



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 y Waun
Lloyds Lane
Chirk
Wrexham
LL14 5NH**

Date of inspection: February 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Ysgol y Waun Primary School is in Chirk, and was established as a result of the recent amalgamation of Chirk Infant School and Ceiriog Junior School. A new headteacher was appointed when the schools amalgamated in 2012. Most pupils live close to the school. There are currently 335 pupils on the school roll.

English is the home language for nearly all pupils. There are a few pupils from ethnic minority backgrounds. A few pupils speak English as an additional language. The school has a very few pupils who are looked after by the local authority. The number of pupils eligible for free school meals has risen steadily and is currently at 20%. This is around the average for Wales.

The school has identified 7% of pupils as having additional learning needs. A very few pupils have statements of special educational needs.

The individual school budget per pupil for Ysgol y Waun in 2013-2014 means that the budget is £3,376 per pupil. The maximum per pupil in the primary schools in Wrexham is £9,653 and the minimum is £2,876. Ysgol y Waun is 38th out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

The following good features were observed in the school:

- most pupils in the Foundation Phase make good progress; and
- good working relationships with most staff help pupils to build confidence and interest in their learning.

However, the current performance of the school is unsatisfactory because:

- current standards in the majority of classes do not reflect the outcomes of teacher assessment data; they are much lower;
- pupils' ability to apply and develop their numeracy and information and communication technology (ICT) skills across the curriculum is limited;
- standards in Welsh are too low, particularly in key stage 2;
- the wide variation in the quality of planning and teaching limits pupils' progress and achievement, especially in key stage 2;
- more able pupils are not consistently challenged in all classes;
- the behaviour of a minority of pupils disrupts the learning of others and affects their wellbeing adversely; and
- arrangements to safeguard pupils are a cause for concern.

Prospects for improvement

The school's prospects for improvement are unsatisfactory because, although leadership in the Foundation Phase is bringing about improvements for pupils:

- there is no common whole-school identity across the two sites to foster consistent policy and practice;
- staff are not held accountable for their areas of responsibility;
- leaders and managers have not identified nor secured improvements in important areas of weakness quickly enough;
- performance management arrangements for staff are ineffective;
- planned actions are not rigorously monitored and evaluated to ensure that they raise pupils' standards of achievement in targeted areas; and
- the governing body does not receive information that is sufficiently accurate to enable it to challenge the school's performance effectively.

Recommendations

- R1 Raise the standards achieved by more able pupils
- R2 Improve pupils' numeracy, ICT skills and Welsh across the curriculum in both key stages
- R3 Create a whole school identity with consistent policies and practice across the two sites
- R4 Improve standards of behaviour, particularly in key stage 2
- R5 Improve planning and teaching, especially in key stage 2
- R6 Use self-evaluation more effectively to identify the main priorities for improving standards and monitor and evaluate progress against these
- R7 Address the deficiencies in safeguarding arrangements

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. 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 on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

Most pupils enter the school with skills that are generally in line with those expected for their age. During the Foundation Phase, they make steady progress in reading and writing, although the progress they make in mathematics is less rapid. However, in both the Foundation Phase and in key stage 2, pupils who are more able do not reach the levels of which they are capable. Pupils who need additional support make good progress and close the gaps that exist between their achievements and those of their peers quickly in withdrawal group sessions. However, these pupils make little progress in whole class sessions in key stage 2. Teaching in lessons and scrutiny of books during the inspection show that many pupils are working significantly below age related expectations, and in some cases in Years 2, 4 and 6 are doing the same work.

In the Foundation Phase, most pupils make steady progress in their writing skills. In Year 2, most pupils can present their writing well in a range of formats, such as letters, reports and poems. They write for a range of purposes across the areas of learning, and develop clear handwriting. In key stage 2, the standard of pupils' writing varies widely. The majority of pupils are able to write at length in different styles using correct spelling, grammar and punctuation. They can draft and improve their own work, and write for different audiences. However, a minority of pupils struggle with spelling, grammar and punctuation and this limits the quality of their work. The writing skills of more able pupils are particularly underdeveloped, and they do not write regularly at length in subjects other than English.

