



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Cefn Mawr CP School  
Plas Kynaston Lane  
Cefn Mawr  
Wrexham  
LL14 3PY**

**Date of inspection: December 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:

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

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

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**Publication date: 12/02/2016**

## Context

Cefn Mawr primary school is about six miles southwest of Wrexham in the village of Cefn Mawr and is maintained by Wrexham local authority. There are 213 pupils between the ages of 3 and 11, in nine classes, including one that is mixed-age. There are 18 children who attend the nursery part-time.

The school identifies around 15% of its pupils as having additional learning needs. Approximately 20% of pupils are eligible for free school meals, which is similar to the national average. Most pupils are of white ethnic backgrounds, where the predominant language is English.

There is an acting headteacher who took up her post in September 2015. The school's last inspection was in October 2009.

The individual school budget per pupil for Cefn Mawr primary school in 2015-2016 means that the budget is £3,216 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,199 and the minimum is £2,778. Cefn Mawr primary school is 43rd out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- Many pupils recall previous learning well and they use this information effectively to acquire new information and skills
- Most pupils have good speaking and listening skills
- Many pupils write suitably, within a range of different genres
- Generally, pupils apply their literacy skills well across the curriculum
- Most pupils' standards in Welsh are developing appropriately
- Nearly all pupils have a positive attitude to school life and are eager to learn and their behaviour is good
- The school ethos reflects a welcoming, caring and inclusive environment

However:

- Across the ability range, a few pupils do not achieve as well as they could in their literacy and numeracy skills
- The over-reliance on writing frames limits pupils from expressing themselves imaginatively or independently
- Standards are variable in mathematics and numeracy across the school and pupils do not make sufficient progress in all areas of the subject
- Within both the teaching and planning, the element of challenge presented to pupils is not rigorous enough and, as a result, pupils do not always reach their full potential

### Prospects for improvement

The school's prospect for improvement are adequate because:

- The acting headteacher has a clear, suitable vision for the school's future, which is shared with stakeholders
- Well-managed meetings now focus clearly on pupil progress and whole school improvement planning
- The school makes appropriate progress in addressing national priorities
- The governing body works closely with senior staff, to ensure efficient school management
- The school has well established processes for self-evaluation that include lesson observations, data analysis and book scrutiny
- The school has a good range of strategic partnerships, which have a positive effect on pupils' wellbeing and achievement.

However:

- Although robust systems are now in place to secure school improvement, it is too early to measure the impact of these systems on outcomes for pupils
- The recently formed senior management team work successfully together, but their role in strategic planning is at an early stage of development
- Although school governors have a sound knowledge of how well the school is performing compared with similar schools, their role in holding the school to account for its performance is at an early stage of development
- Until very recently, leaders did not use the evidence gathered on the strengths and weakness of the school effectively enough to identify the key improvement priorities.
- It is too early to measure the effect of leaders' more recent work on improving the school's provision and pupils' standards

## Recommendations

- R1 Address the safeguarding and health and safety issues identified during the inspection
- R2 Improve pupils' numeracy skills
- R3 Ensure that learning activities challenge pupils of all abilities to reach their full potential
- R4 Ensure that teaching and planning develops pupils independent learning skills and that lessons progress at a suitable pace
- R5 Develop governors and the school leadership team as effective strategic leaders
- R6 Ensure that the evidence gathered from self-evaluation informs improvement plans with more measurable and relevant priorities

### What happens next?

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

## Main findings

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

Adequate

#### Standards: Adequate

When they start school in the reception class, many pupils have skills at, or slightly below, those expected for their age. From these starting points, many pupils make the expected progress in their learning by the end of key stage 2. However, across the ability range, a few pupils do not achieve as well as they could in their literacy and numeracy skills.

In lessons, many pupils recall previous learning well and they use their knowledge effectively to acquire new information and skills. Many show a good understanding of their learning.

Most pupils have good speaking and listening skills. By the end of the Foundation Phase, the majority are able to converse clearly, discussing experiences and events confidently and expressing simple opinions. In key stage 2, most pupils listen to others carefully, and adapt their conversations appropriately. Many are developing a good range of vocabulary and an appreciation of different points of view.

