A report on

Penygelli Primary
Heol Glyndwr
Coedpoeth
Wrexham
LL11 3HA
United Kingdom

Date of inspection: November 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.

Publication date: 30/01/2015

Context

Penygelli Primary School is a community school with 239 pupils on roll, including 30 who attend the nursery part-time. The school is in the village of Coedpoeth, near the town of Wrexham in the Wrexham local authority. It caters for pupils between the ages of four and eleven. Most pupils who attend the school come from the village. There are nine mainstream classes, of which six have a mixed age range.

Around 21% of pupils are eligible for free school meals, which is close to the average for the local authority and Wales. Most pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. No pupils speak Welsh as a first language. A very few receive support for English as an additional language. A few pupils are looked after by the local authority.

The school identifies that about 11% of pupils have additional learning needs, which is below the average for Wales. A very few pupils have a statement of special educational needs.

The last inspection of the school was in October 2008. The headteacher took up his post in September 2014.

The individual school budget per pupil for Penygelli Primary in 2014-2015 means that the budget is £3,341. The maximum per pupil in the primary schools in Wrexham is £9,101 and the minimum is £2,820. Penygelli Primary is 39th out of the 60 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	Good

Current performance

The school's current performance is adequate because:

- many pupils make good progress and achieve appropriate standards;
- at the end of the Foundation Phase, outcomes for pupils are good;
- nearly all pupils enjoy coming to school and have a positive attitude to learning;
- the standard of behaviour is nearly always good; and
- the school supports pupils' individual needs well.

However:

- although pupils generally make good progress, many in key stage 2 do not achieve as well as they could;
- the quality of teaching is too varied across the school; and
- teachers do not use assessment consistently to monitor the progress pupils make and to match tasks closely to pupils' differing abilities.

Prospects for improvement

The school's prospects for improvement are good because:

- there have been many improvements in the life and work of the school over a short period of time since the appointment of the new headteacher and deputy headteacher;
- the new senior management team provides strong and effective leadership;
- it has the support of a committed staff and effective governing body;
- the school successfully identifies areas for improvement through effective self-evaluation processes;
- improvement planning is having a positive effect on raising the standards that pupils achieve in writing; and
- the school makes effective use of a suitable range of partnerships in order to enhance pupils' outcomes and wellbeing.

Recommendations

R1   Improve outcomes at the end of key stage 2

R2   Improve the performance of pupils eligible for free school meals

R3   Ensure that key stage 2 pupils use their numeracy skills to support their work across the curriculum

R4   Ensure that teaching provides a good level of challenge for pupils of all abilities

R5   Make effective use of assessment in the planning of lessons

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

Pupils represent the full range of ability, with attainment on entry similar to the local average. Most pupils make steady progress as they move through the school. They have a sound recall of previous learning and apply their learning well in new situations.

Pupils achieve good standards in developing their speaking and listening skills. In lessons, nearly all pupils listen attentively to staff and to each other. Older pupils in key stage 2 are confident speakers who express themselves well. For example, when addressing the whole class and discussing aspects of the Second World War, many pupils use interesting and lively vocabulary, with understanding and good expression.

Nearly all pupils make good progress in developing their reading skills. In the Foundation Phase, pupils talk knowledgeably about their favourite authors and a range of books. Most read texts accurately and use their knowledge of letter sounds to work out unknown words. By the end of key stage 2, nearly all pupils are confident readers. Pupils who are more able read challenging texts with understanding. They make good progress in developing higher order reading skills, such as skimming and scanning.

Nearly all pupils make good progress in developing their writing skills. Older pupils in the Foundation Phase write at length and use interesting vocabulary. They begin to make good use of basic punctuation, form letters correctly and spell simple words accurately. As pupils move through key stage 2, they develop their writing skills well so that, by the end of key stage 2, most pupils produce well-presented written work that is lively and interesting.

