



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

A report on

**Ysgol Penrhyn New Broughton Primary
School Lane
New Broughton
LL11 6SF**

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.

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Context

Ysgol Penrhyn New Broughton Community Primary School is in the village of New Broughton in the Wrexham local authority. There are 197 pupils at the school between the ages of 4 and 11 years. A further 24 children of nursery age attend the school on a part-time basis. All pupils are in single-age classes. In key stage 2, there is some specialist teaching in Welsh and physical education.

The school identifies around 18% of pupils as having additional needs, which is below the average for Wales (25%). A very few pupils have a statement of special educational needs. Around 23% of pupils are eligible to receive free school meals, which is slightly above the average for Wales (19%). Nearly all pupils speak English as their first language and none speak Welsh at home as their first language.

The headteacher was appointed in September 2009 and the last inspection was in October 2011.

The individual school budget per pupil for Ysgol Penrhyn New Broughton Community Primary in 2016-2017 means that the budget is £3,414 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,755 and the minimum is £2,924. Ysgol Penrhyn New Broughton Community Primary is 31st out of the 58 primary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

The school's performance is adequate because:

- Most pupils make appropriate progress during their time in school
- By the end of key stage 2, most pupils are articulate speakers
- Across the school, many pupils use their reading skills successfully and more able pupils use paragraphs and adjectives effectively to engage the reader
- Most pupils develop their number skills effectively in mathematical sessions
- Most pupils develop their information and communication technology (ICT) skills well
- Nearly all pupils are courteous and well mannered and demonstrate high levels of care and concern for others
- There is a wide range of relevant and interesting learning experiences, which engage pupils well
- Most teachers use effective questioning to move pupils' learning forward and to encourage independent learning
- There is an inclusive and welcoming environment where every individual is valued

However:

- Pupils' progress in developing their writing skills varies too much between classes
- In a few classes, there are too few opportunities for pupils to apply their writing and numeracy skills across the curriculum
- Teachers do not adapt their planning well enough to ensure that all pupils make suitable progress, particularly the less able
- Teachers do not use information on pupils' performance well enough to review their progress over time and to adapt the provision accordingly
- Planning for the development of Welsh as a second language does not ensure that pupils make sufficient progress in developing their speaking and listening skills as they move through the school

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher, staff and governors share a vision to provide a nurturing environment where pupils feel safe and strive to achieve their best
- The school distributes responsibilities appropriately across the leadership team
- Through regular meetings, the school has suitable processes to share information among staff and to guide its day-to-day work

- Leaders use pupil performance information satisfactorily to track the progress of individual pupils and a few groups
- Termly progress meetings provide useful opportunities for staff to discuss individual pupil progress and to highlight any areas of concern
- There are suitable procedures to evaluate the school's strengths and weaknesses, based on an appropriate range of first-hand evidence
- The school has a sound track record in bringing about improvement
- The school's partnership with parents is strong
- Staff have useful opportunities to attend professional development events and activities, including visits to other schools to share practice

However:

- The role of the governing body in monitoring and supporting the work of the school is limited
- Staff are not always clear about the school's strategic priorities and how best to bring about improvement
- Leaders focus on too many aspects when monitoring and do not concentrate well enough on the standards that pupils achieve or the consistency of provision between classes
- Opportunities for peer observation and opportunities for staff to share ideas within the school are limited
- There is too much variation in quality between classes

Recommendations

- R1 Improve pupils' Welsh speaking and listening skills
- R2 Ensure that pupils make consistently good progress in developing their writing skills
- R3 Improve the provision for pupils to apply their numeracy skills at an appropriate level across the curriculum
- R4 Ensure that teachers adapt work appropriately to meet the needs of all learners, particularly the less able
- R5 Establish effective peer observation and sharing of good practice across the school
- R6 Ensure that monitoring and evaluation activities focus on pupils' progress and standards, and lead to clear actions for improvement at a whole-school level

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils start school with literacy and numeracy skills that are around those expected for their age. Most pupils make appropriate progress during their time in school. Pupils that are less able do not always make enough progress, but those who have support for their specific additional learning needs do better and make suitable progress towards meeting their individual targets.

Pupils in nursery and reception benefit from a good start to their school experience. They develop their speaking, reading and listening skills well and use their emerging writing skills confidently. As they move through the Foundation Phase, most pupils express their ideas well using a wide range of vocabulary. By the end of key stage 2, most pupils are articulate speakers. They use these skills effectively when recalling interesting facts from their topic work and when making presentations.

