



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

**Ysgol Penyffordd
Penmynydd Road
Penyffordd
Nr. Chester
Flintshire
CH4 0LQ**

Date of inspection: February 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Penyffordd is in the village of Penyffordd in Flintshire. The school opened in September 2013 following the amalgamation of Abbot's Lane Infant School and Penyffordd Junior School. Ysgol Penyffordd uses the sites of the original schools, which are approximately one mile apart. Prior to the amalgamation, the current headteacher was the headteacher at Penyffordd Junior School. The school has two deputy headteachers, one based on each site. The deputy headteacher in the Foundation Phase department joined the school in January 2015.

The school has 270 pupils aged 3 to 11 years on roll, including 34 pupils who attend the nursery part-time. The school has 10 classes. Around 5% of pupils are eligible for free school meals. This figure is significantly below the Welsh national average of 21%.

Nearly all pupils come from homes where English is the main language and no pupils speak Welsh as a first language. Nearly all pupils are of white British ethnicity. The school identifies around 16% of pupils as having additional learning needs. Currently, no pupils have a statement of special educational needs. A very few pupils are looked after by the local authority.

The individual school budget per pupil for Ysgol Penyffordd in 2014-2015 means that the budget is £3,112 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,111 and the minimum is £2,838. Ysgol Penyffordd is 45th out of the 68 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils achieve good standards by the end of the Foundation Phase and key stage 2
- The quality of pupils' behaviour in lessons and around school is consistently good
- The school plans an imaginative and creative curriculum that engages the interest of nearly all pupils
- The school has effective arrangements to ensure that pupils receive high quality levels of care and support
- The school has a caring and welcoming ethos on both school sites

Prospects for improvement

The school's prospects for improvement are good because:

- School leaders have worked successfully to establish an effective learning community in the recently amalgamated school
- The headteacher provides purposeful leadership and clear, strategic direction to the work of the school
- The governing body is effective
- The school's self-evaluation arrangements have a positive impact on many aspects of its work
- The school has a number of effective partnerships that have a positive effect on improving the standards of pupils' learning and their wellbeing
- The school manages its resources well

Recommendations

- R1 Improve standards of writing
- R2 Ensure that the quality of teaching and marking is consistently good across the school by addressing the shortcomings identified during the inspection
- R3 Ensure equality of access to all aspects of the school's provision
- R4 Ensure that leaders use self-evaluation findings rigorously to bring about improvements in important areas of teaching and learning.

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?	Good
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Standards: Good

Most pupils begin school with skills, knowledge and understanding that are appropriate to, or slightly above, those expected for their age. Most pupils achieve good standards by the end of the Foundation Phase and key stage 2.

In the Foundation Phase, most pupils listen well. They speak clearly and respond to questions confidently. In key stage 2, most pupils have good speaking and listening skills. They express opinions clearly and communicate well with others when solving problems. For example, younger pupils in key stage 2 discuss strategies effectively to solve a crime mystery set in Tudor times.

In the Foundation Phase, most pupils read at a level appropriate for their age. They talk with increasing confidence about the stories they enjoy reading. Most apply their knowledge of phonics successfully when reading. By the end of key stage 2, most pupils' reading skills are good. They read with accuracy and fluency. More able readers use higher order reading skills well to gather information quickly or to infer messages from a text. For example, they scan texts effectively to find information when researching facts about Victorian Britain. Most pupils express clear preferences for their favourite authors and styles of books.

Most pupils' writing develops appropriately, as they move through the school. By the end of the Foundation Phase, most pupils produce a suitable standard of writing. They use a variety of interesting vocabulary. Most pupils use a simple range of punctuation, such as full stops, with increasing accuracy. In key stage 2, many pupils write neatly. They often use a varied vocabulary that matches the purpose of their writing well, and show an increasing awareness of the intended audience, for example when writing formal letters to complain about graffiti in the local village. However, a minority of pupils make regular basic grammatical and spelling errors in their work. Their use of punctuation is often limited to capital letters, full stops and commas for lists. Older pupils in key stage 2 do not write creatively often enough. Overall, most pupils apply their writing skills at a suitable level across the curriculum.

Most pupils make good progress in mathematics. At the end of the Foundation Phase, they compare and order two-digit numbers successfully, have a sound understanding of number bonds to 10 and complete basic addition and subtraction problems within 20 successfully. With structured support, a few pupils are able to apply their numeracy skills well in real life problems, for example to calculate the cost of keeping different pets. By the end of key stage 2, most pupils work confidently to solve suitably challenging number problems with addition, subtraction, multiplication and division. They apply their mathematical skills successfully during problem solving activities, for example to work out the cost of organising a school trip. They calculate the area or perimeter of shapes accurately and record their answers using the correct unit of metric measurement. Most pupils use their numeracy skills well in other subjects, such as science.

