



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

A report on

**Leighton C.P. School
Leighton
Welshpool
Powys
Powys
SY21 8HH**

Date of inspection: September 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Leighton C P School is in the village of Leighton, near Welshpool within the Powys local authority. There are currently 73 full time pupils between the ages of 3 and 11 on roll, including three pupils who attend the nursery. The school has four classes, each of which accommodates pupils from more than one year group.

Around 13% of pupils are eligible for free school meals, which is lower than the national average of 21%. Nearly all pupils are of white British ethnicity and speak English as their first language. A very few pupils speak Welsh at home. The school identifies 33% of pupils as having additional learning needs, which is well above the national average of 22%.

For the past two years, the school was without a substantive headteacher. A number of temporary headteachers led the school until the current headteacher took up his post in September 2015. The school's last inspection was in March 2009.

The individual school budget per pupil for Leighton C.P. School in 2015-2016 means that the budget is £3,591 per pupil. The maximum per pupil in the primary schools in Powys is £7,431 and the minimum is £3,035. Leighton C.P. School is 44th out of the 84 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 is adequate because:

- Most pupils make suitable progress during their time in school
- Many pupils are articulate and express themselves clearly
- Standards of pupils' behaviour and wellbeing are good
- There is a clear trend of improvement in key stage 2
- The majority of pupils who are eligible for free school meals make good progress
- It provides a broad and balanced curriculum for pupils
- It makes good use of its resources and accommodation

However:

- Over the past four years, attainment in the Foundation Phase has placed the school below the median when compared with similar schools
- A majority of more able pupils do not attain as highly as they should
- Attendance rates, although improving, place the school regularly in the lower 50% of similar schools
- Teachers do not consistently adjust the level of challenge to suit pupils of different abilities well enough
- Provision for pupils with additional learning needs is not effective enough

Prospects for improvement

The school's prospects for improvement are adequate because:

- It now has stability in its senior leadership team
- Leaders and managers have a clear understanding of the school's strengths and weaknesses
- The governing body is knowledgeable and supports the leadership team well
- Governors have shown determination in challenging underperformance
- The current school development plan focuses appropriately on key areas for improvement
- Steps to reduce the school's budget deficit are successful

However:

- The recently appointed headteacher has had too little opportunity to make a significant impact on the school
- Self-evaluation procedures are not fully developed
- There has been insufficient progress in raising standards in the Foundation Phase and at the higher-than-expected levels throughout the school

Recommendations

- R1 Ensure that Foundation Phase pupils, and those that are more able in key stage 2, achieve as well as they are able
- R2 Improve provision for pupils with additional learning needs
- R3 Improve attendance rates
- R4 Ensure that all teachers adapt their lesson plans to match the needs and abilities of all pupils consistently
- R5 Ensure that self-evaluation draws on the contributions of a wide range of stakeholders and evaluates the impact of the school's provision on outcomes for pupils appropriately
- R6 Increase the degree to which pupils use the Welsh language outside formal Welsh lessons

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 enter the school with levels of skills that are in line with those expected of pupils of a similar age. During their time in school, most pupils make appropriate progress.

Many pupils in the Foundation Phase develop their oracy skills well. They listen carefully to their teachers and speak confidently to each other and to adults, using appropriate vocabulary. In key stage 2, most pupils have good listening skills, which aids their learning. Nearly all pupils in key stage 2 have good speaking skills. They are articulate when expressing valuable opinions about their lessons, matching their tone to suit their audience. Many have a rich vocabulary and discuss their ideas in a mature way.

Most pupils in the Foundation Phase make suitable progress in learning to read. They make a good start in learning letters and their sounds and are able to use this knowledge to sound out words. By the end of the Foundation Phase, a majority of pupils read aloud confidently from displays and texts and show clearly that they understand the meaning of the words.

Many pupils in key stage 2 read increasingly fluently and with good expression. They use a range of strategies to sound out unfamiliar words and use pictures and other cues to help them understand their meanings. Older pupils say which genres they prefer reading and locate information in non-fiction books quickly. A majority use higher-order reading skills effectively when skimming and scanning non-fiction when researching topics.

