



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

**Penarlag C.P. School
Carlines Avenue
Carlines Park
Ewloe
Flintshire
CH5 3RQ**

Date of inspection: June 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Penarlag County Primary School is in the village of Ewloe in the Flintshire local authority. The school caters for pupils between the ages of three and eleven. Currently, there are 218 pupils on roll, including 27 who attend the nursery part-time for a morning session. Children are taught in eight mainstream classes, of which two have a mixed age range.

The three-year average for the proportion of pupils eligible for free school meals is 11%. This is lower than the average for Wales. The school has identified about 4% of pupils as having additional learning needs, which is lower than the Wales average. A few pupils have statements of special educational needs. Nearly all pupils are of white British ethnicity. A few pupils have English as an additional language. No pupils speak Welsh as a first language.

The last inspection of the school was in June 2010. The headteacher took up her post in January 2007.

The individual school budget per pupil for Penarlag C.P. School in 2014-2015 means that the budget is £2,976 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,111 and the minimum is £2,838. Penarlag C.P. School is 57th out of the 68 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The school is adequate because:

- Most pupils make sound progress in many areas and achieve particularly well in the development of their writing skills
- Nearly all pupils participate with enthusiasm during lessons, behave well and show respect, care and concern for others
- Pupils are provided with a wide range of stimulating learning experiences, enriched by extra-curricular activities and residential visits
- Pupils are supported well in a caring community with a calm, purposeful atmosphere
- Pupils with individual needs receive effective and appropriate support to help them make progress

However:

- Pupils who are more able do not always achieve as well as they could
- Many pupils do not make good progress in the development of their information and communication technology skills

Prospects for improvement

The school's prospects for improvement are adequate because:

- The recent development of leadership roles has begun to raise standards
- Leaders have made strong progress in addressing areas identified for improvement in the current year
- The governing body provides beneficial support for the school and is increasingly developing its role to challenge the school to improve
- Strong partnerships, particularly with local schools and advisory staff, have supported leaders effectively in improving outcomes for pupils

However:

- Leaders have not ensured sustained improvement over recent years, particularly in the standards achieved by pupils who are more able
- The process of self-evaluation and planning for improvement is not sufficiently robust

Recommendations

- R1 Improve the standards achieved by pupils who are more able
- R2 Raise standards in information and communication technology
- R3 Develop the provision for outdoor learning in the Foundation Phase
- R4 Ensure that all action taken by the governing body meets agreed protocols
- R5 Improve the effectiveness of self-evaluation and planning for improvement

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

Pupils start school with a wide range of skills and most make good progress as they move through the school. They have a sound recall of previous learning, apply their knowledge confidently in new situations, and in many areas build on their skills successfully. Recent initiatives have begun to improve the standards achieved by pupils who are more able. Pupils achieve particularly well in the development of their writing skills.

In the Foundation Phase, pupils develop their listening skills well. Most pupils talk to adults and other pupils confidently. By the end of key stage 2, nearly all pupils contribute enthusiastically to discussions and express their ideas using an extensive vocabulary. They listen carefully and attentively in lessons.

Nearly all pupils make good progress in developing their reading skills. In the Foundation Phase, pupils talk knowledgeably about the books they are reading and their favourite authors. Pupils in Year 2 read confidently, use their knowledge of letter sounds to help to read words that they are unsure of and correct themselves when they make an error.

By the end of key stage 2, most pupils read fluently. Pupils who are more able read challenging texts with good understanding. They make good progress in developing higher-order reading skills. Year 4 pupils have a sound understanding of how to use dictionaries, thesauruses and information books to support their learning.

As they move through the Foundation Phase, pupils' writing skills develop well. Most pupils write at length with good development of their ideas. They use effective rhyming words and imaginative vocabulary when they write poems entitled 'Ten Little Seagulls'. Most use basic punctuation accurately and spell simple words correctly. Many form letters correctly but do not always develop a neat and consistent handwriting style.