In the Foundation Phase, many pupils make good progress in developing their Welsh language skills. They understand a suitable range of Welsh words and phrases and answer basic questions appropriately. They write short sentences accurately. In key stage 2, many pupils produce written work of a good standard, for example when writing book reviews. They create suitable spoken presentations in Welsh and respond to basic questions appropriately.

Most pupils with additional learning needs make good progress towards achieving their learning targets.

In the Foundation Phase, pupils' performance at the expected outcome 5 has fluctuated over the last three years. In 2014, performance in literacy placed the school in the lower 50% in comparison with similar schools. However, in previous years the school was in either the top 25% or higher 50%. In mathematical development, the school was in the higher 50% of similar schools in 2014, but pupils' performance has also placed the school in the lower 50% and top 25% in recent years. Pupils' performance at the higher-than-expected outcome 6 is good. In both literacy and mathematical development, the school has been in either the higher 50% or top 25% of similar schools in each of the last three years.

In 2014, key stage 2 pupils' performance at the expected level 4 placed the school in the lower 50% of similar schools for English and science and in the bottom 25% for mathematics. At the higher-than-expected level 5, pupils' performance in 2014 placed the school in the lower 50% of similar schools in English, mathematics and science. At both the expected and higher-than-expected levels, performance trends over time do not identify particularly strong or particularly weak performance in comparison to levels in similar schools.

Wellbeing: Good

The quality of pupils' behaviour in lessons and around school is consistently good. Nearly all pupils are polite, well-mannered and respectful of adults and each other. They enjoy their learning and sustain concentration in lessons appropriately. Nearly all pupils feel safe in school and know where to turn for advice and support. They understand the importance of healthy eating and exercise. Many pupils demonstrate this by eating healthy snacks at break times and attending after school activities such as street dance. Most pupils have a good understanding of how to keep themselves safe on the internet. Pupil presentations in assemblies support this message well.

The school council and eco committee represent their fellow pupils appropriately. The school council has made useful suggestions to support the successful amalgamation of the infant and junior schools such as holding joint assemblies at the local youth club that is approximately halfway between the school sites. The eco committee has taken responsibility for sponsoring a Bengal Tiger to raise pupils' awareness of endangered species and introduced the idea of healthy eating at break times. However, in a few instances, adults provide too much direction to the work of these councils. Pupils have worthwhile opportunities to identify learning experiences they would like such as numeracy days with separate provision for boys and girls. This event engaged most pupils in their learning well.

Rates of attendance are good. Attendance has placed the school in the higher 50% or top 25% when compared with similar schools across Wales over the last three years. Nearly all pupils arrive at school punctually.

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

The school plans an imaginative and creative curriculum that engages the interest of nearly all its learners. Teachers devise effective long term plans to address the requirements of the National Curriculum and Foundation Phase areas of learning. An extensive range of after school clubs and enrichment sessions such as ukulele lessons and stone masonry club build upon classroom experiences well.

Teachers have incorporated the requirements of the Literacy and Numeracy Framework into their long and medium term planning appropriately. The school plans ably for the development of pupils' numeracy skills across the curriculum and there are many opportunities for pupils to practise skills learnt during mathematics lessons in other contexts. Teachers and support staff effectively develop pupils' skills in reading through a structured phonics programme. The school's partnership with a local football team is an imaginative initiative that has successfully improved boys' attitudes towards reading and writing. However, teachers do not plan a wide enough variety of writing experiences for pupils overall and do not always challenge pupils to write at the standard they are capable of across the curriculum.

Nearly all staff promote the Welsh language effectively by using Welsh in the daily life of the school. The Welsh language is prominent in displays in classrooms and around the school building. The implementation of the whole school Welsh language scheme supports acquisition of Welsh language skills by pupils appropriately. Teachers develop pupils' knowledge of Welsh culture and heritage successfully in work across the curriculum through, for example the study of Snowdonia and a visit to Chirk Castle by pupils in key stage 2.

The school promotes pupils' awareness of sustainable development well through recycling and the conservation of energy. As a result, pupils have a good understanding of the need to use resources wisely. The school provides pupils with relevant opportunities to learn about global awareness and citizenship, for example through study of life in Chembakoli to learn about the importance of conserving water.

Teaching: Adequate

Overall, the quality of teaching supports most pupils to attain good standards at the end of the Foundation Phase and key stage 2. There are respectful working relationships between staff and pupils that influence standards of learning and wellbeing positively.

