



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

**A report on**

**Llanrhidian Primary School  
Llanrhidian  
Gower  
SA3 1EH**

**Date of inspection: July 2017**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

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

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

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

## Context

Llanrhidian Primary School is situated in the Gower Peninsular six miles from the city of Swansea. There are currently 167 pupils on roll from the ages of three to eleven. Numbers have risen significantly since the last inspection. There are five classes, three of which have mixed ages.

Over the last three years, the average number of pupils eligible for free school meals is around 3%, well below the national average of 19%. The school identifies around 17% of pupils as having additional learning needs, which is below the national average of 25%. No pupils speak Welsh as a first language and very few pupils have English as an additional language. There are very few pupils with SGO's (Special Guardian Orders). The last inspection was in March 2010.

The current headteacher has been in post since September 2009. The leadership team is made up of the headteacher, the deputy headteacher and two teachers with a teaching and learning responsibility.

The individual school budget per pupil for Llanrhidian Primary School in the financial year 2016-2017 is £3,503. The maximum per pupil in primary schools in the City and County of Swansea is £5,232 and the minimum is £2,703 (the maximum is £7,381 and the minimum is £2,567 for 2017-2018). Llanrhidian Primary School is ranked in 33rd place (34th in 2017-2018) out of the 79 primary schools in the City of Swansea in terms of the school budget per pupil.

The school is currently a pioneer school and is working with the Welsh Government and other schools to proceed with developments relating to curriculum reform.

## Summary

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

### Current performance

- Nearly all pupils make exceptionally good progress as they move through the school from their starting points
- Nearly all pupils develop and apply their literacy, numeracy and ICT skills highly effectively
- Most pupils use their thinking and problem-solving skills to a very high standard
- The behaviour of nearly all pupils is exemplary
- Nearly all pupils feel safe in school and demonstrate outstanding attitudes to learning.
- Nearly all pupils feel actively involved in the decision-making processes that affect the development of the school
- Teaching is consistently good or better and most teachers plan and deliver stimulating, innovative and well-paced learning experiences
- There is a thorough system in place to track pupil progress and staff use the information well to provide additional support and to inform their future planning
- The work of highly skilled teaching assistants is a strength of the school

### Prospects for improvement

- The headteacher and deputy headteacher provide highly effective leadership and direction for the school that promote outstanding levels of achievement and wellbeing by pupils
- Most staff undertake lead roles confidently in moving initiatives forward to deliver better outcomes for pupils
- Highly effective data analysis forms the basis of a well-organised and systematic approach to self-evaluation
- The school has robust and highly effective procedures for self-evaluation and planning for improvement
- The governing body is an active partner in judging the school's progress and setting its strategic priorities
- Staff display a strong commitment to improving their own teaching through involvement in networks with other schools
- There are strong partnerships with parents and the wider community
- The careful management of resources helps to ensure excellent outcomes for pupils

## Recommendations

R1 Share the best practice in teaching and learning across the school to improve standards further

R2 Expand the opportunities to improve pupils' oracy skills in Welsh

### **What happens next?**

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Excellent

#### Standards: Excellent

Most pupils enter the school with skills that are above those expected for their age. As they move through the school, nearly all make exceptionally good progress relative to their starting-points. Pupils with additional learning needs and those who follow additional intervention programmes make good and sometimes very good progress within a short space of time.

Nearly all pupils recall previous learning well and use and apply their literacy and numeracy skills highly effectively across all areas of learning.

From a very early age, nearly all pupils' listening skills are particularly strong. Younger pupils listen effectively to stories and respond very well to the skilful questioning of teachers and practitioners. Their oral skills are particularly good, with many children engaging in conversations with one another and adults using a range of language patterns, which are well above those expected for their age group. By the time pupils progress through key stage 2, nearly all make very effective use of language. They speak confidently and articulately in an increasing range of extended sentences, which are mature, accurate and precise.

In the Foundation Phase, most pupils have a very good understanding of the relationships between sounds and letters and make skilful use of this when reading unfamiliar words. By the end of the Foundation Phase, many pupils read with fluency, expression and understanding and they discuss what they have read enthusiastically. In key stage 2, most pupils have outstanding reading skills. Pupils that are more able use higher-order reading skills effectively in different subjects, for example when researching topics or looking for specific information in science. In mathematics lessons, they apply them very well to identify the key information required to solve problems.

