



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

A report on

**Ysgol Rhiw Bechan
Tregynon
Powys
SY16 3EH**

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

Ysgol Rhiw Bechan is in the village of Tregynon in the Powys local authority. There are 156 pupils on roll between the ages of three and eleven. The school has six mixed-age classes, three of which are Welsh medium. A very few pupils speak Welsh as their first language.

Currently, very few pupils are eligible for free school meals. Very few pupils come from ethnic minority backgrounds or have English as an additional language. The school has identified around 20% of pupils as having additional learning needs, which is below the national average. Very few pupils have a statement of special educational needs.

The last inspection was in November 2009. The school has had an acting headteacher, who has been in post since April 2013.

The individual school budget per pupil for Ysgol Rhiw Bechan in 2015-2016 means that the budget is £3,567 per pupil. The maximum per pupil in the primary schools in Powys is £7,431 and the minimum is £3,035. Ysgol Rhiw Bechan is 46th out of the 84 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Pupils behave well, and are enthusiastic and keen to learn
- Many pupils make steady progress in developing their literacy and numeracy skills
- Many pupils make good progress in their reading skills
- Nearly all pupils understand the importance of eating healthily and keeping fit
- It provides a wide range of stimulating learning experiences
- It provides effective provision for the developing Welsh as a second language

Prospects for improvement

Prospects for improvement are good because:

- The acting headteacher provides purposeful leadership, which is beginning to have a positive influence on pupils' standards and wellbeing
- All members of staff are clear about their roles and work well as a team
- The school addresses local and national priorities successfully
- Self-evaluation procedures involve all members of staff, pupils, parents and governors and draw appropriately on a range of first-hand evidence giving the school good knowledge of its own performance
- There is a good range of partnerships that have a positive effect on pupils' achievement and wellbeing
- The school offers good value for money

Recommendations

- R1 Improve pupils' spelling, punctuation, handwriting and presentation
- R2 Provide more opportunities for pupils to apply their numeracy and extended writing skills appropriately across the curriculum
- R3 Continue to improve pupils' attendance rates
- R4 Share the effective teaching practices that exist within the school to ensure that all teachers adapt work and the learning experiences to meet the needs and abilities of all pupils
- R5 Improve the use of marking to allow pupils to respond to teachers' comments on what they need to do to improve their work
- R6 Continue to develop the role of the governors as critical friends

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils start school with a good level of skills for pupils of a similar age. As they move through the school, many pupils make good progress in developing their literacy and numeracy skills.

Pupils throughout the school speak confidently to each other and to adults. Many speak well in class and they discuss topics in pairs and group work effectively, for example when they discuss the preparation for making fruit kebabs in the Foundation Phase. Most pupils listen to their teacher and each other with respect and courtesy. They focus well on tasks and maintain concentration successfully during learning activities.

Many pupils make good progress in their reading skills. In the Foundation Phase, most pupils develop effective strategies to decode unknown words and they enjoy reading. By Year 2, many are quite confident readers and they read aloud in front of others successfully. Pupils continue to develop their reading skills appropriately in key stage 2 and, by Year 6, most read accurately, fluently and with good expression. They discuss the content of books well and can give reasons as to their preferred choice of authors. Readers that are more able can skim and scan text quickly to gain information from text. This is true in both Welsh and English for those pupils in Welsh medium classes.

In the Foundation Phase, many pupils make suitable progress in developing their writing skills in the language of the class. Younger pupils use simple sentences well to convey their ideas, using basic punctuation and familiar sentence structures appropriately. By the end of Year 2, many are beginning to use their writing skills successfully in other areas of the curriculum and use appropriate vocabulary, for example when writing a report on a science experiment on the human senses. The more able pupils use interesting words in their work and are able to write at length in a suitable range of genres. In key stage 2, pupils write for a wide range of different purposes. However, pupils' creative writing skills are less well developed. By Year 6, many pupils can write successfully to express their ideas and opinions, for example, when writing a modern version of Macbeth. Most pupils plan and redraft their writing well to improve the content. This is again true in both Welsh and English for those pupils in Welsh medium classes. However, in lower key stage 2, a minority of pupils often misspell common words and do not use punctuation consistently.

Standards of pupils' handwriting and presentation vary considerably across the school.

