



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Minera Aided Primary School  
Hall Road  
Minera  
Wrexham  
LL11 3YE**

**Date of inspection: May 2014**

**by**

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

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

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

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

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

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

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

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

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

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**Publication date: 16/07/2014**

## Context

Minera Voluntary-Aided Primary School is in the village of Minera, near Wrexham. There are 123 pupils aged three to 11 years on roll. This includes 14 pupils in the nursery class. The school has four classes, including the nursery. The school also provides education for three-year-old children on four afternoons for ten hours per week.

Around 5% of pupils are eligible for free school meals, which is well below the average for Wales.

The school has identified around 20% of its pupils as having additional learning needs. A very few pupils have a statement of special educational needs. Nearly all pupils are of white British ethnic origin and nearly all speak English as their first language. No pupils speak Welsh as their first language.

The last inspection was in May 2008. The current headteacher took up his post in 1997. There have been significant staffing changes and absences over the last couple of years. The deputy headteacher was appointed in January 2012 and the Years 5 and 6 teacher was appointed in September 2013. This represents a 100% change of staff in key stage 2.

The individual school budget per pupil for Minera Voluntary-Aided Primary School in 2013-2014 means that the budget is £3,670 per pupil. The maximum per pupil in the primary schools in Wrexham is £9,653 and the minimum is £2,876. Minera Voluntary-Aided Primary School is 22nd out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- nearly all pupils have high standards of speaking and listening skills;
- the standard of most pupils' mathematical skills is appropriate for their age;
- by the end of key stage 2, most pupils make expected or occasionally higher than expected progress in relation to their starting points;
- relationships between staff and pupils are positive and have a beneficial effect on pupils' wellbeing and engagement in learning;
- most pupils behave well and have positive attitudes to school;
- many pupils with additional learning needs make appropriate progress in line with their age and ability;
- most pupils have a positive attitude to learning Welsh and pupils' skills in reading and writing in Welsh are developing appropriately; and
- teaching of high quality in most classes is beginning to improve the standards that pupils achieve.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- recent initiatives focusing on raising standards in literacy and numeracy are starting to have a positive impact on pupils' standards;
- governors are very supportive of the school and are beginning to act as 'critical friends'; and
- links with a range of partnerships are having a positive impact on the achievement and wellbeing of vulnerable pupils.

However:

- the school does not always make effective use of first-hand evidence to monitor and challenge the quality of teaching and learning enough;
- the school does not always use evidence from self-evaluation to provide a clear direction for school improvement; and
- the school does not use data and tracking systems effectively to evaluate and to plan for the progress of all pupils.

## Recommendations

- R1 Raise standards of reading and extended writing
- R2 Plan the development of pupils' skills more systematically, particularly in literacy and numeracy across the curriculum
- R3 Use data and tracking systems effectively to evaluate and to plan for the progress of all pupils
- R4 Ensure that systems for monitoring and evaluating the work of the school are rigorous, based on first-hand evidence and influence the direction for school improvement clearly and rigorously

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

Many pupils enter the school with skills, knowledge and understanding that are average or above average for their age. By the end of key stage 2, most pupils make expected and occasionally very good progress in relation to their starting points. Pupils with additional learning needs make sufficient progress.

Throughout the school, most pupils listen well and nearly all pupils speak confidently in a range of situations to staff, visitors and each other. Nearly all pupils are able to sustain their concentration for appropriate lengths of time.

Most Foundation Phase pupils read at an appropriate standard for their age and ability. They make effective use of their knowledge of letter sounds to read unfamiliar words and show enjoyment in reading. By the end of key stage 2, most of pupils read with growing fluency and accuracy. However, pupils do not always use a range of suitable strategies to make predictions or to extend their understanding of the text.

Many older Foundation Phase pupils write successfully for a range of purposes and generally use capital letters and full stops accurately to punctuate their work. Most spell phonetically regular words correctly. By the end of key stage 2, most pupils achieve appropriate standards and produce neat work with legible, joined handwriting. However, very few pupils write at length or use drafting skills across a range of different forms of writing. The recent whole-school focus on developing pupils' writing skills across the curriculum is beginning to have a positive impact on the standards that pupils currently achieve. However, this is at an early stage of development.