Nearly all pupils in the Foundation Phase make good progress in their writing skills. Towards the end of the Foundation Phase, they spell commonly used words accurately and make credible attempts at unfamiliar words. As pupils progress through the school, their written work develops well and pupils' presentation and handwriting skills are of a very high quality. In key stage 2, most pupils write imaginatively and accurately across a wide range of genres. They produce extended writing of exceptional quality and use an extensive vocabulary to enrich their work. Most pupils make beneficial use of redrafting to refine their writing. Many make outstanding use of expressive language, similes and metaphors to enhance their writing, for example when writing soliloquies, exciting sentences and adventure stories.

Nearly all pupils develop their numeracy skills highly effectively as they move through the school. Most pupils apply these skills across the curriculum successfully and at a similar level to their work in formal mathematics lessons. Most pupils use their thinking and problem-solving skills to a very high standard, for example when using a range of information and communication technology (ICT) applications and books to create interesting fact-files and leaflets.

By the end of the Foundation Phase, many pupils add and subtract correctly using hundreds, tens and units. Most understand and use simple measurements and have a secure knowledge of shape and capacity. They interpret information on a block graph accurately and make predictions sensibly, for example when estimating which container will hold the most liquid.

In key stage 2, most pupils have outstanding numeracy skills. They have a very secure grasp of place value and can multiply and divide using decimals exceptionally well. By Year 6, they have a very good understanding of fractions and co-ordinates. Nearly all pupils use their knowledge of mathematics confidently when presenting and interpreting data in the form of line graphs and pie charts, for example in science, when investigating boats and dissolving salt solutions. They frequently undertake projects that enable them to apply their numerical skills in realistic contexts, for example when creating their own maths problems from data collected from the world athletics championships for fellow pupils to solve.

Most pupils' ICT skills are well developed and they use them with confidence across the curriculum. In the Foundation Phase, most pupils demonstrate self-assurance in their ICT skills, for example when researching the internet for the lowest price of tomato sauce. Most pupils across the school use word processing programs, produce digital presentations, and use quick response codes, with increasing assurance. By the end of key stage 2, many also create and interrogate databases maturely, and a few create multimedia presentations effectively to reinforce their work in other areas. They use information from spreadsheets effectively to create pictorial representations.

As pupils move through the school, many make good progress in their Welsh language skills and develop an increasing vocabulary. Most respond positively to instructions and display good understanding of Welsh used by the teacher in and outside of Welsh lessons. The reading skills of most pupils are well developed and many pupils write with confidence.

Teacher assessment at the expected outcome at the end of the Foundation Phase in literacy and mathematical development has fluctuated over the last four years moving the school between the lower 50% and the upper 25% in comparison with similar schools. At the higher outcome, assessments for literacy have also fluctuated, moving the school between the lower 50% for the last two years. Performance in mathematical development has placed the school in the upper 25% of similar schools consistently.

At the end of key stage 2 over the last three years, all pupils achieved the expected level in English, mathematics and science, placing the school in the top 25% of similar schools consistently. At the higher level in English, the school has been consistently in the top 25% of similar schools. In mathematics and science, performance has fluctuated but has generally placed the school in the top 50% when compared with similar schools.

There are not enough pupils who are eligible for free school meals within specific cohorts to come to meaningful conclusions based on data. However, nearly all of these pupils make good progress in learning sessions and in their work.

## **Wellbeing: Excellent**

Nearly all pupils feel safe in school and involved in decision-making. For example, pupils have written their own policy, which has led to nearly all pupils having an excellent understanding of how to stay safe online. Nearly all pupils recognise the importance of healthy eating and have a very good understanding of what they need to do in order to stay fit and healthy. Most pupils take part in the wide range of sporting activities provided by the school. For example, all staff lead after school sports clubs at the same time each week; this is extremely well received by parents and pupils.

Nearly all pupils have positive attitudes to learning and behave exceptionally well in class and around the school. They are courteous and polite, and show compassion, care and concern for other pupils and adults. For example, pupil groups such as Llanrhidian Buddies and Wellbeing Warriors contribute effectively to the atmosphere in school and, as a result, many problems are resolved without adult intervention.

Most pupils collaborate very well; they sustain concentration for extended periods of time, and most have a comprehensive understanding of what they need to do to improve their work.

