



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

A report on

**Ysgol Meifod
Meifod
Powys
SY22 6DF**

Date of inspection: April 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:

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

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

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Context

Ysgol Meifod is in the village of Meifod, near Welshpool in the Powys local authority. The school caters for pupils aged between three and eleven years of age. It serves the local community and a minority of pupils who travel by minibus from the outlying area. There are around 75 pupils on roll, including five in the part-time nursery. Nearly all pupils are of white British ethnicity and speak English as their home language. The school teaches its pupils in four mixed-age classes. Around 5% of pupils are eligible for free school meals, which is well below the Wales average of 20%. The school identifies around 19% of pupils as having additional learning needs, which is below the national average of 25%.

The headteacher took up his post in September 2014. The school's last inspection was in 2010.

The individual school budget per pupil for Ysgol Meifod in 2015-2016 means that the budget is £3,561 per pupil. The maximum per pupil in the primary schools in Powys is £7,431 and the minimum is £3,035. Ysgol Meifod is 47th out of the 84 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Nearly all pupils make good progress during their time at the school
- Nearly all are very well behaved and show strong levels of motivation in their learning
- The curriculum provides interesting learning experiences and meets the needs of most pupils well
- Many pupils develop their information and communication technology (ICT) skills well
- The school promotes pupils' sense of responsibility and their contribution to the local community very effectively
- Nearly all teaching is good
- Provision for pupils with additional needs is a strong feature of the school
- The school provides a stimulating learning environment for pupils

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear strategic vision that he promotes effectively
- Staff work well together as a team and share a strong commitment to further improvement
- The governing body is developing its role as a critical friend well
- Self-evaluation processes are systematic and lead to an accurate picture of the school's strengths and areas for development
- Improvement plans are thorough and address relevant priorities effectively
- The school benefits from positive links with a wide range of partners

Recommendations

- R1 Improve the standards achieved by more able pupils
- R2 Improve the consistency of handwriting and presentation in pupils' books in key stage 2
- R3 Ensure that pupils have more effective opportunities to develop fluency in the Welsh language

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils enter the school with skill levels that are similar to those expected of pupils of a similar age. Nearly all make good progress during their time at the school. Throughout the school, many pupils listen carefully to their teachers and each other. In discussions, most pay good attention to what their partners say. They show consideration for others and rarely interrupt, accepting that others may have different opinions from their own.

Most pupils in the Foundation Phase speak clearly and confidently using vocabulary that is appropriate for their age. Many pupils in key stage 2 have well-developed oracy skills. They are articulate and use their rich vocabulary effectively when speaking about their work.

Most pupils develop their reading skills well as they progress through the school. In the Foundation Phase, most pupils have a good awareness of the relationship between letters and sounds and use their knowledge of phonics to decode unfamiliar words. Nearly all use picture cues effectively to help them understand the meaning of the text. In key stage 2, most pupils continue their good progress in reading, so that by the end of the key stage they read fluently and expressively. They read with understanding and a majority of older pupils use higher-order inference skills to 'read between the lines'. By the end of the key stage, the majority of pupils use indexes and glossaries well to locate and interpret information in factual books quickly.

In the Foundation Phase, most pupils make good progress in writing. By the end of the Phase, they form letters correctly and keep size and spacing consistent. Their spelling is generally accurate, or is a close phonetic approximation. They write for a good range of purposes and regularly use strong adjectives to enliven their stories. By the end of the Phase, most pupils apply their literacy skills well in their topic work, for example when they explain clearly the different ways in which homes consume water.

Pupils in key stage 2 plan and redraft their written work appropriately and convey meaning clearly. Many older pupils in key stage 2 write very well. They use a variety of literary devices such as simile and metaphor with a rich range of vocabulary to produce vivid descriptions. For example, 'the witch's face was a web of wrinkles. Her red mouth shone like a Hallowe'en lantern'. Through drafting and redrafting, many pupils produce writing of good quality. Many pupils use their literacy skills effectively in many areas of the curriculum. For example, they make bulleted notes in preparation for a persuasive speech about wind farms. They compose clear and well-organised science reports. However, overall, pupils in key stage 2 do not write or present their work neatly enough.