Throughout the school, most pupils have a positive attitude to learning Welsh. For example, nearly all Foundation Phase pupils understand and respond enthusiastically to simple instructions in Welsh and can ask and answer questions following basic language patterns well. Most pupils in key stage 2 can discuss their likes and dislikes and sustain a conversation using familiar language patterns well. However, only a minority of key stage 2 pupils use their Welsh language skills readily outside of Welsh lessons. Across the school, pupils' skills in reading and writing in Welsh are developing appropriately.

By the end of the Foundation Phase, many pupils have appropriate numeracy skills. They use their number, measuring skills successfully in mathematics lessons but their problem solving, and data skills across the curriculum are less well developed. This results in pupils who are more able not always having the opportunity to develop these skills in order to attain the higher than expected level, outcome 6. However, most Foundation Phase pupils use their knowledge of numbers to add and order numbers to twenty successfully. In key stage 2, most pupils make very good progress so that by the end of Year 6, standards are good and a few pupils attain highly. For example, these pupils apply their knowledge of number patterns and

permutations to calculate formulae and they use and apply this knowledge to solve complex problems. Across the school, most pupils use their knowledge of data in a wide range of subject areas successfully.

In 2013, pupils' performance at the expected outcome 5 at the end of the Foundation Phase placed the school in the lower 50% in literacy and in the upper 50%, for mathematical development when compared with similar schools. At the higher outcome 6, pupils' performance in 2013 placed the school in the bottom 25% when compared with similar schools for both literacy and mathematical development.

In 2013, pupils' performance at the expected level 4 placed the school in the top 25% for English and science and in the upper 50% for mathematics when compared with similar schools. Performance at the higher level 5 placed the school in the top 25% for all three subjects when compared with similar schools. There are small numbers of pupils in each year group, which can significantly affect the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

### **Wellbeing: Good**

Nearly all pupils are polite and courteous. Most pupils behave well in lessons and around school. Almost all pupils are considerate and relate well to each other and adults. On occasion, a very few pupils exhibit unacceptable behaviour at lunchtimes. Nearly all pupils have positive attitudes to learning and participate enthusiastically in lessons.

Nearly all pupils demonstrate a good understanding of how to keep active and healthy. The cookery club promotes healthy eating actively by showing pupils how to make a range of healthy recipes. Many older pupils participate in a suitable range of after-school sporting clubs.

The eco committee is beginning to make a beneficial contribution to school life. For example, they have helped to decrease the school's energy usage and promoted recycling. The school council meets regularly and it is beginning to play an active part in developing 'buddy benches' and a larger range of activities at lunchtimes.

The school's overall attendance rates have placed the school in the upper 50% or top 25% when compared with similar schools over the last three years. Nearly all pupils arrive in school on time.

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

Teachers plan a suitable range of activities and learning experiences that meet the requirements of the Foundation Phase areas of learning and the National Curriculum appropriately. Teachers organise the curriculum around a range of themes that interest and engage most pupils. A few more able pupils attend lessons for mathematics and English with older pupils. The challenge provided to these pupils helps them to make good progress and to attain well.

Teachers have recently reviewed and adapted their planning to ensure that it now provides improved opportunities to develop pupils' literacy and numeracy skills across the curriculum. Teachers identify appropriate opportunities to develop pupils' literacy and numeracy skills and the planning for the development of these skills within subject specific lessons is secure. This is raising mathematical standards, as seen in the high quality work observed in upper key stage 2 in particular. Provision for improving pupils' information communication and technology (ICT) is at an early stage of development.

Provision for developing Welsh language oracy skills is effective. Pupils have a good range of opportunities to practice language patterns throughout the day in lessons, but staff do not regularly provide opportunities for pupils to use their Welsh language outside of lessons. Opportunities for pupils to read and write in Welsh are good. The school promotes the Welsh dimension successfully with an annual Eisteddfod and an appropriate focus on Welsh heritage and culture, for example through visits to the local museum when studying mining in Victorian times.

