



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

A report on

**Crossgates C.P. School
Crossgates
Llandrindod Wells
Powys
LD1 6RE**

Date of inspection: November 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.

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Context

Crossgates Community Primary School is in the village of Crossgates two miles north of Llandrindod Wells in Powys. The school has 165 pupils on roll including 9 full-time nursery children. There are seven classes including one class with mixed age pupils.

Around 15% of pupils are eligible for free school meals. This is below the average for Wales of 19%. The school identifies about 11% of pupils as having additional learning needs. This is well below the average for Wales of 25%. No pupils have a statement of special educational needs. A very few pupils are from an ethnic minority background. A very few pupils speak Welsh at home.

The last inspection of the school was in June 2010. The current headteacher took up her post in September 2015.

The individual school budget per pupil for Crossgates C.P. School in 2016-2017 means that the budget is £3,556 per pupil. The maximum per pupil in the primary schools in Powys is £5,561 and the minimum is £2,960. Crossgates C.P. School is 46th out of the 83 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils make good progress as they move through the Foundation Phase
- Nearly all pupils with additional learning needs make good progress towards their targets
- Most pupils have effective speaking and listening skills and use subject specific vocabulary well when talking about their work
- Most pupils make good progress in their reading and discuss what they have read by giving evidence from the text
- Most pupils make effective progress in their number, shape, measure and data handling skills
- Teachers plan worthwhile opportunities to use information and communication technology (ICT) to support pupils' learning and this is having a positive effect on improving outcomes
- Staff make beneficial use of a wide range of behaviour management strategies that succeed in creating an inclusive learning environment where nearly all pupils behave well in lessons and around the school
- There is a caring and supportive ethos where all pupils and staff appreciate and respect each other

However:

- Many pupils only make satisfactory progress in key stage 2, especially in their writing, problem solving and reasoning skills
- Most pupils lack confidence when using their Welsh oracy skills in a range of contexts
- There are too few opportunities for pupils to use their literacy and numeracy skills progressively across the curriculum
- Many teachers over direct the learning and tasks do not always offer sufficient challenge and support to meet the needs of all pupils, especially those who are more able

Prospects for improvement

The school's prospects for improvement are adequate because:

- In the relatively short period since her appointment, the head teacher has made a number of key improvements to the school
- Staff work collaboratively and diligently as a team to fulfil the school's vision of creating a safe and inclusive learning environment for pupils

- Governors support the school well and have a satisfactory understanding of its performance in relation to other similar schools
- The headteacher and members of the senior leadership team have a sound understanding of most of the school's strengths and areas for improvement
- Leaders now identify and act to address important priorities such as improving behaviour and the emotional wellbeing of pupils, which ensures that all pupils are ready to learn
- There are beneficial strategic partnerships that make a valuable contribution to improvements in pupils' wellbeing and standards

However:

- The role of members of the recently established senior leadership team in contributing to the school's strategic direction is underdeveloped.
- The governing body does not hold the school to account robustly enough for the standards that pupils achieve
- Self-evaluation and school improvement planning processes do not have a sharp enough focus on improving pupil outcomes
- Over a notable period, the school has not ensured that the use of all available resources supports pupils' learning

Recommendations

R1 Raise standards of writing, problem solving and reasoning skills in key stage 2

R2 Improve the standards of Welsh oracy across the school

R3 Plan better opportunities for pupils to use their literacy and numeracy skills progressively across the curriculum

R4 Improve planning to ensure consistent challenge for pupils of all abilities, especially those who are more able

R5 Sharpen self-evaluation and improvement planning processes so that they are effective in raising standards of teaching and learning

R6 Improve the role of governors in allocating the schools financial resources and in holding the school to account for its outcomes

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

Many pupils enter the school with skills, knowledge and understanding at a level expected for their age. Overall, they make good progress as they move through the Foundation Phase and satisfactory progress in key stage 2. A minority of pupils use their thinking skills appropriately across a range of subjects, for example when composing a Tudor fanfare in music lessons. Nearly all pupils with additional learning needs make good progress towards their targets. However, more able pupils do not achieve as well as they could.