In a majority of lessons, teachers plan effective activities that engage pupils in their learning. They have clear expectations of what pupils will learn during lessons and explain tasks clearly. This helps pupils to understand how to succeed in their work.

In a minority of lessons, the pace that teachers expect pupils to work at is too slow and the level of challenge in tasks does not match pupils' ability well enough. This limits the level of progress that pupils make in these lessons.

Nearly all teachers mark pupils' work regularly and their written comments highlight what pupils have done well and give suitable suggestions for improvement. Many teachers ensure that pupils take note of feedback and provide opportunities for pupils to edit their work in response. However, this process does not have enough impact on improving the overall standard of pupils' work, particularly in writing. Many teachers and support staff provide pupils with useful verbal feedback during lessons. They provide pupils with plenty of opportunities to assess their own progress and that of their peers, for example through the 'top tips' strategy in the Foundation Phase.

The school makes good use of a wide range of tracking data to monitor the progress of every pupil carefully. Teachers generally use this information well, for example to plan interventions for pupils who need additional support. There are suitable arrangements for the standardisation and moderation of pupils' work both within the school and with the local cluster of schools. These activities support teachers' end of key stage assessment judgments appropriately.

Parents and carers receive valuable information about their child's progress, achievement and wellbeing through regular parents' meetings. Annual reports to parents meet requirements.

Care, support and guidance: Good

Arrangements to ensure that pupils receive high levels of care and support are effective. This ensures that pupils have a good awareness of what actions to take if they are worried or upset. Teachers have high expectations of pupils' behaviour and ensure that pupils have a clear understanding of the consequences of poor behaviour. The school successfully teaches pupils how to stay safe on-line. 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 drinking. There are beneficial opportunities for pupils to take plenty of exercise through timetabled physical education lessons, use of play equipment at lunchtimes and attendance at extra-curricular sporting events.

There are effective arrangements to develop pupils' spiritual, social and moral awareness. The daily assemblies are stimulating and encourage appropriate reflection by the pupils.

The school has good systems to identify any additional learning needs of pupils as early as possible through comprehensive tracking and monitoring processes. The school has clear individual education plans for all learners with additional needs. These plans contain specific targets for improvement. Pupils and parents are appropriately involved in setting and reviewing targets. A broad range of intervention strategies support most pupils with additional learning needs to make good progress in their learning.

Learning environment: Good

The school has established a caring and welcoming ethos on both school sites since the recent amalgamation. Pupils and staff show mutual respect to each other and demonstrate a sound understanding of the school's values in all that they do. The school ensures equal opportunities for pupils in most but not all areas of its provision.

The school buildings across both sites are accessible to all pupils, staff and visitors. The accommodation is in good order and provides a pleasant learning environment for all pupils. The school uses all available space purposefully. For example, a range of small rooms in the key stage 2 department provide ideal spaces for intervention strategies and music lessons. Displays in classrooms and communal areas support pupils' learning appropriately. All classrooms have an ample supply of good quality learning resources. There are extensive grounds at both sites, which give good opportunities for outdoor learning. Outdoor resources for the Foundation Phase are particularly good. Staff use these resources well to enhance pupils' learning experiences. The school site is safe and secure.

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

School leaders have worked successfully to establish an effective learning community for pupils and staff in the relatively short amount of time since the amalgamation of the infant and junior schools. This serves the school well. Leaders ensure that there are effective systems in place so that the day-to-day management on both sites is good.

The headteacher provides purposeful leadership and clear, strategic direction to the work of the school. She receives valuable support from the senior leadership team and staff at all levels. Leaders and managers have clear roles and responsibilities within a suitable staffing structure. Staff understand their roles well. They work effectively as a team and make valuable contributions to leading school improvement initiatives such as aligning behaviour management across the two school sites. Arrangements for the performance management of teaching and support staff help the school to achieve most whole-school improvement priorities well.

Staff collaborate well to ensure that the school makes good progress in meeting national and local priorities, for example by incorporating effectively the National Literacy and Numeracy Frameworks into teachers' planning.

The governing body is effective. Governors make a significant and worthwhile contribution, for example to the amalgamation process. They have a firm understanding of the schools current performance and analyse performance data well. A variety of sub-committees monitor the work of the school and financial expenditure diligently. Governors also make positive contributions to the school's various improvement teams. As a result, governors have a sound understanding of the schools strengths and areas for improvement. This enables governors to provide leaders with effective levels of support and challenge, for example to bring about improvement in the standards of boys' reading in key stage 2.

Improving quality: Good

The school's self-evaluation arrangements have a positive impact on many aspects of its work. Leaders and teachers use a wide range of first-hand evidence to evaluate standards and provision at the school. These include effective analysis of performance data, scrutiny of pupils' work and classroom observations.