Across the school, many pupils use their reading skills successfully in a range of subjects. By the end of the Foundation Phase, many pupils read with a fluency suitable for their age and pupils that are more able read expressively. Most pupils in key stage 2 read a range of texts successfully. Many apply higher-order reading skills well to scan a piece of text to find specific information quickly, for example when researching information about Victorians or reading instructions.

Many pupils in the Foundation Phase make steady progress in developing their writing skills and use them competently across a range of genres, for example when they write an interesting description of the local area and a recount of a trip to a farm park. Most spell the majority of high frequency words correctly. Pupils in key stage 2 continue to build on these skills and, by Year 6, many are able to draft and redraft their writing to improve it. More able pupils use paragraphs and adjectives effectively to engage the reader, for example when writing letters home about their life as a Roman soldier. However, pupils' progress in developing their writing skills varies too much between classes. As a result, they do not always apply their extended writing skills well enough across the curriculum.

Most pupils develop their number skills effectively in mathematical sessions. By the end of the Foundation Phase, many can add and subtract numbers to 100 and demonstrate a good understanding of place value, number bonds, doubling and halving. Most pupils in key stage 2 have a good knowledge of mathematical concepts and use specific methods well when adding, subtracting and dividing. They interpret data in charts and graphs successfully. Teachers provide pupils with occasional opportunities to apply and extend their numeracy skills in other subjects. However, the work set does not always meet the needs of less able pupils and, as a result, they do not make as much progress as they could.

Most pupils' develop their ICT skills well. In the Foundation Phase, most use simple drawing and painting programmes with growing independence, for example when

producing pictures of sea creatures and newly hatched chicks. Most develop their word processing skills suitably and can change the size and colour of text quickly. Most pupils in key stage 2 make informative presentations using ICT, importing pictures and video to add interest. They are developing their knowledge of databases and spreadsheets appropriately. Many older pupils use their coding skills successfully to produce virtual reality games. Nearly all pupils are able to log in and access Hwb resources confidently.

Across the school pupils, develop their Welsh speaking skills slowly. Only a very few pupils build up a suitable vocabulary to ask and answer questions on a range of subjects. Most key stage 2 pupils' skills in reading and writing in Welsh are developing suitably.

Over the last four years, performance in the Foundation Phase at the expected outcome in literacy and mathematical development has shown an improving trend, placing the school in the upper 50% when compared with similar schools. At the higher outcome, performance has generally placed the school in the lower 50%. At both the expected and higher outcomes in literacy and mathematical development, boys tend to do better than girls.

In key stage 2, performance in English and science over the last four years, at the expected level, has generally shown an upward trend placing the school in the higher 50% or top 25%, when compared with similar schools. Performance in mathematics fluctuates. At the higher level, for all three subjects, the school shows an improving trend, placing it in the top 25% when compared with similar schools. Boys generally do better than girls in English and mathematics at both the expected and higher levels. In science at the expected and higher than expected levels, performance fluctuates.

Pupils eligible for free school meals tend to perform less well than other pupils in the Foundation Phase and key stage 2.

Wellbeing: Good

Most pupils develop a secure understanding of how to keep healthy and safe, including when using the internet. Most pupils are aware of the importance of healthy eating and drinking and enjoy being physically active. Pupils know where to turn if they have any problems. Nearly all pupils are courteous and well-mannered and demonstrate high levels of care and concern for others. The standard of behaviour in classes and around the school is consistently good.

Most pupils display positive attitudes towards their work and sustain their concentration well. However, pupils do not always have sufficient skills to improve and plan their own learning as a result of too much direction from adults.

Nearly all pupils are very supportive of their school and are proud of their fund-raising efforts for children's charities. Pupils take an active part in the community. They undertake a harvest collection and decorate the local church. The school choir participates in the Wrexham Street Festival. This helps to develop pupils' social skills. The school council is successful in organising a few whole-school events.

However, its contribution to influencing teaching and learning and the broader life of the school is at an early stage.

Pupils' attendance has improved consistently over the past four years and now places the school in the higher 50% when compared with similar schools. The school's overall rate of attendance for the year thus far shows similar improvement. Nearly all pupils are punctual.

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

The school provides a wide range of relevant and interesting learning experiences, which engage pupils well. The school is beginning to respond appropriately to the requirements of the literacy and numeracy framework. However, teachers do not adapt their planning well enough to ensure that individual pupils build on their previous learning fully and make as much progress as they could. In a few classes, there are too few opportunities for pupils to apply their writing and numeracy skills across the curriculum. The school plans worthwhile opportunities for pupils to develop their ICT skills both within the subject and across the curriculum.