Most pupils have effective speaking and listening skills. In the Foundation Phase, many pupils listen attentively for appropriate periods. They speak confidently to adults and others. In key stage 2, many explain their thoughts and ideas successfully using a suitably wide range of subject related vocabulary, for example when discussing how to create an effective electronic presentation.

In the Foundation Phase, many pupils develop an effective understanding of phonics. By Year 2, most pupils read confidently with suitable expression. They have a good understanding of the features of books, such as cover, illustrator, blurb and title. More able pupils are developing their skimming and scanning skills effectively to locate information in a text. In key stage 2, many pupils develop their reading skills successfully. They discuss what they read ably, justifying their views with evidence from the text. By Year 6, more able pupils explain well why writers choose words or phrases for a particular effect. However, pupils do not always use their reading skills at the same level when working across the curriculum.

Many pupils develop early writing skills competently. They form letters correctly and write simple words and sentences to convey meaning. By the end of the Foundation Phase, many use simple sentences well to convey ideas. More able pupils vary sentences purposefully to make their writing interesting to the reader. Many write appropriately in a limited range of genres in English and across the curriculum, for example when writing a recount of the parable of the sower. Across key stage 2, many pupils make only satisfactory progress in their writing. By the end of the key stage, a majority have a secure understanding of the features of different styles of writing. They use a suitable range of vocabulary and punctuation to organise their work. Generally, many pupils apply writing skills sufficiently when writing across the curriculum, for example when designing a brochure about the Nant-y-Glo dam and the Elan Valley. However, a significant minority of pupils do not use a wide enough range of sentence structures effectively and most pupils' ability to write creatively and at a sufficient length is underdeveloped. Across the school, the presentation and handwriting of many pupils' work is too variable.

Many pupils make good progress in their numeracy skills across the Foundation Phase. They have a secure understanding of number work, shape, measure and data handling. By the end of Foundation Phase, many use their number skills

successfully to solve word problems. Across key stage 2, many pupils' numeracy skills are developing well. By the end of the key stage, a majority of pupils multiply three and four-digit numbers by two digits correctly, using algorithms and apply their skills to solve word problems effectively. More able pupils read and plot co-ordinates in the four quadrants successfully and rotate shapes correctly. However, many pupils do not apply their skills to solve problems in real-life contexts or develop their numerical reasoning skills well enough. Throughout the school, nearly all pupils' ability to use their numeracy skills across the curriculum is underdeveloped.

Throughout the Foundation Phase, most pupils make good progress in their information and communication technology (ICT) skills. They use data packages appropriately to present information on a graph, for example on how pupils travel to school. By the end of the Foundation Phase, most pupils save and retrieve their own work effectively. By the end of key stage 2, many pupils use word-processing packages well to present information. Their ability to use and interrogate databases is developing appropriately.

Most pupils are enthusiastic about learning Welsh. In the Foundation Phase, many pupils make satisfactory progress in their oral skills. By the end of the Foundation Phase, they respond to questions using simple phrases and relevant vocabulary appropriately. In key stage 2, a majority of pupils have a sound understanding of Welsh and communicate competently when writing. They read familiar texts with suitable pronunciation and have a sound understanding of what they have read. However, many pupils are not confident enough in using a range of patterns and vocabulary when speaking in different situations.

At the end of Foundation Phase, pupils' performance at the expected outcome in literacy has varied over the last four years with no identifiable trend. Generally, performance in mathematical development has placed the school above the median during the same period when compared to similar schools. Pupils' performance at the higher outcome has fluctuated, moving the school between the bottom 25% and upper 50% of similar schools.

At the end of key stage 2, pupils' performance in English and science has generally placed the school below the median apart from last year when the school was placed in the top 25% compared to similar schools. Pupils' performance in mathematics has shown steady improvement over the last four years currently placing the school in the top 25%. At the higher than expected level, there is a general downward trend in pupil performance in all three core subjects over the same period currently placing the school in the bottom 25%.

There are very few pupils who are eligible for free school meals, which makes comparison of their performance with that of other pupils unreliable.

Generally, girls perform better than boys in literacy in Foundation Phase and key stage 2, especially at the higher than expected level. In mathematics, boys tend to perform better at the higher outcome in Foundation Phase and at the expected level in key stage 2.

