



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

**A report on**

**Gwersyllt Community Primary School  
Dodds Lane  
Gwersyllt  
Wrexham  
LL11 4NT**

**Date of inspection: September 2016**

**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: 29/11/2016**

## Context

### **School context:**

Gwersyllt Community Primary is in the village of Gwersyllt in the Wrexham Local Authority.

At the time of the inspection, there were 267 full-time pupils on roll and a further 26 pupils of nursery age who all attend in the morning only. The three year average for the number of pupils eligible for free school meals is around 15%. The school has identified around 16% of pupils as having additional learning needs. There are no pupils from a Welsh-speaking home, very few pupils have English as an additional language and very few are from an ethnic minority background.

In the last two years, the school has had four headteachers, two of whom were employed in an acting role. The current headteacher took up her post in January 2016.

There are ten full time classes at the school and one part-time nursery class.

The individual school budget per pupil for Gwersyllt Community Primary School in 2016-2017 means that the budget is £3,173 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,755 and the minimum is £2,924. Gwersyllt Primary School is the 51 out of the 58 primary schools in Wrexham.

## Summary

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

### Current performance

The school's current performance is good because:

- Nearly all pupils make the progress expected during their time in school and achieve well in line with their ability
- Most pupils are enthusiastic learners who enjoy learning and have a positive attitude to school
- Across the school, most pupils have a positive attitude to speaking Welsh in lessons
- Provision for developing information and communication technology (ICT) skills is particularly effective and impacts positively on pupil outcomes
- Most teachers encourage pupils to develop independent learning and co-operative skills and many use effective questioning and praise that encourage and support pupils to achieve high standards
- The provision and support for pupils with additional learning needs is a strength of the school
- The school is a caring and supportive community that teaches pupils to respect each other and adults, and which provides a safe, secure and inclusive environment for all pupils

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school that she communicates effectively with staff, governors and parents, and has nurtured an ethos of collaboration and teamwork amongst staff
- Members of the senior leadership team have clear roles and responsibilities that focus well on identified school priorities
- Governors are supportive of the school and are developing a broader understanding of their roles
- Senior leaders have recently strengthened the process of planning for improvement and have identified relevant targets for the school improvement plan by prioritising shortcomings highlighted in the self-evaluation report
- Teaching staff have a clear understanding of their role in implementing the improvement plan
- The school has a range of successful partnerships, which have a positive impact on pupils' learning and wellbeing
- School leaders deploy many teachers and support staff effectively and efficiently, making good use of their skills and experience

## Recommendations

R1 Improve attendance

R2 Improve continuity in curriculum planning to ensure effective progression and transfer of skills, with particular regard to numeracy skills

R3 Enable teachers and support staff to share good practice to improve the quality and consistency of teaching and learning

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

On entry to school, most pupils have skills in line with expectations for their age. Nearly all pupils make the expected progress during their time in school.

Throughout the school, most pupils have good listening skills. Most pupils in the Foundation Phase speak clearly and confidently, with appropriate intonation and modify their talk to the requirements of the audience. Many key stage 2 pupils talk about their experiences using relevant vocabulary. Many older pupils communicate effectively with adults and peers, for example when expressing opinions during a group discussion about books.

Many pupils in the Foundation Phase read confidently and decode unfamiliar words using their knowledge of phonics. By the end of the Foundation Phase, pupils use skills of prediction when reading simple stories. Many key stage 2 pupils read challenging texts and have developed skills of deduction and inference well. Nearly all pupils used their reading skills well to infer meaning from a newspaper article.

In the Foundation Phase, most pupils make good progress in their writing and write well for a range of purposes and audiences. In most cases, handwriting is clear and well formed, and punctuation is generally consistent. Many pupils write confidently at length and spelling of familiar words is accurate or at least reasonably attempted. Many older pupils write well in a range of styles and spell accurately on most occasions. Where pupils have opportunities to write extended pieces, they use a broader range of descriptive vocabulary. Writing across the curriculum enables many pupils to link their learning, for example making connections between their work on a novel with a war theme and their knowledge of the First World War. Many pupils improve their writing effectively when editing and drafting their work.

