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

A report on

**Llangynidr C.P. School
Llangynidr
Crickhowell
Powys
Powys
NP8 1LU**

Date of inspection: September 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 24/11/2015

Context

Llangynidr Community Primary School is in the village of Llangynidr in the Powys local authority. The school provides education for pupils aged three to eleven. The school serves the local community and also draws from a catchment area that includes Talybont, Bwlch, Cwmdu and other surrounding villages.

There are 133 pupils on roll including four pupils in the nursery class. This is a slight increase since the school's last inspection. The school is organised into five classes with a majority of pupils taught in mixed age classes. In total, the school employs two full-time and six part-time teachers, including the headteacher.

The school identifies 16% of pupils as having additional learning needs. This number has risen steadily over the last four years. There are very few pupils with a statement of special educational needs. Very few pupils are from an ethnic minority background and no pupils speak English as an additional language. No pupils come from a home where Welsh is spoken as a first language.

Around 5% of pupils are eligible for free school meals, which is well below the national average.

The school was last inspected in June 2011. The headteacher took up her post in June 2014.

The individual school budget per pupil for Llangynidr C.P. School in 2015-2016 means that the budget is £3,306 per pupil. The maximum per pupil in the primary schools in Powys is £7,431 and the minimum is £3,035. Llangynidr C.P. School is 67th 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

Current performance is good because:

- During their time in school most pupils make good and in some instances very good progress in their learning and skill development
- The behaviour of nearly all pupils is excellent and there is a strong ethos of mutual respect
- The purposeful learning environment and the exciting curriculum contribute effectively to learners' outcomes
- All teaching is good or better
- The school provides a good range of interventions that meet the needs of more able pupils and those with additional learning needs effectively

Prospects for improvement

The school's prospects for improvement are good because:

- The recently appointed headteacher provides strong and very effective leadership to a united and conscientious team
- In a short space of time, the headteacher has brought about a number of improvements that have had a positive effect on raising pupils' standards and their levels of wellbeing
- The governing body carry out their role diligently and provide effective support and challenge to the school improvement process
- Procedures for self-evaluation are robust and honest, leading to measurable improvements in outcomes for pupils
- The very successful partnership with parents contributes successfully to the good progress made by pupils and their very positive attitudes to learning

Recommendations

R1 Improve pupils' Welsh skills outside of Welsh lessons

R2 Provide greater opportunities to develop pupils' information and communication technology (ICT) skills across the curriculum

R3 Strengthen pupil voice in order to influence the strategic direction of the school

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

The majority of pupils enter the school with literacy and numeracy skills that are at least those expected for their age. During their time in school most pupils make good and in some instances very good progress relative to their starting point. They recall previous learning well and apply their knowledge, understanding and skills readily to new concepts and situations.

Throughout the school, nearly all pupils listen very well and respect the views of others. Most pupils sustain their concentration for extended lengths of time when required. Foundation Phase pupils speak clearly and confidently. Most older pupils speak eloquently and articulately in a wide range of situations to staff, visitors and each other. Older and more able pupils use a range of mature vocabulary to express their opinions on a range of issues, for example when discussing their views on the Battle of Bosworth.

Standards of reading are very good across the school. Many pupils read at a level above that expected for their age. They make effective use of contextual clues to read unfamiliar words taking good note of punctuation, which helps them to read very expressively. Older and more able pupils understand the meaning of inference and can look beyond the text to give well-reasoned responses to a range of questions about the information they have read. Most pupils talk confidently about books or authors they like and can give reasons for their choices.

Across the school, most pupils make good progress in their writing. At Foundation Phase, many pupils organise their writing well. They use a range of sentence starters to add variety and interest to their work. More able pupils write in paragraphs and use a range of impressive adjectives well to make their writing more interesting, such as "powerful, magical, electronic boots"   when describing superheroes.

At key stage 2, most pupils write effectively for different purposes and audiences. They use a variety of genres with accurate punctuation and spelling. Almost all pupils present their work neatly. Most pupils transfer their writing skills effectively across the curriculum, for example when they use persuasive writing to justify their choice of the qualities needed to be a good king in the topic "Off with her head".

Standards in mathematics are good. Most Foundation Phase pupils use their number and measuring skills competently in mathematics lessons and across other areas of the curriculum. As they progress through the Foundation Phase, many older pupils use a range of methods to record their work. Most perform simple mental calculations accurately.

At key stage 2, most pupils have good number skills and a secure understanding of place value. Older pupils apply their knowledge of ratio and money to solve a range

of real life problems successfully. Pupils that are more able use their understanding of decimals to calculate the circumference of a circle. Most pupils use their mathematical skills well in other subjects, for example in science lessons they use scatter graphs to plot information on lung capacity.