Wellbeing: Adequate

Nearly all pupils feel safe in school and know who to speak to if they are worried or upset. They are confident that staff will deal promptly with any concerns or incidents that arise. Nearly all demonstrate an effective understanding of the importance of healthy eating, sun safety and keeping fit. Many pupils develop this understanding further by attending after school sports' clubs such as running or netball.

Nearly all pupils behave well in class and around the school. They have an effective understanding of the most appropriate strategies to use if they become anxious or upset. Most work and play together well. They show good levels of tolerance and care for the needs of others and demonstrate respect towards adults and their peers.

Most pupils concentrate well in lessons. They are keen to learn and show perseverance in their work. However, many pupils' skills of working independently and taking responsibility for their own learning have not developed fully. They are often unclear of their targets for improvement and how these will help them to improve their work.

Many pupils take on additional responsibilities successfully. For example, the 'Digital Wizards' have raised the profile of e-safety effectively through a whole-school presentation and by creating safety posters. Consequently, nearly all pupils understand how to use ICT safely and responsibly. They discuss with confidence the need to keep passwords secure in order to protect information. The school council and eco committee play an active role in the life of the school and represent all pupils well. They organise regular events to raise money and awareness of different charities. This ensures that nearly all pupils develop an effective understanding of the needs of others.

The schools' overall attendance has shown a steady improvement over recent years. However, the school is in the lower 50% when compared to similar schools over the last four years. There is no significant difference in the attendance of pupils eligible for free school meals and that of other pupils. Most pupils arrive at time at the start of the school day.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school provides an appropriate range of learning experiences that meet the requirements of the national curriculum, the Foundation Phase and religious education. Teachers plan the curriculum based on a rolling programme of topics that generally interest and engage pupils suitably. However, planning does not provide sufficient opportunities to develop pupils' thinking or independent learning skills. The school uses a range of educational visits and extra-curricular experiences well to enrich pupils' experiences. This has a positive effect on their wellbeing and pupils' enjoyment of school.

The school is in the early stages of implementing the literacy and numeracy framework. However, there are limited opportunities for pupils to use their literacy

and numeracy skills across the curriculum. As a result, the development of pupils' skills, in particular in writing, lacks suitable progression as they move through the school. Teachers plan worthwhile opportunities to use ICT to support pupils' learning. The school has an effective scheme of work for ICT that is having a positive effect on pupil outcomes.

Teachers plan appropriately for the development of pupils' Welsh skills. The introduction of the 'Cryw Cymraeg' and Welsh pattern of the week is beginning to have a positive effect on pupils' skills. However, planning for Welsh has an overreliance on developing pupils' written skills. As a result, pupils do not have enough confidence to use their oracy skills in a range of situations. Planning for developing the Welsh dimension is effective. Well-planned learning experiences, such as the study of stories and legends of Wales, the school eisteddfod and residential visits to Llangrannog, ensure that pupils develop a successful understanding of the culture and heritage of Wales.

The school offers beneficial opportunities to promote pupils' awareness of sustainability issues. An effective example of this is the activities of the eco and green club that encourages all pupils to act in a sustainable way by reducing the amount of waste plastic and paper. Teachers plan effective opportunities to develop pupils' awareness of global citizenship, for example when studying the Amazon rainforest and links with Bulabakula in Africa. This develops pupils' knowledge and understanding of the wider world successfully.

Teaching: Adequate

One of the strengths of the school is the effective working relationships that exist between staff and pupils. All staff make beneficial use of a wide range of behaviour management strategies that succeed in creating an inclusive learning environment. As a result, nearly all pupils behave well, demonstrating courtesy and respect towards their peers and adults. Many lessons have a good pace and, overall, teachers possess sound subject knowledge. Nearly all staff are good language models and develop pupils' use of relevant subject vocabulary well. This has a positive effect on pupils' English language oracy skills when they discuss their work.

In many classes, teachers use a range of suitable teaching strategies and resources to maintain pupils' interest. In a few classes, where teaching is most effective, teachers plan activities that encourage pupils to be independent by giving them freedom to choose how to record their own work and to choose their own challenges. However, in many classes, teachers over direct the learning and tasks do not offer sufficient challenge and support to meet the needs of all pupils, especially those who are most able.