Pupils make good use of their literacy skills to support their work across the curriculum. For example, pupils in Year 4 produce well-presented independent research on explorers in Tudor times. More able pupils in Year 6 write interesting play scripts linked to their study of the Second World War.

Overall, pupils achieve good standards in the development of their mathematical skills. By the end of the Foundation Phase, many pupils use a good range of number facts with understanding, measure accurately and show a developing knowledge of shapes. Older pupils in the phase work confidently with large numbers, and pupils who are more able successfully use multiplication to solve problems. They use their numeracy skills effectively to solve problems through the challenges they undertake linked to a variety of areas of learning.

Pupils in key stage 2 make good progress in developing their number skills. For example, older pupils work well with fractions and decimals. They have a good understanding of place value. Most pupils use their mathematical knowledge well to

solve problems. Pupils accurately use measurements in different ways and record and analyse data. Many pupils use their knowledge of data handling appropriately to support their work in science. However, key stage 2 pupils do not make sufficient progress in using their numeracy skills to support their work across the curriculum.

Nearly all pupils have a very positive attitude to Welsh and are keen to participate in the lessons. Pupils' oracy skills develop progressively in the regular short daily sessions. By the end of key stage 2, most pupils' reading skills in Welsh have developed well and they can discuss a story with understanding. They can hold a simple conversation and pose suitable questions. Pupils' written work shows appropriate progression. By the end of Foundation Phase, pupils write short interesting pieces including poems on Guy Fawkes. By the end of key stage 2, pupils write longer pieces showing good development in vocabulary and sentence structures.

Performance over time shows a trend of improvement in the Foundation Phase. Results in literacy and mathematical development rose at outcome 5 and outcome 6 from 2012 to 2014. When compared to similar schools, performance in 2012 placed the school in the lower 50% for both areas of learning. However, in 2014, performance in language places the school in the higher 50% at outcome 5 and in the top 25% at outcome 6. In mathematical development, performance places the school in the top 25% at outcome 5 and outcome 6.

Overall, performance at the end of key stage 2 has not shown steady improvement over the past four years. At the expected level 4, performance in mathematics and science has remained stable and results in English have fallen. Performance in all subjects at the higher than expected level 5 has varied over the last four years. When comparing 2014 results with those of 2011, performance in all subjects is lower, except in mathematics at level 5, where the school has remained in the higher 50% of similar schools.

Pupils who need extra support with their learning and those for whom English is an additional language make good progress. There is no significant difference between the performance of boys compared to that of girls. At the end of the Foundation Phase, outcomes for pupils eligible for free school meals compare favourably with those of other pupils at both outcome 5 and outcome 6. However, at the end of key stage 2, pupils eligible for free school meals do not generally perform as well as other pupils, particularly at the higher-than-expected level 5.

Wellbeing: Good

Nearly all pupils have a positive attitude to school life and are eager to learn. During lessons, most pupils concentrate well and know what they need to do in order to improve. Nearly all pupils behave well in classes and around the school. They are polite and respectful towards adults and each other.

Most pupils have a sound understanding of how to keep fit and healthy. Pupils feel safe in school and are confident that staff will deal promptly with any concerns. Pupils have access to an 'igloo' for sharing worries. Pupils appreciate this opportunity to share their concerns, and other pupils respond with friendly advice and support.

When compared with similar schools, pupils' attendance has placed the school in the top 25% or the higher 50% for the last four years. Currently, rates of attendance show a slight downward trend. Most pupils arrive punctually for the start of the school day.

Pupils take on additional responsibilities in the school with maturity. School council members are developing their role in the life of the school and have recently taken part in interviews for a new lunchtime supervisor.

Pupils develop their knowledge of the community effectively through their involvement in the local area and through visitors who come into school, including the local police officers and members of the Salvation Army.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school has implemented the Foundation Phase curriculum very successfully and staff plan an innovative range of experiences for pupils to learn purposefully indoors and out. The school meets the curriculum requirements for key stage 2 pupils and plans a good range of visits to enhance the curriculum. Pupils with additional learning needs receive worthwhile enrichment activities outside school, such as visits to the community garden. The school offers an appropriate range of after-school clubs that support the delivery of the curriculum well.