 Most pupils make good progress in Welsh lessons. In the Foundation Phase, most pupils use a range of familiar greetings and phrases. They read simple stories fluently and with good expression. Standards of written work are good and develop progressively. Pupils who are more able use the past tense in their work, for example when writing about the weather.

At key stage 2, pupils speak confidently using an appropriate range of vocabulary. Older pupils make good use of a range of sentence prompts to initiate and develop dialogue. Most pupils read a range of texts with understanding and discuss the content and vocabulary confidently. By the end of key stage 2, many pupils write for a range of audiences using a good range of vocabulary. However, the majority of pupils do not yet display the same confidence when speaking Welsh outside planned Welsh lessons.

Pupils with additional learning needs make very good progress in their learning. Most of these pupils make significant gains against their personal targets.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has varied, but over the last four years it has generally shown a trend of improvement.   At the higher outcome, pupils' performance has consistently placed the school in the higher 50% of similar schools.

At key stage 2, pupils' performance at the expected level in English and mathematics has placed the school in the higher 50% of similar schools for three of the last four years. Pupils' performance in science has placed it consistently in the top 25%. At the higher level, pupils' performance has been more varied, but has generally placed the school in the higher 50% of similar schools in all three subjects.

The number of pupils eligible for free school meals is very low. This makes comparisons with other pupils inappropriate. There is no general pattern in the difference in performance of boys and girls over time.

Wellbeing: Good

Nearly all pupils are courteous, polite and keen to talk to adults. They are highly motivated and engaged. They display a genuine pride in their work and an eagerness to share their achievements. Behaviour in class and throughout the school is excellent. Nearly all pupils show real concern for others and they are very caring towards younger pupils or pupils with additional needs.

Nearly all pupils demonstrate a good awareness of the importance of a healthy diet and exercise. As a result, they have positive and informed attitudes to adopting healthy lifestyles. Most pupils participate in regular physical exercise, including after-school sporting activities. All pupils feel safe in school and are confident that they can turn to staff members to help them if they have a problem.

Members of the school council and eco committee take their role very seriously and represent other pupils well. They contribute effectively to improvements in school life, for instance in the decision- making and purchase of the new playground equipment. Older pupils sensitively used their dementia awareness training to design and make a sensory garden.

Pupils' attendance improved from 2013 to 2014 so that it was in line with the average for similar schools. Last year, attendance remained above the figure for 2013, but was notably affected by illness. Two significant outbreak of illness that required pupils to be kept away from school for at least 48 hours on the advice of environmental health officers had a negative impact on attendance data. Nearly all pupils arrive punctually in school.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of stimulating learning experiences that meet statutory requirements. Planning is detailed and consistent across year groups. It ensures progression and continuity for all learners. All teachers plan themes that take good account of the requirement to develop pupils' literacy and numeracy skills across the curriculum. The school provides good opportunities for pupils to apply investigative and problem solving skills during thematic work. Teachers have introduced exciting learning opportunities to enrich the curriculum such as the inclusion of caving in a science topic on the senses. These initiatives engage and motivate learners. However, the development of pupils' ICT skills across the curriculum is still at an early stage of development.

Provision for the Welsh language is developing effectively. The school has implemented a well-structured scheme of work that is raising the standard pupils' written and spoken Welsh successfully. The school's curriculum develops pupils' understanding of Welsh heritage and culture well though themed project work and a range of visits such as a Tudor manor as part of a history topic.

The school promotes sustainable development and global citizenship effectively through a range of curricular and extra-curricular activities. It raises awareness of the lives of others in different countries successfully through supporting a range of charities. For example, the school held a curry night with the soldiers' families from the local army barracks to raise funds for the Nepalese Earthquake Appeal.

Teaching: Good

Teaching is at least good in all lessons. Nearly all teachers have appropriate up to date subject knowledge. They plan conscientiously and in detail to provide a wide range of learning experiences that motivate and challenge pupils to achieve good standards. Teachers and support staff have high expectations of their pupils. The pace of most lessons is brisk with a range of structured, well-focused activities. Most teachers use a range of questioning techniques effectively. This encourages pupils to draw upon their previous knowledge and to extend their learning. Teachers and support staff know their pupils well and this knowledge helps to create a purposeful working environment.

Assessment for learning is developing well across the school and there are elements of very good practice. Teachers follow the marking policy diligently. They provide clear feedback to pupils and this helps them to understand how well they are doing and what they need to do to improve. All teachers track pupils' performance and wellbeing effectively and use the information very successfully to identify intervention strategies that will lead to improvements in the pupils' learning.

The school's reports to parents are personal, detailed and very informative. They provide pupils and parents with clear information about their child's progress and attainment.