Generally, teachers' use of assessment for learning strategies is developing appropriately. In most classes, teachers share learning objectives with pupils successfully and in a majority of classes, teachers use success criteria appropriately. This helps pupils to understand how to be successful in their work and to review their own progress at the end of lessons. The school has developed self and peer assessment suitably, for example in the use of 'polishing pens'. Pupils are beginning to use these strategies to improve a few aspects of their written work. Teachers' written feedback is inconsistent and too variable across the school. Overall, it

identifies what pupils do well and gives praise for their efforts. However, individual pupil targets do not always provide sufficiently clear guidance to help pupils improve their work.

The school has relevant assessment and tracking procedures. Overall, teachers assess pupils appropriately and use this information sufficiently to identify pupils who need additional support. However, the process of assessing and tracking pupils' progress is not always accurate enough in order to plan the next stage in their learning. Parents receive useful information about their children's progress through regular parents' meetings and annual reports.

Care, support and guidance: Good

The school is a very caring community, which promotes pupils' health and wellbeing effectively. It makes purposeful arrangements for promoting healthy eating and drinking. Through a wide range of activities, the school promotes pupils' physical fitness successfully, for example through its extra-curricular sporting activities.

Staff promote pupils' spiritual, moral, social and cultural development well. Collective worship makes significant contributions to pupils' spiritual and moral development, for example, when discussing the importance of being caring and non-discriminatory through the parable of the Good Samaritan.

Since the appointment of the headteacher, the school has developed innovative procedures to promote positive behaviour. An effective example of this is the use of a 'den' that allows pupils space and time to re-engage in their learning. As a result, pupils' possess effective strategies to cope with different situations and behaviour in lessons and around the school is good.

The school makes valuable use of specialist services to ensure that pupils have access to professional support when necessary. For example, the police liaison officer and nurse visit the school regularly to raise pupils' awareness of how to keep safe and healthy.

Provision for pupils with additional learning needs is effective. Teachers identify pupils' learning needs early and provide beneficial support. Trained support staff make a worthwhile contribution to pupils' learning through a range of effective intervention programmes. Teachers use assessment data appropriately to measure pupils' progress throughout the year. As a result, these pupils make good progress towards their targets. The nurture programmes provided for pupils with emotional and behavioural needs are highly effective in supporting and improving the wellbeing of pupils who access them.

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

Learning environment: Good

One of the strengths of the school is its caring and supportive ethos. This creates an inclusive and happy learning environment that ensures that pupils and staff appreciate and respect each other. The school has appropriate policies, plans and procedures in order to ensure equal opportunities and full access to the curriculum for every pupil.

The school buildings are clean, in good order and appropriate for the number of pupils. Staff utilise all areas of the building well to create stimulating learning environments. The environment is safe and calm for pupils with emotional and behavioural needs and allows them space to refocus before continuing in their learning. This has a positive effect on the wellbeing and behaviour of these pupils. Throughout the school, teachers use colourful displays to celebrate pupils' work and support their learning well.

There is a wide range of resources that are of a good quality and meet the needs of pupils well. There is a valuable range of ICT equipment that enables pupils to develop most of their ICT skills effectively in a range of contexts.

The school has extensive grounds that provide a stimulating outdoor learning environment. Teachers in the Foundation Phase plan regular purposeful activities to develop a range of pupils' skills in the outdoors, for example when developing literacy activities in the mud kitchen.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

In the relatively short period since her appointment, the head teacher has made a number of key improvements to the school. As a result, of her purposeful leadership, staff work collaboratively and diligently as a team to fulfil the school's vision of creating a safe and inclusive learning environment for pupils. They share this vision successfully with parents, pupils and governors. Members of the recently established senior leadership team support the head teacher well, sharing day-to-day management duties effectively. However, their role in contributing to the school's strategic direction is underdeveloped.

The school has appropriate systems for the performance management of teachers and support staff with objectives that link suitably to the school's areas for development. Overall, the processes are having a positive effect on teaching and learning, for example in the more consistent approach to the use of assessment for learning strategies.