The standard of reading of many pupils is appropriate to their age. They read aloud with an increasing level of accuracy and fluency. The majority are familiar with a range of reading strategies and understand the main content of the text well. By the end of key stage 2, many pupils use a range of strategies skilfully to find information across the curriculum. In history, for example, they search on the internet carefully and decide which sources are credible and useful.

Many pupils write suitably, within a range of different genres. In the Foundation Phase, most form letters correctly and show control over the size and orientation of their text. The majority use simple punctuation such as full stops and capital letters, with a reasonable degree of accuracy. Most write simple poetry well and select adjectives to add interest, for example in a Diwali poem. In key stage 2, many pupils write creatively for a range of purposes and audiences, using a wide choice of vocabulary. Most use an increasing range of punctuation to enhance their work effectively. Their handwriting and presentation are good and their spelling is generally correct. Overall, pupils apply their literacy skills well in other areas of the curriculum; such as when writing an informal letter in history as an evacuee or when recounting the life of an Israelite in a diary in religious education. However, across the school, pupils' ability to express themselves imaginatively or independently in writing is underdeveloped.

Standards are variable in mathematics and numeracy across the school. Most pupils have a sound understanding of number, and they apply this appropriately in activities across the curriculum, for example to calculate the cost of a bonfire party in key stage 2 and when finding totals and giving change in the Foundation Phase. However, across the school pupils do not make sufficient progress in all areas of the subject. For example, pupils' understanding and interpretation of data, and of using a full range of measuring skills, are limited.

Most pupils' standards in Welsh are developing appropriately. Nearly all pupils have a positive attitude to learning and using the language. They are confident when asking and answering simple questions using basic language patterns. Most pupils respond well to instructions in Welsh and many are keen to hold simple conversations about their hobbies and familiar subjects. As they progress through the school, many read their own written Welsh work and other basic text with developing fluency and good pronunciation, for example when they construct sentences following a set pattern from a familiar storybook.

Most pupils who have additional learning needs make appropriate progress in relation to their targets.

At the end of the Foundation Phase over the last four years, pupils' performance at the expected outcome in literacy has placed the school consistently in the lower 50% when compared to similar schools. Performance in mathematical development is more variable. At the higher-than-expected outcome, pupils' performance in both areas of learning is consistently below the average.

In key stage 2, performance in English, mathematics and science at the expected level is generally below the average when compared with that of similar schools over the last four years. Over the same period, performance at the higher-than-expected level shows a declining trend in all three subjects.

Generally, pupils eligible for free school meals make appropriate progress when compared to their peers. There is no significant pattern over time of differences in the performance of boys and girls.

### **Wellbeing: Good**

Pupils feel safe, happy and secure at the school. Most pupils understand the importance of a healthy lifestyle and demonstrate this well through the choices they make in eating and drinking healthily and participating in regular exercise. They enjoy a wide range of extra-curricular sporting and cultural activities.

Nearly all pupils have a positive attitude to school life and are eager to learn. They behave well in lessons and around the school. They show respect, care and concern for others and take responsibility for their own actions. Many pupils have appropriate social and life skills and work well with others, for example when solving problems. However, not enough pupils are developing as independent learners.

The school council and eco committee meet regularly and make decisions that have a positive effect on the life and work of the school, for example to secure more equipment for the school yard, to establish a cookery and craft club and in raising awareness of the importance of recycling and using water and electricity sustainably. Most pupils take regular part in fundraising for a range of charities.

Pupils' attendance is good, and over the last four years has been consistently above the average when compared to attendance in similar schools. Most pupils arrive at school punctually.

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

The school provides a broad and balanced curriculum that is accessible to all pupils and meets the requirements of the National Curriculum and religious education. Teachers' planning is detailed and meets the need of most learners well. A recent whole school topic approach to planning ensures that pupils benefit from rich learning experiences, which are beginning to have a positive effect on standards. However, they do not provide enough opportunities for pupils to develop as independent learners. Planned opportunities for Foundation Phase pupils to access all areas of continuous provision are inconsistent.

