



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Guilsfield C.P. School
Guilsfield
Welshpool
Powys
Powys
SY21 9ND**

Date of inspection: May 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Guilsfield County Primary School is in the village of Guilsfield, near Welshpool in Powys. At the time of the inspection, there were 150 pupils on roll, taught in seven classes. This includes 17 pupils who attend the nursery, most of whom attend full-time.

The three-year average of pupils who are eligible for free school meals is just above 11%. This is notably lower than the national average of 21%. Nearly all pupils are white, British and come from homes where English is the main language. A very few pupils speak Welsh at home. The school identifies around 17% of its pupils as having additional learning needs. This is below the national average of 22%. A very few pupils are looked after by the local authority.

The headteacher took up post in September 2014. Estyn last inspected the school in March 2009.

The individual school budget per pupil for Guilsfield County Primary School in 2014-2015 means that the budget is £3,303 per pupil. The maximum per pupil in the primary schools in Powys is £13,848 and the minimum is £3,007. Guilsfield County Primary School is 75th out of the 86 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 current performance of the school is adequate because:

- At the end of key stage 2, most pupils speak confidently with other pupils and with adults
- Most pupils are able to read with appropriate accuracy
- Many pupils use a range of writing styles competently, such as describing events and telling stories
- Most pupils with additional learning needs make good progress towards achieving their individual targets
- All pupils are well mannered and polite and show care and concern for others
- All teachers provide engaging learning opportunities for pupils
- Teachers use an effective variety of teaching methods, including the use of information and communication technology (ICT), to interest pupils successfully

However:

- Many pupils write using limited vocabulary and do not use a wide enough range of sentence structures
- Too many pupils spell familiar words incorrectly and do not punctuate their work well enough
- Throughout the school, many pupils' handwriting and presentation of their work are poor
- Too few pupils use the Welsh language confidently or accurately enough and many pupils do not read and write well enough in Welsh without substantial support
- In too many lessons, teachers do not have sufficiently high expectation of pupils and do not plan learning opportunities well enough to ensure that they challenge all pupils at a suitable level

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision for the school and has introduced a number of strategic initiatives to improve pupils' experiences
- A structured programme of performance management for all teachers identifies training opportunities that contribute to supporting whole-school priorities suitably
- The governing body supports the school well
- When considering the school's data and gathered evidence, leaders identify

broadly the areas where improvement is necessary

- The school improvement plan is a detailed document that identifies a suitable number of priorities
- The school works well with other primary schools to share good practice and to fund jointly teachers' professional development

However:

- A minority of strategic initiatives do not target the school's current priorities well enough
- The contribution of the senior leadership team towards leading and managing school improvement is limited
- The governing body does not challenge the school to raise standards of pupils' attainment rigorously enough
- The school's leaders do not undertake a wide enough range of rigorous monitoring or evaluate the school's provision in sufficient detail for them to identify the underlying causes of under-attainment and to address them robustly

Recommendations

- R1 Improve the quality and presentation of pupils' writing
- R2 Improve the standard of pupils' Welsh
- R3 Improve teachers' planning to ensure that the school covers the full range and skills of the curriculum and develops pupils' wider skills successfully
- R4 Fully implement the statutory requirement for the teaching of religions education
- R5 Ensure that teachers set tasks that challenge all pupils at a suitable level and provide them with useful feedback on how to improve their learning
- R6 Address the issue of pupil safety identified by the inspection team
- R7 Improve the rigour with which senior leaders and the governing body set and monitor the strategic direction of the school
- R8 Develop robust self-evaluation procedures and plan effectively to address any shortcomings identified

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils begin school with literacy and numeracy skills that are appropriate to, or above, those expected for their age. Most pupils make suitable progress as they move through the school.

By the end of the Foundation Phase, most pupils listen to others well and express their opinions using a suitable vocabulary. At the end of key stage 2, most pupils are articulate and speak confidently with other pupils and with adults. They contribute well to group and class discussions. For example, older pupils discuss the journey of red blood cells around the body in good detail, using suitable scientific vocabulary.

In the Foundation Phase, most pupils are able to read with appropriate accuracy. They use their phonic skills to read unfamiliar words well. However, a minority of pupils have a limited range of other strategies to decode unknown words. In key stage 2, most pupils are able to read well with appropriate accuracy. They can recall and discuss significant details from texts, such as main characters and narrative events. However, a majority of older pupils do not use higher-order reading skills, such as inference, well enough to deduce information that is not obvious in the texts they have read.

