ESTYN

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

A report on

Llansannor C.I.W. Primary School
Llansannor
Ystradowen
Cowbridge
Vale of Glamorgan
CF71 7SZ

Date of inspection: May 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:

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.

Publication date: 12/07/2017

Context

Llansannor Church in Wales Voluntary Aided Primary School is close to the village of Llansannor, near Cowbridge in the Vale of Glamorgan. There are around 230 pupils on roll aged between 3 and 11, including 43 in the part-time nursery. The school teaches its pupils in eight classes, which contain pupils from single year groups.

Around 5% of pupils are eligible for free school meals, which is well below the national average of 19%. The school identifies around 15% as having additional learning needs, which is below the national average of around 25%. Nearly all pupils are of white British ethnicity and speak English as their home language.

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

The individual school budget per pupil for Llansannor Church in Wales Primary School in 2016-2017 means that the budget is £3,352 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £4,576 and the minimum is £2,773. Llansannor Church in Wales Primary School is 32nd out of the 45 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- During their time at school, most pupils make good progress, and a few make excellent progress.
- Most pupils develop valuable literacy, numeracy and information and communication technology (ICT) skills
- All pupils are polite, behave well and show a caring attitude towards each other
- Nearly all pupils engage well with their learning and take pride in their achievements
- Teachers provide stimulating lessons that build progressively on pupils' previous knowledge and understanding, so that most make good progress towards their individual targets
- The effective feedback that teachers give enables pupils to reflect on their own progress and to consider how best to improve their work
- Effective intervention programmes and support for pupils with additional learning needs have a positive effect on their wellbeing and attainment
- The school's effective arrangements for promoting healthy lifestyles ensure that nearly all pupils understand the importance of diet and exercise
- There are ample resources that match well to the needs of pupils

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher's dynamic leadership empowers all staff to contribute effectively within a strong, supportive team ethos
- Senior leaders challenge underperformance robustly to ensure that all pupils have equality of opportunity
- All staff are well-motivated and respond to the headteacher's high expectations positively
- The headteacher's focus on developing and coaching staff has contributed to developing pupils' reasoning and problem-solving skills
- Self-evaluation procedures are robust and wide-ranging, giving leaders an accurate picture of the school's strengths and opportunities for development
- Improvement planning is effective and contributes to notable improvements in provision and standards, for example in developing pupils' thinking and problem-solving skills
- The governing body provides effective support and a robust level of challenge
- The very good partnership with parents has a positive effect of pupils' achievement and wellbeing

- The school is a reflective learning community and shares its expertise actively, for example in assessment, with other schools in the local authority and beyond

Recommendations

R1 Improve boys' attainment at the higher outcomes and levels

R2 Improve rates of attendance

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?	Good

Standards: Good

Most pupils enter the school with levels of skills, knowledge and understanding that are broadly in line with those expected of pupils of a similar age. During their time at school, most make good progress, and a few make excellent progress. Nearly all pupils with additional learning needs respond well to the extra support they receive and make at least suitable progress.

Many pupils in the Foundation Phase develop their oracy skills well. They listen attentively during lessons, particularly during story time. Many pupils speak clearly, although a few are shy and reluctant to join in conversations.

Many pupils in key stage 2 speak clearly and confidently. When discussing, for example, the changes to a landscape, they choose their words carefully to present a balanced argument and make their meaning clear. Many more able pupils are very articulate.

The majority of pupils in the Foundation Phase read confidently and with understanding. They use their phonic skills well to pronounce words correctly and, when necessary, use picture cues to help them to understand the meaning of the text. Many pay good attention to punctuation. Many pupils describe the characters in their story books accurately and make sensible predictions of what might happen next.

By the end of key stage 2, nearly all pupils are accomplished readers. They read without hesitation and with lively expression. They describe settings and characters vividly, using inference to make realistic predictions about how the plot might develop. Many pupils in Year 6 have well-developed research skills and locate specific information in reference books efficiently.

In the Foundation Phase, most pupils make good progress in developing their writing skills. They write for a broad range of purposes, using capital letters and full stops correctly. Many pupils include apostrophes and speech marks in their sentences appropriately. Most spell regular words correctly and make a sensible attempt at more difficult words. They make their meaning clear, for example when writing about the problem of plastics in the oceans.

In key stage 2, many pupils write legibly and take care to present their work neatly. Most pupils write for many purposes and adapt their style to suit their intended audience. Many pupils incorporate literary devices, such as alliteration and personification, to enliven their descriptive writing. Most pupils spell regular words correctly and punctuate their writing carefully. Most use their literacy skills well in all areas of the curriculum.

