



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

**A report on**

**Llandrindod Wells C.P. School  
Cefnlllys Lane  
Llandrindod Wells  
Powys  
Llandrindod Wells  
LD1 5WA**

**Date of inspection: October 2016**

**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.

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## Context

Llandrindod Wells Community Primary School is close to the centre of Llandrindod Wells in Powys. Most pupils live locally. Around 16% of pupils are eligible for free school meals. This is below the national average of 19%.

Currently, the school has 269 pupils, including seven in the nursery, who attend on a full-time basis. The school has resource base provision for 21 pupils with a range of difficulties, from across the local authority. There are 12 classes. Pupils enter the nursery class in the term that they turn four years of age.

A very few pupils are 'looked after' by the local authority or have a statement of educational need. The school identifies around 37% of pupils as having additional learning needs, which is well above the national average of 25%. English is the main home language of most pupils. A few pupils receive support for English as an additional language. Very few pupils come from an ethnic minority background. No pupils use Welsh as their first language.

The headteacher took up his post in January 2015. The school's last inspection was in December 2009.

The individual school budget per pupil for Llandrindod Wells Community Primary School in 2016-2017 means that the budget is £3,240 per pupil. The maximum per pupil in the primary schools in Powys is £5,561 and the minimum is £2,960. Llandrindod Wells Community Primary School is 71st 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>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Unsatisfactory</b>

### Current performance

The overall judgement for current performance is adequate because

- In the Foundation Phase many pupils make good progress with their work
- Throughout the school, many pupils apply their numeracy and information and communication technology skills well across the curriculum
- Most pupils in the resource base classes achieve well in line with their abilities
- Many pupils who receive support for English as an additional language or who have extra help with their work make sound progress
- Most pupils are happy in school and take part appropriately in lessons
- Most pupils are polite, co-operate well and show consideration for others
- The school provides a good standard of care, support and guidance for its pupils

However:

- Outcomes for pupils in key stage 2 and for more able pupils across the school are not high enough
- Attendance is consistently below that of similar schools for the last three years
- Teaching fails to challenge many pupils effectively
- Most pupils are given insufficient guidance on how to improve their work

### Prospects for improvement

In relation to the overall judgement for prospects for improvement, positive features include:

- The headteacher has a clear vision for the school and how it should develop for the future
- Governors have a good understanding of the school's strengths and shortcomings
- The school gives appropriate attention to national priorities

However, the overall judgement for prospects for improvement is unsatisfactory because:

- Many aspects of the recommendations for improvement from the last inspection remain as outstanding issues
- The school's vision has not been communicated successfully to members of staff
- Governors do not challenge the school robustly enough to raise standards, improve provision and ensure effective leadership.

- The current responsibilities of the senior management team do not reflect accurately the requirements of the school's priorities for improvement
- There is limited collaboration between stakeholders and no culture of shared leadership, which means that there is no common understanding of how the school should move forward
- Leaders do not make effective use of self-evaluation and school improvement planning to secure improvement
- There has been little impact on raising standards and improving provision over the last four years

## Recommendations

- R1 Raise pupils' standards of achievement, particularly in writing in key stage 2
- R2 Improve attendance
- R3 Ensure that teaching meets the needs of all groups of pupils
- R4 Put in place effective systems to inform pupils how to improve their work
- R5 Develop the role of the governing body as a critical friend
- R6 Ensure that senior leaders have effective roles that reflect clearly the needs of the school
- R7 Implement a whole school approach to improvement that includes the contribution of all staff and governors
- R8 Act upon agreed plans for school improvement and evaluate their impact on raising pupil outcomes

### What happens next?

#### Special measures

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. 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 on a termly basis.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Most pupils enter the school with numeracy and literacy skills that are around the expected level when compared with pupils of the same age. In the Foundation Phase, many pupils make overall good progress with their work. However, most pupils, especially those who are more able, do not maintain this progress in key stage 2. By the end of the key stage, many fail to achieve highly enough in line with their ability, particularly in English.

In most classes, many pupils listen attentively to their teachers and to other pupils. However, there are a few pupils across the school who continue to talk when others are speaking or at quiet times in the classroom.

Pupils' reading skills develop well in the Foundation Phase. By the end of Year 2, most pupils read accurately with increasing fluency. Most pupils use their phonic skills well to work out unfamiliar words. Many enjoy reading and know the names of a few well-known authors. In key stage 2, many pupils generally read at an appropriate level for their age. They read accurately but struggle to infer or deduce information from a text. Only a few more able pupils read fluently with meaning, describing the context of the book and explaining how the story might develop.