Most pupils in the Foundation Phase develop good skills in mathematics. They read, write and order three-digit numbers correctly and add and subtract money up to one

pound. Many identify fractions of shapes correctly and calculate halves and doubles of numbers up to 100. Many solve problems expressed in words correctly. Most pupils use their numeracy skills effectively in their topic work. For example, they compare bats and spiders by constructing a Venn diagram and use calculation to compare the sizes and various powers of superheroes.

In key stage 2, most pupils have a good understanding of place value, which they use effectively when working with decimal fractions. Many have a clear understanding of the equivalence of fractions and percentages. They have a secure knowledge of shapes and angles and plot co-ordinates in four quadrants. They apply their numeracy and problem-solving skills well in a wide range of real-life contexts. For example, following the Nepal earthquake, they investigate the strengths of various mortars and building blocks. In science, many calculate accurately the percentage of rates of germination of seeds under different conditions and, in history, they compare the lengths of the reigns of Tudor kings and queens.

Most pupils in the Foundation Phase know the Welsh words for numbers, colours, feelings and foods. Many respond appropriately to questions about today's weather. In key stage 2, many pupils write Welsh sentences accurately. While worksheets constrain much of their writing, they write independently at an acceptable level in their letters to a Welsh character. The most able write accurately, using mutations appropriately. A majority of older pupils read simple Welsh texts competently. Most pupils have a good knowledge of Welsh vocabulary, but lack the confidence and fluency to sustain a simple impromptu conversation.

Throughout the school, many pupils use their ICT skills effectively to research and present information in many areas of the curriculum.

Nearly all pupils with additional learning needs make good or very good progress towards their individual targets.

The number of pupils in each year group is relatively small. This can have a significant impact on attainment levels from one year to the next and makes it difficult to make reliable comparisons with similar schools.

At the end of the Foundation Phase, pupils' attainment of the expected and higher outcome in literacy and mathematical development over recent years has varied greatly, moving the school between the bottom 25% to the top 25% of similar schools. Over the same period, a similar degree of variation has occurred at the end of key stage 2 in pupils' attainment of the expected and higher levels in English, mathematics and science.

As a group, girls tend to perform better than boys in most areas and subjects. As very few pupils at the end of the Foundation Phase and key stage 2 are eligible for free school meals, comparison of their performance with that of other pupils is unreliable.

Wellbeing: Good

Nearly all pupils have a secure understanding of the contribution that regular exercise and a balanced diet have in achieving a healthy lifestyle. Most understand how to avoid internet hazards and to stay safe online. Attendance levels over the past two years have improved and now place the school in the higher 50% when compared with similar schools.

Nearly all pupils behave very well. They are considerate and courteous, and show respect for staff, visitors and for each other. Nearly all pupils across the school co-operate successfully with one another in their lessons, and show strong levels of motivation in their learning. Pupils in the Foundation Phase make worthwhile choices about what they learn in their topic work and plan interesting activities in their independent work. Throughout the school, most pupils develop valuable understanding of their strengths and areas for development through evaluating their own progress against individual learning targets.

Many pupils across the school contribute successfully to their local community. For example, they plan events, such as a harvest festival in aid of a national charity. The school council meets every three weeks and takes an active part in making valuable improvements to the school, including an outdoor wooden fort and a mud kitchen. Pupils undertake key council roles, such as chair and secretary, and perform them conscientiously. They act as 'caring buddies' at playtime and take pride in their role. The eco council raises the awareness of other pupils successfully about the importance of saving energy and recycling a variety of materials. The council's actions include building a 'bug hotel'. Pupils grow a variety of vegetables in their 'keyhole garden' and sell the produce to parents.