In the Foundation Phase, nearly all pupils use their numeracy skills in a range of contexts, such as measuring and comparing length as part of a story about a family of sticks. Many pupils develop their numeracy skills independently indoors and during outdoor activities. By the end of the Foundation Phase, many pupils understand place value and have a good understanding of doubling and halving. Many pupils show good understanding of graphs to record the different leaves collected as part of their topic. In key stage 2, most pupils' numeracy skills are good. For example, when multiplying they use a range of methods, including mental maths. They use appropriate mathematical vocabulary when explaining what they are doing. Nearly all pupils measure accurately, occasionally applying this in other subjects such as calculating the perimeter of a castle floor. They develop a good range of data handling skills. However, pupils do not generally apply their numeracy skills well enough in other areas of the curriculum.

Nearly all Foundation Phase pupils develop information and communication technology (ICT) skills well. They use the internet confidently to search for

information and have well developed word processing skills. Nearly all pupils are able to log on to retrieve previous work, and edit and upload to save new work. Many key stage 2 pupils select images to make a multi-media presentation. For example, when presenting the findings of a survey of public interest as part of a business project. Most pupils are able to take and upload digital photographs to use as part of a design project based on a real world graphics package. Many pupils apply ICT skills through business projects where they present their survey results using computer-generated graphs. An after school computer club encourages pupils to use coding competently to create their own interactive games.

By the end of the Foundation Phase, many pupils use simple sentences in Welsh as part of a conversation. Many pupils count up to 30 in Welsh and are familiar with colours and shapes. By the end of key stage 2, there is clear progress and most pupils sustain a simple conversation confidently using an appropriate range of sentence patterns. Across the school, most pupils have a positive attitude to speaking Welsh in lessons. By the end of key stage 2, many pupils are enthusiastic and participate fully in Welsh activities with increasing confidence. The majority of pupils at the end of Foundation Phase enjoy Welsh stories and many read simple words and basic phrases accurately. Many older key stage 2 pupils read appropriately, and with support, they extract and discuss basic information. Reading in Welsh is less well developed throughout the school. Few key stage 2 pupils write in Welsh independently.

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

At the end of the Foundation Phase, pupils' outcomes at the expected level show a trend in improvement in literacy and mathematical development. Outcomes at the higher level are more variable, but are generally below the average when compared with similar schools.

Over the last three years, pupils' performance in English, mathematics and science has varied at the expected level at the end of key stage 2. There is an upward trend in pupils' performance at the higher level when compared with other similar schools.

Overall, at the end of the Foundation Phase, girls perform better than boys in literacy and mathematical development at the expected outcome for the last three years. However, the gap in attainment is closing in literacy. Over time, pupils who are eligible for free school meals tend not to achieve as well as others.

At the end of key stage 2, at both the expected and at the higher levels, girls perform better than boys consistently. Generally, by the end of key stage 2, pupils eligible for free school meals achieve as well as others.

### **Wellbeing: Adequate**

Most pupils have a sound awareness of the importance of eating and drinking healthily and keeping fit. Nearly all pupils feel safe in school, know whom to talk to if issues arise and are confident that these will be dealt with thoroughly. Most understand how to keep safe when using the internet.

Most pupils are enthusiastic learners who enjoy learning. They apply the school's golden rules for behaviour appropriately and show care and respect for others, for example by holding doors open for other pupils and staff.

Nearly all pupils' behaviour is consistently good and they demonstrate clearly the pride that they have in their school. Most pupils reflect on their work regularly and in doing so set their own targets for improvement. However, making decisions about learning and teaching and involvement in school improvement planning is limited.

Most pupils develop their knowledge of the community effectively through their involvement in the local area. For example, they perform in the local home for senior citizens, which fosters care and respect for others.

The school council gathers the views of other pupils through the use of suggestion boxes, for example asking for ideas about which charities the school should support through their fundraising activities. Members' involvement in the strategic development of the school, for example by contributing to the appointment of the head teacher, is developing well. Most pupils develop appropriate social and life skills through the projects such as fundraising for a local hospice.

Over the past four years, pupils' attendance does not compare well with that of similar schools and shows a steady downward trend from the top 25% to the bottom 25%. Most pupils arrive punctually.

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

The school provides a broad and balanced curriculum, which meets the requirements of the Foundation Phase and the National Curriculum. Teachers have recently reviewed planning to make sure that it incorporates the National Literacy and Numeracy Framework more effectively. However, it is too early to evaluate the impact of this change. Provision for Foundation Phase pupils enables nearly all pupils to develop their independence through the use of challenges that promote active learning. However, planning does not always ensure continuity and progression in the development of pupils' literacy and numeracy skills as they move through the school. It does not always identify sufficient opportunities across the curriculum for pupils to link the skills they are taught. This is particularly evident in planning for numeracy skills across the curriculum at key stage 2.

