A report on

**Nannerch VC Primary School
Village Road
Nannerch
Flintshire
CH7 5RD**

Date of inspection: December 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:

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.

Context

Nannerch Voluntary Controlled Primary School is in the village of Nannerch in Flintshire. The school has 66 pupils on roll aged three to eleven years, including six who attend the nursery. There are three classes in the school. The three-year average for the proportion of pupils eligible for free school meals is 3%. This is significantly lower than the average for Wales (21%).

The school has identified about 24% of pupils as having additional learning needs. All pupils are of white British ethnicity.

The current headteacher took up post in September 2008 when the school was last inspected.

The individual school budget for Nannerch Voluntary Controlled Primary School in 2014-2015 means that the budget is £3,869 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,111 and the minimum is £2,838. Nannerch Voluntary Controlled Primary School is 13th out of the 68 primary schools in Flintshire 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 current performance is adequate because:

- most pupils have well-developed speaking and listening skills;
- most pupils make good progress in developing and applying their mathematical skills;
- at the end of key stage 2, pupils' performance in mathematics and science is usually good in comparison to that of pupils in similar schools;
- nearly all pupils behave well;
- attendance figures over the past four years are consistently good;
- the majority of teaching is good; and
- the school is a welcoming community with an inclusive ethos where staff value every child.

However:

- standards of reading and writing are not consistently good enough;
- teachers' expectations of what pupils are capable of achieving are not consistently high enough; and
- the quality of teachers' marking does not have enough impact on raising pupils' standards.

Prospects for improvement

The school's prospects for improvement are adequate because:

- it has a recent track record of making significant improvements in numeracy, Welsh language and science;
- there is a suitable vision based on inclusion and Christian principles and beliefs that staff and pupils share;
- governors have a sound understanding of the school's strengths and shortcomings;
- the school's improvement plan takes suitable account of performance data, external audits and the views of parents, governors and pupils;
- the school deploys it staff effectively; and
- a wide range of effective partnerships helps to improve pupils' wellbeing and their standards of achievement.

However:

- leaders do not always use information from external reviews and self-evaluation

activities to challenge staff to improve their performance or raise pupils' standards well enough; and

- success criteria within improvement plans are often too broad to pinpoint where the school might use its resources most effectively.

Recommendations

R1 Raise expectations of what pupils are capable of achieving

R2 Raise standards of reading and writing

R3 Ensure that standards of teaching are consistently good or better

R4 Improve the quality and impact of teachers' marking

R5 Use the outcomes from self-evaluation effectively to improve the quality of teaching and to raise pupils' standards of achievement

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?	Adequate

Standards: Adequate

Most pupils enter the school with skills, knowledge and understanding that are around the level expected for their age.

Most pupils have well-developed speaking and listening skills. Younger pupils use a wide vocabulary and speak confidently in front of others, for example during role play sessions to perform the story of Babushka. Most older pupils speak articulately and at length to explain their work or in response to questions from teachers.

Standards of reading across the school are adequate overall. Many pupils in the Foundation Phase develop a solid awareness of phonics and use strategies such as decoding to tackle unfamiliar words. They read appropriately during activities across the curriculum to enhance learning experiences, for example during forest school sessions. In key stage 2, many pupils read with appropriate fluency and expression. They demonstrate a good literal understanding of the texts they read. However, they do not show more advanced reading skills often enough, for example in using contextual clues to work out the meaning of challenging, unfamiliar words or to look beneath the surface meaning of a text. Nearly all pupils identify the types of books they enjoy and give clear reasons for their preferences.

Pupils' standards of writing are satisfactory. In the Foundation Phase, many pupils are able to write basic sentences to recount events. By the end of key stage 2, many pupils use an appropriate range of punctuation and organise their work into paragraphs. They demonstrate a sound understanding of the features of different styles of writing and use appropriate vocabulary, for example when writing persuasive letters. However, standards of spelling and presentation vary too much and pupils do not write at length or creatively often enough, particularly at key stage 2. Across the school, most pupils write frequently in other subjects for a suitable range of purposes, for example to evaluate science experiments.