The school acts in a sustainable way, recycling paper and helping pupils to understand the need to conserve resources. The eco committee is supportive of this and the gardening club enables pupils to grow their own vegetables, watering them with recycled rainwater.

Visitors to the school, such as a local author and the community police officer, and a range of trips and after school clubs, contribute well to enriching the pupils' learning experiences and wellbeing. Pupils' awareness of global citizenship is developing appropriately.

### **Teaching: Adequate**

Most teachers have established effective classroom routines and these create a calm and orderly learning environment and promote pupils' learning well. In most classes, teaching is good or better. Lessons progress at a suitable pace and there is an appropriate range of stimulating activities and effective questioning by teachers and support staff. Teachers use resources and teaching assistants to good effect. In a very few lessons where teaching has shortcomings, teachers do not adapt work well enough to meet the needs of all pupils in the class, especially in literacy. Most teachers' classroom management is effective and allows pupils to work in small groups, pairs or as individuals successfully. Most teachers have up-to-date professional knowledge and skills. They model or explain tasks well and ensure that pupils understand how to be successful.

All teachers mark pupils' work regularly and generally give pupils useful feedback on what they have done well and how they can improve their work. However, pupils do not always have sufficient opportunity to reflect on this feedback and to apply it to their next piece of work. A majority of pupils are beginning to evaluate their own and others' work successfully, but this is at an early stage of development.

Teachers are beginning to use the new school system for tracking pupils' progress to record what pupils can do. However, staff do not always make effective use of this information to inform future planning or to set accurate targets for improvement.

The school keeps a suitable range of pupils' work in key stage 2 to support accurate assessment and they work closely with staff from other local schools to come to agreed judgements on the quality of pupils' work. However, the arrangements for the moderation of pupils' work at the end of Foundation Phase are less secure. The work in pupils' books and in lessons does not always match the outcomes awarded in assessments at the end of the Foundation Phase, especially in mathematics.

The school keeps parents well informed about their children's progress and wellbeing through regular meetings, and the annual written reports to parents are of good quality.

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

The school is a very inclusive and welcoming community. It values and respects all its pupils equally. Members of staff know pupils well and use this knowledge to provide effective support and guidance. This helps to raise pupils' self-esteem and supports their wellbeing effectively.

The school makes appropriate arrangements for promoting healthy eating and drinking, for example by providing fruit at snack times. It provides well for pupils' spiritual, moral and social development through daily acts of collective worship and curriculum activities. There are appropriate opportunities for pupils to reflect on their own beliefs and to learn about those of other cultures. The school promotes pupils' understanding of the wider world and other cultures well through various art projects, stories and festivals, such as Passover and Diwali.

The school liaises effectively with specialist agencies to provide useful and focused support for pupils. Staff use this information well to improve the learning experiences of these pupils. Staff identify pupils with additional learning needs effectively at an early stage and provide a range of targeted support programmes to support them. They involve parents fully in the process.

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

### **Learning environment: Good**

The school has a caring and inclusive ethos, which reflects well the Christian values expressed in its mission statement. The school has appropriate policies and procedures in place to ensure that all pupils have equal access to the curriculum. It places a strong emphasis on celebrating diversity and respecting each other.

Displays in classrooms and corridors are bright, act as useful teaching aids, and celebrate pupils' work well. The school uses all available space effectively. It has developed the quality of its outdoor areas well. The outdoor classroom, garden area and nearby local stream enrich pupils' learning experiences effectively, particularly in the Foundation Phase. The school is clean and generally well maintained given the age of the buildings.

There is generally a good range of resources of high quality to support pupils' learning. For example, pupils use the recently-purchased tablet computers well to support their research skills and to develop their communication skills. However, in many classes, the range of fiction books is limited.

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

The headteacher has established a vision and set of core values for the school that reflect and support its Christian ethos well. All staff share these and work successfully to create a welcoming, well-ordered, inclusive learning environment for all pupils. The senior management team, work well together and all staff are engaged in helping to move the school forward and are striving to continue to improve standards. There is a real sense of teamwork and a clearer focus on raising standards. This is evident in the improved oral and written Welsh work seen across the school.