Pupils' standards of oracy in the Foundation Phase are good. Most speak clearly, listen well and respond appropriately to questions. In key stage 2, pupils' speaking and listening skills are less well developed. A few pupils do not always control their behaviour enough and this prevents them and other pupils from listening attentively. Most can explain their ideas to one another clearly and with a good vocabulary.

Standards of reading in the Foundation Phase are good. Most pupils read enthusiastically and can use a range of strategies for decoding new words. Many can predict the endings of stories and describe their favourite authors. In key stage 2, most pupils read at a level appropriate to their age and with fluency and expression. They read a wide range of texts and frequently access the newly re-stocked school library. More able pupils are able to use inference and deduction and enjoy imagining the endings to stories.

In mathematics lessons in the Foundation Phase and key stage 2, most pupils carry out a relevant range of calculations competently and develop a sound understanding of shape and measure. Very few pupils show a good understanding of how to use and interpret data. Many pupils in key stage 2 use their number skills well to calculate percentages and fractions. However, in both key stages, most pupils'

ability to use their mathematical skills to investigate and to solve problems is limited. They do not apply their numeracy skills well enough and at an appropriate level across the curriculum.

Although many pupils demonstrate generally adequate skills in ICT, they do not make enough progress or practise their ICT skills often enough as they move through the school.

Throughout the school, many pupils have a positive attitude to learning Welsh. In the Foundation Phase, many pupils enjoy learning Welsh in a range of activities and they listen well and with good understanding. They enjoy reading simple instructions, although little Welsh is spoken outside of Welsh lessons. In key stage 2, standards observed in oracy, reading and writing show low levels of achievement overall. Throughout the school, the use of incidental Welsh is regular and many pupils make progress to basic levels, but very few pupils achieve good standards of Welsh by the end of key stage 2.

Pupil outcomes at the expected outcome 5 in the Foundation Phase in both 2012 and 2013 placed the school in the upper 50 % of similar schools for literacy and mathematical development. In 2012, pupil outcomes at the higher outcome 6 placed the school in the top 25% of similar schools for literacy and in the higher 50% for mathematical development. However, in 2013, pupil outcomes dropped the school to the higher 50% for literacy skills and the lower 50% in mathematical development.

In key stage 2, pupil outcomes at the expected level 4 have placed the school in the top 25% in English, mathematics and science for the last four years when compared to similar schools. At the higher level 5, pupils' outcomes have placed the school consistently in the top 25% of similar schools for English and mathematics over the same period. In science, outcomes have placed the school in the top 25% for three of the last four years.

Across the school, the work seen in books and lessons during the inspection does not consistently match end of key stage teacher assessments. In most cases, pupils are working at a much lower level.

Wellbeing: Unsatisfactory

Most pupils know how to eat healthily and understand the benefits of regular exercise. Many feel safe in school and know whom to turn to for support when necessary. Most pupils contribute effectively to what they learn through, for example, helping to decide areas of study in topic work.

Many pupils show kindness to others and are polite. Most pupils in the Foundation Phase behave well. In key stage 2, a few pupils are often disruptive in lessons and cause other pupils to become upset. A minority of key stage 2 pupils do not consistently show high levels of self-discipline outside of lessons. Their influence has a negative effect on the wellbeing of other pupils. This is a significant shortcoming.

Foundation Phase pupils and pupils from key stage 2 do not meet together regularly as one school council. The separate school behaviour council is over-reliant on the staff of the school to make any decisions. Overall, neither group has had any significant effect on decision-making in the school. Few pupils have worthwhile chances to take on additional responsibilities.

In many classes, pupils are making good use of opportunities to improve their own learning and work with others co-operatively. Many try hard in lessons and concentrate on their work appropriately. Few pupils have well-developed problem solving or independent learning skills.

The most recent attendance figures at just over 93% are a significant fall from the previous year and place the school in the lower 50% of similar schools. Most pupils are punctual.

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

The Foundation Phase curriculum provides a suitable range of learning experiences. Most teachers in this key stage plan interesting activities for pupils through topic work, for example the use of the outdoor areas to grow produce. There are effective arrangements to ensure that pupils learn about letters and sounds, which supports progress in reading well. However, in key stage 2, curriculum plans do not contain sufficient detail to ensure that pupils' skills develop systematically as they move through the school.