Care, support and guidance: Good

The school provides a high level of care, support and guidance to all its pupils and they feel safe and secure in a supportive environment. The school has appropriate arrangements to promote healthy eating and drinking. Nearly all pupils recognise the importance of eating healthily and taking regular exercise. Provision for pupils' spiritual, moral, social and cultural development is good.

The school makes very effective arrangements for vulnerable pupils. There are robust systems to identify pupils with additional learning needs and personalised intervention programmes respond to the needs of the pupils appropriately. All staff track the progress of pupils conscientiously and use this information to provide effective support. The school makes purposeful use of a wide range of specialist services, such as the speech and language teacher, to work alongside teachers to support the needs of pupils effectively. This has a positive impact on their overall achievement.

The school promotes good attendance rigorously. It has taken decisive action, including issuing penalty notices, to ensure that parents are aware of the educational and social implications of absence. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is a welcoming and fully inclusive community where diversity is recognised and celebrated. It provides a warm welcome to pupils, parents and visitors, and offers a secure learning environment in which all pupils can learn together. The school actively promotes equal opportunities. Staff proactively remove barriers to learning for all pupils to ensure they have equal access to all areas of the school's provision.

The school maintains its building well and has developed the grounds effectively to support outdoor learning. Parents have provided financial and practical support to help develop a rich and exciting outdoor play space. There is a good range of resources available that support learning well and the school uses the wider community effectively to support and enrich the curriculum.

Displays are of a good standard including some high quality art displays. These enhance learning, and celebrate success. The school foyer is used particularly well

to display the work of all classes. This provides useful information to parents and visitors about the work the school does and gives pupils a sense of pride in their work.

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

Leadership: Good

Since her appointment, the headteacher has successfully provided stability to the school and has set firm foundations for securing further improvement. She provides clear strategic direction for the school based on a continuous drive to raise standards and improve pupils' wellbeing. A particular strength of her leadership skills is her very effective ability to communicate her high expectations to staff, governors, pupils and parents.

Teamwork is a strong feature of the school. This united approach to securing improvement, ensures that pupils achieve well and standards of behaviour and attitudes to learning are excellent.

Well-managed, regular staff meetings focus successfully on developing provision and improving standards. Staff roles are clear and well understood. The headteacher shares responsibilities appropriately and staff undertake these conscientiously and effectively. The robust and effective performance management procedures for teachers and teaching assistants support the school in achieving its strategic aims well.

Governors have a sound understanding of the school's performance compared with that of similar schools. They support and challenge the school effectively and have a good understanding of the school's strengths and areas for development.

The school pays good attention to addressing local and national priorities. For example, the strategies to improve standards in literacy and numeracy have resulted in improved provision and high standards of achievement.

Improving quality: Good

The school has established a robust and systematic approach for gathering evidence to identify strengths and areas for development. The self-evaluation process draws effectively on a wide range of first hand evidence. This evidence includes classroom observations, scrutiny of pupils' work and appropriate evaluation of performance data. Both teachers and teaching assistants participate in monitoring and evaluating the school's provision and standards. This is a strength of the school.

The school responds well to the views of parents. For example, parents highlighted the need for improved communication between school and home. The high quality school website, updated weekly by pupils, very effectively enables parents to engage with their children's learning experiences.

Pupils' contribution to the self-evaluation process is developing appropriately. The pupils have directly influenced the development of the outdoor playground and were involved in the appointment of the current headteacher. However, their opportunities to influence the strategic direction of the school are less well developed.

The school uses the outcomes from self-evaluation very effectively to help to improve outcomes for learners. The current improvement plan sets challenging targets and clear lines of accountability for implementing and monitoring actions. The school has a successful recent record of implementing improvement strategies. For example, last year's improvement planning led to significant improvement in standards of literacy.

Partnership working: Good

The school works very successfully with parents as partners in their children's education. Parents learn about their children's learning experiences through social media channels and regular opportunities to attend school events. This effective partnership contributes well to the good progress made by pupils and to their very positive attitudes to learning.

Links with other primary schools are strong. The sharing of financial resources to fund joint training events has led to improved curriculum provision and enriched pupils' learning experiences. More able and talented pupils attend cluster workshops for a variety of subjects. These stimulate and challenge them to achieve very high standards. Regular meetings to moderate pupils' work within the cluster ensure that teachers' assessment of pupils' work is accurate.

Transfer arrangements between the local playgroup and with the secondary school successfully ensure smooth transition from one phase of education to the next for all pupils. For example, pre-school pupils visit the school prior to entry. This ensures that they are familiar with the staff and their new surroundings.

Community volunteers contribute very successfully to improving the quality of provision for pupils. For example, a visit from a group of engineers to build flying toys has strengthened pupils' understanding of scientific concepts.