In the Foundation Phase, around half of pupils learn to grip and control pencils securely when writing. They learn to form letters of the correct shape and size. However, too few pupils write neatly enough. Most pupils write in simple sentences with capital letters and full stops. Where spelling is inaccurate, it is generally a phonetic equivalent. Because they use worksheets for much of the tasks in their topic and science books, few pupils use their writing skills well in other subjects.

In lower key stage 2, most pupils write for a wide range of purposes but do not generally present their work neatly. However, sentences are constructed well with correct punctuation, including speech marks and apostrophes, but few pupils routinely organise writing into paragraphs. Spelling is generally accurate. Most pupils in upper key stage 2 write neatly, adapting their style well to suit their purpose and intended audience. They use a good range of punctuation marks correctly to make their meaning clear. Many pupils use a range of literary devices confidently. For example, they use alliteration, metaphor and personification when writing vivid descriptions of adventures on a remote island.

Many pupils in the Foundation Phase make good progress in developing their numeracy skills. By the end of the phase, many have good mental recall of number facts, which they use when giving change in the class shop. When designing pancake toppings, they visit supermarket websites to find the costs of ingredients. They measure and weigh carefully and display pupils' preferred toppings in a bar chart. They describe the shapes of plots in the garden using correct mathematical language.

In key stage 2, many pupils show a good understanding of number bonds and use a number line to add and subtract numbers quickly. Older pupils use decimal numbers accurately to determine the cost per slice of a wedding cake. Many draw graphs accurately to convert British pounds to Euros and scatter grams when investigating whether taller pupils have a long reach. They read timetables accurately to decide how long it takes to watch two television programmes. Most pupils use numeracy skills well in science. For example, they measure and record the strengths of various shopping bags, and measure which materials make the best thermal insulators.

Many pupils make good progress in reading and speaking Welsh in formal lessons. However, they do not communicate sufficiently in Welsh in other activities around the school.

Too few pupils with additional learning needs make good progress towards their targets.

In the Foundation Phase, pupils' attainment at the expected outcome 5 in literacy and mathematical development has placed the school significantly below the median for the past four years, when compared with similar schools. At the higher-than-expected outcome 6, pupils' comparative attainment has varied, placing the school in the lower 50% in literacy and between the top 25% and bottom 25% in mathematical development.

Pupils' attainment at the expected level 4 in key stage 2 in English, mathematics and science has improved, moving the school from the bottom 25% to the top 25% over three years, when compared with similar schools. However, at the higher-than-expected level 5, pupils' attainment in all subjects places the school consistently in the bottom 25%, compared to similar schools.

The school has had very few pupils who are eligible for free school meals in the year groups at the end of the Foundation Phase and key stage 2. This means that comparison of their performances with that of other pupils is unreliable. However, the majority make suitable progress.

Girls generally perform better than boys at the expected outcomes and levels.

Wellbeing: Adequate

Most pupils understand how to keep themselves healthy through eating a balanced diet, drinking healthily and taking regular exercise. Nearly all pupils feel safe in school and are courteous towards adults and each other. Standards of behaviour of most pupils are consistently good.

Pupils are happy, and feel well cared for supported. They are confident that staff will treat any concerns seriously and act upon them quickly.

Nearly all pupils are enthusiastic and keen to learn. They co-operate effectively with one another in their lessons, sharing well and taking turns. They treat each other with respect and communicate effectively with adults and peers alike. In most classes, pupils are beginning to be involved in assessing their own work and that of their peers. This has a positive impact on pupils' confidence and their understanding of what they need to do to improve. Most pupils display increasing independence, enabling them to remain on task for longer periods.

The recently-formed school council was involved in the appointment of the headteacher last term. Otherwise, however, its overall impact on school life has been limited.

Although rates of attendance are improving, the school remains consistently in the lower 50% when compared with similar schools. Most pupils are punctual.

