



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Bro Cynllaith
Llansilin
Oswestry
Salop
SY10 7QD**

Date of inspection: June 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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

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Publication date: 25/08/2015

Context

Ysgol Bro Cynllaith is in the rural village of Llansilin in Powys, close to the border with Shropshire. The school has 40 pupils aged 4 to 11 years on roll and there are two mixed-age classes. Around 10% of pupils are eligible for free school meals. This figure is well below the national average of 21%.

Nearly all pupils come from homes where English is the main language and are of white British ethnicity. The school identifies around 3% of pupils as having additional learning needs. This is well below the average for primary schools in Wales.

The school has not had a permanent headteacher for the last eight years. The current acting headteacher took up her post in September 2012. The school's last inspection was in January 2010.

The individual school budget per pupil for Ysgol Bro Cynllaith in 2014-2015 means that the budget is £4,146 per pupil. The maximum per pupil in the primary schools in Powys is £13,848 and the minimum is £3,007. Ysgol Bro Cynllaith is 21st out of the 86 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:

- Most pupils attain good standards at the end of the Foundation Phase and key stage 2
- Most pupils have good literacy skills that they apply well in work across the curriculum
- Nearly all pupils demonstrate exceptional care for each other and very good standards of behaviour
- Rates of attendance are good and improving
- The quality of teaching ensures that most pupils make good progress
- Pupils in need of additional help, receive good support
- There is an inclusive ethos where all pupils have equal access to all aspects of the school's provision

Prospects for improvement

The school's prospects for improvement are good because:

- The acting headteacher creates a clear vision that supports effective improvements in standards and wellbeing
- Leaders and staff work successfully together to create a welcoming, well-ordered, and happy learning environment for pupils
- Staff take good account of local and national priorities such as improving attendance and pupils' health and fitness
- Effective procedures for self-evaluation based on a range of appropriate first-hand evidence are developing well
- There are clear links between self-evaluation and priorities in the school development plan
- A range of partnerships help to improve pupils' standards and to enhance their wellbeing and social skills successfully

Recommendations

- R1 Raise the standard of pupils' writing across the curriculum
- R2 Improve key stage 2 provision for mathematics and numeracy to ensure appropriate levels of challenge for all pupils
- R3 Ensure that teachers' marking supports pupils to improve the quality of their work
- R4 Focus self-evaluation and school improvement processes on raising pupils' standards

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?	Good
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Standards: Good

Most pupils enter the school with knowledge and understanding that are appropriate to or slightly above the expected level for their age. Overall, they make good progress as they move through the school. However, more able pupils do not always make the progress they are capable of, particularly in key stage 2.

Most pupils have strong speaking and listening skills. They listen well to the views of others and wait patiently for their turn to speak. Foundation Phase pupils present their ideas confidently in front of others, for example when devising games in physical development sessions. In key stage 2, most pupils use a broad vocabulary well, for example to explain the advantages of using a parallel circuit during science lessons.

By the end of the Foundation Phase, most pupils have good reading skills. They answer questions about their stories well and predict what will happen next confidently. They often make effective use of their phonics knowledge to work out how to read unfamiliar words. They read well to support their learning in lessons, for example to understand what they need to do during independent learning activities. In key stage 2, many pupils read with fluency and expression. More able pupils have good higher order reading skills. For example, they scan texts quickly to find similes and identify synonyms successfully.

In the Foundation Phase, most pupils make good progress in developing their writing skills. They present their work well, spell with increasing accuracy and use punctuation at an appropriate level. The most able pupils produce neat work of a very good standard in literacy lessons. By the end of key stage 2, most pupils show a good understanding of the features of different styles of writing. For instance, they write a reasoned argument about the merits of school uniform. Overall, they spell, punctuate and organise their work appropriately. However, in both key stages, pupils do not always apply their writing skills at the level they are capable of across the curriculum.

In the Foundation Phase, most pupils have a secure understanding of number facts and they apply this knowledge well in problem solving activities. They work confidently with data, for example to record the results of surveys using tally charts and bar charts accurately. In key stage 2, pupils do not always build on their Foundation Phase experiences well enough. For example, most pupils' data handling skills show only limited progression by the end of Year 6. Most pupils add, subtract, multiply and divide decimal numbers to two places and work confidently with fractions. They work out the area and perimeter of combined shapes successfully and use the correct unit of measure in their answers. However, pupils, particularly the more able, do not apply their numeracy skills at the level they are capable of often enough in mathematics lessons or in other subjects.

