



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

**A report on**

**Sennybridge C.P School  
Sennybridge  
Brecon  
Powys  
LD3 8RS**

**Date of inspection: July 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:

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

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

**© Crown Copyright 2017: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 06/09/2017**

## Context

Sennybridge Community Primary school is in the village of Sennybridge, near Brecon. Pupils come from the village and the surrounding area. There are 133 pupils on roll between the ages of three and eleven.

The school provides education through the medium of English and Welsh. There are three classes in the English language stream and two in the Welsh stream. Approximately 15% of pupils speak Welsh at home.

The school identifies around 14% of pupils as having additional learning needs, which is well below the national average (25%). Approximately 12% of pupils are eligible for free school meals, which is below average (19%). All pupils are from a white British background.

The school's last inspection was in October 2010. The headteacher took up her post in September 2012.

The individual school budget per pupil for Sennybridge Community Primary School in 2016-2017 means that the budget is £3,804 per pupil. The maximum per pupil in the primary schools in Powys is £5,561 and the minimum is £2,960. Sennybridge Community Primary School is 32nd out of the 83 primary schools in Powys in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- As they move through the school, most pupils make good progress
- Pupils' oracy skills develop well
- Nearly all pupils feel safe at school and they know whom to turn to for advice and support when necessary
- Nearly all pupils behave very well
- Attendance rates have improved over the last four years as a result of the school's positive actions
- Pupils have valuable opportunities to apply their literacy and numeracy skills across the curriculum
- Most teachers use a wide range of successful strategies to promote pupils' learning
- Teachers analyse assessment findings carefully and use the information effectively to provide good support for pupils
- The school provides a supportive and caring environment for all pupils

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher leads the school effectively
- The headteacher has high expectations and a clear vision for the future
- The deputy headteacher and senior management team support the headteacher well and make a notable contribution to school improvement
- Governors carry out their duties conscientiously and challenge senior leaders' decisions purposefully
- The school has established clear procedures for evaluating its own performance
- There is a strong link between the outcomes of the self-evaluation report and priorities in the school development plan
- The school works successfully with a wide range of partners to improve pupils' outcomes and wellbeing
- The school makes good use of the Pupil Development Grant to improve the literacy and numeracy skills and wellbeing of targeted pupils
- The school manages its finances and resources well

## **Recommendations**

R1 Improve pupils' reading and writing skills in Welsh second language

R2 Raise standards in information and communication technology (ICT) in key stage  
2

R3 Address the health and safety issue raised during the inspection

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
---	-------------

### Standards: Good

The majority of pupils have the expected literacy and numeracy skills on entry to the school. As they move through the school, most pupils make good progress in developing their language and mathematical skills. Pupils who are eligible for free school meals currently perform at least as well as other pupils. Most pupils with additional learning needs make good progress from their individual starting points. More able pupils achieve well.

In the English stream, most pupils' oracy skills in English and Welsh second language are developing well. Most speak clearly and discuss topics in pairs and groups effectively. Older pupils use an effective range of vocabulary and discuss various subjects intelligently and at length. Most pupils develop their reading skills well in English. In the Foundation Phase, most pupils are familiar with a range of reading strategies and use them skilfully to read meaningfully. In key stage 2, most pupils read effectively and apply their reading skills successfully to support their work in a range of subjects. Most pupils in the Foundation Phase and key stage 2 write confidently and accurately in English. Older pupils produce stimulating pieces of extended writing in a range of genres. However, in Welsh second language, pupils do not develop their reading and writing skills well enough.

In the Welsh stream, most pupils' oracy skills develop well in both languages. They speak confidently to each other and to adults and maintain concentration successfully during lessons. Most pupils in the Foundation Phase and in key stage 2 make good progress in their reading skills in both languages and they apply these skills successfully in other subjects. In the Welsh stream, most pupils write effectively and extensively. Younger pupils use simple sentences well to convey ideas. By the end of Year 2, most pupils are beginning to use their writing skills well in other areas of the curriculum. Across key stage 2, pupils write for a range of different purposes. Their creative writing skills develop well and they plan and redraft their writing effectively to improve their work. Standards of pupils' spelling, punctuation, handwriting and presentation are good.

