



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

A report on

**Cradoc C.P. School
Cradoc
Brecon
Powys
LD3 9LR**

Date of inspection: May 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

Cradoc County Primary School is in the village of Cradoc near Brecon, Powys. There are 131 pupils on roll from 3 and 11 years of age, including 20 who attend part-time in the nursery. There is also a class for three-year-old children on the school site, funded by the local authority, but the setting is not part of this inspection.

Nearly all pupils are of white British ethnicity. A very few pupils speak English as an additional language or speak Welsh at home. The three-year average of pupils eligible for free school meals is about 2%. This is considerably below the national average of 19%. The school identifies around 15% of pupils as having additional learning needs, which is below the national average of 25%. A very few pupils have a statement of special educational needs.

The school's last inspection was in February 2012. The headteacher took up her post in April 2013. Since January 2016, she is acting as the headteacher of another local school and spends half of her time at each site.

The school is currently a 'curriculum pioneer school'. This means that it is working with the Welsh Government and other curriculum pioneer schools to develop and to pilot a new curriculum for Wales.

The individual school budget per pupil for Cradoc County Primary School in 2016-2017 means that the budget is £3,333 per pupil. The maximum per pupil in the primary schools in Powys is £5,561 and the minimum is £2,960. Cradoc County Primary School is 61st 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:

- By the end of key stage 2, many pupils talk to each other and to adults articulately, explaining their thoughts well
- Most pupils with additional needs make worthwhile progress towards meeting their individual goals
- Many pupils demonstrate good reading skills and read with suitable fluency and expression
- Many pupils produce imaginative pieces of creative writing using interesting vocabulary choices to engage the reader
- Many pupils develop useful mathematical skills
- By the end of key stage 2, many pupils use information and communication technology (ICT) confidently
- Most pupils are enthusiastic and motivated to learn
- Most pupils have a strong understanding of their place in their own and the wider community and they realise the importance of helping others
- The school provides a broad and balanced curriculum that is successful in engaging most pupils

However:

- Not enough pupils apply their numeracy skills well enough in other learning areas, such as in their topic or science work
- Across the school, a notable minority of pupils present their work poorly and the quality of their handwriting is not good enough
- A majority of pupils do not apply their writing skills to a high enough standard in other areas of learning and subjects across the curriculum
- A majority of pupils have too weak an understanding of the Welsh language
- Teaching fails to challenge more able pupils sufficiently
- Assessment processes lack impact on improving pupils' learning

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher, deputy headteacher and staff share a clear vision for the school that provides pupils with a meaningful say in their learning
- Many leadership roles contribute well to the strategic direction of the school and have a positive effect on pupils' wellbeing and standards
- Appropriate performance management procedures ensure that staff agree

targets linked to the school's priorities and to their own professional development

- Governors fulfil their duties diligently and have a thorough knowledge of the school's strengths and areas to be improved
- Leaders draw upon a suitable range of first-hand sources to evaluate provision and pupils' standards, including regular lesson observations and listening to learners
- The school development plan sets out clearly what individuals need to do to improve the school's performance
- A range of suitable partnerships with the regional consortium, specialist support services and the local community have a positive effect on pupils' learning and wellbeing

However:

- In a few cases, job descriptions and leadership responsibilities lack clarity and are not implemented consistently
- Leaders do not check consistently whether teachers have met their performance management targets and this results in deficiencies in teaching
- Leaders do not ensure that pupils have sufficient opportunities to apply their literacy and numeracy skills across the curriculum
- Monitoring activities fail to identify areas for improvement clearly enough
- Since the last inspection, too many priority areas remain as outstanding areas requiring attention

Recommendations

- R1 Improve pupils' ability to apply their literacy and numeracy skills across all curriculum areas
- R2 Raise the standard of pupils' handwriting and presentation
- R3 Ensure that assessment processes impact positively on the standard of pupils' work
- R4 Address the issues of site supervision and safeguarding identified at the time of the inspection
- R5 Develop the role of the senior leaders in improving standards
- R6 Identify improvement priorities clearly and act upon findings robustly

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 begin school with literacy and numeracy skills that are at least those expected for their age. A majority make effective progress as they move through the school. However, a minority do not progress well enough, particularly those who are more able. Most pupils with additional needs make worthwhile progress towards meeting their individual goals.