Pupils have a very strong voice and make an outstanding contribution to school life. For example, the 'Pupil Evaluation School Team' delivered a video presentation called 'Newsround' to governors in relation to school targets and development. Members of a wide variety of school committees evaluate the effect of their actions on improving the school by completing regular assessments. They feel proud of their contribution and feel valued by the school.

Pupils are very aware of their rights as individuals, in line with the United Nations Charter on the Rights of the Child. The charter is prominent in the school's life and pupils celebrate values consistently in collective worship.

Pupils raise money for local and national charities regularly. For example, they have raised money for homeless people by having a 'sleepover' at school. As a result, pupils have a good understanding of how to support people who are less fortunate than themselves. Many pupils take part in a range of community activities, such as the choir singing in local carnivals and the eco committee improving the local beach through litter picking.

Due to robust strategies and effective monitoring over the last four years, pupils' attendance is consistently good, placing the school in the top 50% when compared with similar schools. There has been no persistent absenteeism for the last two years, and nearly all pupils are punctual.

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

The school's highly innovative curriculum meets the requirements of the Foundation Phase, the key stage 2 curriculum and the agreed syllabus for religious education in full and is one of the school's great strengths. All pupils are provided with highly creative, relevant experiences and a real purpose to their learning. Educational visits and extra-curricular clubs enrich and extend pupils' experiences very successfully.



In the Foundation Phase, learning experiences provide a very good mix of adult-led and independent activities. Staff make very effective use of the outdoor environment to enrich pupils' learning.

A further strength of the school is its thorough planning. Teachers identify many opportunities of good quality for the development of pupils' literacy, numeracy, ICT and thinking skills across the curriculum. They plan rich learning activities that enthuse and motivate pupils to learn. There are robust systems for tracking the skills of learners and providing immediate feedback to inform the way forward.

The provision for the development of the Welsh language is good. The 'Dreigiau Cymraeg' are effective in promoting the use of the Welsh language. The school promotes the culture and heritage of Wales highly effectively. It creates a successful Welsh ethos and nearly all pupils are proud of their Welshness.

Teachers promote pupils' awareness of sustainability and energy conservation very well. The school encourages global citizenship effectively and teachers build this into the curriculum. Pupils have a very good knowledge of the wider world by learning about and supporting national and overseas charities and undertaking projects. For example, to raise awareness of the need for fresh water, the pupils were sponsored to carry bottles of water around the perimeter of the field. The eco committee is very active and has a positive impact on the school, promoting sustainability effectively.

### **Teaching: Good**

Nearly all teachers throughout the school display very good up-to-date knowledge of the subjects they teach. They use this knowledge well to explain new concepts to pupils clearly and ensure that nearly all understand the learning outcomes fully.

Teachers make good use of the immediate outdoor environment and locality to develop pupils' literacy and numeracy skills to a very high level. Most teachers ask probing questions to extend pupils' thinking and problem solving skills effectively. This contributes significantly to the exceptionally high oracy and reasoning skills that pupils display across the school. Teachers and teaching assistants work together well and encourage pupils' independent learning.

Particular strengths of teaching include high expectations of pupils' achievement and very effective classroom management strategies. Teachers match tasks to pupils' abilities well and they make very good use of additional challenges to extend more able pupils. Most staff model or explain tasks well to ensure that pupils understand how to succeed. As a result, most pupils enjoy lessons, are well motivated and demonstrate very good attitudes to learning.

Assessment for learning is a strength within the school with consistently good questioning of pupils by teachers to check for understanding. Detailed feedback to nearly all pupils ensures that pupils understand how well they are doing and what they need to do to take their learning forward. Feedback against the specific learning objectives in all classes is highly effective. Teachers involve pupils well in agreeing their targets for the next stage of learning through innovative 'marking labels', which identify specific success criteria where pupils contribute to their own assessment and that of their fellow pupils. The quality and consistency of pupils' assessment of their own work and that of others is a very strong feature of the school.

All staff track pupils' progress effectively across the school. Innovative tracking systems support clear and consistent procedures. Teachers use this information well to plan motivating learning experiences to meet the needs of most pupils. All staff are fully involved in the process and they use a wide range of data to support the planning for learning opportunities effectively.

Annual reports to parents are informative and provide appropriate opportunities for parents and pupils to respond.

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

The school is an exceptionally, happy caring community in which a high priority is given to pupils' health and wellbeing. It promotes healthy eating through a range of initiatives including lunchbox monitoring and provision of water coolers around school.