In the Foundation Phase, many pupils write for a range of purposes at an appropriate level for their age. Most have a good understanding of the names and sounds of letters and they use this knowledge well to spell common words accurately or to make worthwhile attempts at words that are more complex. Punctuation is largely accurate. Few pupils write imaginatively but they retell well-known stories accurately. Handwriting and presentation are generally of a satisfactory standard.

The written work of many key stage 2 pupils both in English and in work across the curriculum is of a poor quality. Standards are below those normally seen in pupils of a similar age. Standards of spelling and punctuation are low with limited vocabulary choices. Few pupils write at length using a mature style.

Standards of mathematical development in the Foundation Phase are appropriate. Most pupils present their work neatly. They use their skills well for example to add and subtract two-digit numbers accurately or tell the time correctly. They apply their skills well in other areas of learning.

Overall, key stage 2 pupils make suitable progress in mathematics. Many pupils use their number skills well to solve problems in context. They use their numeracy skills at similar level in subjects such as science or geography. For example, pupils use line graphs effectively to plot and identify the differences in the growth of plants.

Pupils in the Foundation Phase use information and communication technology (ICT) well, for example to make pictures using a paint program, to take photographs and videos, make pictograms or to use a programmable toy as the 'big bad wolf'. By the end of key stage 2, many pupils' skills develop successfully. They make animations and produce presentations containing video, sound, and graphics. Year 6 pupils use a database to find out about the Olympic medal table and use formulae in spreadsheets to calculate information. Nearly all pupils are very aware of the need to be safe online and the importance of not sharing information.

By the end of the Foundation Phase, most pupils converse simply in Welsh within familiar contexts at an appropriate standard. They read and write simple Welsh sentences with growing confidence. A few write short paragraphs in Welsh, such as descriptions of themselves and their interests. In key stage 2, many pupils converse at length in Welsh on an appropriate range of different topics that are within their experience. They demonstrate good use of vocabulary and a wide range of language patterns, which they apply well in their written work. Many pupils produce suitable extended pieces of writing of an appropriate standard, such as letters and descriptions of places and events.

Generally, Foundation Phase pupils eligible for free school meals do not achieve as well as other pupils. However, the difference between the two groups is reducing year-on-year. Pupils eligible for free school meals in key stage 2 perform similarly to other pupils. Many pupils who receive support for English as an additional language or who have extra help with their work make sound progress.

Most pupils in the local authority resource base classes make good progress and a few exceed expectations. Pupils who are more able make limited progress with their work.

Over the last four years, outcomes for pupils in the Foundation Phase at the expected outcome 5 and higher outcome 6 have varied, moving the school between the upper 50% and lower 50% of similar schools. Outcomes for pupils in key stage 2 at the expected level 4 have placed the school largely in the bottom 25% of similar schools over the previous four years. For pupils at the higher level 5, performance places the school consistently in the lower 50% or below of similar schools.

### **Wellbeing: Adequate**

Almost all pupils have a good understanding of how they can become healthy by eating a balanced diet and taking regular exercise. Most feel safe in school and know about being safe on the internet. Nearly all pupils are confident that staff deal quickly and effectively with the few incidents of bullying that occur.

Most pupils are happy in school and take part appropriately in lessons. Behaviour across the school is generally good although on the playground there are a few pupils who are over boisterous. Most pupils are polite, co-operate well and show consideration for others. Few pupils use their independent learning or problem solving skills effectively. Across the school, pupils' understanding of how to improve their work is limited.



The school council makes a useful contribution to school life. It has recently been involved effectively in promoting e-safety, through posters to raise awareness across the school, and in improving pupils' wellbeing by suggesting clubs and appropriate healthy snacks for sale at break. Older pupils have worthwhile opportunities to take on extra responsibility such as digital leaders, as members of the 'Cryw Cymraeg' or being part of the school sports council. They fulfil their responsibilities successfully. In many classes, pupils are beginning to contribute usefully to what they learn.

Pupils take a worthwhile part in a range of community activities. For example, the school choir sing at various town locations and many pupils in key stage 2 run market stalls at the school's Christmas fayre helping to develop their entrepreneurial skills.

Pupils' attendance rates, although rising slightly, have placed the school in the bottom 25% of similar schools for the last for the last three years. There is little difference in the attendance of pupils eligible for free school meals and other pupils. Most pupils are punctual in the mornings.