Most pupils make good progress in developing and applying their mathematical skills. In the Foundation Phase, they develop a good understanding of 2D shapes and their properties, order two and three-digit numbers accurately and have a sound understanding of the two, five and ten times tables. They apply their number skills well in problem-solving activities. In key stage 2, most pupils add, subtract, multiply and divide accurately in a range of suitable contexts, for example when working with decimals or solving challenging word problems. They demonstrate effective measuring and recording skills in their work across the curriculum, for example when creating conversion graphs or scale drawings.

In the Foundation Phase, many pupils make good progress in developing Welsh language skills. They respond to basic greetings and questions well and write a suitable range of short phrases to express their feelings. By the end of key stage 2, many pupils make good progress. They write well to recount events in the past tense, respond well to questions about their interests and read clearly from a range of suitable texts.

Due to the small number of pupils at the end of both key stages, performance data on pupil outcomes has to be treated with care because one pupil's results can have a significant impact on overall school performance.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development, at the expected outcome 5, has normally placed the school in the bottom 25% when compared with other similar schools over the last three years. At the higher-than-expected outcome 6, pupils' performance fluctuates with different cohorts of pupils. The school has been in the top 25% and the bottom 25% of similar schools during the last three years.

At the end of key stage 2, pupils' performance in English, mathematics and science is usually good in comparison to that of pupils in similar schools, at both the expected level 4 and the higher-than-expected level 5. However, in 2014, pupils' performance places the school in the lower 50% in English and mathematics and in the bottom 25% for science at both level 4 and level 5.

Most pupils who need extra support make good progress as they move through the school. More able pupils do not always make as much progress as they could, particularly in developing their reading and writing skills. Normally, there is no significant difference in the performance of boys in comparison with girls. The school has very few pupils who are eligible for free school meals. This means that it is not possible to make a valid evaluation of the performance of this group of learners in comparison with other pupils.

Wellbeing: Good

Nearly all pupils feel safe in school and are confident that staff will deal promptly with any worries they have or incidents that occur. They have good attitudes to learning and sustain interest and concentration in activities well. Nearly all pupils have a good understanding of the need to eat and drink healthily and to take regular exercise. Many pupils use the fruit tuck shop on a daily basis and take part in after-school activities, such as football or dance. They have a sound understanding of how to stay safe on the internet.

Nearly all pupils behave well. They show respect, courtesy and consideration for each other, for adults and for the school environment and resources.

Most pupils co-operate effectively with one another in their lessons and activities, for example when working to design edible cars. Many work well independently and under the direction of adults. A majority develop a suitable understanding of their strengths and weaknesses through evaluating their own progress. A few older pupils are developing the ability to set their own success criteria in tasks.

Attendance figures over the past four years are consistently good. The school is usually in the higher 50% when compared with similar schools across Wales. Nearly all pupils arrive at school punctually.

The members of the school council represent their fellow pupils appropriately. They make worthwhile contributions to school life, for example by helping to write the

school's behaviour policy and organising playground buddies. The eco-committee monitors the school's energy consumption carefully and turns waste into compost for use in the school's vegetable garden successfully. Most pupils make a worthwhile contribution to community activities, for example within church services to celebrate Advent. This has a positive effect on their development as rounded and responsible individuals.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

The curriculum provides pupils with a broad range of interesting learning experiences both within and outside the classroom. The science curriculum, in particular, provides pupils with a range of engaging practical opportunities to develop and apply their skills. However, in many areas of learning, especially literacy, staff do not have high enough expectations of what pupils can achieve. As a result, they do not always plan experiences that challenge all pupils effectively.

The school has made suitable progress in introducing the literacy and numeracy framework. Provision for pupils' skills in mathematics and numeracy is good. However, the school does not have a sufficiently structured approach to the teaching of reading or the development of pupils' writing skills. As a result, pupils do not build on previously learnt skills well enough as they move through the school. Provision for outdoor learning in the forest school is a strength of the school. This supports pupils in developing their literacy, numeracy and problem solving skills well.

The school has effective provision through intervention programmes for pupils who require additional support to develop their literacy and numeracy skills.

The school makes good use of residential trips, educational visits and a wide range of extra-curricular activities to enhance pupils' learning. For example, pupils visit Nant Y Dre House to learn about life in Tudor times.