Leaders pay relevant attention to addressing national priorities, for example in improving outcomes for pupils eligible for free school meals and promoting healthy eating and drinking. However, the work on implementing the national literacy and numeracy framework is in its early days and has not had enough impact on improving pupil outcomes.

Governors are supportive of the school. They have a satisfactory understanding of the school's performance and know how this compares to other similar schools. A few governors have recently begun to take part in a wider range of activities relating to their role. These include scrutinising pupils' work with curriculum co-ordinators and meeting with pupils to talk to them about their learning. However, as this work is relatively new, the governing body does not yet monitor actions to improve performance well enough or hold the school to account robustly enough for the standards that pupils achieve.

Improving quality: Adequate

The headteacher and members of the senior leadership team have developed a sound understanding of most of the school's strengths and areas for improvement. They use information from attainment data appropriately and involve pupils, parents and the governing body in the self-evaluation process. The school's self-evaluation report draws on a suitable range of first-hand evidence. This includes the outcomes of lesson observations, scrutiny of pupils' books and detailed reviews by curriculum co-ordinators. However, these reports are generally descriptive and do not focus sharply enough on improving pupil outcomes. As a result, these processes do not lead to an accurate enough evaluation of the school's performance.

There is an appropriate link between the self-evaluation report and the school development plan. All teachers contribute towards writing the school development plan. It has a number of targets that have a suitable focus on identified priorities, such as improving challenge for more able pupils. However, many of the targets do not always have clear enough criteria to measure their success effectively. This means that it is difficult for leaders to monitor actions in the plan robustly and to evaluate the impact of initiatives on pupil outcomes effectively enough. The plan does not always include suitable timescales for actions or target resources well enough to support improvements. However, recently, leaders have identified and successfully improved important priorities. The work on developing pupils' emotional wellbeing has had a positive effect on pupil behaviour and ensured that all pupils are ready to learn. Priorities such as developing assessment for learning strategies are beginning to improve pupil outcomes.

Only since the appointment of the current headteacher has the school started to make satisfactory progress towards meeting the recommendations of the last inspection.

Partnership working: Good

The school has beneficial strategic partnerships that make a valuable contribution to improvements in pupils' wellbeing and standards. Recently, it has introduced effective ways to engage with parents and carers, for example through a useful online communication tool and weekly newsletters. Nearly all parents feel informed well of school events and developments. The parent teacher association raises significant funds to support the school's work, for example to purchase ICT hardware for the school. Consequently, this is beginning to improve pupils' standards in ICT.

Close links with the local community strengthen learning opportunities for pupils. This enables them to play an active role in the local area, such as supporting the Tour of Britain cycling event and community film evenings held at the school. Teachers in the Foundation Phase liaise effectively with local pre-school settings to prepare children for their entry to the school. As a result, nearly all children settle well into the nursery class.

Partnerships with specialist services in the local authority are highly effective in supporting the school to provide strong emotional and pastoral care for identified pupils. The school works effectively with a local secondary school to provide supportive transition arrangements for these pupils where individuals are able to visit the additional learning needs unit on a regular basis.

With the local cluster of schools, teachers engage in a professional network to improve processes for the standardisation and moderation of pupils' work. Useful portfolios from this activity exemplify attainment levels and as a result, teachers' assessments are generally accurate.

Resource management: Adequate

The school has sufficient suitably qualified teachers and support staff to deliver all aspects of the curriculum appropriately. Leaders and managers make relevant use of staff expertise and experience, for example to support the development of curriculum areas. Relevant professional development for staff supports the school's priorities for improvement, such as digital competence and emotional coaching. This is having a positive effect on pupil outcomes.

Staff work effectively as teams and are beginning to benefit from visiting one another's classrooms. Most teachers are beginning to apply the knowledge and skills they acquire from these activities competently. This is starting to improve the quality of provision in specific areas, for example better consistency in teachers' use of peer and self-assessment. However, very few teachers currently have the opportunity to engage in professional learning activities with wider networks of schools.

The school allocates its pupil deprivation grant well to provide intervention and nurture programmes for pupils who need extra support. These strategies are effective and nearly all pupils who are eligible for free school meals and who require support, achieve their targets.