Provision for pupils' spiritual, moral, social and cultural development is very good and fosters values based on responsible behaviour, self-discipline and respect. This ensures that nearly all pupils manage their own behaviour very well and have a very good understanding of the need to respect others.

Daily assemblies are vibrant, thought provoking, challenging and reflective and regular visits by the local clergy contribute positively to the pupils' spiritual development. The school provides valuable opportunities for pupils' cultural development, such as through working with Welsh artists to create prints, sketches and animations.

The school works closely with a number of external agencies and, as a result, the quality of care and support for pupils is robust. The decision to appoint a pupil and wellbeing worker to identify and support pupils requiring additional emotional support is innovative. This provides individual and small group interventions to develop aspects such as resilience, confidence and self-esteem.

Provision for pupils who have additional learning needs is highly effective. The school identifies pupils who need support at an early stage. Staff provide high quality individual education plans for relevant pupils, and regularly conduct comprehensive reviews of their progress. There is excellent interaction between pupils, parents and staff and most pupils are fully aware of their targets. Skilful teaching assistants make extremely positive contributions to the progress in development of pupils' targets.

The school's procedures for monitoring and promoting attendance are very effective and have a positive influence on pupils and parents. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Learning environment: Good**

Llanrhidian Primary School is fully inclusive and all pupils have full access to all aspects of the curriculum. It provides a very welcoming ethos for all learners. All pupils are treated equally with respect and understanding. All staff work collaboratively to create a welcoming environment and, as a result, nearly all pupils are happy, feel safe and display high levels of confidence. Staff and pupils have a strong partnership, which is reflected in the care and wellbeing within the school. The school building is kept to a high standard and in good, clean order.

Accommodation is of a good standard and is secure and well maintained. The learning environment is stimulating and the many attractive murals and displays, both in corridors and in classes, provide good information to enhance learning and to show pupils' work to best advantage. All learning areas, throughout the school, have good access to a wide range of ICT equipment, which all pupils use as a natural part of their learning.

An ample supply of good quality resources meets all pupils' learning needs. Pupils have access to a broad range of learning resources, which staff use well. The outdoor learning areas are well maintained and adapted creatively for play and games. Examples include natural climbing logs from tree trunks, a raised mound in the field and a stimulating and attractive garden for children to sit in, talk and read peacefully. A poly tunnel has enabled pupils to grow and sell a variety of plants to parents and the community, and the money raised has enabled pupils to purchase additional learning resources.

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

The headteacher, ably supported by the deputy headteacher, provides outstanding leadership. Their determination has been instrumental in successfully achieving, maintaining and supporting high standards across the school.

The headteacher exercises dynamic leadership, she has a clear vision, which is based on the motto 'Grow, Learn, Succeed Together'. Her belief is that strong leadership, which focuses on ensuring teaching is of a high standard, has a direct and positive effect on pupils' outcomes throughout the school. Through effective communication systems and a definite structure for the school's leadership, she disseminates this message effectively to all. As a result, all stakeholders are completely aware of the school's activities and expectations.

The leadership team sets itself and the school very challenging targets, ensuring good or better teaching across the school. There is a high degree of staff involvement and empowerment and lines of accountability are very strong. All school leaders show a willingness to innovate and take risks in moving the school forward. The robustness of the structure ensures a high quality self-evaluation process, and a deep joint understanding of the school's needs and priorities.

There are good systems relating to the performance management of teachers and classroom assistants that have a positive impact on outcomes for learners. This has led to a very strong learning community, where staff learn from each other very effectively. Performance management arrangements identify strengths and areas for improvement very effectively. The findings from these activities lead to well-targeted support and professional development. Leaders, staff and governors have very high expectations of themselves, of each other and of pupils' standards of achievement.

The school addresses local and national priorities with rigour; for example, it has fully incorporated the Literacy and Numeracy Framework into a rich curriculum, which has a positive effect on improving pupils' skills and standards. The school has developed specifically tailored tracking procedures to ensure the wellbeing and achievement of more vulnerable pupils and this has led to improving the performance of these pupils.

The governing body carries out its duties extremely effectively. Nearly all governors are fully aware of how pupils' performance compares with the performance of other pupils in similar schools. They update their knowledge regularly by attending relevant training. They are highly supportive of the school and make an exceptional contribution to its success both strategically and practically. This results in a strong commitment to raising standards. Governors fulfil their budgetary and statutory responsibilities robustly.