Most pupils in the Foundation Phase develop a good range of numeracy skills proficiently and apply them with growing confidence in solving simple word problems. They use their measuring skills accurately and record and analyse simple information in bar charts.

In key stage 2, most pupils' work in mathematics is neat and accurate. They develop a suitable range of skills and calculate accurately using decimals, fractions and percentages. Many investigate prime and square numbers methodically and carry out multi-step calculations that involve several different operations. Most pupils use their numeracy skills effectively in other areas of the curriculum. For example, they solve word problems about the aircraft that fought in the Second World War, and use the mode, mean and median when investigating carbohydrates in foods.

By the end of the Foundation Phase, many pupils use ICT confidently for a wide range of purposes. For example, they produce effective posters and multimedia presentations that highlight the problem of marine pollution.

Most pupils in key stage 2 continue to develop their ICT skills well. They use a wide selection of commercial software to research topics and to organise and present information. They build and analyse useful branching databases and use simple spreadsheets to present information as graphs. For example, they show how members of a Roman legion spent their leisure time. Older pupils use coding skills effectively to control sprites.

Most pupils in the Foundation Phase improve their Welsh language skills by speaking every day, in lessons and in informal sessions led by pupils. They count to 20 in Welsh and describe the weather, their feelings and their favourite foods confidently.

Many pupils in key stage 2 have a secure knowledge of everyday Welsh words and phrases. They describe themselves and their likes and dislikes and hold simple conversations in Welsh to discuss what they did during the holidays. Many pupils read simple Welsh books with good pronunciation. Many write regularly in Welsh to practise the sentence patterns that they use in conversations. Their spelling is generally correct.

In the Foundation Phase, pupils' performance in literacy and mathematical development at the expected and higher outcomes has fluctuated over the past four years, with no consistent pattern when compared to levels in similar schools.

In key stage 2, pupils' performance at the expected level has placed the school in the higher 50% in English and in the top 25% in mathematics and science, when compared with similar schools over a four year period. At the higher level, comparison with similar schools generally places the school in the lower 50% in all three subjects.

Overall, girls attain better than boys in most areas of learning and subjects, particularly at the higher outcomes and levels. There are very few pupils at the end of the Foundation Phase and key stage 2 who are eligible for free school meals. As a result, comparison of their attainment with that of other pupils is unreliable.

Wellbeing: Adequate

All pupils demonstrate a kind and caring attitude towards their peers. They are polite and well-behaved. All feel safe in school and are confident to seek help if there are any issues. Nearly all understand how to keep safe when using the internet. Many pupils contribute constructively to the life of the school through several pupil voice groups. For instance, the nutrition advice group is having positive impact on raising the profile of healthy eating. Consequently, nearly all pupils understand the benefits of an active lifestyle. They enjoy school and take part in a good range of physically active pursuits during and after school.

Nearly all pupils engage well in activities and take pride in their achievements. 'Immersion Days' at the beginning of class topics enable pupils to contribute to planning activities and this has a positive effect on their engagement with learning. Nearly all pupils work well collaboratively. Enterprise projects and partnerships with external agencies give pupils valuable opportunities to develop life skills in preparation for the world of work.

Nearly all pupils are punctual. However, attendance rates have placed the school in the bottom 50% or below compared with other similar schools for the last three years.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of interesting learning experiences that engage nearly all pupils successfully. Teachers plan the curriculum skilfully to enable pupils to develop their key skills progressively. The school places strong emphasis on programmes that increase pupils' resilience and develop their thinking skills. As a result, nearly all pupils set themselves high standards and show determination to overcome difficulties. A varied programme of extra-curricular activities supports and enhances learning across a range of curriculum areas.

Teachers' plans meet the needs of all pupils well. They plan activities carefully to ensure continuity and to build on pupils' previous learning. Provision takes good account of the National Literacy and Numeracy Framework. Staff plan interventions effectively, which enables pupils with additional learning needs to make suitable progress. Teachers plan carefully to develop pupils' ICT skills and the school is making good progress in meeting the challenges of the Digital Competence Framework.

The curriculum enables pupils to develop their understanding of sustainability. Projects on global citizenship and world news deepen pupils' understanding of the role they play in the world. There are worthwhile links with schools in other countries. For example, a project on developing modern foreign languages and individual staff expertise introduces pupils to German and French.