Teachers are beginning to adapt planning to develop pupils' skills in line with the Literacy and Numeracy Framework. In the Foundation Phase, staff plan challenges for pupils that build progressively on the development of pupils' skills. Teachers in key stage 2 plan worthwhile opportunities for pupils to use their literacy skills in a range of subject areas. However, there are too few opportunities for pupils to develop their numeracy and information and communication technology (ICT) skills across the curriculum.

Teachers plan successfully to develop the Welsh language. They ensure good progression in learning language patterns and vocabulary in the short, regular daily session. The school provides a good range of opportunities for pupils to learn about the culture and history of Wales, for example though visits to local and national historical sites, that enrich the curriculum well.

The good provision for sustainability and global citizenship helps pupils to understand the role they and others play in society, as well as to know more about the wider world. For example, a recent International Day provided a good opportunity for pupils in each class to learn about a different country and to share their findings with the whole school.

Teaching: Adequate

All teachers have up-to-date subject knowledge and establish good working relationships with pupils. Most teachers use skilful questioning that develops pupils' understanding successfully and lessons proceed at a lively pace. In nearly all

classes, teachers explain the objective of the lesson well, giving pupils a clear focus for their learning. A few teachers make very good use of success criteria to ensure high standards in the work that pupils achieve.

In the few classes where teaching is less effective, teachers do not always provide tasks with enough challenge for pupils or encourage independent and creative learning sufficiently.

The school makes effective use of assessments to identify pupils who need additional support. Teachers have recently used assessment for learning strategies more consistently. Nearly all teachers now use a good range of strategies to involve pupils in the assessment of their own learning. They give pupils clear guidance on how to improve through written comments when marking.

A few teachers use assessment well to inform the future planning of lessons and to track the progress that pupils make. However, many teachers do not use assessment rigorously enough to ensure that pupils achieve as well as they could.

The school arranges appropriate opportunities for parents to discuss their child's progress and provides them with annual written reports that meet statutory requirements.

Care, support and guidance: Good

The school provides valuable care and guidance for pupils. Staff know pupils well and ensure that they have appropriate support. Many staff are trained to support pupils with social and emotional needs and they use their skills effectively. All staff promote good behaviour successfully and ensure that they deal with any incidents of bullying or harassment promptly. A new system to support the rigorous monitoring of pupils' attendance is beginning to raise pupils' and parents' awareness of the importance of attending school regularly.

The comprehensive personal and social education programme promotes healthy eating and drinking well. The school makes good provision to develop pupils' social and cultural development and regular assemblies promote pupils' spiritual and moral development effectively.

The school makes good use of a wide range of specialist services, such as the educational psychologist and speech and language therapy service, in order to provide appropriate support for identified pupils and their families.

Provision for pupils with additional learning needs is good. The school identifies pupils' needs at an early stage and plans a suitable range of programmes to support learning. Teaching assistants provide valuable support in delivering programmes to develop pupils' literacy and numeracy skills. Staff review targets in individual educational plans regularly and evaluate the impact of provision.

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

Learning environment: Good

The school is an inclusive community and is welcoming to pupils, parents and visitors. Staff treat all pupils equally and promote diversity well. All pupils receive equal access to all areas of the school's provision, enabling them to take part fully in the life of the school.

The relatively new school building provides a clean, pleasant working environment. All classrooms are spacious with good resources. Displays throughout the school celebrate pupils' achievements and provide a good focus for learning. The school has good facilities to support the implementation of the Foundation Phase and a well-equipped computer suite. The outside areas of the school are extensive and enrich free time and the delivery of the curriculum well. The school generally makes good use of the wide range of resources to enhance pupils' learning experiences. However, staff do not make sufficient use of the very extensive resources for ICT.

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

Leadership: Good

The judgement on standards for Key Question 1 differs from the judgement for leadership because it is too early for the recent appropriate changes introduced by the new leadership in the school to raise the standards that pupils achieve.