The school has satisfactory plans for the development of Welsh as second language. However, these are not yet fully effective in ensuring progression and continuity in pupils' speaking and listening skills as they move through the school. The school provides a wide range of activities that promote pupils' understanding of Welsh history and culture, for example through the study of the local areas coal mining heritage and a residential visit to Cardiff, where pupils visit the Senedd.

A good range of extra-curricular activities and visits enhances the curriculum successfully. For example, key stage 2 pupils have the opportunity to visit a nearby Museum to find out about life in the second world war.

Provision for the Foundation Phase is generally developing well. Teachers use the recently refurbished outdoor area well to support independent and experiential learning in Year 2.

The school provides a range of interesting opportunities to enable pupils to learn about sustainability, other cultures and traditions. The eco committee is responsible for a number of recycling and energy monitoring initiatives, for example ensuring that lights around the school are switched off when not required.

Teaching: Adequate

All teachers and support staff have positive working relationships with pupils and manage pupils' behaviour effectively. In many classes, teachers ensure that the lessons progress at a good pace and they use an appropriate range of approaches, which engage the interest of most pupils well.

In nearly all classes, teachers share success criteria purposefully with pupils. However, too often, these relate to secretarial tasks, for example underlining

headings and sticking worksheets into pupils' books. In a few classes, where staff share the learning intention and success criteria well, it helps pupils to improve pupils' standards and the quality of their understanding successfully.

Most teachers use effective questioning to move pupils' learning on and to encourage independent learning. However, teachers do not always adapt work well enough to meet the needs of all pupils in their class. For example, pupils of lower ability find it difficult to complete work without high levels of adult supervision as the work set is often too hard for them to make progress unaided.

Teaching assistants contribute purposefully to supporting pupils' learning in the Foundation Phase. However, in key stage 2 classes, their expertise does not always have as much impact as it could on taking pupils' learning forward.

In many classes, teachers provide pupils with useful oral feedback to help them understand what they need to do in order to make improvements. Many teachers use an appropriate range of assessment for learning strategies well. Opportunities for pupils to evaluate their own progress and that of other pupils are developing suitably. Most teachers mark pupils' work regularly. A minority of teachers provide clear guidance to pupils on how to improve their work. These teachers give pupils beneficial opportunities to respond to comments and to practise areas in need of improvement.

The school uses a broad range of assessments to track the progress of individual pupils. Leaders are beginning to use this information to monitor the progress of pupils who take part in interventions and to set measurable targets for improvement. Teachers update this information on a regular basis. However, they do not use this information well enough to review pupils' progress over time and to adapt their provision where required.

Reports to parents provide useful information on pupils' achievements, but do not always contain specific targets for improvement.

Care, support and guidance: Good

The school has a nurturing environment where pupils feel safe and secure. There are a range of effective policies and procedures that promote good levels of pastoral care. The school makes appropriate arrangements to promote healthy eating and drinking and to provide regular opportunities for pupils to keep themselves fit and active.

The provision to support pupils' moral and social development is a strength of the school. Pupils have many opportunities to discuss their rights and responsibilities. The school is also successful in developing pupils' spiritual and cultural understanding, for example when pupils take part in the annual international Eisteddfod in Llangollen.

The school has robust systems to promote pupils' regular attendance and punctuality. It gives the pupils regular opportunities to celebrate high levels of attendance through the use of weekly rewards and celebrations. The school works

well in partnership with the local education and welfare service to support vulnerable pupils and their families.

Skilled and knowledgeable teaching assistants deliver specific nurture and literacy interventions to pupils. As a result, pupils develop their self-confidence and social communication skills successfully.

The school has effective provision to meet the needs of pupils with additional learning needs. It consults pupils and their parents well to produce manageable and well-focused pupil profiles. This helps formulate suitable and relevant targets for individual education plans. The identified pupils make good progress in their one-to-one sessions. However, in classes, teachers do not always build upon skills learned in these sessions well enough.

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

Learning environment: Good

The school provides an inclusive and welcoming environment where every individual is valued. It places a clear emphasis on recognising and celebrating diversity and promotes equal opportunities across the school successfully. As a result, nearly all pupils show pride in their school and a high level of respect for one another.

The school site and buildings are clean, well maintained and secure. Displays in classes and around the school are generally attractive and celebrate pupils' work effectively. The school uses its grounds well to provide good opportunities to extend and support pupils' learning. The outside learning areas for Foundation Phase pupils enrich their learning experiences well. Staff use these areas purposefully to consolidate pupils' literacy, numeracy and thinking skills.

The school has plentiful resources to meet pupils' learning needs. Recent investment in additional ICT equipment has helped to improve pupils' ICT skills successfully.