Recently revised arrangements for teaching the Welsh language are effective in improving standards. Provision for promoting pupils' understanding of Welsh history, geography and culture is well-developed.

Teaching: Good

Teachers and learning support assistants co-operate effectively to maintain positive working relationships with pupils. This ensures that all pupils are confident in attempting challenging work, knowing that staff will help them if tasks prove difficult. Teachers prepare interesting lessons that stimulate pupils' curiosity and enable them to develop their skills in literacy, numeracy and ICT purposefully and in a way that builds well on previous learning.

Nearly all teachers encourage pupils to develop their thinking and problem-solving skills well through the skilful use of open-ended questioning. Many lessons proceed at an appropriate pace, ensuring pupils' engagement while allowing them enough time to consider and reflect on their learning. The school's focus on thinking skills is a strength of its teaching.

The effective feedback that teachers provide is a strength of the school. Teachers know their pupils well. In lessons, they intervene regularly to confirm that pupils understand their work and to check their progress. They mark pupils' work effectively, to highlight strengths and aspects to improve. Their written comments encourage pupils to consider their own progress towards the learning intention of each lesson. This enables pupils to consider how to improve and are effective in raising the quality of their work.

The school has a rigorous programme of assessment that tracks pupils' progress carefully and enables teachers to plan further lessons effectively. The programme ensures the early identification of pupils who need additional support. Regular consultations and detailed written reports keep parents well informed about their children's progress.

Care, support and guidance: Good

The school is a caring and supportive environment, which values all pupils equally. The attention to promoting key values, together with a well-planned programme of personal and social learning activities, develops pupils' spiritual, social, moral and cultural development well. The effective use of the 'Treehouse' withdrawal space and social skills programmes have a significant impact on improving the wellbeing, attitudes, and behaviour of pupils, particularly those who have additional learning or emotional needs. There is a well-established programme of music tuition, which benefits many pupils. The school makes appropriate arrangements for promoting healthy eating and drinking.

Effective and beneficial working relationships with specialist agencies enable pupils with additional learning needs to make worthwhile progress. The school's additional learning co-ordinator is highly effective, and provides valuable guidance and support to members of the school community and parents. Learning support assistants contribute effectively to providing a number of relevant and effective interventions, which enable pupils to progress well. The school uses comprehensive performance information and tracking systems as well as regular meetings with staff to monitor the progress of pupils receiving additional support.

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

Learning environment: Good

The school has a very positive nurturing and supportive ethos, where all pupils have equal access to school activities. Staff treat all pupils with respect, regardless of gender, social background, race or faith. This consistent approach ensures that pupils recognise, celebrate and appreciate diversity.

The school site benefits from open spaces, which provide pupils with valuable opportunities for sporting activities and creative play. The development of an attractive seating area provides pupils with a useful space to socialise away from more boisterous lunchtime activities.

The accommodation overall is in good condition and order. Teachers make good use of the classroom space, to provide pupils with an attractive learning environment. There are sufficient resources of good quality, which match well to the needs of pupils. In classrooms and corridors, interesting and up-to-date displays of pupils' work and quick response links to the internet celebrate pupils' achievements successfully.

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

Leadership: Excellent

Since her appointment, the headteacher has communicated an exceptionally clear vision for the school that is very well supported by staff, parents and the governing body. This ensures a relentless drive for improvement, which is now central to school life. Staff morale is very high and all share their expertise readily.

There is a highly effective leadership structure with clear lines of communication and all staff have well-defined roles and responsibilities. Newly improved management and leadership systems at all levels ensure a strong trend of improvement over the past two years in teaching and pupil outcomes. For example, all staff now apply a highly effective, consistent approach to the assessment and marking of pupils' work. This contributes, for example, to notable improvements in the standards of numeracy that most pupils achieve.

The headteacher communicates high expectations and challenges staff to very good effect. She plans and organises very effectively to meet ambitious targets that support many curriculum innovations. For example, pupils now contribute to planning, which increases the engagement of reluctant writers. All staff share a corporate commitment to attain and to meet these targets.

Senior leadership team and staff meetings provide regular opportunities for all staff to contribute to the strategic direction of the school. Nearly all staff work diligently to fulfil the requirements of their job descriptions, which are reviewed regularly through robust performance management arrangements. These drive forward school development priorities very well.