Pupils in key stage 2 make very good progress in developing the content of their writing. They organise and present writing in different ways, using appropriate language to suit the task. In Year 6, pupils write a clear explanation and present a balanced argument, using persuasive writing, in support of saving the local library. Many pupils make good progress in developing accurate spelling and the use of correct grammar and punctuation. However, pupils do not make strong progress in developing their handwriting, particularly when they move from printing to the cursive style.

Throughout the school, pupils make effective use of their literacy skills to support their work across the curriculum. For instance, pupils in Year 4 write extensively in connection with the Terrible Tudors in history lessons.

Pupils in the Foundation Phase make sound progress in the development of their numeracy skills and use them successfully to support their work in a range of areas of learning. In Year 2, more able pupils work confidently with numbers to 100, correctly identify and subtract two-digit numbers and count accurately in twos, fives and tens. They solve problems accurately using money and dice, and they use data confidently to create simple bar graphs.

In key stage 2, most pupils have a comprehensive understanding of a range of mathematical concepts and apply their numeracy skills across the curriculum at a similar level to their work in mathematics lessons. Pupils in Year 6, for example, use data successfully to create line graphs and pie charts and develop a sound knowledge of the properties of complex shapes. Pupils develop their problem-solving skills consistently as they move through the key stage and apply these to real-life situations. For example, in science, pupils in Year 6 work confidently with scales and a range of units of measurement to support their investigations.

Many pupils in the Foundation Phase use information and communication technology (ICT) skills effectively. Year 2 pupils use an appropriate range of computer programmes with confidence. They develop useful word processing skills and understand how to send an email. Key stage 2 pupils use the internet well to research information and to create presentations. However, pupils do not build on their skills sufficiently as they move through the school, for example to create and interrogate databases or spreadsheets.

Standards in Welsh are good and develop consistently as pupils move through the school. The majority of pupils in the Foundation Phase make good progress and pupils in key stage 2 build on this with a few using Welsh for everyday tasks and routines confidently and without inhibitions. Nearly all read simple and some extended texts clearly. Most pupils make sound progress in developing their writing. More able pupils write extended pieces in the form of a book review.

Most pupils with additional learning needs make appropriate progress in line with their ability. Current assessments show that pupils eligible for free school meals generally achieve as well as other pupils.

Overall, at the end of the Foundation Phase girls achieve slightly better than boys at the higher-than-expected outcome. However, boys and girls achieve similar results at the end of key stage 2.

At the end of the Foundation Phase, nearly all pupils have achieved the expected level over the past three years. At the higher outcome, performance has been variable. In 2014, results placed the school in the lower 50% for mathematical development and the bottom 25% for literacy when compared with similar schools.

Performance at the end of key stage 2 over the last four years has not shown a consistent trend of improvement at the expected level. Compared with similar schools, performance at the higher level 5 has mainly placed the school in the lower 50% or the bottom 25% of similar schools.

Wellbeing: Good

Most pupils develop a sound understanding of how to stay safe, including when they use the internet. They know whom to turn to if they have any concerns. They have a good awareness of the importance of a healthy lifestyle.

Nearly all pupils participate with enthusiasm in lessons and engage well with their learning. They develop problem-solving skills successfully and respond positively to challenges. Most pupils have a sound understanding of their targets displayed on the learning tree and, as a result, know what they need to do to improve their work. Pupils behave well in classes and around the school. Pupils' attendance compares well with that of similar schools and nearly all pupils arrive at school punctually.

Most pupils make good progress in developing their social and life skills. They show respect, care and concern for others. Older pupils regularly help younger pupils. At playtime and lunchtime, Year 6 mediators are on hand to help solve disputes, and the Foundation Phase playground squad operates a buddy system successfully.

The democratically elected school council is well established and effectively involved in decision-making. Members feel valued and recent work has included involvement in the interview process for the newly appointed deputy headteacher and participation in a project linked to the United Nations Convention on the Rights of the Child.

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

The school provides a wide range of stimulating learning experiences for pupils across the curriculum. Experiences meet the needs of most pupils, including pupils with additional learning needs. The school meets the requirements for key stage 2 pupils. The range of extra-curricular activities, together with residential experiences, visits and the contribution of visitors, enrich the curriculum successfully.