Leaders and managers use national data to monitor performance satisfactorily. They use this information to inform the school's performance management arrangements suitably and all staff receive appropriate opportunities for training and development. Performance management targets link appropriately to the priorities in the school development plan and to national priorities, for example using the National Literacy and Numeracy Framework to improve pupils' literacy and numeracy skills. All staff have relevant job descriptions, but these do not always outline additional roles and responsibilities in specific detail. This means that on occasion leaders do not always hold others to account robustly enough.

Governors support the school well. They have a suitable awareness of data from national tests and assessments, the school's performance relative to that of other similar schools, the school's current strengths and shortcomings and its future priorities. They provide an appropriate level of challenge to leaders and managers in the school about the standards pupils achieve. They generally fulfil their statutory obligations successfully.

### **Improving quality: Adequate**

The school is developing more effective procedures for self-evaluation. It draws on appropriate and very recent, first-hand evidence, including analysis of tracking data, scrutiny of pupils' books and questionnaires to parents. The school has made good use of the recent review by the local authority to develop its understanding of its strengths and areas for improvement, for example its use of lesson observations from the local authority to improve standards of teaching and learning. The school has made suitable use of the data from the national numeracy and literacy tests to identify the need to improve pupil outcomes in reading and mental mathematics. These form an appropriate part of the school's improvement plan. It has also used information from a visit to another school to develop processes and procedures for supporting pupils with additional learning needs successfully. This is supporting staff well in more clearly understanding the school's strengths, weaknesses, and their role in improvement planning.

Staff scrutinise pupils' work regularly, and are beginning to make use of this information to identify clearly what pupils do well and where their work has shortcomings. However, progress reports do not always identify strengths and shortcomings accurately enough to help the school to concentrate on specific areas that require improvement in order to raise standards. Although the process has not had sufficient time to impact fully on standards and provision, there is an early indication of the impact of change. For example, whole school short term planning has become more consistent and the development of literacy skills across the curriculum is now evident.

The school improvement plan has clear and manageable targets. It sets out clearly those responsible for any actions and the resources needed. However, success criteria are not always measurable. Staff monitor the progress of the plan appropriately on a regular basis, but timescales in the plan are sometimes not precise enough to ensure effective implementation and monitoring of all agreed actions.

The school has made sound progress in meeting many of the recommendations from the previous inspection, but the use of first-hand evidence to monitor standards accurately continues to be an area for development.

### **Partnership working: Good**

The school works effectively with a suitable range of partners and this has a positive impact on pupils' achievement and wellbeing. The 'friends of the school' work hard to raise significant funds for resources and the recent purchase of the outdoor classroom has supported the development of the outdoors as a learning environment well. The school provides parents with regular newsletters and meetings to discuss their child's progress and to view their work. Parents appreciate the school's 'open door' policy.

The school has effective links with Minera Church and pupils play a leading role in services and celebrations. This supports pupils' spiritual and moral development well. The vicar visits the school regularly to lead collective acts of worship. Younger pupils go to the church when looking at 'baptism' in their religious education lessons.

The school works well with the local community. For example, pupils plant bulbs around the village and sing at local events. The community council provides funding for a crossing patrol warden for the school.

The partnership with the healthy schools project gives pupils a better understanding of issues on substance and alcohol abuse through the 'Don't Touch, Tell' and 'Don't Drink, Think' projects.

The school has made suitable use of links with the local authority and consortia to improve aspects of school leadership and improvement planning and to support pupils who need extra help with their learning. The school prepares Year 6 pupils well for the next stage of their education, but there are limited reciprocal visits from secondary school staff.

### **Resource management: Good**

Overall, the school manages its financial resources efficiently. Governors and the headteacher monitor expenditure appropriately and ensure that the school has sufficient staff and resources to deliver the curriculum. Financial projections indicate that the school will have a budget deficit at the end of the academic year. However, the school has agreed appropriate plans with the local authority to deal with the budget deficit.

The school deploys and uses its teachers and learning support staff appropriately. It generally makes sound use of in-house and external training to develop their skills. However, staff have too few opportunities to observe other teachers and to share good practice in teaching and learning. The provision for teachers' planning, preparation, and assessment time is appropriate.