The school promotes pupils' understanding of Welsh culture and traditions appropriately, for example through an annual eisteddfod, learning Welsh hymns and visiting the Sennedd to meet with the local Assembly Member. Staff use the Welsh language well when speaking with pupils. Daily 'Helpwr Heddiw' sessions and 'Cap Cymraeg' promote the pupils' use of Welsh language successfully.

There is a strong and effective focus on environmental education throughout the school. It gives pupils many useful opportunities to learn about the importance of recycling and energy conservation. Pupils' understanding of different cultures and lifestyles is developing well, for example, through their link with industry in Ghana where they compare life in another country with life in Wales.

Teaching: Adequate

The majority of teaching is good and ensures that most pupils make appropriate progress as they move through the school. There are respectful working relationships between staff and pupils that have a positive influence on standards of

learning and wellbeing. Teaching assistants support pupils effectively in learning activities. A majority of teachers have good, up-to-date knowledge of the curriculum, for example delivering the Foundation Phase curriculum effectively.

In a majority of lessons, teachers explain tasks appropriately so that pupils understand how they can succeed in their work. Normally, teachers match activities to pupils' needs and interests well. They have high expectations of pupils' behaviour, but do not always expect pupils to achieve high enough standards in reading or writing. In a minority of lessons, the pace of learning is too slow and pupils do not achieve as much as they could as a result.

Most teachers mark pupils' work regularly and their written comments reflect what pupils have done well. However, teachers' comments do not relate well to the focus of learning activities or identify what pupils need to do to improve their work often enough. Teachers do not challenge pupils to edit or refine their work in response to marking. Many teachers and support staff provide pupils with useful verbal feedback and question them effectively.

The school has suitable systems to monitor pupils' progress. Overall, there are appropriate links between teachers' assessments and provision for pupils. For example, teachers identify pupils with additional learning needs quickly through effective monitoring and provide effective support for them as a result.

The school carries out useful standardisation and moderation activities with the local cluster of schools. This helps to ensure the accuracy of teacher assessments at the end of the key stages.

Parents and carers receive appropriate information about their child's progress, achievement and wellbeing through regular parents' meetings and annual reports.

Care, support and guidance: Good

The school places a high priority on all aspects of pupils' wellbeing. It is a caring community and staff know the pupils and their needs well.

The school sets out clear expectations of pupils' behaviour and staff promote these consistently in all classes. Staff provide valuable experiences that promote pupils' spiritual, moral and social development effectively. Strong local links with the church and with the wider community help pupils to develop a good understanding of living in a community. A good example of this is the pupils' involvement in a local remembrance service.

The school makes good use of a wide range of external agencies and support services to provide useful guidance and support for staff, pupils and parents, when necessary. For example, the school makes good use of counselling services and police liaison officers develop pupils' and parents' awareness of internet safety well. The school has effective arrangements to support pupils' good levels of attendance and punctuality.

Provision for pupils with additional learning needs is good and enables these pupils to do well. Staff identify pupils' learning needs early and produce child-friendly individual education plans. Teaching assistants and the additional learning needs co-ordinator provide valuable support for individuals and groups of pupils who require extra help with their learning. The school monitors pupils' progress against their individual targets regularly and effectively. Parents receive good information with regard to their child's progress and take part appropriately in reviewing targets.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school has appropriate arrangements to promote healthy eating and to provide good opportunities for regular exercise. However, the school does not always ensure that pupils have regular access to drinking water throughout the day.

Learning environment: Good

The school is a welcoming community with an inclusive ethos where staff value every child. It provides equal access for all pupils to all aspects of its provision. The school demonstrates an effective commitment to respecting and celebrating diversity. Staff promote among pupils a positive attitude to living in a community where everyone should feel safe and free from any form of harassment.

The accommodation is safe, secure and sufficient for the number of pupils. The school is well maintained, clean and tidy. The classrooms provide stimulating learning environments with colourful wall displays that celebrate pupils' achievements and support learning appropriately. The school has a suitable variety of resources of good quality that match pupils' needs and support the delivery of the curriculum well. The facilities for outdoor learning, especially the forest school, are a particularly positive feature of the learning environment.