In the Foundation Phase, many pupils are developing good numeracy skills and use them appropriately. By Year 2, many pupils use mental strategies well to solve problems and apply these suitably in real life situations, for example when calculating costs of parts and services in their outdoor garage. Many are able to draw graphs

appropriately to show the number of vehicles passing the school as part of their traffic survey. In key stage 2, many pupils make appropriate progress in developing their numeracy skills. They have a sound understanding of number and apply their numerical skills appropriately in a variety of subjects. Most are able to record and interpret data successfully in the form of graphs in science experiments. By the end of Year 6, more able pupils use their numerical skills successfully in realistic contexts, such as when designing and calculating the costs of a new bungalow.

In classes where English is the main language of instruction, most pupils have a positive attitude towards learning Welsh and enjoy speaking the language. They make good progress in learning Welsh in the Foundation Phase. They are beginning to use simple sentence patterns correctly to converse. By the end of Year 2, many are beginning to write simple sentences accurately following a basic pattern. In key stage 2, many pupils understand common words and phrases and can respond appropriately to questions or instructions. Many pupils read simple texts confidently, write sentences correctly and spell common words accurately across a suitable range of genres. Older pupils are beginning to use their knowledge of sentence structure to write extended pieces, for example a letter to the Urdd children's magazine. Their ability to converse in Welsh using familiar language patterns is good and they are able to describe what they have read well.

Across the school, pupils' ability to apply their thinking skills across a range of learning activities is underdeveloped.

Pupils with additional learning needs make good progress in relation to their targets.

The school has small numbers of pupils in each class which can significantly affect the school's benchmarked performance when compared with that of similar schools. At the end of the Foundation Phase, pupils' performance at the expected and higher outcome in English language and communication and mathematical development has predominantly placed the school in the bottom 25% and lower 50% when compared with similar schools over the past four years. Performance in Welsh language and communication has shown improvement over the last four years with the school being in the top 25% in 2015 at the expected and higher outcomes.

At the end of key stage 2, pupils' performance at the expected and higher levels in English, Welsh, mathematics and science varies greatly. However, compared with similar schools, the school has mainly been in the lower 50% and bottom 25% in all four subjects.

Over the last three years, the outcomes of pupils eligible for free schools meals are generally similar to those of their peers.

Wellbeing: Adequate

The school is a happy environment where pupils feel safe and valued. Pupils know to whom they are able to turn if they feel worried about school or other issues. Nearly all pupils understand the importance of eating healthily and keeping fit. They demonstrate this by taking part enthusiastically in a range of activities in order to keep fit.

Nearly all pupils enjoy coming to school and show high levels of motivation and interest in their work. They participate well in a wide range of learning activities and most remain on task for an appropriate length of time. They behave well and treat each other with respect and courtesy. Most make valuable contributions to their lessons and to the life of the school. For example, pupils across the school make age appropriate decisions about the content of themes through discussion and by creating simple mind maps.

Members of the school council are effective, and take pride in what they have achieved to improve their school. For example, they have played a prominent part in influencing the school's e-safety policy. The eco council grow vegetables in the school garden and encourage their peers to take care of their environment through recycling and reducing the use of energy. Pupils regularly organise events to raise money for various charities and make good use of the local community to support them.

The school's attendance has placed it in the bottom 25% when compared to similar schools for three out of the last four years. However, recent initiatives have led to a measurable improvement in pupil attendance. Nearly all pupils arrive punctually for the start of the school day.

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

The school provides a wide range of learning experiences based on a broad and balanced curriculum that meets statutory requirements. In both the Foundation Phase and key stage 2, teachers plan well together to make sure that pupils build on earlier learning appropriately, as they move through the school. However, in a few instances, they do not always translate this good planning into their lessons. This sometimes inhibits, for instance, the development of pupils' thinking and numeracy skills through problem solving situations.

Teachers incorporate the National Literacy and Numeracy Framework into termly plans effectively. They provide a suitable range of opportunities for most pupils to write in a variety of styles and genres and to develop their numeracy skills in other areas. Nearly all teachers evaluate their planning appropriately.

Teachers organise most intervention groups well to support the development of identified pupils' literacy and numeracy skills. Most teachers plan the provision for the development of pupils' ICT skills well throughout the school.

A range of educational visits and residential experiences enhance the curriculum and pupils' learning experiences effectively. The school provides an extensive variety of clubs, such as French, sport and gardening clubs, which enrich pupils' learning experiences well.