As pupils generally make good progress and achieve well, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Compared with similar schools in 2013, pupils' performance at the end of the Foundation Phase for the expected outcome 5 placed the school in the lower 50% for literacy and in the upper 50% for mathematical development. However, it was in the top 25% for personal and social development. In 2013, performance at outcome 5 was generally in line with or just above the family average for all three areas of learning. However, performance at the higher outcome 6 was significantly below the family averages in all three areas of learning. This shows a downwards trend in all three areas of learning compared to 2012.

Over the last two years, attainment at the higher outcome 6 has declined in literacy, mathematical development and personal and social development. In 2013, the school performed in the bottom 25% when compared with similar schools.

In key stage 2, performance in English and science at the expected level 4 over the last four years has varied with the school generally performing in the upper 50% and the top 25% when compared with similar schools. In mathematics, performance has fluctuated, moving the school between the higher 50% and the top 25%. In 2013, performance at the expected level 4, when compared with similar schools, placed it in the top 25% for English and science and in the higher 50% for mathematics, and was above the family average for all three subjects.

Over the same period at the higher level 5, performance in English and science, when compared with that of similar schools, has varied between the lower 50% and the top 25%. In mathematics, performance has varied between the bottom 25% and the top 25%. In 2013, the school was in the top 25% for all three subjects and above family averages in all three subjects, which was the same as in 2012 for English and science, and an improvement on 2012 in mathematics.

At the end of the Foundation Phase, boys and girls perform the same at the expected outcome 5 in literacy and personal and social development, but boys as a group tend to outperform girls in mathematical development. At the higher than expected outcome 6, girls tend to outperform boys in all three areas of learning.

In key stage 2, at the expected level 4, boys and girls perform at the same level in English and science, but boys outperform girls in mathematics. At the higher, than expected level 5 girls tend to outperform boys in English and science, but boys outperform girls in mathematics.

Pupils eligible for free school meals tend to perform less well than their peers in the Foundation Phase. However, in key stage 2, pupils eligible for free school meals tend to perform better than their peers.

There are small numbers of pupils in each year group, which can significantly affect the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

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.	60	60 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	54	49 91%	5 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.	59	57 97%	2 3%	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	57	55 96%	2 4%	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.	56	53 95%	3 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	52	51 98%	1 2%	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.	59	59 100%	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.	60	58 97%	2 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.	58	52 90%	6 10%	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.	57	53 93%	4 7%	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.	46	29 63%	17 37%	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	52	31 60%	21 40%	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.	27	15 56%	7 26%	2 7%	2 7%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	16 59%	9 33%	1 4%	1 4%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	27	18 67%	7 26%	0 0%	1 4%	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.	27	13 48%	8 30%	2 7%	2 7%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	26	12 46%	9 35%	3 12%	1 4%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	27	13 48%	11 41%	1 4%	1 4%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	13 48%	10 37%	2 7%	1 4%	1	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.	27	9 33%	12 44%	3 11%	2 7%	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.
		50%	43%	6%	2%		
Staff treat all children fairly and with respect.	27	13 48%	9 33%	3 11%	1 4%	1	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.	27	12 44%	13 48%	1 4%	1 4%	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.	27	18 67%	6 22%	1 4%	1 4%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	26	13 50%	9 35%	2 8%	2 8%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	27	8 30%	13 48%	3 11%	2 7%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	27	12 44%	9 33%	3 11%	1 4%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	32%	4%	2%		
I understand the school's procedure for dealing with complaints.	27	10 37%	11 41%	4 15%	0 0%	2	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.	27	12 44%	11 41%	1 4%	1 4%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	26	8 31%	6 23%	1 4%	2 8%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	42%	5%	1%		
There is a good range of activities including trips or visits.	26	12 46%	10 38%	2 8%	1 4%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	5%	1%		
The school is well run.	25	15 60%	5 20%	4 16%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Susan Davies	Reporting Inspector
Richard Hawkley	Team Inspector
Peter Haworth	Lay Inspector
Morien Wynne Morgan	Peer Inspector
Andrew Partridge	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### 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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.