By the end of the Foundation Phase, most pupils have a good understanding of adding and subtracting whole numbers and tens to a 100. They start to use standard units of measurement accurately. They know the names and properties of various two- and three-dimensional shapes. Most can tell the time in minutes accurately and use various diagrams and graphs well to display data they have collected. Most use their numeracy skills successfully in other areas of the curriculum, for example when measuring the size of a dinosaur which they have made.

In key stage 2, most pupils make good progress in mathematics. They multiply and divide whole numbers by 10 and 100 correctly and understand decimal notation when recording money. They measure the area of a house on a grid accurately, and mark out areas required to specifications. For example, they use a scale for a square living room, where one centimetre represents one metre in their designs, and

when they mark out a garden area measuring 26 square metres. Most pupils recognise negative numbers when noting the temperature in different parts of the world. Many add and subtract fractions accurately and plot co-ordinates in all four quadrants. Most pupils use data-handling skills successfully, for example when producing bar and line graphs to measure and record the evaporation of water. They use their numeracy skills well in other areas of the curriculum, for example when identifying the most effective means of soundproofing a recording studio.

Nearly all pupils are aware of the importance of keeping their personal data secure when using ICT, and most have a good awareness of e-safety.

In the Foundation Phase, most pupils use computers effectively, for example when creating pictures to show life cycles. They carefully add typed text to their pictures and create relevant bar charts to record the weather and the transport that pupils use to come to school. Many pupils competently use electronic tablets to read codes in order to access information in the classroom. Many are able to access online resources to support their learning effectively.

By the end of key stage 2, many pupils use word-processing and presentation software successfully. They create interesting presentations on World War 2 and the history of Patagonia. Most pupils are able to access many applications quickly and efficiently to create and present their work. However, most pupils have a limited understanding of spreadsheets and databases.

Over recent years, there has been a relatively small number of pupils in the year groups at the end of the Foundation Phase and key stage 2. This can have a significant effect on the school's benchmarking performance in comparison with that of similar schools and national averages.

At the end of the Foundation Phase over the last four years, the school's performance at the expected outcome in literacy and mathematical development has generally placed it in the lower 50% or bottom 25% in comparison with similar schools. Pupils' performance in Welsh has usually placed the school in the top 25%. At the higher than expected outcomes, the school's position has generally been in the top 25% or higher 50%.

At the end of key stage 2, the school's performance at the expected and higher levels in English, Welsh, mathematics and science has generally placed it in the top 25% or higher 50% in comparison with similar schools.

### **Wellbeing: Good**

Nearly all pupils feel safe at school and they know whom to turn to for advice and support when necessary. All pupils are confident that staff will deal promptly with any worries that they may have. Younger pupils know that they can turn to older pupils for support, especially on the playground. Nearly all pupils know about the importance of eating healthily and they understand why it is necessary to take regular physical exercise.

Nearly all pupils behave very well and co-operate very effectively with staff and each other during lessons and at playtimes. They show particularly good levels of care

and respect towards others. Nearly all pupils adhere well to the school's behaviour code and know how important this is to ensure a calm and purposeful atmosphere in school.

Nearly all pupils are proud to belong to the school community and members of the school council take their responsibilities seriously. They seek the views of others and have regular opportunities to influence the work of the school. For example, the school council has raised funds to buy resources for the yard and is responsible for making these available and collecting them at the end of playtimes.

Many pupils are active in the community and take part in various local events, such as harvest festivals, eisteddfodau, the annual agricultural show and in church and chapel services.

Attendance rates have improved markedly over the last four years as a result of the school's positive actions. Over the last two years, the overall attendance rates have placed the school in the top 25% when compared with similar schools. Nearly all pupils arrive on time for school and start their lessons promptly.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

### **Learning experiences: Good**

The school provides a wide range of learning experiences that meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religions education. Teachers plan collaboratively across the school to deliver engaging activities that motivate pupils to learn effectively.