Provision for developing information and communication technology (ICT) skills is particularly effective and impacts positively on pupils' outcomes. Able pupils become 'Digital Dynamos' and are encouraged to support the development of pupils' and parents' ICT skills.

The school provides a range of intervention programmes to support individual pupils' needs well. A suitable range of extra-curricular activities, such as a range of sports clubs, chess and computer clubs enrich pupils' learning and have a positive impact on their wellbeing.

Purposeful visits to local historical sites, for example Chirk Castle, and studying the Welsh artist Martyn Evans, support pupils' knowledge of Welsh culture appropriately in topic work across the curriculum. Provision for the development of pupils' Welsh skills in lessons is appropriate. However, opportunities for pupils to use Welsh outside lessons are limited.

The school's work on sustainability is beginning to impact on pupils' understanding of environmental issues. The school plans sound opportunities to develop pupils' knowledge of global citizenship through curriculum topics and whole-school assemblies. A good example of this is the work on Australia.

### **Teaching: Good**

All teachers have relevant up-to-date subject knowledge. Teachers and support staff work together successfully, and there are positive relationships modelled in all classes that foster learning well. Adult support is generally well focused and makes a worthwhile contribution to the quality of pupils' learning. Most teachers encourage pupils to develop independent learning and co-operative skills. For example, they make sure that pupils in the Foundation Phase choose how they approach different tasks. Many teachers have high expectations of their pupils' performance and achievement and use effective questioning, modelling and praise that encourage and support pupils to achieve high standards. Most teachers ensure that lessons build on previously taught skills, prior knowledge and understanding. In a very few classes, activities lack challenge for pupils to extend their answers. Nearly all teachers manage pupils' behaviour positively, safely and effectively.

All staff make effective use of a wide range of on-going assessments to track the progress that pupils make. Most use the information well to identify pupils who need additional support or challenge. Reports to parents are clear and informative.

In the Foundation Phase, staff begin to develop pupils' awareness of how to improve through the use of target setting. However, they do not plan sufficient opportunities for pupils to be involved in the assessment of learning. In key stage 2, all teachers involve pupils fully in the assessment of their own learning. They provide pupils with regular, worthwhile opportunities to assess their own work and that of others. They ensure that pupils respond to marking with written comments, make effective use of reflection time to review their progress and agree their next targets.

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

The school is a caring and supportive community that teaches pupils to respect each other and adults. The effective approach to developing pupils' wellbeing encourages them to become confident learners with positive attitudes to school. The school has appropriate arrangements to promote healthy eating and drinking. Safe use of the internet is promoted through prominent posters in each classroom and through school assemblies.

The school develops pupils' moral, spiritual, cultural and social development well through topic work, acts of collective worship and visits from the local minister. Staff link successfully with a wide range of specialist agencies and support services to

meet the needs of pupils and their parents. For example, collaborative working with the children's speech and language services is particularly effective and makes a notable impact on improving pupils' communication skills and self-esteem.

The provision and support for pupils with additional learning needs is a strength of the school. The school identifies pupils who need extra support early. Comprehensive procedures and specific intervention programmes ensure pupils receive the help they need. Monitoring and regular updates of the individual education plans ensure that pupils achieve their targets successfully. These plans take good account of pupils' and parents' views when discussing and identifying targets. As a result, most pupils make progress in line with their abilities.

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

### **Learning environment: Good**

The school provides a safe, secure and inclusive environment for all pupils. A caring ethos is reflected in all the school's activities. The school's provision for ensuring equal opportunities and preventing discrimination is implemented consistently and effectively. The school has appropriate measures to ensure that pupils are not stereotyped in their choices, expectations and achievements. All staff and pupils contribute positively to a shared ethos based on mutual trust and respect.

The accommodation is clean and sufficiently maintained and provides a colourful learning environment. Attractive and informative displays enhance the learning environment and celebrate pupils' achievements effectively.

Classrooms are well equipped and most pupils have access to computers and interactive white boards or screens, which are used well to support learning. The extensive and well-maintained school grounds provide all pupils with good access to adventure equipment and a playing field. Younger pupils make good use of the outdoor learning area, which is directly accessible from most Foundation Phase classrooms and which supports learning well.