At the end of the Foundation Phase, many pupils speak to their peers and to adults using an effective vocabulary. They talk about their work well, such as when they speak about the research they undertake on ants. By the end of key stage 2, many pupils develop worthwhile speaking and listening skills. They talk to each other and to adults articulately, explaining their thoughts well. For example, pupils in Year 6 express their opinions maturely when considering the rights of minority groups.

By the end of the Foundation Phase, many pupils read confidently with appropriate expression and understanding. They use their phonic skill well to decode unfamiliar words. In Year 6, many pupils demonstrate worthwhile reading skills. Many read fluently and with suitable expression. A majority reflect well on the words and phrases, such as similes and metaphors, to gain meaning from texts. However, a few pupils do not identify and correct their own mistakes consistently enough when reading.

In Year 2, many pupils write using an appropriate and varied vocabulary. More able pupils are starting to use similes well, for example describing a tiger's teeth as 'sharp as a knife'. However, a few pupils still struggle with writing basic sentences and a minority do not use full stops and capital letters correctly or consistently. At the end of key stage 2, many pupils produce imaginative pieces of creative writing using different effects, such as alliteration. They use interesting vocabulary choices to engage the reader effectively, for example when describing 'the atrocity of a storm'. However, across the school, a notable minority of pupils present their written work poorly and the quality of their handwriting is not good enough. A majority of pupils do not apply their writing skills well in other areas of learning and subjects across the curriculum.

Many pupils in the Foundation Phase develop useful mathematical skills. By the end of Year 2, most add and subtract well in practical situations. They record their work effectively. For example, they create tally charts and then interpret the information to create suitable block graphs. They use non-standard measures, such as 'Wendy Worms', to compare the size of everyday objects accurately. By the end of key stage 2, many pupils have effective mathematical skills. They multiply two and three-digit numbers with decimals accurately. Many calculate differences that include negative numbers correctly. They work out fractions and percentages of whole numbers well. However, throughout the school, not enough pupils apply their numeracy skills at the same standard in other learning areas, such as in their topic or science work.

In the Foundation Phase, many pupils have useful ICT skills. For example, they use tablet computers to record themselves and their peers effectively when presenting findings of a science investigation. By the end of key stage 2, many pupils use ICT confidently. They access a learning platform competently to send and receive emails and use basic coding to create simple games successfully.

Many pupils in Year 2 understand a basic range of simple Welsh words and phrases, for example to describe the weather suitably and ask each other simple questions. In key stage 2, many pupils have a satisfactory understanding of a limited range of questions and phrases, for example when discussing themselves, their likes and dislikes, or their family. Many pupils produce comprehensive pieces of extended writing in Welsh, but need considerable support to do so. However, across the school a majority of pupils have a weak understanding of the language overall.

In mathematics, many pupils use their problem solving skills in everyday contexts appropriately for example to calculate the cost of items in a shop once a certain discount is applied. Across the school, many pupils use their thinking skills suitably, such as when considering how to plan an investigation in science.

Over the last four years, in the Foundation Phase, pupil performance at the expected and higher outcomes in literacy and mathematical development generally places the school in the lower 50% or bottom 25% when compared with similar schools. In key stage 2, pupils' performance at the expected and higher level over the same period mostly places the school mostly above the average in English, mathematics and science when compared with similar schools.

Wellbeing: Adequate

Many pupils feel safe and happy in school. Most pupils understand well the need to keep healthy through regular exercise and a balanced diet. The school's sports ambassadors reinforce this beneficially through encouraging their peers to play games and be physically active at break and lunchtimes. Nearly all pupils have an understanding of how to stay safe online. For example, younger pupils know well the importance of reporting any worries to an adult immediately.

The school's attendance, over the last four years, places it consistently in the lower 50% and bottom 25% when compared with similar schools. Nearly all pupils attend punctually each day.

Most pupils are enthusiastic and motivated to learn. Many pupils feel valued and benefit from making choices about the content of their learning. Although all pupils have useful targets for improvement, a minority do not understand these well enough.

The school council is one of a good number of enthusiastic and conscientious pupil groups, who have a worthwhile track record of implementing successful initiatives. For example, the school council organised a 'Buddy Biscuit Bake Off' to raise money for a 'Buddy Bench', which is successful in supporting pupils' wellbeing. Most pupils have a strong understanding of their place in their own, and the wider community, and the importance of helping others. They contribute to the improvement of their

local area and support others further afield successfully. For example, through their link with the Sanctuary School Project, pupils support refugees in Wales conscientiously and sympathetically, helping to improve their wellbeing.