Most pupils develop adequate writing skills as they progress through the school. By the end of the Foundation Phase, many pupils are able to structure their writing effectively and to write creative stories that engage the reader well. For example, they use the story of Gelert as a basis for writing interesting fantasy stories. As they progress through key stage 2, most pupils make appropriate progress in developing their writing skills. Many pupils write in a suitable range of styles, for example when describing events and telling stories. However, many pupils use limited vocabulary choices and do not write using a wide enough range of sentence structures. Too many pupils spell familiar words incorrectly and do not punctuate their work well enough. Throughout the school, many pupils' handwriting and presentation of their work are poor. The writing of pupils across the curriculum reflects a similar pattern of strengths and weaknesses.

Many pupils' number skills are good. At the end of the Foundation Phase, most pupils understand place value well and can add and subtract two-digit numbers accurately. By the end of key stage 2, a majority of pupils, and particularly the more able, reach a good standard in mathematics. They multiply two and three-digit numbers, including decimals, well and use fractions and percentages to calculate parts of a whole accurately. They measure and draw angles effectively. For example, older pupils measure the angles created by the bodies of sportspeople during activities successfully. However, a minority of pupils make too many errors when undertaking number work and present their work untidily. Most pupils use their numeracy skills suitably in other areas of the curriculum.

At the end of the Foundation Phase, most pupils understand only a basic range of Welsh words and phrases. In key stage 2, many pupils answer and ask an elementary range of simple questions in Welsh. However, very few pupils use the language confidently or accurately. A very few pupils read Welsh texts that are suitable for their age with satisfactory understanding. Many pupils do not write well enough in Welsh without substantial support.

Many pupils across the school achieve satisfactory standards in their thinking and problem-solving skills. Most pupils with additional learning needs make good progress from their starting points.

In the Foundation Phase, pupils' performance in 2014 at the expected outcome 5 places the school in the higher 50% for literacy and in the lower 50% for mathematical development when compared with similar schools. Over the last three years, when compared with similar schools, performance in both literacy and mathematical development has fluctuated, moving the school between the higher 50% and lower 50%.

At the higher outcome 6, performance in 2014 places the school in higher 50% in literacy, but in the bottom 25% for mathematical development when compared with similar schools. Over the last three years, performance in literacy has placed the school in the higher 50% for the majority of the time. Performance in mathematical development has consistently placed the school in the lower 50% or bottom 25%.

In key stage 2, pupils' performance in 2014 at the expected level 4 places the school in the higher 50% for English, but in the lower 50% for mathematics when compared with similar schools. Over the last four years, performance in English has improved, moving the school from the lower to the higher 50%. For performance in mathematics, the school has remained consistently in the lower 50% and bottom 25% of similar schools.

At the higher level 5, performance in 2014 places the school in the top 25% of similar schools for English and mathematics. Over the last four years, performance in English has fluctuated, moving the school between the lower 50% and the top 25%. Performance in mathematics has varied, moving the school from the bottom 25% to the top 25% with no discernible trend.

The school has often had relatively small numbers of pupils eligible for free school meals in the year groups at the end of the Foundation Phase and key stage 2. This can notably affect the school's performance in comparisons between pupils eligible for free school meals and other pupils. However, in general, pupils eligible for free school meals tend to do less well than other pupils in attaining the higher levels at the end of the Foundation Phase and key stage 2. In the Foundation Phase, girls tend to do better than boys in literacy and mathematical development at the expected outcome 5, and in literacy at the higher outcome 6.

Wellbeing: Good

Nearly all pupils demonstrate positive attitudes towards healthy eating and have a good understanding of the need to take exercise to keep fit. For example, they enjoy their swimming lessons, which are an integral part of physical exercise for all pupils from Reception to Year 6. All pupils feel safe in school and are confident to talk to an adult if they have any problems or concerns.

All pupils are well mannered and polite. Their behaviour in class and around the school is of a high standard. They show care and concern for others and relate well to each other and adults. Most pupils have positive attitudes to their learning and respond with enthusiasm to most tasks set. However, only a few pupils have a clear understanding of their personal targets for improvement.

The school's range of pupils committees work enthusiastically and diligently to contribute to the life of the school. Their decisions have made improvements to the school environment, such as through the acquisition of an outdoor classroom. However, pupils do not have a strong role in influencing their learning or more strategic decision-making.