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

The headteacher, staff and governors share a vision to provide a nurturing environment where pupils feel safe and strive to achieve their best. Leaders show a strong commitment to this vision and put in place many programmes to secure good levels of pupils' wellbeing.

The headteacher has distributed responsibilities appropriately across the leadership team. The recent addition of two temporary leadership posts has increased the team's capacity. This has improved the school's ability to prepare for the introduction of the Digital Competency Framework and improved lines of communication with teaching assistants well.

The leadership team meet on a weekly basis and regularly take part in worthwhile activities aimed at improving provision, for example by undertaking scrutiny of pupils' work and updating the school's self-evaluation report. Meetings have an appropriate balance between discussing strategic priorities and day-to-day issues. However, meetings do not always have a sharp enough focus or lead to clear action points aimed at improving pupils' standards or the consistency of provision. Leaders feed back appropriately to individual staff after monitoring activities, but they do not pull together key strengths or areas for development to share with the whole staff. This means that staff are not always clear about the school's strategic priorities or how they can bring about improvement.

The performance management processes for teachers are suitable and teachers benefit from an opportunity to review their progress towards their targets at a mid-year review meeting. However, these are not as well developed for support staff. Most targets link appropriately to the school's main strategic priorities and to the responsibilities of individual staff.

Leaders use information on pupil performance satisfactorily to track the progress of individual pupils and a few specific groups. The termly progress meetings provide useful opportunities for staff to discuss individual pupil progress and to highlight any areas of concern.

The chair of governors is experienced and has a beneficial understanding of the context of the school and its community. He attends leadership meetings regularly and provides appropriate support and challenge to the headteacher. A few governors take part in activities, such as learning walks. Overall, the role of the governing body as a whole in monitoring and supporting the work of the school is limited.

Improving quality: Adequate

The school uses a suitable range of activities to gather the views of stakeholders. For example, at the regular open mornings, the school encourages parents to identify what they feel the school does well and what they would like to change. As a result of feedback from parents, the school has improved its home school communication through introducing electronic communications via text, email and applications.

The school has a suitable set of procedures to evaluate its own work. Leaders collect an appropriate range of first-hand evidence from activities such as classroom observations and scrutiny of pupils' work. However, when carrying out these activities, leaders focus on too many aspects and do not concentrate well enough on the standards that pupils achieve or the consistency of provision between classes. As a result, judgements made on aspects of the school's work are too generous.

The school's self-evaluation report is a concise document that is mostly evaluative. It identifies strengths and areas for development. However, it is not always clear how the school identified the areas in need of development. The school improvement plan contains suitable priorities and leaders distribute responsibilities for actions appropriately. Leaders have supported the priority to encourage positive behaviour strategies well through providing focused staff training sessions and regular updates.

The school has largely addressed the recommendations from the previous inspection report and has a sound track record in bringing about improvement. For example, pupils' handwriting and presentation have improved, as well as their reading and spelling skills.

Partnership working: Good

The school's partnership with parents is strong and parents support the school well. Parents value the opportunities the school gives them to work alongside their children, for example in the open mornings. Nursery parents also benefit from working with their children in language, numeracy and play sessions. These sessions give parents a better understanding of how they can support their children's learning at home.

The school has beneficial links with the local community. Pupils visit the local church as part of their religious education studies and celebrate festivals such as harvest. The vicar also contributes to whole-school celebrations and assemblies. Pupils make regular visits to the local library. This partnership encourages pupils to read frequently and helps them to learn about a range of authors. The school's relationship with a local environmental group has helped pupils in Year 3 to learn about food chains and the local eco system. Older key stage 2 pupils also benefit from a partnership with the local college of further education which enhances their work in science.

The school hosts a Flying Start group. The good links between this provision and the school's nursery helps to ease children's transition into school. The school also has valuable links with other local schools. These links encourage beneficial sharing of practice and support pupils as they move from primary to secondary school.

The school takes an active role in working with other local school to moderate and standardise pupils' standards at the end of key stage 2. However, on occasions teacher assessments are over generous, particularly in science.

Resource management: Adequate

The school has a suitable number of staff to meet the needs of pupils and to deliver the curriculum. Leaders generally deploy staff well.

Staff have useful opportunities to attend professional development events and activities. For example, recent training for Foundation Phase staff has helped them to improve the enhanced and outdoor provision. Staff have also benefited from training to help them establish a consistent approach to positive behaviour management. Teaching assistants, particularly those who support vulnerable pupils and run catch-up groups, benefit from valuable professional developmental activities. The school's collaboration with another local school has given teachers the opportunity to observe teaching in an alternative setting. Teachers have also had the opportunity to visit this partner school to take part in learning walks and to share practice. However, peer observation and opportunities for staff to share ideas within the school itself are at an early stage of development. This means that staff do not learn well enough from the existing good practice in the school.