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

Teachers plan stimulating learning experiences that meet the needs of most pupils successfully. Through a range of interesting topics, they provide most pupils with varied opportunities to develop their skills across the curriculum. For instance, in key stage 2, pupils apply their mathematical skills very well through a science investigation on solutions. Many pupils have frequent opportunities to use tablets and laptop computers to locate information from the internet, record moving images and combine text, tables and graphics in their presentations. All teachers take note of pupils' ideas for themes and topics, especially in the Foundation Phase during the successful independent learning sessions. A range of extra-curricular clubs includes walking and gardening. Visits to Welsh places of interest help to enrich the experiences of pupils. Examples include residential visits for pupils in key stage 2 and a medieval re-enactment experience, which focused on the Princes of Powys. Effective participation in activities hosted by Urdd Gobaith Cymru helps to develop pupils' understanding of the culture and heritage of Wales well.

Provision for developing the Welsh language across the school is appropriate. In addition to regular Welsh lessons, nearly all staff use Welsh consistently in the everyday routines of the school. However, opportunities for pupils to develop their Welsh oracy skills are not consistent or effective enough.

The school promotes the principles of sustainable development and global citizenship prominently in the life and work of the school. For example, following the Nepal earthquake, pupils experimented with bricks and mortars. Through the school's contacts with aid agencies and a British university, pupils made a tangible contribution to the rebuilding project in Kathmandu. Staff foster pupils' sense of responsibility and public spirit to exceptional effect through the school's involvement with fundraising charities and overseas appeals. The school council and eco committee members have arranged a number of worthwhile activities, such as regular litter picks and the installation of water butts for use in the school's innovative keyhole garden.

Teaching: Good

All teachers have good up-to-date knowledge of the subjects they teach and plan interesting lessons that engage all pupils. They use an effective range of teaching approaches. Teachers make the lesson objectives clear. They set success criteria that match the abilities of most pupils and this helps pupils to evaluate their own progress accurately. Most teachers use questioning skilfully to enable pupils to understand their work better. They give pupils time to consider their responses before answering and they encourage pupils to respond in full. All teachers have a positive supportive working relationship with their pupils. They have high expectations of most pupils, but they do not always challenge the most able enough. The effective support of teaching assistants contributes to the strong progress made by less able pupils.

Teachers provide pupils with useful verbal feedback. They mark pupils' work appropriately. Their comments on pupils' work are supportive and indicate how pupils can improve. The school has developed an effective system to measure and track pupils' progress. Staff use this to plan activities that meet the needs of pupils who require additional support. As a result, these pupils make strong progress. Parents appreciate the regular meetings with teachers and the detailed annual report that describes their child's progress.

Care, support and guidance: Good

The school supports pupils' personal development well. Staff promote pupils' social and moral development successfully through the school's circle time sessions. Daily acts of collective worship and links with the local church provide regular opportunities for pupils to reflect on spiritual matters and Christian values. Pupils have frequent opportunities to develop their cultural awareness through a wide range of musical events and competitions.

Specialist services make a valuable contribution to supporting pupils' development and wellbeing. For example, speech and language and counselling services support the learning and wellbeing of vulnerable individuals effectively. The school makes appropriate arrangements for promoting healthy eating and drinking and pupils respond to these well.

There are effective procedures to address the rare incidences of bullying that occur and pupils are confident that staff will address their concerns. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is a strong feature of the school. Staff identify those with additional needs at a very early stage through the efficient tracking systems. Pupils with individual education plans receive suitable support through their involvement in a range of interventions, including individual support for their literacy and numeracy skills. Consequently, pupils with additional learning needs make good progress towards meeting their individual targets. Specialist support programmes also improve pupils' self-esteem and wellbeing effectively.

Learning environment: Good

The school provides an inclusive, caring and welcoming environment for pupils. Staff support children well in recognising, respecting and celebrating diversity. All pupils enjoy equal access to all areas of the curriculum, including extra-curricular activities.