Foundation Phase planning ensures a good balance between structured and free choice activities. Reception and nursery pupils regularly use the outdoor areas for a range of activities. However, provision for outdoor learning in the Foundation Phase does not provide pupils with enough opportunities to extend their learning.

Staff have made effective use of the National Literacy and Numeracy Framework to plan for the development of pupils' skills. Schemes of work are up-to-date and identify clearly how pupils can develop their literacy and numeracy skills effectively. However, provision for the development of ICT skills does not provide sufficient opportunities for pupils to build on their skills.

Provision for developing the Welsh language is sound. Staff develop pupils' language skills systematically as they move through the school. The school reflects and celebrates Welsh culture and traditions consistently throughout the year. Staff encourage the use of the Welsh language by pupils and there is a good range of opportunities for pupils to undertake various activities through the medium of Welsh.

The school provides pupils with appropriate opportunities to learn about sustainability and global citizenship. The eco committee promotes sustainable development through a suitable range of activities, including recycling and eco days. The use of an international week, and celebrating Commonwealth Day, are examples of the way in which the school develops pupils' understanding of their role in the wider world.

Teaching: Good

All teachers use their up-to-date knowledge of the curriculum well to provide interesting and engaging learning experiences for pupils. They have high expectations of what pupils can achieve. They adapt lessons and activities appropriately to ensure that activities challenge pupils with different needs and abilities effectively. In all classes, teachers have good working relationships with pupils and ensure high standards of behaviour. At the start of lessons, all teachers share the intention of the lesson with pupils so that they fully understand what they have to do in order to succeed. Teachers present many activities in the form of challenges that engage pupils effectively. Nearly all teachers ensure that lessons proceed at a lively pace and use skilful questioning that develops pupils' understanding well. Classroom assistants support pupils' work well in lessons and withdrawal sessions.

The school uses a wide range of assessments rigorously to monitor the progress pupils make and to identify any underachievement at an early stage. Teachers involve pupils fully in the assessment of their own learning and in agreeing their targets for improvement. They mark pupils' written work regularly. However, comments do not always provide sufficient guidance about how pupils can improve.

Annual reports provide parents with detailed information about the progress their child is making. Teachers assess pupils at the end of the Foundation Phase and key stage 2 accurately.

Care, support and guidance: Good

The school is a caring community where staff place an emphasis on the wellbeing of their pupils. There are good arrangements to develop pupils' understanding of wellbeing and healthy lifestyles. The school has appropriate arrangements to promote healthy eating and drinking.

Pupils learn how to keep safe appropriately, including when they use the internet, and there are effective strategies to encourage good behaviour. Learning promotes pupils' spiritual, moral, social and cultural development well.

Staff ensure parents and pupils have access to a wide range of useful information and guidance, both educational and pastoral. Visits by the police liaison officer raise awareness of stranger danger, smoking, drug abuse and e-safety. A structured programme is utilised effectively to support pupils' emotional development. The use of worry boxes in classes provides pupils with an effective way of communicating any concerns.

There is beneficial provision for pupils with additional learning needs. Staff identify pupils' needs at an early stage and quickly establish effective and appropriate support programmes that enable pupils to make progress. Pupils' individual education plans are informative, purposeful documents that contain clear and measurable targets. Staff review progress regularly with parents and pupils.

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

Learning environment: Good

The school successively promotes a calm, inclusive and purposeful atmosphere. The caring ethos encourages pupils to have respect and tolerance for others. Staff treat all pupils equally and promote diversity well. All pupils have equal access to every aspect of school life. For example, both boys and girls play football.

The building and classroom accommodation is in good condition overall, though some areas of the outside of the school are in need of maintenance. Classrooms and corridors have stimulating, colourful and informative displays that provide an attractive learning environment. There are safe, secure areas for outdoor learning in the Foundation Phase. The school has sufficient resources to support pupils' learning, including ICT equipment. There are extensive outdoor areas, both hard surface play areas and grassed playing fields. However, staff do not always make enough use of the outdoor environment to enhance provision.