Governors know the school's strengths, shortcomings and future priorities. Under the leadership of an effective chair, the governing body provides strong support. Members have a clear understanding of their roles in holding leaders and managers to account and challenge the school to continue to improve. For example, governors have brought about changes in the way the school teaches reading. The governing body meets regularly and fulfils its statutory duties efficiently.

The school responds very well to local and national priorities. For example, its attention to raising pupils' abilities in the Welsh language is highly successful. The school is developing very effective ways to prepare for the new curriculum, monitoring pupils' creative skill development and planning innovative activities to develop pupils' thinking skills.

Improving quality: Excellent

The headteacher and senior leadership team have a highly accurate understanding of the school's strengths and areas for development. Arrangements for self-evaluation, monitoring and planning for further improvements are robust and very effective. As a result, all evaluation activities focus rigorously on improving outcomes for pupils. This is resulting in a steady trend of improvement in reading, writing and mathematics across the school. There are excellent procedures for checking quality, including quality evaluative reviews of pupils' work and lesson observations. Leaders support all staff well and involve them fully in the process. The use of data to measure progress is exemplary. The school is leading a project to share this best practice with other schools. Self-evaluation draws on the views of a wide range of stakeholders, and the views of staff, governors and pupils inform the process exceptionally well. A particular strength is the way that the school responds to the opinions of parents and acts upon their views. For example, leaders improved communication with parents, by using social media and introducing mid-term pupil progress reports, which parents appreciate greatly.

The outcomes of self-evaluation determine clear priorities and targets for improvement. These form the basis of a detailed school development plan. It sets out responsibilities, actions, timescales and procedures for monitoring progress clearly. All staff understand the school's priorities for improvement and their role in bringing about the desired results. Previous plans have raised standards successfully, for example in the way pupils develop their thinking and problem-solving skills. Senior leaders set high expectations for all staff and pupils. There is a very strong ethos of teamwork and staff support each other well. A positive example is the way that staff engage in innovative curriculum developments to improve their teaching, such as improving their use of questioning to challenge pupils' thinking more effectively. All team meetings have school improvement as a focus. As a result of successful improvement planning, the school now has a strong record of success over the past two years in raising standards for most pupils.

Partnership working: Good

The school has an effective range of partnerships that have a positive effect on pupils' achievement and wellbeing. The partnership with parents is very strong. Parents are well informed and are comfortable about approaching the school if they

have any issues to discuss. Many parents appreciate the useful sessions that the school provides with guidance on the areas of learning, such as mathematics and ICT. These help them to support their children more confidently. The home school association is very active in raising funds for the school.

Pre-school pupils visit the school prior to starting in the nursery class, which helps them to settle smoothly into their new surroundings. There are sound arrangements with local secondary schools to prepare pupils appropriately for the next stage of their education.

The school works increasingly effectively with other primary schools in the area on a range of activities, including the assessment of pupils' work. Their moderation work is recognised as a particular strength of the school. The school has a number of valuable professional learning communities that help to raise standards, in particular in numeracy. A further positive example is the link with schools in the church network, which is improving the quality of teachers' marking.

There are effective partnerships between the school and other agencies in the community including health, social services and welfare groups. These partnerships help to enrich and support all pupils' learning and wellbeing.

The school has an important role within the local community. For example, pupils visit the local church for concerts and raise money for local charities. There are useful links with local businesses, which enrich learning and give pupils a better understanding of the world of work.

Resource management: Good

Leaders manage the deployment of staff and resources well. There are enough well-qualified staff to teach the curriculum effectively and to meet the needs of all pupils. Arrangements for teachers' planning, preparation and assessment time are effective. Staff use this time to plan closely with colleagues. This results in more consistent shared planning and is improving the quality of teaching.

Strong performance management arrangements identify relevant training opportunities that match school improvement targets closely. For example, training on numeracy strategies for all teachers has led to improvements in the teaching of mathematics.

The school is a reflective learning community that initiates many effective networks of professional practice. These have a positive effect on pupil standards, for example in numeracy and problem-solving.

Governors monitor the school's budget efficiently and deploy the school's spending in line with school improvement priorities and the professional development needs of staff. The school makes good use of the pupil deprivation grant to improve the literacy, numeracy and wellbeing of targeted pupils through specific learning interventions.

In view of the quality of the school's provision and the outcomes that pupils achieve, the school provides good value for money.