Attendance at school has improved notably over the past four years and is now good. In this period, increased attendance rates have moved the school from the lowest 25% to the highest 25% when compared with similar schools.

Most pupils have good social skills. They take part enthusiastically in the innovative enterprise week that enables them to showcase their entrepreneurial skills and to improve their awareness of the world of work in valuable ways.

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

The school has detailed planning in place to ensure that there is full coverage of English and mathematics as pupils move through the Foundation Phase and key stage 2. The school also has broad, medium-term plans for all other subject areas. However, a lack of detail means that it is unclear whether the school covers the full range and skills of the Foundation Phase and National Curriculum. The school does not currently fulfil the statutory requirements for the teaching of religious education.

Teachers have identified clearly where there are beneficial opportunities within the school's curriculum for pupils to develop the skills indicated within the National Literacy and Numeracy Framework. They audit lessons systematically to ensure they cover all these skills successfully. However, there is a lack of more detailed planning and no organised strategy for the development of pupils' wider learning, for example in relation to bilingualism, ICT, thinking skills and problem solving skills.

The school has a clear and detailed scheme of work and a suitable range of resources to support the development of pupils' skills in Welsh as a second language. However, teachers do not implement these consistently enough and their expectation of pupils' use of Welsh outside of Welsh lessons is too low. As a result, most pupils do not make sufficient progress in developing their Welsh skills. The school promotes pupils' knowledge and understanding of the culture and history of Wales effectively. The curriculum provides good opportunities for pupils to learn about Welsh poetry, music, dance and drama. Pupils visit places of cultural interest, such as Conwy Castle, and study the work of important Welsh artists, such as Kyffin Williams, beneficially.

The school has a well-established eco committee, which is active in recycling, conserving water and helping to improve and develop the school grounds. The school has integrated opportunities for pupils to learn about environmental issues into the curriculum well. All pupils develop an awareness of their role as global

citizens effectively, through activities such as researching and learning about other countries and cultures. The school's Spanish club and fair trade activities also contribute towards pupils developing this awareness well.

Teaching: Adequate

All teachers provide engaging learning opportunities for pupils. They help pupils to recall previous learning effectively and use a suitable variety of teaching methods, including the use of ICT, to interest pupils successfully. In lessons, nearly all teachers use a variety of skilful questioning and discussion techniques that assist pupils in their learning well. However, in a significant minority of lessons, teachers do not have sufficiently high expectations of what all pupils can achieve and do not plan learning opportunities well enough to ensure that they challenge all pupils at a suitable level. Learning support assistants make a valuable contribution to pupils' learning by supporting and challenging selected pupils well.

All teachers mark nearly all of pupils' work diligently. The marking often provides praise and, in many cases, recognises when pupils meet learning objectives. Teachers provide clear oral feedback to pupils that help them to identify errors during lessons. However, in only a minority of cases does teachers' marking provide pupils with feedback that informs them well enough about how to improve their learning. In a minority of lessons, teachers provide pupils with relevant opportunities to assess their own learning or that of other pupils. However, across the school, teachers do not use these types of assessment procedures regularly enough.

The school's system for tracking pupils' progress uses data from a worthwhile range of summative assessments carried out twice a year. It records the progress individual pupils make and helps teachers to identify pupils who may need additional support. As a result, the school implements appropriately targeted interventions to help pupils' learning. However, teachers do not use the information held in this tracking system effectively enough to plan learning that meets the needs of all pupils.

Detailed reports to parents meet statutory requirements. They indicate pupil achievement and identify pupils' learning targets well.

Care, support and guidance: Good

The school is a caring and welcoming community that promotes the wellbeing of all pupils successfully. There are effective arrangements to promote healthy eating, drinking and keeping fit. For example, the school invites parents to eat lunch with their children on selected days to help develop a shared understanding of a healthy diet. Outside agencies support the school well in teaching pupils about important issues, such as internet safety, substance misuse and bullying. As a result, nearly all pupils know what to do if they do not feel safe in a range of situations. The school organises a beneficial range of learning experiences that provide all pupils with opportunities to develop their spiritual, moral cultural and social understanding well. For example, pupils visit the local church to celebrate religious festivals, such as harvest and Christmas.