Self-evaluation procedures take good account of the views of pupils and parents. Leaders work well with all staff to ensure that they contribute to the self-evaluation process effectively. Overall, staff have a good understanding of the school's strengths and areas for improvement.

The school generally uses information from self-evaluation effectively to develop improvement plans. These plans include a suitable range of relevant actions and identify members of staff with responsibility for their delivery. They also include realistic success criteria and timescales for completion. School leaders monitor progress in addressing targets appropriately. As a result, the school has secured notable improvements recently, for example in narrowing the attainment gap between boys and girls at key stage 2 and improving provision for numeracy across the curriculum. However, whilst improvement arrangements are effective overall, the school has not always used information from self-evaluation effectively enough, for example to secure consistently good standards of teaching in all classes or to raise standards of pupils' writing.

Partnership working: Good

The school has a number of effective partnerships that have a positive effect on the standards of pupils' learning and their wellbeing. There are beneficial relationships between parents and the school, for example a range of strategies to promote family engagement for parent of younger pupils are successful in raising standards of literacy, numeracy and attendance and develop positive relationships between home and school. The school's parents association supports the school well and raises valuable funds for enriching pupils' experiences, for example through providing reading books for boys and new information and communication technology (ICT) resources.

There are effective community partnerships, such as a link with Wrexham football club that is helping to improve a group of boys' literacy skills, self-esteem and attitudes to learning. The school has a successful credit union in partnership with a local bank. This enables pupils to apply their numeracy skills meaningfully in a real life context and to learn about the importance of saving money. Additional partnerships with the police liaison team and educational psychologists support the pupils and their families well.

There are strong links between the school and the local nursery group. This ensures that pupils settle into school life smoothly. There are effective arrangements for pupils to transfer from the Foundation Phase into key stage 2 and from key stage 2 to the local high school. These arrangements ensure good levels of continuity and progression in pupils' learning and wellbeing. Joint planning and training with other local schools is improving provision for mathematics and numeracy.

Resource management: Good

There are sufficient qualified and experienced teachers to deliver the curriculum appropriately. The school deploys teachers and support staff effectively. There are sound arrangements for staff training and development, including worthwhile arrangements to develop the leadership base at the school by developing a range of school improvement teams. This supports the school well in achieving its strategic priorities. There are appropriate arrangements for teachers' planning, preparation and assessment time.

The school has suitable systems to manage its budget. There are clear links between spending decisions and the school's priorities for improvement. The school makes effective use of specific grants, such as the pupil deprivation grant. This has resulted in improved family engagement and improved outcomes for pupils who are eligible for free school meals. In view of the good standards achieved by pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data.

There are very small cohorts in many of the years of key stage 2 performance data available for this school. Where this is the case, we do not include a table of performance data.

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.	81		79 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	79		73 92%	6 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	80		73 91%	7 9%	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	83		83 100%	0 0%	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.	83		78 94%	5 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	78		75 96%	3 4%	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.	82		81 99%	1 1%	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.	81		80 99%	1 1%	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.	77		72 94%	5 6%	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.	83		81 98%	2 2%	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.	70		40 57%	30 43%	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	79		63 80%	16 20%	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.	43	20 47%	16 37%	6 14%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	44	24 55%	19 43%	1 2%	0 0%	0	Mae fy mhentyn 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.	44	24 55%	18 41%	1 2%	1 2%	0	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.	44	18 41%	22 50%	2 5%	1 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	44	7 16%	31 70%	1 2%	1 2%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	44	12 27%	25 57%	4 9%	1 2%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	44	20 45%	21 48%	1 2%	1 2%	1	Mae'r staff yn disgwyl i fy mhentyn 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.	44	13 30%	21 48%	6 14%	0 0%	4	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	44	14 32%	23 52%	1 2%	1 2%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	44	19 43%	18 41%	4 9%	1 2%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	44	24 55%	17 39%	0 0%	1 2%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	42	9 21%	22 52%	1 2%	2 5%	8	Mae fy mhentyn 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.	43	13 30%	18 42%	9 21%	3 7%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	44	23 52%	16 36%	2 5%	2 5%	1	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.	44	20 45%	19 43%	1 2%	1 2%	3	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.	42	16 38%	21 50%	0 0%	1 2%	4	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.	41	8 20%	15 37%	3 7%	1 2%	14	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.	44	20 45%	20 45%	1 2%	2 5%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	43	14 33%	19 44%	6 14%	3 7%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Richard Lloyd	Reporting Inspector
William Glyn Griffiths	Team Inspector
Peter Duncan Haworth	Lay Inspector
Jonathan Wright	Peer Inspector
Jayne Jones	School 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.