<b>Key Question 2: How good is provision?</b>
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<b>Adequate</b>
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**Learning experiences: Adequate**

The school has recently revised its curriculum planning to provide a broad and balanced curriculum to meet the needs of all pupils, including those in the resource base classes. However, this currently has little impact on improving the standards that pupils in key stage 2 achieve.

Schemes of work and plans provide opportunities to allow many pupils to apply their numeracy skills well and at a suitable level. For example, in science, under the topic, 'Plants for Life', there are opportunities for pupils to generate line graphs and to use and apply their skills in number. Provision for ICT is effective in both key stages. Planning to develop pupils' independent learning and problem solving skills is weak.

The provision for most pupils to apply their literacy skills in work across the curriculum, particularly in writing, is under developed. Pupils who are more able have few worthwhile opportunities in either literacy or numeracy to develop their skills at a high enough level. Curriculum planning does not set out detailed enough guidance for teachers to provide effectively for all groups of learners.

The school enriches the curriculum through well-planned activities to widen pupils' experiences. For example, a parent who is a chocolatier made chocolate with Foundation Phase pupils. A national railway company supported pupils in key stage 2 through a bridge building project, helping pupils to develop their team working skills.

A range of worthwhile extra-curricular clubs in key stage 2, such as netball, homework, science and running, extend opportunities for pupils. Residential activities also enrich pupils' experiences.

Provision for the Welsh language is appropriate. School planning provides clear opportunities for pupils to develop their Welsh vocabulary and language patterns in a progressive way. There are appropriate opportunities to develop the Welsh dimension within curriculum areas and across the school generally. The recently formed 'Cryw Cymraeg' are working well to promote the use of Welsh. There are incentives for pupils to use Welsh informally, for example, through the 'siaradwr Cymraeg yr wythnos' (Welsh speaker of the week) scheme, with prize-giving in a weekly Welsh assembly.

The school successfully raises the pupils' awareness of recycling and energy conservation. There are many useful opportunities for pupils to gain an understanding of other countries and cultures.

### **Teaching: Unsatisfactory**

Across the school, the quality of teaching is too variable. In many lessons, especially in the Foundation Phase classes, teachers prepare useful resources to engage and interest pupils, manage pupils' behaviour successfully and make effective use of additional adults in the classroom. However, work in pupils' books shows that teachers, particularly in key stage 2, do not provide enough challenge for pupils to achieve highly. Classroom tasks are often undemanding. Teacher expectation of what pupils can achieve is too low and they fail to move pupils' learning along rapidly. In both key stages, few teachers provide pupils who are more able with testing or demanding activities that effectively meet their needs.

The quality of teachers' feedback to pupils on their work is inconsistent. Only in around half of classes do teachers give pupils clear direction on how to improve their work. In addition, teachers give pupils very few worthwhile opportunities to reflect and act upon any feedback. Pupils do not have individual targets to direct them on how to develop and improve their work. Self and peer-assessment is at an early stage of development. These deficiencies contribute to a culture of under-performance, particularly in key stage 2.

The school has an effective system for managing the wide range of pupil data collected. Leaders use this information appropriately to track the progress of individuals and groups and to support pupils within the resource base classes. They do not ensure that many teachers use the information to plan challenging activities for all pupils.

Reports to parents are informative and meet requirements.

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

The school provides effectively for pupils' spiritual, cultural, moral and social needs through lessons, assemblies and extra-curricular provision. For instance, staff develop pupils' awareness of moral issues through the introduction of agreed codes of conduct. Visits to the local church and visits to the school by local clergy help enhance pupils' spiritual development.

Staff promote healthy lifestyles well for example by running a healthy 'tuck-shop', sports activities and lessons on the dangers of smoking or substance abuse. The school makes appropriate arrangements for promoting healthy eating and drinking but governors fail to provide relevant information for parents on this provision.

The school works with a large number of external agencies effectively to support the specific learning needs of pupils, including those in the resource base classes, through high-quality professional support. These include social services, the police and health agencies. For part of each day, resource base pupils integrate effectively into mainstream classes helping to develop their social skills. The headteacher's teamwork with the education welfare officer is starting to make improvements to attendance levels.

Effective use of data to identify pupils with additional learning needs allows staff to implement swiftly early intervention programmes. Targets for pupils with additional learning needs, including those with statements of educational need, are set regularly and reviewed with parents, specialist agencies and key stage 2 pupils. This helps many of these pupils to make suitable progress.