The school implements the National Literacy and Numeracy Framework successfully. Teachers plan purposefully to ensure that pupils have valuable opportunities to apply their literacy and numeracy skills across the curriculum. The integration of ICT into pupils' learning is developing appropriately. There are suitable intervention programmes for specific pupils to support the development of their basic skills. There is a wide range of extra-curricular activities, such as cookery, netball, cross country, art, dance, and ICT clubs, which enrich pupils' learning well. The school also arranges annual residential visits to Staylittle and Llangrannog.

There is a strong Welsh ethos in the school and the provision encourages pupils to make full use of the Welsh language in all aspects of school life. Educational visits, regular participation in Urdd competitions and visits by local Welsh artists and poets enhance pupils' learning experiences effectively.

The school integrates work on sustainable development and global citizenship effectively into the curriculum. The active eco group promotes sustainable activities, such as conserving energy and recycling waste. Through fair trade events, charitable fundraising activities and topic work on Patagonia, Botswana and Kenya, pupils gain a valuable insight into the wider world.

### **Teaching: Good**

There is a very productive working relationship between staff and pupils. Members of staff use behaviour management strategies well and create an environment that fosters learning effectively. Support staff make a significant contribution to pupils' progress.



Most teachers have secure subject knowledge and use a wide range of successful strategies to promote pupils' learning. They give clear explanations and most are skilled at asking perceptive questions to deepen pupils' knowledge and understanding. Most teachers plan group activities well to take into account the differing needs and abilities of pupils.

Teachers have clear expectations of what constitutes a good piece of work. They mark pupils' work regularly, praise pupils' efforts and offer helpful guidance to pupils on how to improve their work further. Teachers identify the success criteria of tasks clearly and pupils are given suitable opportunities to reflect on their work and to assess their own work and that of their peers.

Teachers analyse assessment findings carefully and they use the information effectively to provide good support for individuals and groups of pupils. The school tracks and monitors pupils' progress systematically and this enables staff to plan appropriate interventions.

Parents receive useful information about their children's achievements and progress in detailed reports and regular parents' meetings.

### **Care, support and guidance: Good**

The school provides a supportive and caring environment for all pupils. There are appropriate arrangements for promoting pupils' healthy eating and drinking. Staff and volunteers foster the benefits of healthy living successfully through the curriculum and a wide range of extra-curricular activities. Staff promote pupils' spiritual, moral, social and cultural development well through assemblies and curricular topics.

Attendance rates have improved in recent years as a result of a range of worthwhile strategies and initiatives, such as various reward systems. The school also works closely with the education welfare officer to improve the attendance of specific pupils.

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

The school makes good use of a range of external agencies to provide effective support for specific pupils. For example, close links with the speech and language service ensure that staff can provide purposeful intervention sessions for targeted pupils.

The school has very effective arrangements for the identification and monitoring of pupils with additional learning needs. Pupils are identified at an early stage and there are good systems in place to support them. All pupils have purposeful individual education plans with specific targets. These are used well to monitor and evaluate pupils' progress and to identify the next steps in their learning. Teachers, together with pupils and their parents, update these plans regularly through effective reviews. This ensures that parents are well informed about their children's progress towards their targets.

## **Learning environment: Good**

The school provides a supportive and inclusive ethos, where everyone is valued regardless of their gender, race, social background or faith. Staff promote equal opportunities successfully and oppose any form of discrimination. They encourage co-operation, care and respect between adults and pupils and between pupils and each other successfully.

Although the building is rather old, it is well maintained. The accommodation is of good quality and is sufficient for the number of pupils on roll. The school has developed its outdoor spaces, such as the playgrounds and the forest school area, to enhance pupils' learning and recreation purposefully. There are stimulating displays in the classrooms and around the school that support learning effectively and celebrate pupils' achievements well. There is a good range of resources available to support the curriculum.

A health and safety issue was brought to the attention of the governing body during the inspection.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
--	-------------

## **Leadership: Good**

The headteacher leads the school effectively. She has high expectations and a clear vision for the future that focuses well on ensuring positive learning experiences and improving pupils' standards. She shares this vision successfully with staff, parents, pupils and governors. The deputy headteacher and senior management team support the headteacher well and make a notable contribution to school improvement, for example in curriculum planning and pupil assessment.