A good range of extra-curricular activities and visits enhances the curriculum successfully, for example through the after-school sporting and cultural activities. Weekly visits to the public library are effective in improving pupils' reading and information and communication technology (ICT) skills.

Teachers use the National Literacy and Numeracy Framework to plan learning activities that develop pupils' skills across the curriculum appropriately. For example, teachers provide opportunities for pupils to experience and develop a comprehensive range of writing genres. However, the revised planning for numeracy skills is yet to be fully evident in pupils' work.

Teachers provide good opportunities for pupils to use and develop their skills in speaking and writing in Welsh. As a result, pupils use incidental Welsh words and phrases willingly and confidently across the school. Staff promote a strong sense of Welsh identity and culture. Year 5 and Year 6 pupils attend residential trips to Glan Llyn and Cardiff during which time they experience Welsh music, food and outdoor activities. This further enhances their understanding of Welsh culture and heritage appropriately.

There is good provision to promote pupils' understanding of sustainability and global citizenship, both through the curriculum and through the eco council. Provision for developing pupils' understanding of global citizenship gives worthwhile opportunities to learn about different cultures, for example through a long-term beneficial relationship with a school in Germany.

**Teaching: Adequate**

Staff create a positive atmosphere in all classes and have good working relationships with pupils. They manage behaviour effectively. In many classes where teaching is good, teachers plan their lessons well with clear learning objectives and provide work that engages pupils successfully. They explain new concepts to pupils clearly and use skilful questioning techniques to assess pupils' learning. However, in a minority of classes, the challenge presented to pupils is not rigorous enough and, as a result, pupils do not always reach their full potential. In a few lessons, the pace is either too brisk or too slow to ensure effective learning for all pupils. The over-reliance on writing frames and worksheets, and too much direction by staff for a few activities hinders the effective development of pupils' independent learning skills.

Many teachers and support staff provide pupils with useful verbal feedback. All teachers mark pupils' work regularly and give helpful advice. Where marking is at its best in many classes, teachers' written comments relate appropriately to the lesson's learning objective or success criteria. This helps pupils to see how well they are doing, and what they need to do to improve. Many teachers provide useful opportunities for pupils to self and peer assess their work and, as a result, many pupils evaluate their own performance effectively.

Teachers and other staff use a variety of assessment activities to gather a wide range of data about pupil progress and outcomes. However, staff do not always analyse this data well enough to plan effectively for all pupils, and leaders miss opportunities to use the data to identify the required improvements in the teaching or planning. Teacher assessment at the end of the Foundation Phase and key stage 2 provides an accurate picture of pupils' progress.

Parents receive valuable information about their child's progress and achievement through regular parents' meetings and annual reports.

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

The school's arrangements for safeguarding pupils do not meet requirements and give cause for concern.

Learning experiences promote pupils' personal, spiritual, moral, social and cultural development well, through for example topic work and whole school assemblies. Staff employ a range of strategies and programmes, which are effective in supporting pupils with friendship and interpersonal difficulties.

The school has thorough processes in place to address attendance. Staff recently introduced a reward system to improve pupils' punctuality, and this is beginning to have a positive effect. The school co-operates well with other key agencies, such as the health visitor, social services and the community police. This work with a range of professional services ensures that the school identifies pupils who require support early and puts in place the appropriate provision for their needs.

Effective programmes are in place for pupils with additional learning needs that include group sessions and in-class support, for example for guided reading and phonics skills. Individual education and behaviour plans for relevant pupils are in place, which staff, parents and pupils review regularly together. Learning support staff deliver a range of effective intervention and support programmes to ensure that pupils with additional needs make good progress in line with their abilities.

### **Learning environment: Good**

The school ethos reflects a welcoming, caring and inclusive environment. Staff respect the rights of all individuals in the school community and every pupil has equal access to the curriculum.