The school improves provision for vulnerable pupils successfully by working effectively with specialist services and through its close links with the local special school.

Resource management: Good

The school has sufficient, well-qualified staff to teach all aspects of the curriculum. Learning support assistants work effectively alongside the teachers and make valuable contributions to pupils' learning experiences.

The school has very good arrangements for managing the performance of all staff. Specific programmes, tailored to school development priorities, address the training needs of teachers and support staff very successfully. This has a positive impact on the quality of the provision for pupils and their achievements.

The school is a strong learning community. All members of staff share expertise and effective practice within and beyond the school. As a result, the quality of teaching is consistently good or better throughout the school.

The headteacher and governors manage financial resources very efficiently. Through careful budget management, the school has successfully reduced a significant deficit budget that has built up over a number of years. It currently has a modest budget surplus. Expenditure plans now link well with the school's priorities for improvement. Very good use is made of the Pupil Deprivation Grant. The school has successfully implemented intervention programmes that have raised standards of literacy, numeracy and wellbeing for disadvantaged pupils.

As a result of the good standards that pupils achieve and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6662117 - Llangynidr C.P. School

Number of pupils on roll	112
Pupils eligible for free school meals (FSM) - 3 year average	3.2
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	17	14	19
Achieving the Foundation Phase indicator (FPI) (%)	76.5	92.9	100.0
Benchmark quartile	4	2	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	17	14	19
Achieving outcome 5+ (%)	88.2	92.9	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	35.3	42.9	52.6
Benchmark quartile	2	2	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	17	14	19
Achieving outcome 5+ (%)	94.1	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	29.4	42.9	52.6
Benchmark quartile	2	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	17	14	19
Achieving outcome 5+ (%)	94.1	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	41.2	57.1	89.5
Benchmark quartile	3	3	1

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6662117 - Llangynidr C.P. School

Number of pupils on roll	112
Pupils eligible for free school meals (FSM) - 3 year average	3.2
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	21	13	22	12
Achieving the core subject indicator (CSI) (%)	95.2	100.0	95.5	91.7
Benchmark quartile	2	1	2	3
English				
Number of pupils in cohort	21	13	22	12
Achieving level 4+ (%)	95.2	100.0	95.5	91.7
Benchmark quartile	2	1	2	3
Achieving level 5+ (%)	38.1	61.5	59.1	33.3
Benchmark quartile	2	1	1	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	21	13	22	12
Achieving level 4+ (%)	100.0	100.0	100.0	91.7
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	47.6	53.8	59.1	41.7
Benchmark quartile	2	1	1	3
Science				
Number of pupils in cohort	21	13	22	12
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	52.4	69.2	68.2	25.0
Benchmark quartile	1	1	1	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.

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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

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.	61		61 / 100%	0 / 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	61		61 / 100%	0 / 0%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	61		61 / 100%	0 / 0%		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%		
The school teaches me how to keep healthy	61		60 / 98%	1 / 2%		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.	61		60 / 98%	1 / 2%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	61		60 / 98%	1 / 2%		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.	61		61 / 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.	61		59 / 97%	2 / 3%		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.	61		58 / 95%	3 / 5%		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.	61		60 / 98%	1 / 2%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%		
Other children behave well and I can get my work done.	60		57 / 95%	3 / 5%		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	61		57 / 93%	4 / 7%		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.	40	21 / 52%	17 / 42%	2 / 5%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	40	25 / 62%	15 / 38%	0 / 0%	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.	39	21 / 54%	17 / 44%	1 / 3%	0 / 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	37	17 / 46%	16 / 43%	3 / 8%	1 / 3%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	40	21 / 52%	19 / 48%	0 / 0%	0 / 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	40	16 / 40%	23 / 57%	1 / 2%	0 / 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	40	21 / 52%	17 / 42%	2 / 5%	0 / 0%	0	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.	38	12 / 32%	20 / 53%	5 / 13%	1 / 3%	2	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.	37	22 / 59%	14 / 38%	1 / 3%	0 / 0%	3	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.	40	22 / 55%	16 / 40%	2 / 5%	0 / 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	40	22 / 55%	18 / 45%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	36	16 / 44%	15 / 42%	4 / 11%	1 / 3%	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.	39	13 / 33%	24 / 62%	2 / 5%	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.	40	22 55%	15 38%	3 8%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	39	21 54%	17 44%	1 3%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	36	18 50%	17 47%	1 3%	0 0%	4	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	6 40%	8 53%	1 7%	0 0%	12	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.	39	22 56%	17 44%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	40	23 57%	17 42%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Helen Kay Lester	Reporting Inspector
Rhian Jones	Team Inspector
Deris Davies Williams	Lay Inspector
Amanda Taylor	Peer Inspector
Karen Jenkins	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.