There are well-established links with a broad range of specialist services and outside agencies, such as counselling services, behaviour support and the police liaison officer. These links ensure support and guidance of good quality to pupils, parents and staff, when needed. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school's provision for pupils with additional learning needs is strong. Staff identify pupils who need support effectively and provide targeted intervention through a good range of programmes. Weekly meetings between adults leading intervention groups ensure that leaders can monitor the progress of these pupils well. Staff use this information effectively to ensure that the school supports all pupils with additional learning effectively.

Learning environment: Adequate

The school is a caring and supportive community that values all pupils, recognises their achievements and encourages them to treat everyone fairly and with respect. All pupils have equal access to the curriculum and are encouraged to take on responsibilities through a number of committees. For example, a road safety committee provides pupils with useful guidance on how to stay safe when outside school. Older pupils provide younger children with beneficial support at break times.

Displays throughout the school are bright, stimulating and informative, and celebrate the pupils' learning across the curriculum effectively. The school has an appropriate range of resources to support pupils' learning and teachers match them to pupils' needs well. The school sits in attractive grounds and uses its outdoor space well to support learning. The inspection team identified an issue that affects pupils' wellbeing and brought this to the attention of school leaders.

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

The recently-appointed headteacher has a clear vision for the school and has begun to introduce strategic initiatives to improve pupils' experiences. However, a majority of these are too recent to have had a significant impact on the standard of pupils' attainment and too many do not target the school's current priorities well enough. The headteacher and governing body have temporarily revised the composition of the senior leadership team due to staff absence. At present, the senior leadership team does not have enough strategic responsibilities. As a result, their part in leading and managing school improvement is limited.

There is a structured programme of performance management for all teachers. This identifies suitable training opportunities that contribute to supporting whole-school priorities and individual teachers' needs well. Subsequent training initiatives, such as a new structured approach to writing, have benefited pupils by making creative writing more imaginative.

The governing body supports the school well. Long-serving governors have helped newly-appointed members and contributed to their training effectively. Most

governors know the school well. They receive regular, detailed reports from the headteacher about how pupils are performing and how the school is improving. Most governors link with staff effectively and take particular interest in their classes and areas of responsibility. The governing body has successfully improved many aspects of the school's facilities, including the outdoor classroom area. However, the governing body does not challenge the school to raise standards of pupils' attainment rigorously enough.

Improving quality: Adequate

The school has an established programme of self-evaluation procedures, mostly undertaken by the headteacher. He takes a leading role in gathering an appropriate range of first-hand information from staff, pupils and their parents. From this, the school is beginning to develop a suitable understanding of its strengths and areas for development. Senior leaders support this by analysing attainment data. However, the role of other members of staff in the evaluation process is limited. In considering the school's data and gathered evidence, leaders identify broadly the areas where improvement is necessary. However, they have not undertaken a wide enough range of rigorous monitoring to evaluate the school's provision in sufficient detail for them to discern the underlying causes of under-attainment. Consequently, the school's planning for improvement lacks precision and is not as effective as it could be.

The school improvement plan is detailed and includes a useful evaluation of progress towards targets from previous improvement plans. The plan identifies a suitable number of priorities, broken down into manageable tasks. The plan indicates clearly the staff with delegated responsibilities from implementing actions and the associated costs and timescales. However, a few of these tasks do not have measurable criteria for success. In these cases, it restricts the school's ability to evaluate effectively the school's progress towards meeting these targets. The school has made satisfactory progress in addressing a majority of the recommendations from the previous inspection. However, areas for improvement in teaching, assessment and strategic leadership remain.

Partnership working: Good

The school benefits from working with an effective range of supportive partners. Newsletters and the informative school website ensure that the school keeps parents well informed about the school's life and work. The parent-teacher association works in close partnership with the school and raises funds that school leaders use beneficially, for example to improve the school's audio-visual equipment. The school shares its site with the village community centre and pre-school playgroup. As a result, there are strong links with the community. The school and its pupils benefit widely from the use of the community hall, for example in providing valuable space for the school's breakfast club. The close links with the playgroup ensure that there are effective arrangements for the smooth induction of young children into the school. There are close links with the local church and good links with local businesses to support curriculum aims and to aid pupils' understanding of the world of work.