The finance committee, in conjunction with the headteacher, monitors the school's budget appropriately. The school's spending decisions align appropriately to priorities in the school improvement plan. For example, the school has invested substantially in improving its ICT provision in order to develop pupils' digital competence. The school makes appropriate use of its Pupil Development Grant, for example by improving the outdoor and experiential learning experiences for pupils eligible for free school meals in the Foundation Phase.

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

Appendix 1: Commentary on performance data

6652267 - Ysgol Penrhyn New Broughton CP

Number of pupils on roll	222
Pupils eligible for free school meals (FSM) - 3 year average	22.9
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	25	27	29	27
Achieving the Foundation Phase indicator (FPI) (%)	80.0	81.5	89.7	92.6
Benchmark quartile	3	3	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	25	27	29	27
Achieving outcome 5+ (%)	84.0	88.9	96.6	92.6
Benchmark quartile	3	3	1	2
Achieving outcome 6+ (%)	20.0	22.2	27.6	40.7
Benchmark quartile	3	3	3	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	25	27	29	27
Achieving outcome 5+ (%)	80.0	81.5	89.7	92.6
Benchmark quartile	4	4	3	2
Achieving outcome 6+ (%)	20.0	22.2	31.0	40.7
Benchmark quartile	3	3	3	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	25	27	29	27
Achieving outcome 5+ (%)	96.0	96.3	100.0	100.0
Benchmark quartile	2	3	1	1
Achieving outcome 6+ (%)	24.0	37.0	44.8	40.7
Benchmark quartile	4	3	3	4

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6652267 - Ysgol Penrhyn New Broughton CP

Number of pupils on roll	222
Pupils eligible for free school meals (FSM) - 3 year average	22.9
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	22	31	26	27
Achieving the core subject indicator (CSI) (%)	95.5	83.9	92.3	92.6
Benchmark quartile	1	3	2	2
English				
Number of pupils in cohort	22	31	26	27
Achieving level 4+ (%)	95.5	87.1	96.2	92.6
Benchmark quartile	1	3	2	2
Achieving level 5+ (%)	45.5	38.7	53.8	59.3
Benchmark quartile	1	2	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	22	31	26	27
Achieving level 4+ (%)	95.5	90.3	96.2	92.6
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	31.8	41.9	53.8	55.6
Benchmark quartile	3	2	1	1
Science				
Number of pupils in cohort	22	31	26	27
Achieving level 4+ (%)	95.5	90.3	100.0	100.0
Benchmark quartile	2	3	1	1
Achieving level 5+ (%)	63.6	38.7	57.7	59.3
Benchmark quartile	1	2	1	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.	106	104 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	90 91%	9 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	105	98 93%	7 7%	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	104	103 99%	1 1%	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.	101	101 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	102	94 92%	8 8%	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.	107	107 100%	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.	106	103 97%	3 3%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	104	92 88%	12 12%	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.	107	104 97%	3 3%	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.	93	62 67%	31 33%	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	105	95 90%	10 10%	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.	37	20 54%	12 32%	3 8%	1 3%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	37	24 65%	11 30%	1 3%	1 3%	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.	36	23 64%	11 31%	1 3%	0 0%	1	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.	37	21 57%	15 41%	0 0%	1 3%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	37	11 30%	22 59%	1 3%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	36	20 56%	15 42%	0 0%	1 3%	0	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	37	22 59%	13 35%	2 5%	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.	37	17 46%	15 41%	3 8%	1 3%	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.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	37	21 57%	12 32%	3 8%	1 3%	0	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.	37	20 54%	16 43%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	37	18 49%	16 43%	1 3%	1 3%	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'.	37	19 51%	11 30%	2 5%	0 0%	5	Mae fy mhentyn 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.	37	21 57%	10 27%	6 16%	0 0%	0	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.	37	20 54%	11 30%	5 14%	0 0%	1	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.	37	16 43%	12 32%	5 14%	1 3%	3	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.	37	22 59%	12 32%	1 3%	0 0%	2	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.	37	16 43%	10 27%	2 5%	0 0%	9	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.	37	16 43%	16 43%	4 11%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	37	19 51%	14 38%	3 8%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mrs Susan Davies	Reporting Inspector
Ms Liz Miles	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Ms Pamela Parry	Peer Inspector
Mr Martin Matthias (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.