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

The school provides a broad and balanced curriculum that is successful in engaging most pupils. Teachers have a creative approach to planning learning. This allows pupils to contribute to much of the topic based curriculum content, centred on a focused topics for each term, for example ‘superheroes’ or ‘rainforests’. This ensures that most pupils gain useful knowledge and skills in many curriculum areas. The school offers sufficient extra-curricular activities, which are successful in encouraging pupils to engage in sport and exercise.

In the Nursery and Reception class, teachers provide useful opportunities for pupils to develop early literacy and numeracy skills through their independent play activities. For example, younger pupils copy and write letters and words carefully in sand or when ‘painting’ with water on blackboards.

For most classes, the school structures its timetable in order that pupils may benefit from the perceived strengths of individual teachers. As a result, each class has two or three different teachers during the week, who focus on different curriculum areas. Many pupils benefit from the appropriate, subject-specific skills that each provides. However, on too many occasions, and particularly in key stage 2, teachers do not plan for, or deliver, sufficient opportunities for pupils to develop important skills, such as literacy, numeracy and Welsh across all curriculum areas. As a result, many pupils’ skills in these crucial areas are not strong enough.

There are many worthwhile activities for pupils to develop their understanding of Welsh culture and heritage. For example, pupils in the Foundation Phase learn about the old the railway station in Cradoc, walk the disused railway line and write creatively about the history of the locality. Pupils in key stage 2 visit important Welsh landmarks, such as the Senedd. Although teachers’ planning builds on pupils’ Welsh language skills as they move through the school, pupils do not have sufficient opportunities to use Welsh, particularly outside of Welsh lessons. As a result, they do not develop their language skills well enough.

Staff provide many beneficial opportunities for pupils to learn about education for sustainable development and global citizenship. For example, the eco-committee is effective in promoting values of sustainability through its weekly awards to classes for ‘the right stuff in the right bins’. Many pupils develop a good understanding of how to care for their environment through the beneficial work of the ‘watch club’. As a result, they have a highly developed understanding of their environmental impact and their place as world citizens.

Teaching: Adequate

In a majority of classes, teaching is effective and supports many pupils' learning well. Most teachers plan interesting lessons and consider carefully how to engage pupils actively in their learning. They intervene at appropriate points in the lesson to ensure that pupils understand what is required of them. Across the school, many teachers use the outdoor space beneficially as a learning environment. However, in too many classes, teachers do not plan learning that challenges all pupils at a suitable level, nor do they have a sufficiently high expectation of what all pupils can achieve.

The school has systematic processes that allow pupils to consider their own and their peers' achievement in lessons. Pupils reflect on their own and others' progress against a range of success criteria provided by the teacher. However, in too many cases, pupils do not understand the criteria against which they are assessing their work. As a result, the process has a limited impact on helping pupils to improve their learning.

There are useful procedures for tracking pupils' progress. These record and consider a suitably broad range of information on each pupil. These processes are useful in helping teachers identify pupils in need of support. However, in a minority of cases, they provide an overly generous picture of pupils' progress and standards.

Teachers' annual reports to parents are satisfactory. They meet all statutory requirements, but do not paint a strong picture of individual pupils' strengths and areas for development.

Care, support and guidance: Adequate

There are effective arrangements to support the health and wellbeing of nearly all pupils. Staff encourage pupils to eat healthily and many pupils enjoy the benefits of a useful range of extra-curricular sporting activities. For example, many pupils take part in local sporting events, such as swimming galas and football tournaments.

The school makes beneficial arrangements for promoting pupils' spiritual, cultural, social and moral development. For example, pupils learn about other cultures when studying Muslim birth ceremonies and the Hindu festival of Holi. The school develops pupils' social skills comprehensively through encouraging them to play an active and valued part in decision-making through its pupil groups.

While in many cases the school's procedures for safeguarding meet requirements, the team identified a few matters relating to their implementation that require improvement.

Staff provide strong support for pupils with additional learning needs. They identify those that require support accurately through a comprehensive range of practices, such as screening assessments and teacher observation. Teachers make effective use of specialist services to support targeted pupils. For example, beneficial links with speech and language services and play therapists allow pupils to engage well in their learning. Most pupils with additional learning needs benefit from allocated time with a specialist-teaching assistant who helps them meet their individual targets

effectively within the context of their classwork. As a result, most make good progress towards their individual learning goals.