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

The headteacher has a clear vision for the school that she communicates effectively with staff, governors and parents. Since her relatively recent appointment, following a period of instability in the school's leadership, she has nurtured an ethos of collaboration and teamwork amongst staff, while ensuring that the interests of pupils remain at the heart of the school's work. This is reflected in staff development, where professional targets relate well to school priorities and focus on raising standards for all pupils. There is an efficient, professional approach to meetings of staff, senior leaders and governors. Agendas are clear and focus on key areas, including pupils' progress, teaching and learning, and progress against school priorities. These systems provide good support for the headteacher's strong drive for securing continuous improvement that senior leaders and governors share.

Members of the senior leadership team have clear roles and responsibilities that focus well on identified school priorities. The focus of their work has changed fairly recently, but it is beginning to make a difference. For example, work to engage the families of pupils eligible for free school meals is helping specific parents to become aware of the importance of regular attendance and enabling them to support their children's progress. However, although there are plans to share leadership responsibilities more equitably in the future, the headteacher is currently responsible for too many areas of the school's work.

Governors are supportive of the school and are developing a broader understanding of their roles. Focused training on school data, a good range of information from the school, and high expectations from the headteacher mean that they are beginning to challenge the school more effectively in relation to pupils' performance.

### **Improving quality: Good**

Senior leaders have recently strengthened the process of planning for improvement. In evaluating the school's performance, they analyse rigorously a wide range of data, the assessment of pupils' progress and results at the end of the key stages. They undertake a suitable range of monitoring activities including the scrutiny of pupils' work and structured lesson observations. Staff are involved effectively in identifying areas where improvements are needed in the quality of teaching. Senior leaders have sought the views of parents and pupils through the use of questionnaires and taken their views into account. The school self-evaluation report is a comprehensive document that reflects honestly the school's strengths and areas for development.

Senior leaders have identified relevant targets for the school improvement plan by prioritising shortcomings highlighted in the self-evaluation report. The improvement plan has a suitable number of priorities that focus appropriately on improving provision and raising standards. Teaching staff have a clear understanding of their role in implementing the improvement plan. The school has made good progress in addressing priorities in the previous improvement plan with standards in English and mathematics improving as a result.

### **Partnership working: Good**

The school has a range of successful partnerships, which have a positive impact on pupils' learning and wellbeing. The school communicates effectively with parents through weekly newsletters and a variety of media, which contain information and news about school life. Parents receive useful information about their children's progress and targets, ensuring that they play an active part in their child's education.

The friends of the school association is supportive. It plans a range of effective activities to raise money to buy valuable resources, for example, outdoor equipment and ICT equipment. This is having a positive impact on pupils' ICT skills.

The school plays an integral part in the community. A strong relationship between the school and the local community enriches pupils' learning experiences successfully. A very good example of this is when the pupils worked with members of the local church on an historical project. This develops pupils' understanding of their roles as citizens well.

The school has close links with the local playgroup. Regular planning between the school link teacher and the playgroup leader ensures that pupils have full access to the Foundation Phase objectives before reaching the nursery. This partnership is enhanced through regular visits to school concerts and other activities, such as a teddy bear picnic.

Well-established transition arrangements with the local comprehensive schools ensure that nearly all pupils move on to the next stage of their learning confidently.

The school works effectively with schools in the cluster and beyond. For example, a literacy project for more able year 6 pupils is having a positive impact on their writing skills. The school co-operates well with other local schools to standardise and moderate pupils' work.

### **Resource management: Adequate**

School leaders deploy many teachers and support staff effectively and efficiently, making good use of their skills and experience. For example, staff with particular strengths in teaching pupils with additional learning needs support pupils who require additional help sensitively and skilfully. However, the school does not make enough use of staff expertise to develop and share professional knowledge and skills. For example, there are no systems in place for the most effective teachers and support staff to share their good practice systematically with their peers to improve the quality and consistency of teaching and learning across the school. The focus for staff development is linked closely to the priorities identified in the school's planning for improvement.

The headteacher and governors have established rigorous methods for planning and reviewing spending. As a result, the school allocates funding appropriately to ensure progress towards the school's improvement priorities. Less effective financial monitoring in the past resulted in a financial surplus, which is more than is recommended. However, an appropriate five-year spending plan is in place that focuses well on improving provision and raising pupils' standards.

The school spends its Pupil Deprivation Grant suitably to improve the outcomes of most pupils eligible for free school meals. Over the past three years, a focus on improving standards in literacy and numeracy has resulted in most targeted pupils reaching at least expected outcomes in teacher assessments. Plans for this year focus strongly on ensuring high levels of wellbeing and parental engagement.