The recently appointed headteacher provides strong and sensitive leadership. He has established an effective and supportive senior management team. They share a robust strategic vision, setting a clear direction to move the school forward within a culture that promotes continuous improvement. They convey the vision successfully to all involved in the life of the school.

Every member of staff has a job description that reflects their roles and responsibilities clearly. All staff understand their responsibilities and co-operate effectively as a team across the school. Regular staff meetings focus well on how to implement the school's priorities for improvement, on improving teaching and on raising pupils' standards of achievement.

Governors provide good support for the school and undertake their roles effectively to meet their statutory duties. Through reviewing data, discussions with the headteacher and visits to the school, they have a sound knowledge of the school's strengths and priorities for improvement. This helps them to challenge the school confidently about aspects of provision and pupils' standards.

Improving quality: Good

The school has well-established procedures for undertaking self-evaluation. The recent extension of these ensures that a culture of reviewing and planning for improvement is central to the school's ethos. Staff, pupils, parents and governors are now involved more effectively in the self-evaluation process through, for example, the use of questionnaires and discussion with the school council.

Senior leaders make good use of the evidence from lesson observations, the scrutiny of pupils' work and a detailed analysis of data to inform self-evaluation. The school also uses the reports from the local authority and other external agencies effectively. As a result, the self-evaluation report presents an accurate picture of the school's strengths and areas for improvement.

There is a close link between the outcomes of the self-evaluation process and priorities in the improvement plan. The school pays good attention to national and local priorities in setting priorities for improvement.

The school improvement plan focuses clearly on improving standards. It includes specific costs and targets and appropriate timetables for completing actions. It identifies staff responsibilities clearly. Planning for improvement is having positive effect on improving outcomes for pupils. For example, boys now achieve as well as girls and the quality of pupils' writing has improved, so that standards are now good.

Partnership working: Good

The school has a strong partnership with parents and keeps them well informed through, for example, regular newsletters and the school website. Staff encourage parents to help in a variety of activities both during the school day and on educational visits. The school involves parents successfully in their child's education by providing regular homework and through schemes such as 'Book Buddies' to develop pupils' reading skills.

Links with the local nursery group are strong and this helps children settle in quickly when they start school. Arrangements for transferring pupils to the secondary school prepare nearly all older pupils well for the next stage in their education. Close and effective links with the high school and a range of agencies provide good support for vulnerable pupils.

The school is continuing to build on good links with the local community through, for example, working in the community garden and visits into the local area.

The school works effectively with the local authority and other agencies, acting on advice given in order to raise standards and improve provision. Teachers also work closely with other local schools to ensure consistency in the school's end of key stage assessments.

Resource management: Adequate

The school has a sufficient number of qualified teachers and teaching assistants to deliver the curriculum and to ensure the wellbeing of all pupils. Senior leaders ensure that good use is made of staff expertise and experience in, for example, the delivery of Welsh lessons.

There are effective performance management processes in place for all staff, including teaching assistants. Targets link closely to school improvement priorities. In-house training, such as planning the implementation of the Literacy and Numeracy Framework, supports staff development well. Senior leaders ensure that the use of external courses supports priorities in the school improvement plan and performance management reviews.

The school manages its accommodation, resources and budget well, with good financial controls in place. Senior leaders ensure that expenditure supports priorities in the school improvement plan. The school makes adequate use of the Welsh Government's Pupil Deprivation Grant to improve the performance of pupils eligible for free school meals.