Learning environment: Adequate

The school has a supportive ethos where all pupils have equal access to all of its activities. It encourages pupils to recognise and value diversity and to respect others views, regardless of gender, social background, race or faith. For example, curriculum work on diversity ensures that most pupils understand well the need to treat others with kindness and respect.

The indoor accommodation is sufficient for the number of pupils and is of a satisfactory quality. However, parts of the buildings are cluttered and not well organised. A suitable range of informative displays and pupils' work help enrich the learning environment appropriately. The school has plentiful, well-maintained outdoor space that teachers use effectively to promote pupils' learning. For example, older pupils use the outdoor fort to practise and perform their musical compositions enthusiastically. However, the inspection team identified a few areas of concern regarding site supervision, which they brought to the attention of school leaders.

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

The headteacher, deputy headteacher and staff share a clear vision for the school. This provides pupils with a meaningful say in their learning. Many staff have leadership roles that contribute well to the school's strategic direction and pupils' wellbeing and standards. However, in a few cases, job descriptions and leadership responsibilities lack clarity and are not implemented consistently.

Appropriate performance management procedures ensure that staff agree targets linked to the school's priorities and to their own professional development. However, leaders do not check consistently whether teachers have met these targets and this results in deficiencies in teaching, for example the lack of expectation by teachers regarding the standards that pupils should achieve.

The school addresses local and national priorities. For instance, leaders have ensured the effective implementation of the Foundation Phase, including strong opportunities for all pupils to learn outdoors. However, leaders do not ensure that pupils have sufficient opportunities to apply their literacy and numeracy skills across the curriculum.

Governors fulfil their duties diligently, for instance in challenging staff on the performance of more able and talented pupils. They have a thorough knowledge of the school's strengths and areas to be improved. Many governors visit regularly to observe lessons and talk to pupils. This enables them to hold the school to account appropriately.

Improving quality: Adequate

Leaders draw upon a suitable range of first-hand sources to evaluate the school's provision and pupils' standards, including regular lesson observations and listening to learners. This has improved pupils' say in many aspects of school life, such as what and how they learn. However, monitoring activities do not consistently identify areas for improvement clearly enough. Although teachers take part in monitoring teaching and learning to enable them to develop a shared understanding of effective teaching, they do not consistently translate this into practice. The school's self-evaluation report is detailed and identifies appropriately priorities for school improvement. However, it does not evaluate pupils' standards clearly. As a result, leaders do not always have a broad enough understanding of the school's priorities for improvement.

Leaders have a satisfactory track record in setting suitable targets, such as the need to develop pupils' self-confidence and positive attitudes to learning. The school development plan sets out clearly what individuals need to do to improve the school's performance. There are a minority of priorities from previous plans that continue to be areas that need improvement, for example the need to develop leadership roles. Since the last inspection, leaders have made good progress in improving provision in the Foundation Phase. However, throughout the school there is insufficient challenge for all pupils, and pupils' Welsh language skills are not strong enough by the end of key stage 2.

Partnership working: Adequate

A range of suitable partnerships with the regional consortium, specialist support services and the local community have a positive effect on pupils' learning and wellbeing. For example, pupils' awareness of environmental issues benefits from links with the Brecon Beacons National Park.

The school works well with a majority of parents and the Friends of Cradoc who contribute significantly to fundraising events. This enhances resources at the school beneficially, such as through the provision of ICT equipment. The weekly newsletters are informative and leaders are working to strengthen home-school communication to ensure that they deal with any parental concerns in a timely manner. However, this important partnership with parents remains a priority area for development.

There are well-established partnerships with other schools. In particular, links with the pioneer network of schools. As a result, staff are working on interesting ways to develop curriculum provision and this is engaging most pupils better in their learning.

The school undertakes appropriate moderation of pupils' work with other primary schools. This helps to develop staff's understanding of teacher assessment levels. However, this work does not influence consistently the ongoing and accurate assessment of pupils' work in school. There are effective transition arrangements between Foundation Phase staff and the nursery group located in the school. Older pupils also benefit from appropriate transition plans as they transfer to local secondary schools. As a result, most pupils move into school and onto the next phase of their education smoothly.