Provision for the development of Welsh as a second language is effective. All staff promote the language and Welsh culture well. The school makes good use of Welsh speaking staff and athrawon bro to develop pupils' language skills early. Visits to

places of interest, such as Chirk Castle, help to develop pupils' awareness of their culture and history well. The school also develops their knowledge of culture and traditions by participating in local Welsh cultural events such as the Urdd Eisteddfod and the National Eisteddfod.

Teachers develop pupils' awareness of global citizenship appropriately through the study of other cultures, religions and traditions. The work on Ghana also helps to develop pupils understanding of global issues suitably. Pupils' awareness of recycling and ways to save energy is developing sufficiently.

Teaching: Adequate

Teachers generally have good up-to-date knowledge of the subjects they teach and many deliver a suitable range of interesting learning experiences for pupils. They use an appropriate variety of teaching strategies well to interest and engage pupils. In the best practice in a few classes, teachers set challenging tasks, which help pupils to develop their thinking and problem solving skills effectively. However, teachers do not always adapt the tasks well enough to challenge all pupils and to ensure that they all achieve as well as they could. In a few classes, the overuse of worksheets impedes the development of pupils' independent writing skills. Many teachers set clear learning objectives, which help pupils understand the focus of the lesson. They then use these effectively to monitor pupils' progress. In a few classes, teachers do not always use the most appropriate teaching strategies to match the age and ability of the pupils. In many classes, teachers do not plan enough opportunities for pupils to use their literacy and numeracy skills fully in other areas of the curriculum.

Working relationships between pupils and staff are good and this helps to ensure that most pupils focus well in lessons. Effective classroom management in most classes ensures good behaviour.

Nearly all teachers mark pupils' work regularly and comment positively on their achievements. In the best practice in many classes, written comments focus well on helping pupils to know how well they are doing and what they need to do to improve their work. Although many teachers set appropriate improvement targets for their pupils, these do not always focus sufficiently on meeting their individual needs. The use of self-assessment and peer-assessment by pupils to evaluate their own work and the work of other pupils is at an early stage of development and it is too early to measure its impact.

The school uses a wide range of data to analyse and monitor pupils' progress. Teachers identify those who require additional support well and plan effectively to meet their needs. Arrangements to moderate teacher assessments are strong and help to ensure accurate outcomes.

Reports for parents are informative and provide appropriate information on pupils' progress and achievements. The reports include useful targets for improvement and they meet statutory requirements.

Care, support and guidance: Good

The school provides a supportive and caring environment for all pupils. There are strong working relationships between nearly all staff and pupils. As a result, pupils feel safe and well cared for. The strong emphasis on teaching pupils about values and rights develops their moral and social awareness effectively. The school enhances pupils' cultural development well, for example, by employing specialist music teachers to provide non-contact time and taking part in the 2015 National Eisteddfod. Acts of collective worship provide opportunities for pupils to reflect on spiritual matters, and develop their sense of reflection well.

The school has suitable arrangements for promoting healthy eating and drinking. Pupils have good opportunities to participate in activities to promote an active and healthy lifestyle in a range of beneficial after school clubs. Regular visits from specialist services such as the police and health professionals ensure that pupils know what they need to do to live a healthy lifestyle and how to keep safe online.

The provision for pupils with additional learning needs is good. Teachers identify additional learning needs early and provide appropriate support for those pupils that need it. They provide a good range of interventions, which focus well to meet the needs of individuals. The school has good links with external agencies and specialist services, which provide effective support and guidance when required. The special educational needs co-ordinator organises provision well and there are strong links with parents, particularly when planning and reviewing individual education plans. This has a positive effect on pupils' progress in learning.

The school has an appropriate range of measures to monitor and maintain pupils' attendance. This has ensured an improvement in attendance rates during the last year. These measures include regular reminders through newsletters and the school website.

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

Learning environment: Good

The school promotes good moral values and an ethos of respect well and this benefits all pupils. The school's caring ethos encourages pupils to have respect and tolerance for others. Staff ensure that they embed these values within the day-to-day life of the school. Pupils are proud to show other schools the benefits of the positive behaviour initiative which has now embedded successfully across the school. All pupils have equal access to a wide range of opportunities throughout the school, including extra-curricular clubs.