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

The school has a coherent and agreed strategic vision. Staff are clear about their roles and there is a shared sense of purpose. Regular meetings are purposeful and focus appropriately on aspects of school improvement. There are good communication systems in place to keep staff fully informed about all aspects of the school's life and work. The development of leadership roles has been a priority for the school in the current year, and this has begun to impact positively on the standards that pupils achieve. However, leaders have not ensured sustained improvement over recent years, particularly in the standards achieved by pupils who are more able.

There is an appropriate process for managing the performance of teaching staff and targets set have a clear impact on moving the school forward. However, there are no formal procedures for managing the performance of teaching assistants. The governing body gives the school firm support and has recently developed its role in challenging the school to improve. Individual governors have now established beneficial links with subject leaders. The newly adopted learning walks, and presentations on performance data, have enabled governors to have an appropriate understanding of the school's strengths and the most important areas to be improved. However, a few governors have taken some crucial, strategic decisions without appropriate reference to correct procedures. They have not always followed protocols appropriately.

The successful implementation of the National Literacy and Numeracy Framework and the effective promotion of the Welsh language are examples of the school's success in meeting local and national priorities.

Improving quality: Adequate

Leaders are developing an increasing understanding of the school's strengths and areas for improvement. Staff, governors and pupils make a sound contribution to the self-evaluation process. However, the school does not have formal arrangements for regularly collecting and analysing the opinions of parents.

The school has recently improved the range of monitoring activities undertaken by staff and governors. Leaders use the analysis of performance data well to inform self-evaluation. The comprehensive monitoring of lessons and pupils' work now provides useful information to support school improvement. Curriculum leaders make effective use of monitoring to produce detailed annual reports that clearly identify areas for development. However, it is too early to assess the impact of these actions

The self-evaluation report contains a basic range of information. However, the report is not sufficiently evaluative and areas for development are not always identified clearly enough, for example the improvements required to pupils' skills in ICT.

The school improvement plan focuses appropriately on areas identified through self-evaluation and national priorities. The plan contains a suitable number of priorities and outlines clearly those responsible for actions within the plan. Actions are specific enough to drive forward the required improvements. The school has made strong progress in addressing current areas for improvement. For example, a structured approach to teaching literacy skills has improved standards in writing.

Partnership working: Good

The school has many successful working partnerships. These partnerships, which include a very effective partnership with the school's challenge adviser, support the school to ensure good outcomes for pupils' learning and wellbeing.

The school has beneficial links with parents. Many parents are positive about the opportunities to engage with the school. Close community links with many local and national organisations, societies, churches and charities have a positive influence on the quality of pupils' experiences and their understanding of different cultures. For example, the local vicar regularly takes assemblies at the school and a financial institution regularly matches monies raised by the school.

The school has well-established links with the nearby playgroup that help children to settle in quickly to the school's nursery class. Strong links with the high school ease pupils' transition from one key stage to the next, and ensure continuity and progression in learning. The school works closely with the group of local schools to plan, share experiences and exchange good practices. The work of the group has supported developments in the Foundation Phase particularly well. Teachers work together with staff from other schools to ensure the accurate assessment of pupils' work. Other partnership working has led to improvements in pupils' standards and to the implementation of new approaches, particularly in Welsh and science.

Resource management: Adequate

The school deploys teachers and teaching assistants well to meet the needs of pupils. Support staff work very effectively alongside teachers to improve pupils' achievement in the classroom and when undertaking other duties.

There are appropriate arrangements for teachers' planning, preparation and assessment time. All staff are involved in suitable professional development that has, for example, raised standards in writing. Leaders ensure that there are close links between professional development opportunities for teaching staff and performance management targets. Networks of professional practice within the school are sound and have helped teachers to share expertise in improving learning experiences for pupils, for example in improving pupils' standards in Welsh.

The governing body and headteacher monitor the school's budget appropriately and the school directs resources suitably towards priorities for improvement. The school makes good use of the Pupil Deprivation Grant. Targeted pupils have demonstrated significant improvements in the standards they achieve in literacy.