There are not enough opportunities for pupils to develop their problem solving skills across the school. Plans for pupils to apply their numeracy skills across the curriculum are not in place. Teachers identify opportunities for the use of ICT in their planning, but the skills do not build progressively as pupils move through the school.

A range of well-attended extra-curricular activities extend and enhance pupils' learning. There are good opportunities for pupils to learn about the geography, history and culture of Wales through a programme of worthwhile trips and visitors. The school is successful in creating an appropriate Welsh ethos.

The school promotes awareness of sustainability and energy conservation effectively. There are well-developed partnerships with other schools and individuals in several countries, through the Comenius project. This helps pupils to make good progress in understanding their roles as citizens of the world.

Teaching: Unsatisfactory

The quality and consistency of teaching and assessment are not good enough across the school. In the Foundation Phase, most teachers provide stimulating lessons that engage pupils' interest. In these lessons, staff develop good working relationships with pupils and they use questioning skilfully to help pupils learn. Lessons have clear learning objectives that the pupils understand and pupils' successes are celebrated. In key stage 2, the quality of teaching and learning varies

across year groups and subjects. In a minority of classes in key stage 2, teachers do not outline clearly enough the learning objective. This means that pupils do not understand what they need to achieve within the lesson. On a few occasions, staff do not manage pupil behaviour well enough and this disrupts the learning of other pupils.

In both the Foundation Phase and key stage 2, few teachers consistently plan challenging activities for the most able pupils. As a result, these pupils do not reach the higher levels of which they are capable.

There are a few good examples of marking comments in pupils' books, which provide pupils with clear targets to improve their work. However, the application of the school's marking policy is not consistent across the school.

The literacy co-ordinator has designed an effective process of assessment for literacy for the whole school involving individual literacy targets. However, not all staff implement this system consistently and so very few pupils know how well they are doing, or what they need to do to improve.

The systems and processes for formally assessing and monitoring the children's progress are in an early stage of development. Current procedures in key stage 2 do not allow teachers to track pupils' progress during the school year efficiently. Therefore, teachers are not able to ensure that they meet the needs of all pupils effectively. As a result, many pupils do not make the progress of which they are capable. Across the school, the work seen in books and lessons does not consistently match end of key stage teacher assessments, particularly in key stage 2.

Annual reports to parents are clear and informative.

Care, support and guidance: Unsatisfactory

Shortcomings in the provision for pupils' moral and social development have led to too many instances of poor behaviour by pupils. Staff in key stage 2 do not apply the school behaviour system consistently enough. There are several major behavioural issues that are not resolved sufficiently. This has a negative effect on the wellbeing of many key stage 2 pupils. There are also too few planned opportunities for pupils to take on responsibility or to influence decision-making within the school.

The school's arrangements for safeguarding pupils do not meet requirements and give cause for concern. A number of issues that have a negative effect on pupils' wellbeing were drawn to governors' attention at the time of the inspection.

The school makes good arrangements to support vulnerable pupils through liaison with the police, health and counselling services. The school has made effective use recently of funds to employ a parent support adviser. She helps pupils and their families to deal with many issues of wellbeing. A recent project set up by her has made worthwhile progress in beginning to address the behaviour issues of a few pupils in key stage 2. However, it is too early to judge the impact of this on the wellbeing of other pupils.

The school makes appropriate arrangements for promoting healthy eating and drinking. There are regular opportunities for pupils to exercise. The school has appropriate policies to support pupils' cultural and spiritual development.

The school successfully identifies pupils who need additional support at an early stage. This leads to an effective well-organised programme of targeted support and guidance for these pupils. The school monitors what activities pupils undertake, but not how much progress they make in their learning through these activities. Individual education plans are of an appropriate standard and are reviewed twice a year, ensuring that those pupils with additional needs have the additional support they require, mainly in withdrawal sessions, in order to access the curriculum.