The headteacher and members of the governing body meet regularly to oversee the school's finances. However, over a notable period, the school has retained a significant proportion of its budget. This means that the school has not ensured that available resources are used suitably for the benefit of pupils.

In view of the standards that pupils achieve and the overall quality of teaching and leadership, the school offers adequate value for money.

Appendix 1: Commentary on performance data

6662077 - CROSSGATES C.P. SCHOOL

Number of pupils on roll	150
Pupils eligible for free school meals (FSM) - 3 year average	8.8
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	26	15	19	21
Achieving the Foundation Phase indicator (FPI) (%)	84.6	93.3	94.7	90.5
Benchmark quartile	3	2	2	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	26	15	19	21
Achieving outcome 5+ (%)	88.5	93.3	100.0	90.5
Benchmark quartile	3	2	1	3
Achieving outcome 6+ (%)	38.5	20.0	42.1	28.6
Benchmark quartile	2	4	2	4
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	26	15	19	21
Achieving outcome 5+ (%)	96.2	93.3	100.0	90.5
Benchmark quartile	2	2	1	3
Achieving outcome 6+ (%)	34.6	20.0	42.1	23.8
Benchmark quartile	2	4	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	26	15	19	21
Achieving outcome 5+ (%)	92.3	100.0	94.7	95.2
Benchmark quartile	4	1	4	3
Achieving outcome 6+ (%)	30.8	80.0	68.4	76.2
Benchmark quartile	4	1	2	2

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.

6662077 - CROSSGATES C.P. SCHOOL

Number of pupils on roll	150
Pupils eligible for free school meals (FSM) - 3 year average	8.8
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	24	12	24	14
Achieving the core subject indicator (CSI) (%)	87.5	83.3	91.7	100.0
Benchmark quartile	3	4	3	1
English				
Number of pupils in cohort	24	12	24	14
Achieving level 4+ (%)	87.5	83.3	91.7	100.0
Benchmark quartile	3	4	3	1
Achieving level 5+ (%)	41.7	33.3	33.3	21.4
Benchmark quartile	2	3	4	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	24	12	24	14
Achieving level 4+ (%)	91.7	91.7	95.8	100.0
Benchmark quartile	3	3	2	1
Achieving level 5+ (%)	41.7	33.3	37.5	28.6
Benchmark quartile	2	3	3	4
Science				
Number of pupils in cohort	24	12	24	14
Achieving level 4+ (%)	91.7	83.3	95.8	100.0
Benchmark quartile	3	4	3	1
Achieving level 5+ (%)	37.5	41.7	37.5	21.4
Benchmark quartile	3	3	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.	81		76 94%	5 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	80		62 78%	18 22%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	77		71 92%	6 8%	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	79		68 86%	11 14%	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.	78		66 85%	12 15%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	79		68 86%	11 14%	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.	80		78 98%	2 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	81		77 95%	4 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.	76		55 72%	21 28%	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.	80		77 96%	3 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	76		37 49%	39 51%	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	74		56 76%	18 24%	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.	30	11 37%	19 63%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	30	16 53%	13 43%	1 3%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	30	19 63%	11 37%	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.	30	14 47%	15 50%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	29	8 28%	20 69%	1 3%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	29	13 45%	16 55%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	11 41%	16 59%	0 0%	0 0%	3	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.	26	5 19%	16 62%	2 8%	3 12%	4	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	30	10 33%	20 67%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	28	9 32%	18 64%	1 4%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	30	13 43%	17 57%	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'.	25	6 24%	18 72%	1 4%	0 0%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	30	7 23%	18 60%	5 17%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	30	16 53%	10 33%	4 13%	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.	25	9 36%	13 52%	3 12%	0 0%	5	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	8 28%	21 72%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	18	7 39%	10 56%	1 6%	0 0%	12	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	9 31%	17 59%	3 10%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	30	14 47%	16 53%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Jonathan Cooper	Reporting Inspector
Elizabeth Barry	Team Inspector
James Makin	Peer Inspector
Jeffrey Davies	Lay Inspector
Lisa Williams	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.