In the Foundation Phase, most pupils respond well to basic greetings, questions and instructions in Welsh. A few pupils choose to use Welsh independently during free choice time. These pupils have a strong command of Welsh for their age. In key stage 2, many pupils write well, for example to report on their visit to Llangrannog.

They use a range of appropriate vocabulary and write in the present and past tense successfully. Most pupils read with good pronunciation and understanding. They discuss familiar themes such as their hobbies competently.

Due to the small number of pupils at the end of both key stages, one pupil's results can have a significant impact on overall school performance.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development is usually good. At the expected outcome, pupils' performance places the school in the top 25% when compared with other similar schools in two of the last three years. At the higher-than-expected outcome, the school is normally in the higher 50% of similar schools in both areas of learning.

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science is consistently strong. It places the school in the top 25% of similar schools in each of the last four years. At the higher-than-expected level, pupils' performance in English usually places the school in the top 25% of similar schools. However, in mathematics and science, performance is more variable.

The number of pupils eligible for free school meals is very low. This makes comparisons with other pupils inappropriate.

Wellbeing: Good

Nearly all pupils demonstrate exceptional care for each other. The positive interaction and strong levels of collaboration amongst pupils of all ages, at work and play, is an outstanding feature at the school. Standards of behaviour are consistently good and nearly all pupils show high levels of respect for adults. Many pupils take increasing responsibility for directing their own learning, for example in free choice activities in the Foundation Phase.

Nearly all pupils feel safe in school. They have a clear understanding of the need to eat and drink healthily and to take regular exercise. Older pupils promote healthy activities well, for example when they organise active playtimes for other pupils in their role as bronze ambassadors. Many pupils participate regularly in after school sports clubs and these help to improve their fitness levels effectively. Most pupils have a sound understanding of how to stay safe on the internet.

Rates of pupil attendance are normally good. The most recent figures show a notable improvement on previous years and place the school in the top 25% when compared with other similar schools. Nearly all pupils arrive at school punctually.

The school council and eco-committee represent their fellow pupils well. In particular, they place a high priority on ensuring that all at the school act sustainably. For example, they have designed and built a vibrant garden area after securing a bio-diversity grant. This ensures that all pupils at the school have an area to grow their own produce, as well as a quiet area to share stories and reflect upon their feelings. Many pupils contribute well to activities in the community such as donating home grown vegetables to display at the harvest service in the village church.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

Teachers and teaching assistants work together successfully to plan and deliver a curriculum that meets statutory requirements and the needs of most pupils effectively. Arrangements to incorporate the National Literacy and Numeracy Framework in teachers planning are suitable. In the Foundation Phase, provision includes a variety of interesting and engaging learning experiences, both indoors and outdoors. As a result, pupils develop their literacy and numeracy skills progressively across the areas of learning. However, current planning in key stage 2 is not as effective. Consequently, pupils do not always apply their writing or numeracy skills across the curriculum at a high enough level.

Provision for Welsh is a good feature of the school's work. Teachers develop pupils' reading, writing and speaking skills effectively. This supports most pupils well to make good progress. Pupils develop a sound understanding of the culture and heritage of Wales through, for example visits to Owain Glyndwr's motte and bailey castle at Sycharth, the study of the art work of Kyffin Williams and residential visits to Llangrannog.

The school develops pupils' understanding of sustainability issues successfully, for example by involving pupils in recycling activities, monitoring energy consumption and growing their own produce. Links with Uganda and Japan support pupils to develop a sound knowledge and understanding of other cultures and customs.

Teaching: Good

Overall, the quality of teaching ensures that most pupils make good progress as they move through the school. There are particularly positive working relationships between staff and pupils and well-established classroom routines. As a result, most pupils show good levels of independence in lessons. Teachers often plan interesting lessons that engage most pupils in learning successfully. Teaching assistants contribute positively in lessons and intervene appropriately to support or extend pupils' learning.

Most teachers ensure that pupils know what they need to achieve in lessons. They create useful opportunities for older pupils to identify independently their own success criteria. All teachers mark pupils' work regularly using a consistent approach. However, teachers' marking does not always give pupils clear next steps for learning. For example, marking does not challenge pupils, especially the more able, to improve the quality of their work. Across the school, teachers use a good range of questions to support and develop pupils learning and they provide useful verbal feedback during lessons.

The school has suitable arrangements to monitor the progress of individual pupils as they move through the school. Overall, procedures to support the accuracy of teachers' assessments at the end of the Foundation Phase and key stage 2 are effective.

Parents receive appropriate information about their children's achievements and progress in end-of-year reports and regular parents' meetings.