### **Improving quality: Excellent**

The school's capacity to identify ways to improve and plan for this is excellent. There is a culture of continuous rigorous self-evaluation, which focuses in detail on pupils' outcomes. This is embedded in the school's everyday life. It is a very effective process that enables the school to identify, monitor and evaluate its performance very successfully.

The self-evaluation process involves all stakeholders, and is thorough and robust. The format adopted draws effectively on an extensive range of first-hand evidence, for example from questionnaires, observations of teaching and learning and the scrutiny of pupils' work. There is regular, detailed and precise evaluation of performance data, which considers trends, comparisons with similar schools and progress from prior achievement and attainment. Leaders seek the views of governors, parents and pupils regularly. These views are considered seriously and have led to changes in the school's policies and communication with parents.

Pupil voice is a very strong feature of the school. There are many opportunities for pupils to make comments and suggestions about school life, either through committees or individually. Governors' involvement in the self-evaluation process enables them to challenge the school effectively. The school has shared its self-evaluation arrangements as best practice across the local authority and regional consortium for education.

Information collected through the self-evaluation process is used very effectively to set priorities for improvement that are suitable for the school's needs, and which place a strong focus on pupils' outcomes. The school development plan is a very effective document and identifies relevant and specific targets and measurable success criteria. It gives a clear outline of staff responsibilities, financial requirements and methods of monitoring progress.

The capacity and ability of leaders and staff to make improvements and put plans in place are especially good. This is seen in the maintained and measurable improvements in pupils' standards over the last four years.

Progress toward the recommendations from the last inspection has been very strong and all have been met in full.

### **Partnership working: Excellent**

The school has developed collaborative and effective partnerships that result in a shared common purpose for the benefit of all pupils. These partnerships strengthen the arrangements for caring, supporting and developing pupils, and contribute effectively to improving standards and wellbeing.

Highly effective partnerships with parents, the local authority consortium services, specialist support services and the local community have a very positive impact on pupils' outcomes. The partnership with parents is a strength; for example, the 'parents' school development plan day' is particularly successful. Parents also receive a great deal of information about the life and work of the school through the weekly newsletter, electronic platforms and a very informative school website. They are also directly and regularly involved in their children's school work, for example through the joint parent pupil training events. A notable example of these activities is the way all staff evaluate the effectiveness of this in detail and adapt their practices regularly.

Through its responsibility as a curriculum pioneer school, the school shares best practice in teaching and learning and in its highly innovative curriculum with other schools extremely successfully. The school contributes to the local authority's training sessions and welcomes teachers from a variety of other schools to see its good practice, for example in its very effective marking and assessment policy.

The school works very effectively with the local nursery provision prior to pupils entering the school, and this helps children to settle quickly into the nursery class. Joint working with the local secondary school supports pupils' successful transfer to the next stage in their education. Arrangements include well-planned visits and a varied range of curricular and pastoral activities. There are regular beneficial opportunities for teachers from both schools to work together, particularly in mathematics, science, ICT and physical education, this has led to teachers planning more challenging tasks and activities for more able pupils.

A strong feature of the school is its joint working with the cluster of primary schools and the secondary school. This has resulted in effective moderation and standardisation of assessments at the end of key stage 2 and the production of detailed portfolios of work. This adds appropriate rigour to the process of assessment and informs all partners successfully about the standards that pupils should achieve.

The school has very effective partnerships with a number of training institutions and has successfully liaised with the community, local businesses, sporting organisations and others to enhance the learning experiences for pupils.

### **Resource management: Excellent**

The school is a vibrant and positive place for learning. There are successful networks of professional practice both within and outside the school that focus on curriculum reform. This has inspired the staff to engage successfully in new ways of working. They regularly share good practice in the school, for example in peer coaching activities, and this has helped to ensure consistently good or better standards of teaching throughout the school.

Planning, preparation and assessment time for teachers is appropriate. There are good arrangements to respond to training needs identified through the performance management process and these link well with priorities in the school development plan.