The school has developed its grounds well to enhance pupils' learning and physical development. Pupils have access to wooded areas and a garden club where they grow their own vegetables. This enhances their appreciation of the environment and to their general wellbeing. Bilingual displays are effective in celebrating pupils' achievement. The school buildings are clean, well maintained and appropriate for the number of pupils. The school provides an environment where pupils feel safe and secure.

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

Following a period of uncertainty in respect of the school's leadership, the acting headteacher and the senior management team work effectively together and have a clear focus on raising standards. They involve all staff, pupils, parents and governors well in fulfilling their vision of moving the school forward. The acting headteacher provides strong leadership and promotes a positive and caring ethos successfully. She has ensured that the school has a coherent and agreed strategic vision and has set high expectations for all staff. As a result, standards are beginning to improve in many areas.

All staff have clear job descriptions and are aware of their responsibilities and specific areas of development. Appropriate performance management for teachers ensures that all staff are fully aware of the school's priorities and targets for improvement. The school addresses local and national priorities well. This includes good attention to Welsh language development, the successful implementation of the National Literacy and Numeracy Framework and its involvement in professional learning communities have moved the school forward.

The chair of governors and the headteacher work effectively together and keep the school focused on improving standards. Members of the governing body have a good understanding of performance data and visit the school regularly both formally and informally. Through these visits and their involvement in the self-evaluation process, they know the strengths of the school well and most of the areas for development. They rely on information they receive from the acting headteacher and the local authority to make their judgements. As a result, the role of the governors in the monitoring of provision and standards is developing appropriately.

Improving quality: Good

The school has an effective system for self-evaluation which takes good account of a range of first hand evidence. These include the views of pupils and parents, trends in the school's data and the monitoring of lessons and pupils' books. As a result, the self-evaluation report identifies most of the school's strengths and areas for development correctly. The school has established a comprehensive annual monitoring timetable which ensures that all stakeholders contribute to the self-evaluation process. This includes gathering the views and thoughts of pupils. For example, pupils from the more able target groups were involved in evaluating lessons, which resulted in the teachers producing child friendly level descriptors to help raise standards.

The link between the outcomes of the self-evaluation report and the priorities in the school development plan is clear. The plan has a strong focus on raising pupil outcomes and contains clear success criteria, timescales and responsibilities. The staff and members of the governing body discuss progress against the priorities in the school development plan regularly at their respective meetings. This ensures that all staff and governors are able to monitor progress and hold the school to account effectively.

Partnership working: Good

The school has a range of effective working partnerships that make a strong contribution to raising standards and enriching pupils' learning and wellbeing. The school works well with parents and communicates effectively through newsletters, meetings and the recently introduced email system. This ensures that it keeps everybody up to date with school matters and parents feel that their opinions are valued by the school.

The school has an effective partnership with the on-site pre-school setting, which has led to strong transition arrangements for new pupils. The school has strong links with the community, which provide a range of valuable experiences for pupils. For example, the development of the outdoor study areas and the shared use of the community hall and facilities have enriched the learning experiences of nearly all pupils.

Partnership working with the local authority and clusters of schools is effective. Teachers collaborate successfully to share effective practices and develop portfolios for moderating and standardising teachers' assessment of pupils' work accurately. Pupils benefit from a good range of curriculum-based activities during transition weeks with the local secondary schools. This ensures a smooth transfer to the next stage of the pupils' learning.

Resource management: Good

The school has a sufficient number of suitably qualified staff to implement the curriculum successfully. It makes effective use of classroom assistants and they make a very valuable contribution in providing effective support to pupils. The acting headteacher makes good use of all staff to meet the needs of all pupils. She has established a strong team ethos, and is successful in ensuring that the staff have a clear focus on raising pupils' standards. Planning, preparation and assessment arrangements are effective. The use of specialist teachers to cover classes allows pairs of teachers to use the time efficiently to plan together. This improves the consistency in planning and assessment between teachers who teach the same year groups.

There are sound arrangements for managing the performance of teaching staff, which includes setting appropriate targets for them, linked to the identified priorities. The school provides training to all staff in response to needs identified through the performance management process. Many members of staff visit other schools to observe good practice and participate in appropriate professional learning communities.

The school makes effective use of the pupil deprivation grant to improve provision and outcomes for targeted pupils, for example, through supporting the development of their literacy and numeracy skills.