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

The school's curriculum is broad and balanced and provides pupils with a wide range of interesting activities that fulfil the requirements of the Foundation Phase, the National Curriculum and the common agreed syllabus for religious education.

Teachers' long term planning is detailed and thorough. The curriculum successfully addresses the requirements of the statutory Literacy and Numeracy Framework and enables pupils to develop their skills in a way that builds on their previous learning. However, teachers do not consistently adapt these plans well enough to address the needs of all pupils, particularly those with additional needs or the more able pupils.

There is a wide range of well-attended extra-curricular activities that enrich and extend pupils' experiences effectively. The school promotes the Welsh language well within formal lessons and registration periods. However, it does not ensure the sufficient use of Welsh in other lessons and informal activities. The school makes good provision for developing pupils' knowledge of Welsh history, geography and culture. For example, teachers arrange visits to Aberdyfi to study Welsh coastal features and to Powis Castle to support the history curriculum.

There are appropriate opportunities for pupils to develop an awareness of sustainability. Paper and food waste is recycled each day. Regular 'International Days', charity events and Fair Trade events enable pupils to increase their knowledge and understanding of global citizenship effectively.

Teaching: Adequate

All staff have positive working relationships with pupils and most manage behaviour in the classroom well. They have good up-to-date knowledge of the subjects they teach. Most teachers plan interesting lessons that have clear and relevant learning objectives. Overall, however, teachers do not adjust the level of challenge to suit the needs of pupils of different abilities well enough. In most classes, teachers use questioning skilfully to promote pupils' thinking and develop their speaking skills.

Most teachers use a variety of methods and resources, including information and communication technology (ICT) to enhance pupils' learning effectively. Few teachers use the Welsh language consistently in their lessons.

Most teachers provide pupils with useful feedback during their lessons. They intervene at appropriate times and offer useful support and advice. All teachers mark pupils' books regularly, praising good work and suggesting how to improve in future. Teachers encourage pupils to be increasingly involved in assessing their own work and that of their peers, and contributing to setting their own improvement targets in literacy and mathematics.

An established programme of tests assists teachers in monitoring pupils' progress in English and mathematics. These complement the Wales National tests and end of key stage teacher assessments. Useful portfolios of pupils' work enable teachers to assess their work accurately.

All teachers record and track pupils' progress regularly. However, they do not use this information well enough to identify where additional support would be beneficial.

Reports to parents are clear and informative.

Care, support and guidance: Adequate

The school supports pupils' health and wellbeing well and makes appropriate arrangements for promoting healthy eating and drinking. Regular physical exercise and sporting events foster pupils' interests and enable them to develop social skills, such as team working, effectively. A structured programme develops pupils' social and emotional development consistently well. Provision to support pupils' cultural development is appropriate. For example, pupils in the Foundation Phase build models in the style of the artist Andy Goldsworthy. Older pupils learn to play a variety of musical instruments, which they can perform in the annual eisteddfod.

Well-planned collective worship provides valuable opportunities for pupils to reflect on their own beliefs and those of others, which aids their moral and spiritual development appropriately.

Teachers set clear targets for pupils with additional learning needs. However, only a minority of pupils make good progress, as teaching does not meet the needs of this group of learners well enough. The school does not make best use of specialist outside agencies in meeting the needs of specific groups of pupils, including those with additional learning needs, appropriately.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has a caring and inclusive ethos where all pupils have equal access to the curriculum. It is an orderly environment where most pupils are polite, helpful and considerate. The curriculum provides relevant opportunities for pupils to learn to respect and celebrate diversity appropriately.

The school buildings and grounds are generally well-maintained. The classrooms provide an attractive, well-organised learning environment to support teaching and learning. The outdoor classroom in the Foundation Phase enables teachers to make more effective use of the space available, and enhances pupils' learning well through structured play. Good quality displays throughout the school stimulate pupils' learning well. A well-stocked and organised library houses a small computer suite. Many pupils benefit from using tablet computers competently in their classrooms.