The school works well with other primary schools to share good practice and jointly funds teachers' professional development. These links also ensure that teachers' assessments at the end of the Foundation Phase and key stage 2 are accurate and reliable. There are well-established arrangements with the local secondary school that enable pupils to move from one stage of their education to the next with a minimum of disruption. For example, the school arranges for pupils in Year 6 to undertake outdoor and team-building activities with pupils from the local secondary school. This supports the development of their social skills well and helps their transition to comprehensive school.

Resource management: Adequate

There are enough appropriately qualified teachers and teaching assistants to deliver the curriculum and to ensure the wellbeing of all pupils. The school deploys staff efficiently to make best use of individuals' strengths and qualifications, especially when supporting pupils with additional learning needs.

There are effective arrangements for staff to receive relevant training, as identified through the performance management process. This is beginning to have a positive impact on the delivery of the curriculum. Staff contribute well to networks of professional practice within and beyond school. The governing body is diligent in overseeing the school's finances, with reserves maintained within acceptable levels to prepare for future spending priorities. However, the school's use of the Pupil Deprivation Grant, while helping those pupils who need additional support, does not target pupils eligible for free school meals well enough.

In view of the standards that pupils achieve and the overall quality of provision, the school gives adequate value for money.

Appendix 1: Commentary on performance data

6662049 - Guilsfield C.P. School

Number of pupils on roll	162
Pupils eligible for free school meals (FSM) - 3 year average	11.2
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	21	20	21
Achieving the Foundation Phase indicator (FPI) (%)	90.5	80.0	90.5
Benchmark quartile	2	3	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	21	20	21
Achieving outcome 5+ (%)	100.0	80.0	95.2
Benchmark quartile	1	4	2
Achieving outcome 6+ (%)	33.3	25.0	42.9
Benchmark quartile	2	3	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	21	20	21
Achieving outcome 5+ (%)	95.2	95.0	90.5
Benchmark quartile	2	2	3
Achieving outcome 6+ (%)	23.8	25.0	19.0
Benchmark quartile	3	3	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	21	20	21
Achieving outcome 5+ (%)	95.2	95.0	95.2
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	47.6	40.0	57.1
Benchmark quartile	3	3	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.

6662049 - Guilsfield C.P. School

Number of pupils on roll	162
Pupils eligible for free school meals (FSM) - 3 year average	11.2
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	23	22	17	18
Achieving the core subject indicator (CSI) (%)	82.6	90.9	76.5	88.9
Benchmark quartile	4	3	4	3
English				
Number of pupils in cohort	23	22	17	18
Achieving level 4+ (%)	87.0	90.9	94.1	94.4
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	39.1	54.5	35.3	55.6
Benchmark quartile	2	1	3	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	23	22	17	18
Achieving level 4+ (%)	87.0	90.9	76.5	88.9
Benchmark quartile	3	3	4	3
Achieving level 5+ (%)	39.1	45.5	29.4	50.0
Benchmark quartile	2	2	4	1
Science				
Number of pupils in cohort	23	22	17	18
Achieving level 4+ (%)	95.7	90.9	94.1	94.4
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	47.8	68.2	41.2	55.6
Benchmark quartile	2	1	2	1

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	94		94 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	93		88 95%	5 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	94		90 96%	4 4%	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	94		93 99%	1 1%	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.	94		92 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	92		88 96%	4 4%	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.	93		92 99%	1 1%	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.	94		94 100%	0 0%	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.	94		86 91%	8 9%	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.	94		90 96%	4 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.	93		80 86%	13 14%	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	94		81 86%	13 14%	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.	34	28 82%	6 18%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	34	32 94%	2 6%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	34	29 85%	5 15%	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.	34	25 74%	9 26%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	34	18 53%	13 38%	1 3%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	34	22 65%	10 29%	1 3%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	34	24 71%	8 24%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	33	15 45%	15 45%	1 3%	0 0%	2	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	34	24 71%	8 24%	1 3%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	34	27 79%	7 21%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	34	25 74%	9 26%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	31	20 65%	9 29%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	33	23 70%	8 24%	2 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	34	29 85%	5 15%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	34	19 56%	8 24%	1 3%	0 0%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	33	24 73%	8 24%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	30	15 50%	8 27%	0 0%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	33	25 76%	7 21%	1 3%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	34	26 76%	8 24%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Andrew Thorne	Reporting Inspector
Christopher Ian Dolby	Team Inspector
Justine Elaine Barlow	Lay Inspector
Bronwen Barbara Jones	Peer Inspector
Huw Jones	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

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.