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

Leadership: Adequate

Until recently, the headteacher has undertaken nearly all administrative and management roles within the school while also fulfilling a part-time teaching commitment. As a result, the headteacher has had limited opportunities to manage aspects of school improvement effectively. Recent changes to the management structure of the school, including the appointment of an acting deputy headteacher, have led to a more effective and manageable distribution of duties. However, it is too early to judge the impact of these changes on the overall quality of the school's work.

The school has a suitable vision based on inclusion and Christian principles and beliefs. Staff communicate this well to parents and pupils. This contributes to the school's positive ethos and to the good quality of pupils' wellbeing.

The school manages its day-to-day business well. Job descriptions outline staff roles appropriately. All staff have suitable roles in managing areas of learning and they undertake these roles reasonably well. In a few cases, such as in the development of numeracy across the curriculum, staff have managed change well and developments have had a positive impact on pupils' standards.

Leaders and managers make satisfactory use of national data to monitor the performance of pupils and to make comparisons with other similar schools. They use this information appropriately to support the school's arrangements for the performance management of teachers. However, leaders do not always have high enough expectations of staff. This in turn means that expectations of what pupils can achieve are not always high enough.

The governing body is generally aware of the school's strengths and shortcomings, such as the need to the standards of pupils' extended writing. Governors take a deep interest in the school and many make regular visits to review the school's provision. They have an effective role in developing and monitoring the school's improvement plan. They question the school regularly about the impact of initiatives, but do not always challenge the school rigorously enough in relation to the outcomes it achieves.

Improving quality: Adequate

The school has made a number of notable improvements in a range of areas recently. These include developing more opportunities for pupils to use their numeracy skills, improving the teaching of science and taking forward the forest school initiative. These have had a positive impact on standards of teaching and learning. More challenging reading programmes for nursery and reception pupils have helped them to make rapid progress in developing their early reading skills. Training to improve the Welsh language skills of staff has also helped to improve pupils' Welsh language skills successfully. However, standards of teaching and learning are adequate overall.

The school's self-evaluation procedures benefit appropriately from reviews by external agencies. Lesson observations and the scrutiny of pupils' work are an appropriate part of the school's own self-evaluation procedures. However, leaders do not always use these reviews to challenge staff to improve their performance or raise pupils' standards well enough.

The school's improvement plan takes suitable account of performance data, external audits and the views of parents, governors and staff. Targets for improvement address appropriate priorities. However, success criteria within improvement plans are often too broad to pinpoint where the school might use its resources most effectively. Leaders monitor the progress of initiatives appropriately.

Partnership working: Good

The school has a wide range of partnerships that have a positive impact on pupils' wellbeing and their standards of achievement.

The school's parent-teacher association raises significant funds each year to support the life and work of the school. The school uses these funds well, for example to develop the outdoor facilities for pupils, including the eco-classroom. Parents value the information from the school about its provision and appreciate the opportunities they receive to ask questions and to contribute to planning through the 'Vision Evenings'.

Visits of clergy from St Michael's Church and the innovative 'Croeso Pawb' work support the Christian ethos of the school well and provide very good opportunities to enhance pupils' spiritual, social and moral development. This partnership ensures that pupils develop strong links with their immediate locality.

Partnerships with a local forest school enterprise, has provided very good training for staff, who in turn have helped to develop outdoor leaning for other local schools. This training has enabled the school to plan and deliver learning experiences of high quality for pupils in this aspect of the curriculum.

Good links exist with the neighbouring pre-school playgroup and these help pupils to settle easily into school when they arrive in the nursery class. Effective links with local high schools help pupils to transfer easily to secondary education.

The school makes good use of links with a group of small rural schools in the locality to provide a range of residential visits, trips and sporting activities for pupils. Pupils get worthwhile opportunities to mix with pupils from other settings and to take part in competitive games and activities that would otherwise be difficult to achieve. This supports both their physical and social development successfully.

The group of schools also make suitable use of opportunities to plan pupils' work collaboratively. Individual schools organise activities and share them with their partners. This makes effective use of teachers' expertise and time.

Resource management: Adequate

The school deploys its teachers and learning support staff successfully. It makes worthwhile use of suitable training to develop their skills. This has had a positive impact recently in improving standards of pupils' Welsh language, numeracy and science skills. However, teachers have too few opportunities to observe and share good practice with colleagues or to evaluate the impact of training on provision or pupil outcomes. The provision for teachers' planning, preparation, and assessment time is appropriate.