Although most pupils achieve good standards, important shortcomings in attendance, curriculum provision and the use of resources mean that the school offers adequate value for money.

## Appendix 1: Commentary on performance data

### 6652274 - Gwersyllt Community Primary School

Number of pupils on roll	300
Pupils eligible for free school meals (FSM) - 3 year average	13.5
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	45	38	40	39
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	82.2	76.3	90.0	97.4
Benchmark quartile	3	4	3	1
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	45	38	40	39
Achieving outcome 5+ (%)	84.4	76.3	92.5	97.4
Benchmark quartile	4	4	3	1
Achieving outcome 6+ (%)	13.3	26.3	12.5	33.3
Benchmark quartile	4	3	4	3
<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	45	38	40	39
Achieving outcome 5+ (%)	86.7	81.6	92.5	97.4
Benchmark quartile	3	4	3	2
Achieving outcome 6+ (%)	20.0	26.3	22.5	43.6
Benchmark quartile	3	3	4	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	45	38	40	39
Achieving outcome 5+ (%)	91.1	84.2	95.0	97.4
Benchmark quartile	4	4	4	3
Achieving outcome 6+ (%)	15.6	15.8	25.0	59.0
Benchmark quartile	4	4	4	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.

**6652274 - Gwersyllt Community Primary School**

Number of pupils on roll	300
Pupils eligible for free school meals (FSM) - 3 year average	13.5
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	31	38	39	34
<b>Achieving the core subject indicator (CSI) (%)</b>	96.8	71.1	97.4	91.2
Benchmark quartile	1	4	2	3
<b>English</b>				
Number of pupils in cohort	31	38	39	34
Achieving level 4+ (%)	96.8	86.8	97.4	94.1
Benchmark quartile	2	4	2	3
Achieving level 5+ (%)	38.7	18.4	43.6	52.9
Benchmark quartile	2	4	3	1
<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	31	38	39	34
Achieving level 4+ (%)	100.0	78.9	97.4	94.1
Benchmark quartile	1	4	2	3
Achieving level 5+ (%)	45.2	34.2	59.0	70.6
Benchmark quartile	2	3	1	1
<b>Science</b>				
Number of pupils in cohort	31	38	39	34
Achieving level 4+ (%)	100.0	73.7	97.4	91.2
Benchmark quartile	1	4	2	4
Achieving level 5+ (%)	54.8	39.5	53.8	67.6
Benchmark quartile	1	3	1	1

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.	93	91 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	91	87 96%	4 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	91	83 91%	8 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	92	91 99%	1 1%	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.	91	80 88%	11 12%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	89	88 99%	1 1%	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.	92	92 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	92	90 98%	2 2%	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.	90	77 86%	13 14%	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.	93	91 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.	89	56 63%	33 37%	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	93	77 83%	16 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.	82	27 33%	51 62%	3 4%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	80	50 62%	28 35%	0 0%	2 2%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	81	48 59%	31 38%	2 2%	0 0%	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.	81	39 48%	41 51%	1 1%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	76	15 20%	52 68%	9 12%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	82	35 43%	43 52%	4 5%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	81	41 51%	38 47%	2 2%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	76	22 29%	42 55%	11 14%	1 1%	6	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	78	30 38%	43 55%	4 5%	1 1%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	79	31 39%	45 57%	3 4%	0 0%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	81	30 37%	46 57%	5 6%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	70	22 31%	42 60%	6 9%	0 0%	12	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	80	22 28%	46 57%	12 15%	0 0%	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.	81	43 53%	35 43%	2 2%	1 1%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	72	21 29%	41 57%	9 12%	1 1%	10	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	79	30 38%	44 56%	4 5%	1 1%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	69	23 33%	38 55%	7 10%	1 1%	13	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	80	13 16%	34 42%	29 36%	4 5%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	78	24 31%	47 60%	6 8%	1 1%	2	Mae'r ysgol yn cael ei rhedeg yn dda.

## Appendix 3

### The inspection team

Anwen Griffith	Reporting Inspector
Justine Baldwin	Team Inspector
Sarah Jane Morgan	Team Inspector
Linda Jane Williams	Team Inspector
Susan Elizabeth Roden	Lay Inspector
Jayne Elizabeth Woolcock	Peer Inspector
Jacqueline O'Toole	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.