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

### **Learning environment: Good**

The school works hard to ensure that all pupils, regardless of their backgrounds, feel part of the school and are valued within it. The pupils are proud of their school because it is 'welcoming'. Pupils from resource base classes benefit from regular integration in to mainstream classes. There are equal opportunities for all pupils to take part in all activities.

There are plenty of resources to support pupils' learning that match well to their needs. The accommodation overall is in good condition and is maintained well. The good size open classrooms and extensive outdoor learning areas provide pupils with an attractive environment for learning. There are many colourful and attractive displays about the school, but few pieces on display reflect pupils' full potential.

<b>Key Question 3: How good are leadership and management?</b>	<b>Unsatisfactory</b>
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### **Leadership: Unsatisfactory**

The headteacher has a clear vision for the school's future development. The deputy headteacher and the governing body support this vision but senior leaders and governors have not communicated this successfully to other members of staff.

The limited collaboration between stakeholders means that the school has no culture of shared leadership and there is no common, agreed understanding of how the school should move forward. As a result, there has been little impact on raising standards and improving provision over the last four years, particularly in key stage 2.

The current responsibilities of the senior leadership team do not reflect accurately the requirements of the school's priorities for improvement. Weekly meetings of the leadership team discuss progress against the school's priorities and evaluate standards and provision but this has little impact on raising standards due to the lack of communication with staff across the school.

Recent performance management arrangements for teachers meet requirements. The current process focuses appropriately on ensuring that objectives link to school priorities. However, it is too early to judge the impact of the process on improving standards and teaching as the current cycle is not complete. There are no performance management arrangements for support staff and this means that leaders have no mechanism to assess the effectiveness of their work.

The school's governors carry out their statutory duties appropriately and provide useful support for the headteacher. They have a good understanding of the school's strengths and shortcomings. They contribute well to monitoring and evaluation activities and have a clear understanding of the issues that are barriers to improvement. However, they do not challenge the school robustly enough to raise standards, improve provision and to ensure effective leadership.

The school gives attention to national priorities such as developing pupils' numeracy and ICT skills but it does not ensure that pupils develop their literacy skills effectively across the curriculum. The promotion of the Welsh language and ethos is appropriate. A focus on raising the standards of pupils eligible for free school meals is having a positive effect on narrowing the achievement gap between this group and other pupils.

### **Improving quality: Unsatisfactory**

The school's self-evaluation process includes a suitable range of first-hand evidence including tracking performance data, and reviewing outcomes of monitoring activities. Governors are now involved appropriately in a few of these activities.

The senior management team, supported occasionally by local authority staff, observe teaching regularly and generally produce useful reports, which acknowledge strengths, identify shortcomings and recommend actions. However, leaders do not make effective use of these findings to secure improvement.

Where monitoring of pupils' work takes place, reports are generally too descriptive and focus too little on pupil outcomes. They do not provide evaluative responses that contribute constructively to the self-evaluation process or to raising standards.

The current self-evaluation report is an accurate evaluation of the school's current performance in many areas. It correctly identifies areas for improvement, which form the basis of the school development plan. However, few staff are involved in its creation and as a consequence, the plan has little impact on improving standards of teaching and learning, particularly in key stage 2.

The school development plan provides an honest evaluation of progress since the last inspection and on the priorities of the previous school development plan. It recognises that there has been very limited impact on raising standards and improving teaching over the last four years. For instance, many aspects of the recommendations for improvement from the last inspection remain as outstanding issues.

### **Partnership working: Good**

The school has several key partnerships to support pupils' wellbeing and widen their experiences. For example, the school liaises with the pre-school setting effectively to help pupils move easily in to the nursery class. These arrangements also allow staff to prepare work at a suitable level for new pupils. The school's partnership with local comprehensive schools enables most pupils to transfer smoothly to secondary education.

A range of independent music services is effective in enriching pupils' musical experiences, allowing them to take part in local community events, including eisteddfodau.

A community charity shop, run by the 'friends of the school', raises substantial funds to benefit pupils through the purchase of the school mini-bus and other valuable resources.

A local charitable organisation provides funds for pupils in the resource base classes to undertake beneficial activities such as horse riding and visits within the local community. Many pupils enjoy the school's partnership with the local bowls club through worthwhile opportunities to try out the sport.

The school has a strong network with the local cluster of schools, which supports the suitable moderation of pupils' work to ensure levels are secure and accurate at the end of the key stages.

### **Resource management: Adequate**

The school has sufficient staff, and leaders deploy them suitably to deliver the curriculum for all pupils. Classroom assistants support teachers well and contribute effectively to pupils' learning throughout the school. The arrangements for teachers' planning, preparation and assessment time are appropriate.