Situated in an attractive, rural setting, the school's outdoor space is a strong feature of its provision. It provides a visually stimulating learning environment that greatly enhances the whole learning experience, particularly for pupils in the Foundation Phase. The school site is safe, secure, and well maintained. The accommodation provides a stimulating working environment for pupils, with displays that are relevant, attractive and up to date. Classrooms are spacious, have direct access to the outdoors and are appropriate for the numbers of pupils on roll. There are ample resources of good quality that match the needs of teachers and pupils well.

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

In a relatively short time, the headteacher, together with the staff and governors, has established a clear strategic vision for the school that recognises and meets its particular needs. This has contributed to improved standards and progress in pupils' outcomes and wellbeing. There is a shared commitment throughout the school to developing and promoting improvements to strengthen and improve outcomes for pupils. Staff are fully aware of their roles and responsibilities and they support the headteacher well. They form a close and effective team with shared aims and they work well together to provide a warm and supportive ethos for all pupils.

There are clear arrangements for performance management for teachers. The resulting programme of training and staff development supports improved teaching and learning well.

The school is making good progress in introducing a number of national priorities. It has implemented the Foundation Phase very effectively and the school's approach to the national literacy and numeracy framework is having a positive effect on improving nearly all pupils' standards and achievements.

Governors are supportive of the school and undertake their responsibilities conscientiously and effectively. They are developing a thorough understanding of the school. They undertake suitable analysis of performance data, visit the school to observe pupils at work, take part in learning walks and scrutinise books. The role of the governing body as a critical friend is developing well.

Improving quality: Good

The school's self-evaluation processes are systematic. Leaders gather an extensive range of first-hand evidence from lesson observations, book scrutiny and rigorous analysis of assessment information. The self-evaluation report that arises from these procedures gives an accurate picture of the school's strengths and areas for development. This links clearly to the priorities for improvement in the school's development plan.

The targets in the school development plan focus well on raising standards and enhancing provision. The plan sets out specific responsibilities, relevant timescales, costs and criteria for success. The headteacher, staff and governors monitor the school's progress towards meeting the targets in the school development plan rigorously. The development plan is a useful working document that provides clear guidance for taking the school forward. For example, last year's development planning led to notable improvements in the provision for ICT throughout the school. This additional focus on the subject and increased staff confidence through subsequent training resulted in pupil attainment exceeding the school's expectations in both ICT and literacy.

Partnership working: Good

There are positive partnerships with parents, the community and other organisations. These have a beneficial impact on pupils' learning and wellbeing. The 'Friends of Ysgol Meifod' play an important role in raising funds for pupils' activities and school resources. A strong feature of the school is the prominent place it has within the local community. Individuals and local businesses have provided practical help and donated items for the Foundation Phase outdoor learning area and recently a local resident constructed an impressive play fort for the playground. The school's strong links with aid agency workers enable many pupils to develop a worthwhile sense of responsibility as global citizens.

The school ensures that it keeps parents well informed about their children's progress, and about activities in the school, through open evenings and 'The Grapevine', a regular newsletter that is also available on the school website.

Pupils benefit from the close link with the pre-school playgroup that meets in the school hall. Purposeful relationships with staff from the local cluster of primary schools and the secondary school enable staff to work together effectively to moderate pupils' work and to ensure the accuracy of their assessments.

There are well-established transition arrangements with the local pre-school playgroup, which operates in the community hall shared with the school. Similarly, arrangements to support pupils when they transfer to the local secondary school are effective in ensuring that pupils have a smooth transition to the next stage in their learning.

Resource management: Good

There are enough well-qualified teachers and support staff to deliver the requirements of the Foundation Phase and the National Curriculum. The school deploys support staff effectively to make the best use of their talents and expertise. They work closely as a team and have a positive influence on the work of the school and the standards attained by pupils. The school's arrangements for teachers' planning, preparation and assessment time are effective. Staff receive appropriate opportunities for their professional development. Training identified in the school development plan links to teachers' performance management targets and school improvement priorities. The plan includes training for dealing with autism, dyslexia and literacy and numeracy.