In view of the adequate standards pupils' achieve, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6642093 - Penarlag CP

Number of pupils on roll	217
Pupils eligible for free school meals (FSM) - 3 year average	10.6
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	27	23	28
Achieving the Foundation Phase indicator (FPI) (%)	96.3	91.3	100.0
Benchmark quartile	1	2	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	27	23	28
Achieving outcome 5+ (%)	96.3	95.7	100.0
Benchmark quartile	1	2	1
Achieving outcome 6+ (%)	14.8	39.1	25.0
Benchmark quartile	4	2	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	27	23	28
Achieving outcome 5+ (%)	96.3	100.0	100.0
Benchmark quartile	2	1	1
Achieving outcome 6+ (%)	14.8	34.8	28.6
Benchmark quartile	3	2	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	27	23	28
Achieving outcome 5+ (%)	100.0	95.7	100.0
Benchmark quartile	1	3	1
Achieving outcome 6+ (%)	51.9	34.8	53.6
Benchmark quartile	2	4	2

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.

6642093 - Penarlag CP

Number of pupils on roll	217
Pupils eligible for free school meals (FSM) - 3 year average	10.6
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	21	23	20	26
Achieving the core subject indicator (CSI) (%)	81.0	65.2	95.0	92.3
Benchmark quartile	3	4	1	2
English				
Number of pupils in cohort	21	23	20	26
Achieving level 4+ (%)	90.5	73.9	95.0	96.2
Benchmark quartile	2	4	2	2
Achieving level 5+ (%)	23.8	21.7	50.0	34.6
Benchmark quartile	3	4	1	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	21	23	20	26
Achieving level 4+ (%)	85.7	78.3	100.0	96.2
Benchmark quartile	3	4	1	2
Achieving level 5+ (%)	38.1	17.4	45.0	30.8
Benchmark quartile	2	4	2	4
Science				
Number of pupils in cohort	21	23	20	26
Achieving level 4+ (%)	90.5	82.6	95.0	92.3
Benchmark quartile	3	4	2	3
Achieving level 5+ (%)	28.6	21.7	30.0	34.6
Benchmark quartile	3	4	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.	99		98 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	99		76 77%	23 23%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	99		94 95%	5 5%	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	99		83 84%	16 16%	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.	99		86 87%	13 13%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	98		92 94%	6 6%	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.	99		93 94%	6 6%	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.	99		95 96%	4 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.	97		70 72%	27 28%	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.	98		55 56%	43 44%	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.	98		65 66%	33 34%	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	99		73 74%	26 26%	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.	22	12 55%	5 23%	3 14%	2 9%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	22	15 68%	5 23%	1 5%	1 5%	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.	22	13 59%	8 36%	1 5%	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.	22	13 59%	7 32%	1 5%	1 5%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	21	5 24%	12 57%	3 14%	1 5%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	22	9 41%	10 45%	2 9%	1 5%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	22	13 59%	8 36%	0 0%	1 5%	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.	22	9 41%	10 45%	2 9%	1 5%	0	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.	22	8 36%	9 41%	4 18%	1 5%	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.	20	9 45%	8 40%	2 10%	1 5%	2	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.	20	11 55%	8 40%	0 0%	1 5%	2	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'.	19	10 53%	6 32%	1 5%	2 11%	3	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.	22	9 41%	6 27%	6 27%	1 5%	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.	22	12 55%	5 23%	1 5%	4 18%	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.	18	10 56%	4 22%	3 17%	1 6%	4	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.	21	10 48%	9 43%	1 5%	1 5%	1	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.	14	7 50%	5 36%	1 7%	1 7%	8	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.	22	9 41%	10 45%	2 9%	1 5%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	22	8 36%	8 36%	3 14%	3 14%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Linda Williams	Reporting Inspector
David Davies	Peer Inspector
Peter Haworth	Lay Inspector
Fay Green	Peer Inspector
Fiona McGill	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
- 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.