The school uses the adjoining community centre's extensive facilities for sports and physical education and for extra learning opportunities for all pupils. There are enough equipment and resources to meet the needs of all pupils.

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

The recently appointed headteacher, acting deputy headteacher and the governing body share a clear vision for the school. Over the past two years, the governing body has ensured that leadership focuses appropriately on raising standards and has ensured that the acting headteacher has been supported well by a succession of experienced associate headteachers. Consequently, over the past two years, the school's leadership effectively raised attainment, notably in key stage 2. In addition, leaders have addressed key shortcomings. For example, the school's procedures now meet statutory requirements with regard to performance and the Literacy and Numeracy Framework.

Leaders ensure that all staff have a clear understanding of the school's strengths and areas to improve. In a very short space of time, the head teacher has refocused the school's strategic direction, recognising the need to improve attainment in the Foundation Phase, and by more able pupils throughout the school. He has introduced a pupil tracking system that will enable staff to meet the needs of individual pupils more accurately. However, it is too soon to judge its effectiveness.

The school has recently developed a clearer focus on shared responsibilities amongst staff. Job descriptions are specific, and there are clear performance management systems that identify individual and whole school training needs. Staff meetings focus appropriately on improving teaching and raising standards.

Governors have successfully helped to steer the school through a difficult period in respect of staff. They have challenged underperformance and this has contributed to a stable community. They provide good support and manage the budget well. They have taken steps to reduce the school's deficit successfully.

Improving quality: Adequate

The headteacher, supported effectively by the acting deputy headteacher, is developing a more systematic approach to gathering evidence to support self-evaluation and school improvement planning. Staff, governors and local authority staff have contributed usefully towards the self-evaluation process.

Leaders have established a clear system for monitoring standards. These include scrutiny of pupils' work and lesson observations. They are beginning to establish a culture of improvement among the staff.

The self-evaluation report draws on first-hand evidence. However, there are few opportunities for other stakeholders to contribute. It gives an honest picture of the school's current standards and areas for improvement, but does not fully evaluate the impact of provision on outcomes for pupils, although the sections relating to pupil standards are appropriate.

The findings of the self-evaluation report form the basis of the school development plan. It is detailed, and identifies clearly criteria for success, delegated responsibilities, staff development needs, and costs. Its main priorities are appropriate to the school's needs.

The plan evaluates progress against targets from the previous development plan and serves as a sound basis for forward planning. This has led to improvements in teaching and learning.

The school has successfully met nearly all of the recommendations from the last inspection.

Partnership working: Good

The school has worked effectively in partnership with a local primary school during the period when it was without a substantive headteacher. This partnership resulted in improvements in important areas and contributed significantly to raising standards of attainment in key stage 2. This partnership is continuing to support staff effectively in building on the improvements that the school has achieved. The partnership with the local authority has also been valuable in supporting the school through its recent difficulties.

The partnership with parents is strong. Parents are supportive, and contribute well to the school's life and work in several ways. For example, a number of parents lead after-school sports and craft clubs and volunteer to work as classroom helpers. The active Friends of the School association raises funds to provide useful resources such as play equipment and interactive white boards.

The school has good links with the community, including the playgroup that meets in the village hall, which is attached to the school. There is a close partnership with neighbouring schools, which supports teachers in moderating of their assessments at the end of the Foundation Phase and key stage 2. Arrangements for supporting pupils transferring to Welshpool High School are effective.

Resource management: Adequate

The school deploys its staff efficiently to improve provision and standards. Staff make good use of available resources and co-operate well to share good practice. This contributes well towards improving teaching strategies that are beginning to contribute well towards improving standards and teaching.

The impact of the school's professional development link with other local schools has helped staff to develop new approaches to teaching and towards improving aspects such as literacy and numeracy across various activities.

All staff receive appropriate opportunities for further training, based on performance management procedures. Leaders base these opportunities on personal targets and the school's priorities. Teachers make effective use of their allocated time to plan, prepare and assess pupils' work.