Care, support and guidance: Good

The school makes appropriate arrangements to promote healthy eating and drinking. There are many opportunities for pupils to take part in regular exercise, for example during active playtimes and in after school sports clubs. Provision for pupils' social, moral, spiritual and cultural development is effective. Regular work with 'Lifeline' has a positive impact on pupils' personal knowledge of internet safety, first aid and the dangers linked to working in a rural environment. Frequent acts of collective worship including those provided by a local Christian charity develop pupils' spiritual awareness well.

Staff collaborate effectively with an appropriate range of agencies including the fire service, the school nurse, and the police to develop pupils' knowledge of their own health and wellbeing.

The arrangements to identify pupils with additional learning needs are effective. Parents and pupils contribute to comprehensive individual education plans through regular reviews of progress. Teachers and support staff make constructive use of a range of intervention programmes, which have a positive effect on pupils' progress. There are useful partnerships with a range of specialist services, such as speech and language therapy and the team around the family, to provide individual support for pupils with additional learning needs and their families.

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

Learning environment: Good

The school has an inclusive ethos where all pupils have equal access to all aspects of the school's provision. It is a welcoming and harmonious learning community with a commitment to supporting all pupils to develop positive relationships and attitudes to learning. There are regular opportunities for pupils to show care and consideration for others in the school and the wider community, for example through charity fundraising activities.

The accommodation is appropriate for the number of pupils on roll. Classrooms are of a suitable size, clean and maintained appropriately. A good range of resources and classroom displays support learning and celebrate pupils' achievements well. The village hall is on the school site and arrangements to share this building are beneficial to the school. It provides an inviting space for larger gatherings such as whole school concerts. The spacious outdoor learning areas provide an attractive and stimulating setting for effective learning. The school makes effective use of this resource. For example, they use the plant and nature development area well to broaden pupils' understanding of nature and wildlife.

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

Leadership: Good

The acting headteacher creates a clear vision and a set of core values that promote improvements in standards and wellbeing effectively. Since her appointment, she has made many important changes and improvements. All staff have a clear understanding of their roles and responsibilities and are beginning to participate more confidently in decision-making in order to take the school forward. There is a real sense of teamwork and a clearer focus on raising standards. This is evident in the improved oral and written Welsh work seen across the school.

Leaders and staff work successfully to create a welcoming, well-ordered, and happy learning environment for pupils. Staff meetings focus suitably on school improvement priorities. Leaders monitor the impact of decisions made at these meetings appropriately.

The performance management of teaching staff is effective. Teachers have agreed, and measurable targets for improvement based on whole school and individual priorities. Leaders use national data to monitor performance suitably and to inform staff training and development needs well. As a result, pupils' standards in reading, spelling and their presentation of work have notably improved over the last year.

The school takes good account of local and national priorities. This has led to improvements in pupils' attendance and in the effective promotion of healthy eating and drinking. This is beneficial to pupils' wellbeing and engagement in learning. Teachers are making a good start in implementing the requirements of the National Literacy and Numeracy Framework, particularly in the Foundation Phase.

Governors are supportive of the school's work and generally fulfil their statutory obligations successfully. They meet regularly, are aware of their responsibilities, and receive appropriate information through regular reports from the acting headteacher. Presentations on the school's performance data ensure that the governors have a sound knowledge of how performance compares with that of other schools. Their role as critical friends is developing suitably.

Improving quality: Adequate

The school is developing effective procedures for self-evaluation. Leaders undertake an appropriate range of monitoring to help them to identify relevant priorities for school improvement. These include analysis of data, scrutiny of pupils' books, observations of teaching and learning and questionnaires to pupils. Senior leaders make valuable use of reviews and reports from the external challenge advisor to develop their understanding of the school's strengths and areas for improvement. The school has made worthwhile use of the data from the national numeracy and literacy tests to identify areas for improvement in reading and developing pupils' mental mathematics skills. However, these arrangements have yet to have sufficient impact on improving important aspects of the school's work, such as provision for numeracy.

Leaders collaborate successfully with teachers in other local schools. This improves teachers' professional practice, for example by ensuring that assessments of pupils' standards at the end of the key stages are usually accurate. The collaboration also

develops teachers' understanding of how to plan for pupils to use their literacy skills across the curriculum.

There is a clear link between the self-evaluation report and the priorities in the school development plan. The plan contains a suitable number of targets and focuses appropriately on national priorities to do with raising standards and improving attendance. Leaders monitor the progress of the plan on a regular basis but their assessments do not always focus enough on the impact of new initiatives on raising standards.

The school has made sound progress in meeting many of the recommendations from the previous inspection, but the use of first-hand evidence to monitor standards accurately continues to be an area for development.