A very strong team spirit permeates the school. All teachers have clear roles and a range of responsibilities which link effectively to aspects of the curriculum and school management. Regular staff meetings consider important issues well, such as the analysis and discussion of pupils' achievements.

The school takes good account of local and national priorities. For example, leaders have a clear focus on improving attendance, raising standards and reducing the impact of poverty on pupils' achievement.

The governing body supports the school effectively. Governors know the school well and have a secure understanding of areas for improvement and the standards pupils achieve. Governors undertake well-planned learning walks to evaluate specific aspects, for example pupil responses to marking. Governors carry out their duties conscientiously and challenge senior leaders' decisions purposefully.

## **Improving quality: Good**

The school has established clear procedures for evaluating its own performance. The self-evaluation process is based on a comprehensive range of evidence which includes the analysis of a range of data, scrutinising pupils' books, lesson observations and considering the views of staff, governors, pupils and parents. The school responds positively to the advice of the local consortium, for example in

improving the standards of reading and writing. In addition, evaluative reports that derive from the monitoring process identify clearly areas to be developed. The self-evaluation process provides leaders and staff with an accurate picture of the school's strengths and areas for improvement.

The self-evaluation report gives an honest picture of the school. There is a strong link between the outcomes of the self-evaluation report and the priorities for improvement in the school development plan. The plan is a rigorous, working document based on the contributions of governors, school leaders, subject co-ordinators and staff. Priorities identified in the plan are funded appropriately and regularly reviewed to evaluate their impact on standards. The plan sets measurable targets and identifies responsible personnel and timescales.

The school has made good progress in meeting the priorities in last year's school development plan. For example, there have been improvements in pupils' literacy standards at the higher levels and in the ways that specific leadership tasks are distributed among staff.

The school has also successfully addressed nearly all the recommendations from the last inspection.

### **Partnership working: Good**

The school works successfully with a range of partners to improve pupils' outcomes and wellbeing. There is a strong relationship with parents, who are happy to approach the school with any concerns and know that the school will deal with any concerns quickly and effectively. Parents arrange many worthwhile events to raise funds for the school, for example to purchase new tablet computers.

Positive links with local businesses have resulted in improvements to the outdoor area of the Foundation Phase and the forest school area. These have had a positive impact on pupils' outcomes and wellbeing.

The school works well with the pre-school setting, which is based on-site, and this ensures that pupils settle well in school. Teachers work closely with the receiving secondary schools to ensure that pupils transfer confidently to the next stage of their education.

There are effective links with other local primary schools on a range of activities, including the moderation and assessment of pupils' work. Staff participate in joint training events, for example to prepare teachers for the implementation of the new ICT requirements.

The school plays an active role within the local community. Volunteers link to different classes and visit the school regularly to support various activities and to share their experiences with pupils. For example, a volunteer supports the knitting club and the local vicar regularly visits to lead acts of collective worship.

### **Resource management: Good**

The school has an appropriate number of well-qualified teachers and support staff and leaders deploy them well to make best use of their expertise and experience. All

staff have access to continuing professional development opportunities, which are carefully matched to their needs. Regular training events, staff meetings and close links with other schools keep staff up-to-date with new initiatives and educational practices.

Arrangements for teachers' planning, preparation and assessment time are thorough and enable staff from the English and Welsh streams to plan together in order to ensure consistency in the provision.

Performance management arrangements are effective and set purposeful targets that link to the school priorities. The process is having a positive impact, for example, on the standard of pupils' writing.

The school makes good use of the Pupil Deprivation Grant to improve the literacy and numeracy skills and wellbeing of targeted pupils. For example, forest school sessions impact positively on pupils' self-esteem, motivation and standards.

The school manages its finances and resources well. School leaders and governors plan school expenditure purposefully, for example by enhancing ICT resources in order to improve pupils' skills.