The school manages its accommodation and resources well. Spending decisions reflect school priorities appropriately. The headteacher and governing body monitor the school budget carefully to ensure that there is effective use of funding. The school's strategies for spending the pupil deprivation grant are effective and focus well on raising standards for vulnerable pupils.

In view of the progress made by pupils and the overall quality of provision, the school gives good value for money.

Appendix 1: Commentary on performance data

6662033 - YSGOL MEIFOD

Number of pupils on roll	75
Pupils eligible for free school meals (FSM) - 3 year average	7.3
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	*	16	12	11
Achieving the Foundation Phase indicator (FPI) (%)	*	93.8	100.0	90.9
Benchmark quartile	*	2	1	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	16	12	11
Achieving outcome 5+ (%)	*	93.8	100.0	90.9
Benchmark quartile	*	3	1	3
Achieving outcome 6+ (%)	*	37.5	75.0	45.5
Benchmark quartile	*	3	1	3
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	*	16	12	11
Achieving outcome 5+ (%)	*	93.8	100.0	90.9
Benchmark quartile	*	3	1	4
Achieving outcome 6+ (%)	*	25.0	75.0	45.5
Benchmark quartile	*	3	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	16	12	11
Achieving outcome 5+ (%)	*	100.0	100.0	100.0
Benchmark quartile	*	1	1	1
Achieving outcome 6+ (%)	*	43.8	66.7	90.9
Benchmark quartile	*	4	2	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.

6662033 - YSGOL MEIFOD

Number of pupils on roll	75
Pupils eligible for free school meals (FSM) - 3 year average	7.3
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	11	*	15	15
Achieving the core subject indicator (CSI) (%)	90.9	*	100.0	93.3
Benchmark quartile	3	*	1	3
English				
Number of pupils in cohort	11	*	15	15
Achieving level 4+ (%)	90.9	*	100.0	93.3
Benchmark quartile	3	*	1	3
Achieving level 5+ (%)	*	*	53.3	*
Benchmark quartile	*	*	2	*
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	11	*	15	15
Achieving level 4+ (%)	90.9	*	100.0	93.3
Benchmark quartile	3	*	1	3
Achieving level 5+ (%)	45.5	*	60.0	33.3
Benchmark quartile	2	*	1	4
Science				
Number of pupils in cohort	11	*	15	15
Achieving level 4+ (%)	90.9	*	100.0	93.3
Benchmark quartile	4	*	1	4
Achieving level 5+ (%)	54.5	*	60.0	40.0
Benchmark quartile	2	*	1	4

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.	44		44 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	44		42 95%	2 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	44		43 98%	1 2%	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	44		44 100%	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.	44		43 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	44		42 95%	2 5%	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.	44		44 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	44		43 98%	1 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	44		29 66%	15 34%	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.	44		44 100%	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.	44		35 80%	9 20%	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	44		44 100%	0 0%	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.	24	14 58%	10 42%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	23	15 65%	8 35%	0 0%	0 0%	1	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.	24	17 71%	7 29%	0 0%	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.	23	11 48%	12 52%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	23	13 57%	10 43%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	24	12 50%	11 46%	1 4%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	24	15 62%	9 38%	0 0%	0 0%	0	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.	24	7 29%	13 54%	3 12%	1 4%	0	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.	21	12 57%	9 43%	0 0%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	24	13 54%	11 46%	0 0%	0 0%	0	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.	24	15 62%	9 38%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	21	6 29%	12 57%	3 14%	0 0%	3	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.	23	7 30%	13 57%	3 13%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	41%	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.	22	11 50%	11 50%	0 0%	0 0%	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.	21	9 43%	10 48%	2 10%	0 0%	3	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.	23	11 48%	12 52%	0 0%	0 0%	1	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%	9 56%	1 6%	0 0%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	24	10 42%	12 50%	2 8%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	23	9 39%	12 52%	1 4%	1 4%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Christopher Ian Dolby	Reporting Inspector
Mary Elspeth Dyas	Team Inspector
Justine Elaine Barlow	Lay Inspector
Tamasine Clare Croston	Peer Inspector
Arwyn Jones	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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