Partnership working: Good

The school works well with a range of partners to improve pupils' standards and to enhance their wellbeing and social skills. Parents feel comfortable in approaching the school with suggestions and know that staff will consider any issues carefully and deal with them sensitively. The 'friends of the school' work hard to raise valuable funds to enable pupils to go on school visits. These visits enrich pupils' learning experiences in a beneficial way.

Planning for pupils to move smoothly from one phase of learning to another is thorough. Parents value the school's links with the local pre-school group, which uses the school grounds for outdoor activities. This helps these children to settle quickly into school life. There are effective transition arrangements for pupils moving to the high school that help to prepare them well for the next stage of their education.

The school plays a prominent role in the local community. For example, they host a regular 'farmhouse breakfast' event using local produce and the local sheep dog trials have use of the school fields during the summer holidays. This gives the pupils a particular sense of belonging and pride in their rural community.

There are useful links with local businesses. For instance, a local water firm funded the school garden project has improved pupils' access to outdoor learning opportunities.

The school has suitable links with the local authority and consortia, which are beginning to improve aspects of improvement planning.

Resource management: Good

The headteacher deploys staff effectively to make best use of their experience and expertise. All staff are suitably qualified and readily take on additional training to improve their knowledge, understanding and skills. For example, recent co-operation with other schools is helping to improve planning for literacy. However, this work is at an early stage of development and has yet to have a notable impact on raising standards.

There are appropriate arrangements for teachers' planning, preparation and assessment time and senior leaders receive suitable management time. Support staff lead intervention groups to develop pupils' reading and phonic skills successfully.

The headteacher, with the support of the governing body, manages the school budget appropriately to meet the priorities in the school development plan. The school has sound plans to reduce the current budget surplus to a more appropriate level, through improving resources and further enhancing the school environment.

As a result, of the good standards that most pupils achieve and the quality of teaching, the school provides good value for money.

Appendix 1: Commentary on performance data

6662147 - Ysgol Bro Cynllaith

Number of pupils on roll	42
Pupils eligible for free school meals (FSM) - 3 year average	10.1
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	10	6	*
Achieving the Foundation Phase indicator (FPI) (%)	60.0	100.0	*
Benchmark quartile	4	1	*
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	10	6	*
Achieving outcome 5+ (%)	90.0	100.0	*
Benchmark quartile	2	1	*
Achieving outcome 6+ (%)	0.0	33.3	*
Benchmark quartile	4	2	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	10	6	*
Achieving outcome 5+ (%)	60.0	100.0	*
Benchmark quartile	4	1	*
Achieving outcome 6+ (%)	10.0	33.3	*
Benchmark quartile	4	2	*
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	10	6	*
Achieving outcome 5+ (%)	100.0	100.0	*
Benchmark quartile	1	1	*
Achieving outcome 6+ (%)	10.0	66.7	*
Benchmark quartile	4	1	*

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.

There are very small cohorts in many of the years of key stage 2 performance data available for this school. Where this is the case, we do not include a table of performance data.

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.	20	20 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	20	18 90%	2 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	20	19 95%	1 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	20	20 100%	0 0%	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.	20	18 90%	2 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	20	20 100%	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.	20	19 95%	1 5%	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.	20	20 100%	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.	20	16 80%	4 20%	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.	20	20 100%	0 0%	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.	20	15 75%	5 25%	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	20	14 70%	6 30%	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.	14	8 57%	6 43%	0 0%	0 0%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	17	10 59%	7 41%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	17	11 65%	5 29%	1 6%	0 0%	0	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.	15	9 60%	6 40%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	16	9 56%	6 38%	1 6%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	15	8 53%	7 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.	15	9 60%	6 40%	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.	14	3 21%	9 64%	1 7%	1 7%	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.	15	8 53%	5 33%	1 7%	1 7%	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.	16	10 62%	6 38%	0 0%	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.	16	12 75%	4 25%	0 0%	0 0%	0	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'.	15	7 47%	6 40%	2 13%	0 0%	1	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.	17	9 53%	6 35%	1 6%	1 6%	0	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.	17	11 65%	5 29%	1 6%	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.	13	7 54%	6 46%	0 0%	0 0%	4	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.	15	8 53%	6 40%	1 7%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn 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	5 42%	5 42%	1 8%	1 8%	5	Mae fy mhentyn 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	10 59%	6 35%	1 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	13	9 69%	4 31%	0 0%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mr Richard Lloyd	Reporting Inspector
Mrs Susan Davies	Team Inspector
Mrs Justine Elaine Barlow	Lay Inspector
Mrs Margaret Lonsdale	Peer Inspector
Mrs Rhian Mair Jones (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.