Overall, the school manages its financial resources efficiently. Governors and the headteacher monitor expenditure suitably to ensure that the school is appropriately resourced. The school has effective plans to reduce the current budget surplus to a more appropriate level.

The school makes good use of the pupil deprivation grant from the Welsh Government to improve outcomes for disadvantaged pupils.

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

Appendix 1: Commentary on performance data

6643002 - Nannerch V.C.P. School

Number of pupils on roll   71
Pupils eligible for free school meals (FSM) - 3 year average   4.0
FSM band   1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	5	6	16
Achieving the Foundation Phase indicator (FPI) (%)	60.0	33.3	87.5
Benchmark quartile	4	4	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	5	6	16
Achieving outcome 5+ (%)	80.0	33.3	87.5
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	40.0	33.3	31.3
Benchmark quartile	1	3	4
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	5	6	16
Achieving outcome 5+ (%)	60.0	66.7	93.8
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	40.0	16.7	37.5
Benchmark quartile	1	4	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	5	6	16
Achieving outcome 5+ (%)	80.0	100.0	93.8
Benchmark quartile	4	1	4
Achieving outcome 6+ (%)	60.0	50.0	62.5
Benchmark quartile	2	3	3

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

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

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

6643002 - Nannerch V.C.P. School

Number of pupils on roll		71
Pupils eligible for free school meals (FSM) - 3 year average		4.0
FSM band		1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	11	9	9	12
Achieving the core subject indicator (CSI) (%)	90.9	100.0	100.0	91.7
Benchmark quartile	2	1	1	3
English				
Number of pupils in cohort	11	9	9	12
Achieving level 4+ (%)	90.9	100.0	100.0	91.7
Benchmark quartile	3	1	1	3
Achieving level 5+ (%)	72.7	55.6	44.4	41.7
Benchmark quartile	1	1	2	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	11	9	9	12
Achieving level 4+ (%)	100.0	100.0	100.0	91.7
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	54.5	44.4	44.4	41.7
Benchmark quartile	1	2	2	3
Science				
Number of pupils in cohort	11	9	9	12
Achieving level 4+ (%)	100.0	100.0	100.0	91.7
Benchmark quartile	1	1	1	4
Achieving level 5+ (%)	54.5	66.7	33.3	33.3
Benchmark quartile	1	1	4	4

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

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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

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.	29		29	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	29		26	3		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			90%	10%		
			92%	8%		
I know who to talk to if I am worried or upset.	29		29	0		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			100%	0%		
			97%	3%		
The school teaches me how to keep healthy	29		29	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	29		28	1		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			97%	3%		
			96%	4%		
I am doing well at school	29		29	0		Rwy'n gwneud yn dda yn yr ysgol.
			100%	0%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	29		29	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.	29		29	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	29		29	0		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			100%	0%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	29		29	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.	29		23	6		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			79%	21%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	29		24	5		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			83%	17%		
			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.	19	10 / 53%	9 / 47%	0 / 0%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	19	16 / 84%	3 / 16%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	19	18 / 95%	1 / 5%	0 / 0%	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.	19	11 / 58%	8 / 42%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	18	10 / 56%	8 / 44%	0 / 0%	0 / 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	19	9 / 47%	10 / 53%	0 / 0%	0 / 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	18	12 / 67%	6 / 33%	0 / 0%	0 / 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	17	8 / 47%	5 / 29%	1 / 6%	0 / 0%	3	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	19	13 / 68%	6 / 32%	0 / 0%	0 / 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	19	14 / 74%	5 / 26%	0 / 0%	0 / 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	19	17 / 89%	2 / 11%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	19	8 / 42%	9 / 47%	0 / 0%	0 / 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	19	10 / 53%	9 / 47%	0 / 0%	0 / 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	19	15 79%	4 21%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	19	10 53%	6 32%	1 5%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	19	12 63%	6 32%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	16	7 44%	5 31%	0 0%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	19	13 68%	6 32%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	19	11 58%	7 37%	1 5%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mr Richard Lloyd	Reporting Inspector
Mr Richard Hawkley	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Mrs Alexine Bartholomew	Peer Inspector
Ms Jennie Lewis (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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 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.