The school's accommodation is well maintained, clean and of high quality. The outdoor provision is large and there is ample equipment for imaginative physical activity and play, which is used adequately.

The school has a suitable supply of resources for lessons, such ICT equipment, reading books and outdoor equipment. Displays in classrooms and communal areas around the school are colourful and attractive and celebrate pupils' achievements effectively.

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

The newly appointed acting headteacher has a clear, suitable vision for the school's future. Within a short space of time, she has shared this with all stakeholders successfully. Lines of communication are much improved, and staff, parents and governors work well together. Robust systems are now in place to secure school improvement, but it is too early to measure the impact of these systems on outcomes for pupils. Well-managed meetings focus clearly on pupil progress and whole school improvement planning. The recently formed senior management team work successfully together, but their role in strategic planning is at an early stage of development.

A sound performance management system links suitably to school priorities. However, over time, the observation of teaching by senior leaders has not ensured that the quality of teaching is consistently good throughout the school.

The school is making appropriate progress in addressing national priorities such as the National Literacy and Numeracy Framework and assessment for learning.

The governing body works closely with senior staff, to ensure efficient school management. Governors know the school and the community it serves well. They agree and adopt policies that are relevant and are in the best interests of the school. They have sound knowledge of how well the school is performing compared with similar schools. However, their role in holding the school to account for its performance is at an early stage of development.

### **Improving quality: Adequate**

The school has well established processes for self-evaluation that include lesson observations, data analysis and book scrutiny. However, until very recently, the processes did not draw enough on the views of all stakeholders. In addition, leaders did not use the evidence gathered on the strengths and weakness of the school effectively enough to identify the key improvement priorities.

The recently revised processes enable all stakeholders to contribute their views and the resulting self-evaluation report is a balanced, honest view of the school's strengths and areas for development. All teachers are now involved in monitoring standards, which enables them to set realistic and challenging targets to secure improved outcomes for pupils. As yet, it is too early to measure the effect of their work on the quality of the school's provision and pupils' standards.

There is now a clear link between the outcomes of the self-evaluation report and the school development plan. The plan identifies a suitable number of appropriate priorities to be achieved within manageable time scales. It identifies specific responsibilities for staff and appropriate resources to support planned actions. However, a few of these actions lack quantifiable targets, limiting the ability of leaders to measure their impact on pupils' standards.

Over time, areas identified in the previous inspection as needing improvement, such as attendance, assessment for learning and the involvement of governors in the work of the school, have been addressed successfully.

### **Partnership working: Good**

The school has a good range of strategic partnerships, which have a positive effect on pupils' wellbeing and achievement. Nearly all parents are supportive of the school and they appreciate the good communication links that exist. These include newsletters and a phone 'app' that keeps them up to date with school events effectively.

Well-planned activities, such as the family learning group, ensure successful parental involvement in their children's learning. Strong links with the local play group mean that younger pupils settle easily into the nursery class. The older pupils benefit from the close partnership with the secondary school, which helps them move confidently to the next stage of their education.

Good collaboration with local schools supports the professional development of staff well and contributes effectively to improving school provision. For example, the school participates regularly with the local cluster of schools in the standardisation and moderation of pupils' work to ensure accuracy of assessment.

Links with specialist agencies and the local authority are effective in responding to the needs of pupils and families at risk of disengaging due to social disadvantage. The school is at the heart of its community and makes good use of the local facilities. Particularly effective use is made of the local library. The weekly visits have a positive effect on pupils' attitudes to reading and the development of their ICT skills.

### **Resource management: Adequate**

The school has sufficient, suitably qualified teachers. Leaders now use staff expertise well to benefit the pupils. For example, the deployment of a teacher with specific literacy skills is beginning to improve standards in key stage 2. Teaching assistants support pupils' wellbeing and learning effectively.

There are appropriate arrangements in place for teachers' planning, preparation and assessment time and performance management arrangements are suitable. Teachers now have access to relevant training opportunities, which link well to the school's priorities for improvement. Many teachers participate in networks of professional practice, which improve provision and raise standards for pupils. A notable example is the success of the Welsh network. Most adults use incidental Welsh competently throughout the day and pupils are making good progress.