The school manages the budget efficiently and measures to reduce the deficit are proving successful. Leaders ensure that priorities for improvement are suitably costed and resourced. The school makes appropriate use of the grant that enables pupils who are eligible for free school meals to make good progress in their literacy and numeracy skills.

In view of the standards achieved by pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6662018 - Leighton C.P. School

Number of pupils on roll	85
Pupils eligible for free school meals (FSM) - 3 year average	14.3
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	17	8	12
Achieving the Foundation Phase indicator (FPI) (%)	52.9	87.5	66.7
Benchmark quartile	4	2	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	17	8	12
Achieving outcome 5+ (%)	58.8	87.5	75.0
Benchmark quartile	4	3	4
Achieving outcome 6+ (%)	29.4	25.0	25.0
Benchmark quartile	2	3	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	17	8	12
Achieving outcome 5+ (%)	70.6	87.5	75.0
Benchmark quartile	4	3	4
Achieving outcome 6+ (%)	0.0	37.5	41.7
Benchmark quartile	4	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	17	8	12
Achieving outcome 5+ (%)	100.0	87.5	75.0
Benchmark quartile	1	4	4
Achieving outcome 6+ (%)	41.2	75.0	58.3
Benchmark quartile	2	1	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.

A report on Leighton C.P. School
September 2015

6662018 - Leighton C.P. School

Number of pupils on roll	85
Pupils eligible for free school meals (FSM) - 3 year average	14.3
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	15	9	11	14
Achieving the core subject indicator (CSI) (%)	93.3	88.9	81.8	92.9
Benchmark quartile	1	2	4	2
English				
Number of pupils in cohort	15	9	11	14
Achieving level 4+ (%)	93.3	100.0	81.8	92.9
Benchmark quartile	2	1	4	3
Achieving level 5+ (%)	53.3	11.1	0.0	42.9
Benchmark quartile	1	4	4	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	15	9	11	14
Achieving level 4+ (%)	100.0	88.9	81.8	92.9
Benchmark quartile	1	3	4	3
Achieving level 5+ (%)	46.7	33.3	0.0	7.1
Benchmark quartile	1	3	4	4
Science				
Number of pupils in cohort	15	9	11	14
Achieving level 4+ (%)	100.0	100.0	81.8	92.9
Benchmark quartile	1	1	4	3
Achieving level 5+ (%)	60.0	0.0	9.1	7.1
Benchmark quartile	1	4	4	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.	39	39 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	34	20 59%	14 41%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	38	36 95%	2 5%	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	38	35 92%	3 8%	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.	37	37 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	35	30 86%	5 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.	37	36 97%	1 3%	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.	39	38 97%	1 3%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	35	30 86%	5 14%	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.	39	35 90%	4 10%	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.	32	19 59%	13 41%	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	37	25 68%	12 32%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

A report on Leighton C.P. School
September 2015

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.	17	13 76%	3 18%	1 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	17	13 76%	4 24%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	17	16 94%	1 6%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	17	10 59%	6 35%	1 6%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	17	8 47%	9 53%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	17	12 71%	4 24%	1 6%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	16	12 75%	4 25%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	15	11 73%	3 20%	0 0%	1 7%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	17	12 71%	4 24%	1 6%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	16	9 56%	7 44%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	17	12 71%	5 29%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	15	8 53%	5 33%	2 13%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	17	9 53%	7 41%	1 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	40%	8%	2%		

A report on Leighton C.P. School
September 2015

	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.	17	11 65%	6 35%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	15	6 40%	9 60%	0 0%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	16	12 75%	4 25%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	12	7 58%	4 33%	1 8%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	17	11 65%	5 29%	1 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	17	9 53%	7 41%	1 6%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Mr William Glyn Griffiths	Team Inspector
Mr Kenneth Elwyn Dackevych	Lay Inspector
Ms Helen Mary Wyndham Evans	Peer Inspector
Mr Lyn Harte (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools

across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.