Due to the identified shortcomings in outcomes for pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6652266 - Penygelli C P School

Number of pupils on roll	262
Pupils eligible for free school meals (FSM) - 3 year average	21.3
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	28	25	25
Achieving the Foundation Phase indicator (FPI) (%)	82.1	84.0	92.0
Benchmark quartile	3	2	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	28	25	25
Achieving outcome 5+ (%)	82.1	84.0	92.0
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	17.9	24.0	40.0
Benchmark quartile	3	3	1
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	28	25	25
Achieving outcome 5+ (%)	85.7	92.0	96.0
Benchmark quartile	3	2	1
Achieving outcome 6+ (%)	17.9	20.0	40.0
Benchmark quartile	3	3	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	28	25	25
Achieving outcome 5+ (%)	89.3	96.0	96.0
Benchmark quartile	3	2	3
Achieving outcome 6+ (%)	25.0	36.0	32.0
Benchmark quartile	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.

6652266 - Penygelli C P School

Number of pupils on roll   262
Pupils eligible for free school meals (FSM) - 3 year average   21.3
FSM band   3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	22	38	22	28
Achieving the core subject indicator (CSI) (%)	81.8	84.2	86.4	82.1
Benchmark quartile	2	3	2	4
English				
Number of pupils in cohort	22	38	22	28
Achieving level 4+ (%)	86.4	84.2	90.9	82.1
Benchmark quartile	2	3	2	4
Achieving level 5+ (%)	31.8	28.9	45.5	32.1
Benchmark quartile	2	3	1	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	22	38	22	28
Achieving level 4+ (%)	90.9	86.8	86.4	89.3
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	36.4	21.1	45.5	35.7
Benchmark quartile	2	3	1	2
Science				
Number of pupils in cohort	22	38	22	28
Achieving level 4+ (%)	86.4	84.2	86.4	85.7
Benchmark quartile	3	3	3	4
Achieving level 5+ (%)	31.8	23.7	45.5	32.1
Benchmark quartile	2	3	1	3

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

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

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	68		65	3		Rwy'n teimlo'n ddiogel yn fy ysgol.
			96%	4%		
			98%	2%		
The school deals well with any bullying.	68		55	13		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			81%	19%		
			92%	8%		
I know who to talk to if I am worried or upset.	68		66	2		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%		
			97%	3%		
The school teaches me how to keep healthy	68		65	3		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			96%	4%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	68		63	5		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			93%	7%		
			96%	4%		
I am doing well at school	67		64	3		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	68		68	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.	68		68	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.	68		63	5		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			93%	7%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	67		64	3		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			96%	4%		
			95%	5%		
Other children behave well and I can get my work done.	66		56	10		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			85%	15%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	68		59	9		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			87%	13%		
			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.	29	16	12	1	0	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		55%	41%	3%	0%		
		63%	33%	3%	1%		
My child likes this school.	29	18	10	0	0	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		62%	34%	0%	0%		
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	29	16	13	0	0	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		55%	45%	0%	0%		
		72%	26%	1%	0%		
My child is making good progress at school.	29	14	14	1	0	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		48%	48%	3%	0%		
		61%	34%	3%	1%		
Pupils behave well in school.	29	12	12	1	0	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		41%	41%	3%	0%		
		45%	45%	4%	1%		
Teaching is good.	29	14	14	1	0	0	Mae'r addysgu yn dda.
		48%	48%	3%	0%		
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	29	17	11	1	0	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		59%	38%	3%	0%		
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	29	11	14	2	1	1	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.
		38%	48%	7%	3%		
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	29	11	15	0	1	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		38%	52%	0%	3%		
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	29	11	16	0	0	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		38%	55%	0%	0%		
		59%	36%	2%	0%		
My child is safe at school.	28	18	10	0	0	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		64%	36%	0%	0%		
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	29	12	10	4	0	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		41%	34%	14%	0%		
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	28	10	13	3	2	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		36%	46%	11%	7%		
		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.	29	14 48%	13 45%	2 7%	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.	29	9 31%	15 52%	1 3%	2 7%	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.	29	12 41%	15 52%	1 3%	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.	26	9 35%	11 42%	2 8%	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.	27	10 37%	14 52%	3 11%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	29	14 48%	14 48%	1 3%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mrs Jane Linda Williams	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Mrs Louise Ankers	Peer Inspector
Mr Marc Jones (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 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.