The governing body's finance committee manage and monitor the school's budget effectively and expenditure on resources links well to the school's priorities for improvement. The school allocates funding from the Pupil Deprivation Grant suitably to enable pupils eligible for free school meals to receive appropriate support.

In view of the outcomes that pupils achieve, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6652151 - Cefn Mawr C P School

Number of pupils on roll	218
Pupils eligible for free school meals (FSM) - 3 year average	23.8
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	35	37	31	25
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	71.4	78.4	83.9	84.0
Benchmark quartile	4	3	3	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	35	37	31	25
Achieving outcome 5+ (%)	77.1	83.8	83.9	88.0
Benchmark quartile	3	3	3	3
Achieving outcome 6+ (%)	17.1	16.2	25.8	20.0
Benchmark quartile	4	4	3	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	35	37	31	25
Achieving outcome 5+ (%)	85.7	89.2	90.3	84.0
Benchmark quartile	3	2	2	4
Achieving outcome 6+ (%)	20.0	24.3	25.8	20.0
Benchmark quartile	3	3	3	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	35	37	31	25
Achieving outcome 5+ (%)	85.7	91.9	93.5	100.0
Benchmark quartile	3	3	3	1
Achieving outcome 6+ (%)	14.3	35.1	41.9	44.0
Benchmark quartile	4	3	3	3

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

**6652151 - Cefn Mawr C P School**

Number of pupils on roll	218
Pupils eligible for free school meals (FSM) - 3 year average	23.8
FSM band	3 (16%<FSM<=24%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	20	21	30	25
<b>Achieving the core subject indicator (CSI) (%)</b>	80.0	81.0	83.3	84.0
Benchmark quartile	3	3	3	4
<b>English</b>				
Number of pupils in cohort	20	21	30	25
Achieving level 4+ (%)	85.0	81.0	83.3	88.0
Benchmark quartile	2	3	3	4
Achieving level 5+ (%)	45.0	38.1	20.0	28.0
Benchmark quartile	1	1	4	4
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	20	21	30	25
Achieving level 4+ (%)	85.0	81.0	83.3	84.0
Benchmark quartile	3	4	3	4
Achieving level 5+ (%)	40.0	42.9	26.7	28.0
Benchmark quartile	1	1	3	4
<b>Science</b>				
Number of pupils in cohort	20	21	30	25
Achieving level 4+ (%)	90.0	85.7	86.7	88.0
Benchmark quartile	2	3	3	4
Achieving level 5+ (%)	35.0	42.9	30.0	32.0
Benchmark quartile	2	1	3	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.

\* 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.

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

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.	114		113 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	113		97 86%	16 14%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	116		113 97%	3 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	114		111 97%	3 3%	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.	114		110 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	110		105 95%	5 5%	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.	116		115 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.	116		111 96%	5 4%	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.	111		105 95%	6 5%	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.	114		106 93%	8 7%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	101		72 71%	29 29%	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	103		85 83%	18 17%	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.	33	22 67%	11 33%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	34	25 74%	9 26%	0 0%	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.	33	21 64%	12 36%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	32	21 66%	11 34%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	34	10 29%	23 68%	1 3%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	32	20 62%	12 38%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	34	21 62%	13 38%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	32	17 53%	15 47%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	34	19 56%	15 44%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	34	23 68%	9 26%	2 6%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	34	23 68%	11 32%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	29	16 55%	12 41%	1 3%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	34	21 62%	13 38%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	34	24 71%	10 29%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	33	17 52%	14 42%	2 6%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	34	22 65%	12 35%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	28	18 64%	10 36%	0 0%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	33	18 55%	15 45%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	34	22 65%	12 35%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Mr Tony Bate	Reporting Inspector
Mrs Rhian Jones	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Mr Stephen King	Peer Inspector
Mrs Andrea Green (Acting head)	Nominee

## Copies of the report

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

### 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
- 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
- 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.