Learning environment: Adequate

The school is on two separate sites and there is a lack of a consistent ethos across both sites. In particular, staff in key stage 2 do not apply the behaviour policy consistently and this affects the equality of provision for pupils. However, the school curriculum plans well to cover different religions and cultures. This helps to raise many pupils' awareness of the need for tolerance when considering different points of view.

The Foundation Phase building is purpose built but the key stage 2 building is a redesigned old secondary school. There have been significant improvements carried out in the key stage 2 building, which have improved security and maintenance considerably.

All classrooms on both sites are large and bright with adequate resources. Pupils have access to sufficient computers, musical equipment and a recently re-stocked library. Colourful displays celebrate pupils' successes and progress. There is a significant amount of outside space on both sites and good quality additional play equipment on the Foundation Phase site.

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

The leadership team do not communicate their vision for the school well enough to ensure consistency of policy and practice across the two sites. As a result, leaders have been largely unsuccessful in making and sustaining improvements.

All staff have appropriate leadership roles, although accountability is currently limited. A minority of staff have recently begun to plan continuity and progression of pupils' learning. However, there has been too little joint working between staff on the two sites to tackle shortcomings in pupils' standards and wellbeing.

Very few meetings within the school focus on important issues of performance and many fail to record actions or their impact effectively. Leaders and managers do not consistently challenge or communicate high enough expectations for those they manage. Performance management procedures for all teachers to discuss and review their professional development requirements are in place, but have little effect in bringing about improvements, especially in key stage 2.

The school responds appropriately to national priorities. Good examples are the development of the Foundation Phase and the introduction of the family support adviser to address issues around vulnerable pupils and their families.

Governors understand their roles well and know about the performance of the school based on test data and comparisons to similar schools. From the information they receive they support the school and challenge leaders to improve. However, senior leaders do not always ensure that the governing body has sufficient information on the quality of teaching and learning to enable them to challenge the school's performance effectively.

Improving quality: Unsatisfactory

Overall, the school has not made fast enough progress in developing a consistent approach to improvement across the two sites. There is a lack of consistency in raising pupil outcomes, developing provision and establishing processes for leadership and management.

The school has a useful range of procedures for self-evaluation. These include an analysis of data, looking at pupils' work, lesson observations and learning walks around the school. Leaders in the Foundation Phase use information from self-evaluation to develop new schemes of work in literacy, linked successfully to the Literacy and Numeracy Framework. This has ensured that pupils build on their learning sequentially. However, there has been very limited use of outcomes from self-evaluation within key stage 2. Here, leaders and managers have failed to act promptly or effectively on what they have learned. The school has not undertaken meaningful surveys of pupils' or parents' views.

Leaders use data to set priorities for school improvement. However, as teacher assessment data is not accurate enough, this means that the school's identified priorities for improvement are not always appropriate. Although the school improvement plan has appropriate timescales and costs, and identifies responsible persons, it does not target shortcomings in teaching and learning, or weaknesses in the management of poor pupil behaviour, strongly enough. In addition, leaders do not monitor the school's progress towards targets in the improvement plan regularly or effectively.

Partnership working: Adequate

The school works appropriately with a wide range of partners including the local church, the local community and the local authority.

A satisfactory partnership exists between the school and parents in the Foundation Phase in particular. Regular newsletters for all parents communicate and share information effectively. The school holds useful sessions to provide all parents with guidance on how they can support their children at home. Foundation Phase parents attend these sessions more regularly than those parents with pupils in key stage 2.

There are close links with the local community and pupils benefit from a variety of visits and visitors to the school. The school has appropriate links with a range of agencies that make an effective contribution for those pupils who need additional support.

There are good links with the local playgroup, which ensure that pupils settle quickly in the nursery class. Appropriate transfer plans exist between the school and the secondary school, which enable pupils to be ready for the next stage in their education. This partnership promotes suitable educational and pastoral links.

Resource management: Unsatisfactory

There are sufficient, well-qualified staff to teach the curriculum effectively. The school deploys staff well in the Foundation Phase. In key stage 2, it does not consistently place teaching assistants where they are best able to support pupils.