Appendix 1: Commentary on performance data

6733365 - LLANSANNOR C/W PRIMARY SCHOOL

Number of pupils on roll	227
Pupils eligible for free school meals (FSM) - 3 year average	2.5
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	30	31	24	27
Achieving the Foundation Phase indicator (FPI) (%)	93.3	74.2	87.5	96.3
Benchmark quartile	2	4	3	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	30	31	24	27
Achieving outcome 5+ (%)	93.3	77.4	100.0	96.3
Benchmark quartile	3	4	1	3
Achieving outcome 6+ (%)	40.0	22.6	29.2	55.6
Benchmark quartile	2	4	4	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	30	31	24	27
Achieving outcome 5+ (%)	93.3	87.1	87.5	96.3
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	36.7	12.9	25.0	48.1
Benchmark quartile	2	4	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	30	31	24	27
Achieving outcome 5+ (%)	96.7	87.1	100.0	100.0
Benchmark quartile	3	4	1	1
Achieving outcome 6+ (%)	80.0	35.5	54.2	92.6
Benchmark quartile	1	4	4	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6733365 - LLANSANNOR C/W PRIMARY SCHOOL

Number of pupils on roll   227
Pupils eligible for free school meals (FSM) - 3 year average   2.5
FSM band   1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	25	29	29	31
Achieving the core subject indicator (CSI) (%)	96.0	96.6	96.6	100.0
Benchmark quartile	2	2	2	1
English				
Number of pupils in cohort	25	29	29	31
Achieving level 4+ (%)	96.0	96.6	96.6	100.0
Benchmark quartile	2	2	3	1
Achieving level 5+ (%)	64.0	44.8	44.8	45.2
Benchmark quartile	1	3	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	25	29	29	31
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	72.0	34.5	48.3	58.1
Benchmark quartile	1	4	3	2
Science				
Number of pupils in cohort	25	29	29	31
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	68.0	37.9	41.4	45.2
Benchmark quartile	1	3	3	3

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

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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.	111		111	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	111		105	6		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			95%	5%		
			92%	8%		
I know who to talk to if I am worried or upset.	111		106	5		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			95%	5%		
			97%	3%		
The school teaches me how to keep healthy	111		108	3		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	111		109	2		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			98%	2%		
			96%	4%		
I am doing well at school	111		108	3		Rwy'n gwneud yn dda yn yr ysgol.
			97%	3%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	111		111	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	111		110	1		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			99%	1%		
			98%	2%		
My homework helps me to understand and improve my work in school.	110		98	12		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			89%	11%		
			90%	10%		
I have enough books, equipment, and computers to do my work.	111		111	0		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	111		92	19		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			83%	17%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	111		99	12		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			89%	11%		
			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.	92	53 58%	36 39%	2 2%	0 0%	1		Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%			
My child likes this school.	92	69 75%	23 25%	0 0%	0 0%	0		Mae fy mhlentyn 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.	92	72 78%	17 18%	3 3%	0 0%	0		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%			
My child is making good progress at school.	92	63 68%	25 27%	3 3%	0 0%	1		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%			
Pupils behave well in school.	92	38 41%	50 54%	2 2%	0 0%	2		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	92	50 54%	37 40%	1 1%	0 0%	4		Mae'r addysgu yn dda.
		61%	37%	2%	0%			
Staff expect my child to work hard and do his or her best.	92	60 65%	30 33%	1 1%	0 0%	1		Mae'r staff yn disgwyl i fy mhlentyn 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.	92	29 32%	50 54%	6 7%	2 2%	5		Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	7%	2%			
Staff treat all children fairly and with respect.	92	44 48%	42 46%	3 3%	0 0%	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.	92	47 51%	37 40%	6 7%	0 0%	2		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%			
My child is safe at school.	91	58 64%	31 34%	1 1%	0 0%	1		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	92	37 40%	37 40%	4 4%	0 0%	14		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	92	48 / 52%	39 / 42%	4 / 4%	0 / 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	92	57 / 62%	26 / 28%	9 / 10%	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.	92	29 / 32%	44 / 48%	8 / 9%	2 / 2%	9	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.	92	45 / 49%	38 / 41%	2 / 2%	0 / 0%	7	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	90	30 / 33%	28 / 31%	1 / 1%	1 / 1%	30	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.	92	39 / 42%	45 / 49%	7 / 8%	0 / 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	92	39 / 42%	44 / 48%	5 / 5%	0 / 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Ms Aileen Patricia Brindley	Team Inspector
Mr Terry James Davies	Lay Inspector
Mr Clive Michael Condon	Peer Inspector
Mrs Sue Prosser (Headteacher)	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.