In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6662092 - SENNYBRIDGE C.P. SCHOOL

Number of pupils on roll	122
Pupils eligible for free school meals (FSM) - 3 year average	5.6
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	12	9	19	19
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	83.3	88.9	94.7	94.7
Benchmark quartile	3	3	2	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	6	7	14	13
Achieving outcome 5+ (%)	83.3	85.7	92.9	92.3
Benchmark quartile	4	4	3	3
Achieving outcome 6+ (%)	50.0	85.7	50.0	46.2
Benchmark quartile	1	1	2	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	6	2	5	6
Achieving outcome 5+ (%)	83.3	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving outcome 6+ (%)	33.3	50.0	60.0	50.0
Benchmark quartile	2	1	1	1
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	12	9	19	19
Achieving outcome 5+ (%)	91.7	88.9	94.7	100.0
Benchmark quartile	3	4	3	1
Achieving outcome 6+ (%)	58.3	77.8	52.6	47.4
Benchmark quartile	1	1	1	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	12	9	19	19
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	66.7	88.9	78.9	78.9
Benchmark quartile	2	1	2	2

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

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

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

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

**6662092 - SENNYBRIDGE C.P. SCHOOL**

Number of pupils on roll	122
Pupils eligible for free school meals (FSM) - 3 year average	5.6
FSM band	1 (FSM<=8%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	10	16	13	17
<b>Achieving the core subject indicator (CSI) (%)</b>	80.0	100.0	92.3	100.0
Benchmark quartile	4	1	3	1
<b>English</b>				
Number of pupils in cohort	10	16	13	17
Achieving level 4+ (%)	80.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	30.0	81.3	69.2	58.8
Benchmark quartile	4	1	1	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	9	4	6
Achieving level 4+ (%)	*	100.0	100.0	100.0
Benchmark quartile	*	1	1	1
Achieving level 5+ (%)	*	55.6	50.0	33.3
Benchmark quartile	*	1	2	3
<b>Mathematics</b>				
Number of pupils in cohort	10	16	13	17
Achieving level 4+ (%)	90.0	100.0	92.3	100.0
Benchmark quartile	3	1	4	1
Achieving level 5+ (%)	30.0	56.3	69.2	58.8
Benchmark quartile	4	2	1	2
<b>Science</b>				
Number of pupils in cohort	10	16	13	17
Achieving level 4+ (%)	90.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	10.0	68.8	76.9	52.9
Benchmark quartile	4	1	1	2

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.	54	54 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	54	52 96%	2 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	54	53 98%	1 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	54	53 98%	1 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	54	50 93%	4 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	54	54 100%	0 0%	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.	54	54 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	54	54 100%	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.	54	51 94%	3 6%	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.	54	49 91%	5 9%	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.	54	49 91%	5 9%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		76%	24%	
Nearly all children behave well at playtime and lunch time	54	52 96%	2 4%	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.	51	25 49%	20 39%	5 10%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	51	35 69%	14 27%	2 4%	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.	51	36 71%	12 24%	2 4%	1 2%	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.	51	26 51%	19 37%	5 10%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	51	23 45%	25 49%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	51	27 53%	18 35%	5 10%	0 0%	1	Mae'r addysgu yn dda.
		60%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	50	26 52%	20 40%	4 8%	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.	51	10 20%	22 43%	8 16%	1 2%	10	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.	51	24 47%	23 45%	1 2%	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.	50	22 44%	24 48%	2 4%	1 2%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	51	25 49%	20 39%	4 8%	0 0%	2	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'.	51	20 39%	21 41%	1 2%	0 0%	9	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	51	22 43%	20 39%	3 6%	1 2%	5	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		48%	41%	9%	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.	50	21 42%	19 38%	5 10%	4 8%	1	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.	51	21 41%	20 39%	5 10%	1 2%	4	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.	51	25 49%	22 43%	1 2%	0 0%	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.	51	9 18%	20 39%	3 6%	1 2%	18	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.	50	16 32%	27 54%	5 10%	1 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	51	17 33%	25 49%	5 10%	2 4%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Dr David Gareth Evans	Reporting Inspector
Mr William Glyn Griffiths	Team Inspector
Ms Michaela Leyshon	Lay Inspector
Mrs Buddug Mai Bates	Peer Inspector
Miss Kathryn Price (Headteacher)	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.