In the Foundation Phase, arrangements for teachers' preparation, planning and assessment time are appropriate. However, in key stage 2, not all teachers receive their entitlement. In addition, in key stage 2, leadership time arrangements are inconsistent and not well managed. Opportunities for staff to take part in training relating to school and national priorities are limited. The training that staff undertake does not feed into school improvement well enough and has a limited impact on improving pupils' standards. There is no consistent whole school approach to teaching and learning across both sites.

Networks of professional practice within the school are at an early stage of development. There are very limited opportunities for teachers to become involved in professional learning communities and to share good practice within and beyond the school.

The school manages its finances well. This means that there is an appropriate range of learning and teaching resources available. Leaders monitor expenditure to ensure that spending decisions and the broad financial planning are appropriate.

In view of the significant shortcomings in leadership and the adequate standards pupils achieve, the school gives unsatisfactory value for money.

Appendix 1

Commentary on performance data

The recent school amalgamation means that some information on trends includes reference to the two separate schools prior to amalgamation.

In 2013, pupils' performance at the end of the Foundation Phase for the expected outcome 5 placed the school in the higher 50% of similar schools for mathematical development and literacy and in the lower 50% for pupils' personal and social development. For the higher than expected outcome 6, results placed it in the higher 50% of similar schools for literacy and personal and social development, but the lower 50% for mathematical development. These results were lower than those for 2012 for mathematical development and literacy. There was little difference between the relative performance of girls and boys.

Pupils' attainment at the expected outcome is around the average for the school's family for literacy and mathematical development. It is below the family average for pupils' personal and social development at the expected outcome 5 and below all family averages at the higher outcome 6.

In key stage 2, for the four years up to 2012, performance was consistently high at the expected level for English, mathematics and science. Results placed the school mainly in the top 25% of similar schools. In 2013, the results for science dropped the school into the higher 50% for the first time in five years.

At the higher levels at the end of key stage 2, outcomes have placed the school in the top 25% of similar schools for mathematics in each of the last five years. Outcomes in English and science have varied, moving the school between the top 25% and the higher 50%.

Current work in pupils' books in key stage 2 shows that performance is not as high for current cohorts. Those pupils who are entitled to free school meals perform less well than their peers in key stage 2, and roughly in line with their peers in the Foundation Phase. In key stage 2, girls significantly outperform boys and the gap is not closing over time.

Overall, trends remain above the family average in key stage 2, but below for Foundation Phase mathematical development.

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.	100	92 92% 98%	8 8% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	96	67 70% 92%	29 30% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	100	87 87% 97%	13 13% 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	100	80 80% 98%	20 20% 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	98	90 92% 96%	8 8% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	99	89 90% 96%	10 10% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	101	95 94% 99%	6 6% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	100	93 93% 98%	7 7% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	97	74 76% 91%	23 24% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	100	92 92% 95%	8 8% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	93	35 38% 77%	58 62% 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	94	49 52% 84%	45 48% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

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.	57	20 35%	20 35%	10 18%	6 11%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	59	32 54%	16 27%	6 10%	4 7%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	58	33 57%	19 33%	3 5%	2 3%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	59	24 41%	24 41%	5 8%	2 3%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	58	17 29%	21 36%	10 17%	10 17%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	59	28 47%	23 39%	5 8%	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.	58	27 47%	26 45%	3 5%	1 2%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	57	20 35%	22 39%	9 16%	2 4%	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.	57	25 44%	17 30%	8 14%	4 7%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	59	23 39%	32 54%	2 3%	1 2%	1	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.	55	28 51%	12 22%	3 5%	9 16%	3	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'.	57	25 44%	14 25%	7 12%	4 7%	7	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.	56	18 32%	24 43%	8 14%	5 9%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	58	24 41%	19 33%	8 14%	6 10%	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.	58	15 26%	29 50%	9 16%	2 3%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	58	20 34%	29 50%	3 5%	2 3%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	55	12 22%	20 36%	8 15%	1 2%	14	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	59	19 32%	31 53%	5 8%	1 2%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	58	23 40%	14 24%	7 12%	11 19%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Rebecca Lawton	Reporting Inspector
Richard Hawkley	Team Inspector
Carolyn Thomas	Team Inspector
Peter Haworth	Lay Inspector
Darren Jones	Peer Inspector
Kathleen Eccleston	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.