Leaders and governors manage finances very well and spending decisions relate closely to the school's priorities. The governing body's finance sub-committee meets regularly and presents a detailed financial report at each governing body meeting so that governors can review the effectiveness of spending decisions. All monies received from pupil grants is utilised efficiently. The school has very effective and robust strategies for managing staff and resources. The school deploys teachers and teaching assistants very well in order to meet the needs of all pupils. Teaching assistants make a valuable contribution to pupils' outcomes across the school and support teachers enthusiastically and very effectively.

The school has a very good range of learning resources and manages these very well. Pupils throughout the school use a wealth of digital equipment confidently to enhance their learning.

Nearly all pupils make very good progress in school and achieve very well by the end of key stage 2. Considering the standards achieved by pupils and the high quality of many aspects of the school's provision, the school offers excellent value for money.

## Appendix 1: Commentary on performance data

### 6702159 - LLANRHIDIAN PRIMARY

Number of pupils on roll	148
Pupils eligible for free school meals (FSM) - 3 year average	1.7
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	16	12	17	16
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	87.5	100.0	94.1	81.3
Benchmark quartile	3	1	2	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	16	12	17	16
Achieving outcome 5+ (%)	93.8	100.0	94.1	87.5
Benchmark quartile	3	1	3	4
Achieving outcome 6+ (%)	56.3	58.3	52.9	43.8
Benchmark quartile	1	1	2	3
<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	16	12	17	16
Achieving outcome 5+ (%)	100.0	100.0	94.1	81.3
Benchmark quartile	1	1	3	4
Achieving outcome 6+ (%)	43.8	75.0	52.9	56.3
Benchmark quartile	2	1	1	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	16	12	17	16
Achieving outcome 5+ (%)	87.5	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving outcome 6+ (%)	68.8	75.0	70.6	75.0
Benchmark quartile	2	2	3	3

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.

**6702159 - LLANRHIDIAN PRIMARY**

Number of pupils on roll	148
Pupils eligible for free school meals (FSM) - 3 year average	1.7
FSM band	1 (FSM<=8%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	16	16	18	13
<b>Achieving the core subject indicator (CSI) (%)</b>	93.8	100.0	100.0	100.0
Benchmark quartile	2	1	1	1
<b>English</b>				
Number of pupils in cohort	16	16	18	13
Achieving level 4+ (%)	93.8	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	37.5	68.8	61.1	61.5
Benchmark quartile	3	1	1	1
<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	16	16	18	13
Achieving level 4+ (%)	93.8	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	43.8	75.0	61.1	76.9
Benchmark quartile	3	1	2	1
<b>Science</b>				
Number of pupils in cohort	16	16	18	13
Achieving level 4+ (%)	93.8	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	50.0	50.0	50.0	69.2
Benchmark quartile	2	2	3	1

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.	69		68 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	68		57 84%	11 16%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	69		63 91%	6 9%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%	
The school teaches me how to keep healthy	69		67 97%	2 3%	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.	69		62 90%	7 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	69		68 99%	1 1%	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.	69		69 100%	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.	69		66 96%	3 4%	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.	69		58 84%	11 16%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%	
I have enough books, equipment, and computers to do my work.	69		63 91%	6 9%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	69		52 75%	17 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	69		57 83%	12 17%	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.	64	52 81%	11 17%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	63	56 89%	7 11%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	64	56 88%	7 11%	1 2%	0 0%	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.	63	52 83%	10 16%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	64	48 75%	15 23%	1 2%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	64	50 78%	13 20%	1 2%	0 0%	0	Mae'r addysgu yn dda.
		60%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	63	52 83%	11 17%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	63	31 49%	26 41%	4 6%	1 2%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	63	49 78%	12 19%	1 2%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	64	54 84%	8 12%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	64	56 88%	7 11%	0 0%	0 0%	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'.	63	39 62%	14 22%	4 6%	0 0%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	63	41 65%	19 30%	3 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		48%	41%	9%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	64	46 72%	14 22%	3 5%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	63	36 57%	21 33%	2 3%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	64	52 81%	10 16%	1 2%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoldeb.
My child is well prepared for moving on to the next school or college or work.	62	42 68%	10 16%	1 2%	0 0%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	64	45 70%	16 25%	2 3%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	64	50 78%	14 22%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

## Appendix 3

### The inspection team

Mr Jeffrey John Beecher	Reporting Inspector
Mr David Kenneth Davies	Team Inspector
Mrs Deris Davies Williams	Lay Inspector
Ms Angela Birkinshaw	Peer Inspector
Mrs Donna Caswell (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.