Professional development opportunities have not been successful in raising outcomes for pupils. Very few teachers are involved in direct classroom observation of colleagues or in professional learning communities.

The headteacher and the governors' finance sub-committee manage the school budget efficiently. The day to day running of financial matters is good. The school uses the pupil deprivation grant appropriately to support identified pupils. This is leading to improvements in outcomes for pupils eligible for free school meals.

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

## Appendix 1: Commentary on performance data

### 6662070 - LLANDRINDOD WELLS C.P. SCHOOL

Number of pupils on roll	300
Pupils eligible for free school meals (FSM) - 3 year average	18.5
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	24	39	34	30
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	87.5	84.6	94.1	83.3
Benchmark quartile	2	3	1	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	24	39	34	30
Achieving outcome 5+ (%)	91.7	84.6	94.1	90.0
Benchmark quartile	2	3	2	3
Achieving outcome 6+ (%)	29.2	35.9	26.5	40.0
Benchmark quartile	2	2	3	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	24	39	34	30
Achieving outcome 5+ (%)	87.5	92.3	94.1	86.7
Benchmark quartile	3	2	2	4
Achieving outcome 6+ (%)	20.8	33.3	29.4	43.3
Benchmark quartile	3	2	3	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	24	39	34	30
Achieving outcome 5+ (%)	95.8	94.9	94.1	86.7
Benchmark quartile	2	3	3	4
Achieving outcome 6+ (%)	33.3	43.6	50.0	43.3
Benchmark quartile	3	3	3	4

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.

**6662070 - LLANDRINDOD WELLS C.P. SCHOOL**

Number of pupils on roll	300
Pupils eligible for free school meals (FSM) - 3 year average	18.5
FSM band	3 (16%<FSM<=24%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	30	26	27	44
<b>Achieving the core subject indicator (CSI) (%)</b>	73.3	80.8	70.4	72.7
Benchmark quartile	4	4	4	4
<b>English</b>				
Number of pupils in cohort	30	26	27	44
Achieving level 4+ (%)	76.7	84.6	74.1	75.0
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	26.7	26.9	33.3	20.5
Benchmark quartile	3	3	3	4
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	30	26	27	44
Achieving level 4+ (%)	80.0	84.6	74.1	75.0
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	23.3	30.8	37.0	13.6
Benchmark quartile	3	3	3	4
<b>Science</b>				
Number of pupils in cohort	30	26	27	44
Achieving level 4+ (%)	80.0	96.2	81.5	75.0
Benchmark quartile	4	2	4	4
Achieving level 5+ (%)	30.0	30.8	29.6	34.1
Benchmark quartile	3	3	4	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

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.	110	98 89%	12 11%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	110	69 63%	41 37%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	110	94 85%	16 15%	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	110	100 91%	10 9%	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.	110	96 87%	14 13%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	110	98 89%	12 11%	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.	110	105 95%	5 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.	110	107 97%	3 3%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	110	84 76%	26 24%	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.	110	88 80%	22 20%	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.	110	54 49%	56 51%	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	110	73 66%	37 34%	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.	33	5 15%	17 52%	9 27%	2 6%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	34	10 29%	19 56%	5 15%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	34	14 41%	18 53%	1 3%	1 3%	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.	33	7 21%	18 55%	7 21%	1 3%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	32	3 9%	16 50%	13 41%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	32	5 16%	19 59%	6 19%	2 6%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	30	9 30%	18 60%	3 10%	0 0%	4	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	26	3 12%	11 42%	8 31%	4 15%	7	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	30	7 23%	15 50%	4 13%	4 13%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	11 37%	14 47%	3 10%	2 7%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	32	8 25%	15 47%	7 22%	2 6%	1	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'.	26	10 38%	11 42%	4 15%	1 4%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		

	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 am kept well informed about my child's progress.	32	9 28%	7 22%	13 41%	3 9%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	34	8 24%	11 32%	8 24%	7 21%	0	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.	33	6 18%	18 55%	5 15%	4 12%	1	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.	32	7 22%	20 62%	4 12%	1 3%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	16	6 38%	4 25%	3 19%	3 19%	17	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.	28	6 21%	10 36%	6 21%	6 21%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	32	4 12%	14 44%	4 12%	10 31%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Richard Hawkley	Reporting Inspector
Terwyn Tomos	Team Inspector
Terry James Davies	Lay Inspector
Peter George Owen	Peer Inspector
Ashley Clare (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.