The headteacher, the governing body and the local authority manage the budget successfully in order to meet the targets outlined in the school development plan. Considering the standards of pupils' achievement over time, the school provides good value for money.

Appendix 1: Commentary on performance data

6662129 - Ysgol Rhiw-Bechan

Number of pupils on roll	171
Pupils eligible for free school meals (FSM) - 3 year average	3.1
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	14	26	18
Achieving the Foundation Phase indicator (FPI) (%)	57.1	73.1	83.3
Benchmark quartile	4	4	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	10	13	6
Achieving outcome 5+ (%)	60.0	76.9	100.0
Benchmark quartile	4	4	1
Achieving outcome 6+ (%)	0.0	7.7	50.0
Benchmark quartile	4	4	2
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	13	12
Achieving outcome 5+ (%)	*	92.3	75.0
Benchmark quartile	*	2	4
Achieving outcome 6+ (%)	*	23.1	41.7
Benchmark quartile	*	3	2
Mathematical development (MDT)			
Number of pupils in cohort	14	26	18
Achieving outcome 5+ (%)	71.4	76.9	83.3
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	0.0	15.4	33.3
Benchmark quartile	4	4	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	14	26	18
Achieving outcome 5+ (%)	85.7	92.3	100.0
Benchmark quartile	4	4	1
Achieving outcome 6+ (%)	0.0	42.3	66.7
Benchmark quartile	4	4	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.

6662129 - Ysgol Rhiw-Bechan

Number of pupils on roll	171
Pupils eligible for free school meals (FSM) - 3 year average	3.1
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	26	21	23	24
Achieving the core subject indicator (CSI) (%)	76.9	95.2	78.3	91.7
Benchmark quartile	4	2	4	3
English				
Number of pupils in cohort	26	21	23	24
Achieving level 4+ (%)	88.5	100.0	87.0	91.7
Benchmark quartile	3	1	4	3
Achieving level 5+ (%)	38.5	66.7	30.4	45.8
Benchmark quartile	2	1	4	3
Welsh first language				
Number of pupils in cohort	10	7	10	12
Achieving level 4+ (%)	80.0	100.0	80.0	91.7
Benchmark quartile	3	1	4	3
Achieving level 5+ (%)	30.0	14.3	0.0	58.3
Benchmark quartile	3	4	4	1
Mathematics				
Number of pupils in cohort	26	21	23	24
Achieving level 4+ (%)	88.5	100.0	87.0	91.7
Benchmark quartile	3	1	4	3
Achieving level 5+ (%)	53.8	57.1	39.1	54.2
Benchmark quartile	1	1	3	2
Science				
Number of pupils in cohort	26	21	23	24
Achieving level 4+ (%)	76.9	95.2	87.0	91.7
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	34.6	42.9	43.5	41.7
Benchmark quartile	3	2	3	3

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	51	50 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	51	49 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.	51	51 100%	0 0%	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	51	49 96%	2 4%	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.	51	48 94%	3 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	51	50 98%	1 2%	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.	51	51 100%	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.	51	50 98%	1 2%	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.	50	46 92%	4 8%	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.	51	48 94%	3 6%	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.	50	38 76%	12 24%	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	51	42 82%	9 18%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 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.	45	27 60%	18 40%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	45	34 76%	10 22%	1 2%	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.	42	28 67%	14 33%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	43	24 56%	18 42%	1 2%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	40	22 55%	17 42%	0 0%	1 2%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	43	23 53%	20 47%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	44	29 66%	15 34%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn 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.	41	17 41%	21 51%	3 7%	0 0%	3	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	44	26 59%	15 34%	1 2%	2 5%	1	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.	44	28 64%	15 34%	1 2%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	44	34 77%	8 18%	2 5%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	34	20 59%	13 38%	1 3%	0 0%	5	Mae fy mhentyn 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.	42	23 55%	16 38%	3 7%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	43	27 63%	16 37%	0 0%	0 0%	2	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.	42	23 55%	16 38%	3 7%	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.	42	26 62%	16 38%	0 0%	0 0%	3	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.	30	16 53%	13 43%	0 0%	1 3%	8	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.	42	25 60%	15 36%	2 5%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	42	26 62%	15 36%	0 0%	1 2%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Kevin Davies	Reporting Inspector
David Kenneth Davies	Team Inspector
David Owen Jenkins	Lay Inspector
Alun Williams	Peer Inspector
Allyson Whitticase	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.