah Jane Morgan	Team Inspector
Mr Jeffrey Wyn Davies	Lay Inspector
Mr Stephen Davies	Peer Inspector
Mrs Barbara Miller (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.