Resource management: Adequate

Leaders manage resources appropriately to support and improve pupils' learning. The school has a suitable level of qualified teachers and deploys their strengths across several classes. Learning assistants support pupils' learning effectively throughout the school. Their work with individuals and groups provides worthwhile support for targeted pupils. However, leaders do not always ensure that they deploy staff efficiently during break and lunch times.

Arrangements for planning, preparation and assessment are appropriate and offer useful opportunities for teachers in mixed-age classes to work together. As a result, they meet pupil needs when age-groups are split across classes, appropriately. Leaders support staff well in visiting other schools to gather new ideas for teaching, for example in developing ways that pupils can gain self-confidence and positive attitudes to learning.

The headteacher, with the support of the governors' finance committee and guidance from the education authority, monitors and manages funding carefully. The school has a surplus budget over recent years, but is beginning to use this to improve provision efficiently.

Considering the progress that pupils make and the quality of provision, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6662115 - CRADOC C.P. SCHOOL

Number of pupils on roll	136
Pupils eligible for free school meals (FSM) - 3 year average	2.3
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	15	22	12	16
Achieving the Foundation Phase indicator (FPI) (%)	93.3	90.9	100.0	93.8
Benchmark quartile	2	3	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	15	22	12	16
Achieving outcome 5+ (%)	93.3	90.9	100.0	93.8
Benchmark quartile	3	3	1	3
Achieving outcome 6+ (%)	20.0	13.6	25.0	25.0
Benchmark quartile	4	4	4	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	15	22	12	16
Achieving outcome 5+ (%)	93.3	90.9	100.0	93.8
Benchmark quartile	3	3	1	3
Achieving outcome 6+ (%)	26.7	13.6	41.7	12.5
Benchmark quartile	3	4	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	15	22	12	16
Achieving outcome 5+ (%)	100.0	100.0	100.0	93.8
Benchmark quartile	1	1	1	4
Achieving outcome 6+ (%)	40.0	50.0	75.0	81.3
Benchmark quartile	4	3	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.

6662115 - CRADOC C.P. SCHOOL

Number of pupils on roll	136
Pupils eligible for free school meals (FSM) - 3 year average	2.3
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	18	16	11	20
Achieving the core subject indicator (CSI) (%)	100.0	100.0	100.0	95.0
Benchmark quartile	1	1	1	3
English				
Number of pupils in cohort	18	16	11	20
Achieving level 4+ (%)	100.0	100.0	100.0	95.0
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	50.0	75.0	81.8	60.0
Benchmark quartile	2	1	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	18	16	11	20
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	38.9	62.5	72.7	55.0
Benchmark quartile	3	1	1	2
Science				
Number of pupils in cohort	18	16	11	20
Achieving level 4+ (%)	100.0	100.0	100.0	95.0
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	44.4	68.8	63.6	45.0
Benchmark quartile	3	1	1	3

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.	65	61 94%	4 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	65	52 80%	13 20%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	65	58 89%	7 11%	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	64	57 89%	7 11%	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.	65	49 75%	16 25%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	65	58 89%	7 11%	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.	65	60 92%	5 8%	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.	65	57 88%	8 12%	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.	64	39 61%	25 39%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	65	52 80%	13 20%	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.	65	24 37%	41 63%	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	65	35 54%	30 46%	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.	27	7 26%	13 48%	6 22%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	27	14 52%	11 41%	2 7%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	27	15 56%	12 44%	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.	27	9 33%	10 37%	7 26%	1 4%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	27	3 11%	19 70%	5 19%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	26	5 19%	16 62%	3 12%	1 4%	1	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	27	9 33%	14 52%	4 15%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	27	8 30%	11 41%	4 15%	4 15%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	27	7 26%	16 59%	1 4%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	10 37%	14 52%	1 4%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	27	10 37%	13 48%	3 11%	0 0%	1	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'.	27	7 26%	12 44%	5 19%	1 4%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	27	9 33%	11 41%	5 19%	1 4%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	27	10 37%	12 44%	2 7%	1 4%	2	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.	27	6 22%	15 56%	3 11%	1 4%	2	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.	27	8 30%	13 48%	2 7%	1 4%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	5 19%	9 33%	4 15%	2 7%	7	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.	27	9 33%	15 56%	1 4%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	27	5 19%	11 41%	6 22%	4 15%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Andrew Thorne	Reporting Inspector
Russell Grigg	Team Inspector
Terry James Davies	Lay Inspector
Peter Owen	Peer Inspector
Judith Morris	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.