



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

**A report on**

**Queensferry C.P. School  
Queensferry Campus  
Queensferry  
Deeside  
Flintshire  
CH5 1SE**

**Date of inspection: September 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: 01/12/2015**

## Context

Queensferry County Primary School serves the areas of Queensferry and Shotton in the Flintshire local authority. The school caters for pupils between the ages of three and eleven. Currently, there are 181 pupils on roll, including 18 who attend the nursery part-time for a morning session. Children are taught in eight single-age mainstream classes.

The three-year average for the proportion of pupils eligible for free school meals is 51%. This is much higher than the average for Wales. The school has identified about 33% of pupils as having additional learning needs, which is higher than the Wales average. A very few pupils have statements of special educational needs. A minority of pupils come from minority ethnic backgrounds. A few pupils have English as an additional language and a few are from the Gypsy Traveller community. No pupils speak Welsh as a first language.

The last inspection of the school was in January 2009. The acting headteacher took up her post in September 2013.

The individual school budget per pupil for Queensferry County Primary School in 2015-2016 means that the budget is £3,541 per pupil. The maximum per pupil in the primary schools in Flintshire is £4,838 and the minimum is £2,809. Queensferry County Primary School is 27th out of the 67 primary schools in Flintshire 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 current performance of the school is adequate because:

- Most pupils make sound progress in many areas, recall their previous learning well and build on their skills successfully
- Most pupils make good progress in developing their literacy skills and use their skills well to support their work in other aspects of learning
- Nearly all pupils have a positive attitude to learning and participate enthusiastically in lessons
- Nearly all pupils behave well and co-operate purposefully with other pupils during lessons
- Pupils receive good support in a caring community with a calm, purposeful atmosphere
- Pupils with individual needs receive effective and appropriate support to help them make progress
- Older pupils play an active role in the life of the school, undertaking roles of responsibility with maturity

However:

- Pupils who are more able do not always achieve as well as they could
- Many pupils do not make effective use of their numeracy skills to support their work in a range of subjects
- Figures for attendance do not compare well enough to those in similar schools
- The quality of teaching is too variable

### Prospects for improvement

The school's prospects for improvement are adequate because:

- Leaders have a clear, shared vision and have recently established more robust systems to move the school forward
- They are supported by a staff who work closely together as an effective team
- 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:

- Recent improvements in strategic leadership have not yet proved fully effective

in improving outcomes for pupils

- Senior leaders do not distribute roles effectively enough
- The process of self-evaluation and planning for improvement is not sufficiently robust

## **Recommendations**

R1 Raise standards achieved by pupils who are more able

R2 Improve attendance

R3 Increase opportunities for pupils to use their numeracy skills to support their work across the curriculum

R4 Ensure that all teachers use rigorous assessment of pupils' progress to provide lessons that challenge all pupils to achieve well

R5 Strengthen leadership roles at all levels, including governors, and balance the leadership responsibilities of staff

R6 Strengthen the process of 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

Most pupils enter school with knowledge and understanding that are below the expected level for their age. Most make good progress, recall previous learning successfully and apply their skills effectively in a range of situations. However, pupils who are more able do not always make as much progress as they could.

Pupils' communication skills develop well across the school. In the Foundation Phase, 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 well. As they move through the Foundation Phase, pupils' listening skills develop well. Most pupils in key stage 2 listen attentively in lessons and respond appropriately to questions and instructions.

Most pupils make good progress in developing their reading skills and have a positive attitude to books. Many older pupils in the Foundation Phase use a range of strategies to help them to read new words and to begin to read with expression. They read with confidence, name their favourite authors and know the type of books they enjoy.

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

As they move through the Foundation Phase, pupils' writing skills develop appropriately. Many form letters correctly, use basic punctuation accurately and use their knowledge of letter sounds effectively to spell simple words. When Year 2 pupils write their own account of the 'Funnybones' story, most sequence their ideas well and use interesting vocabulary.

Many pupils in key stage 2 make 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 use specific features of persuasive writing to promote a gadget. Many pupils make good progress in the use of correct grammar and punctuation. However, pupils do not make strong progress in developing their handwriting and frequently make careless errors in spelling.

Throughout the school, pupils make effective use of their literacy skills to support their work across the curriculum. In key stage 2, for example, pupils use their literacy skills well to record investigations in science and to support their topic work on celebrations.

Pupils in the Foundation Phase make sound progress in the development of their numeracy skills. They count accurately to 100 and use their knowledge of numbers successfully to undertake simple addition and subtraction. They develop a sound knowledge of shapes and solve simple problems competently.

In key stage 2, most pupils develop a comprehensive understanding of a range of mathematical concepts. Most older pupils have a secure understanding of addition, subtraction, multiplication and division. They use decimals and fractions accurately and handle data skilfully. Pupils in the Foundation Phase and key stage 2 use their numeracy skills occasionally to support their work in other subjects. However, they do not use their skills frequently enough or at a level that matches the standard they achieve in numeracy sessions.

Most pupils have a very positive attitude towards learning Welsh and enjoy speaking the language. Most Foundation Phase pupils respond accurately to greetings and instructions. They talk enthusiastically about familiar characters from Welsh reading books. As they move through the school, pupils increasingly extend their vocabulary and make satisfactory progress. By the end of key stage 2, most pupils hold simple conversations with adults successfully throughout the day. Their reading and writing skills develop appropriately.

Most pupils with additional learning needs make sound progress in line with their ability. Many pupils for whom English is an additional language, and those from the community of Gypsy Travellers, make very good progress from their starting-points. Current assessments show that pupils eligible for free school meals generally achieve as well as other pupils, except at the higher level at the end of key stage 2.

At the end of the Foundation Phase, performance in literacy and mathematical development has varied over the past four years at both the expected outcome 5 and the higher outcome 6. Results have nearly always placed the school in the bottom 25% when compared with similar schools.

Performance at the end of key stage 2 in English and science at the expected level 4 has shown a consistent trend of improvement. Most recently, results place the school in the lower 50% compared with similar schools. Over the past four years, performance in mathematics at level 4, and in all subjects at level 5, has nearly always placed the school in the bottom 25%.

### **Wellbeing: Adequate**

Most pupils have a good understanding of how to keep fit and healthy. Pupils feel safe in school and are confident that staff will deal promptly with any concerns. Nearly all pupils develop a sound understanding of how to stay safe on the internet.

In lessons, nearly all pupils are well motivated, focus on their work and co-operate effectively with others. Many pupils use their individual targets in literacy and numeracy to help them improve their work. Pupils are developing their involvement in what they want to learn through the comments they add to their 'talking tubs' in the Foundation Phase and their contributions to 'Big Questions' in key stage 2.

Nearly all pupils demonstrate good behaviour in lessons and around the school. They are polite, well mannered and welcoming. They show respect, courtesy and consideration for each other and for adults.

The school council are actively involved in making decisions, for example choosing playtime equipment and organising events, including Red Nose Day. Many pupils undertake leadership roles, including playground buddies and librarians. Pupils take pride in their roles and are proud of their school.

Most pupils develop their social and life skills well. Worthwhile activities, such as residential trips, develop pupils' confidence and self-esteem effectively. Pupils develop a good knowledge of the local community through visits into the locality. For example, pupils develop their knowledge of fair trade through their visit to a local supermarket.

Nearly all pupils arrive at school punctually. However, rates of attendance for the past four years have consistently placed the school in the bottom 25% when compared with similar schools.

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

The planning of learning experiences meets the needs of most learners. Staff base the curriculum securely on topics that interest and engage pupils. However, the planning of learning experiences does not always provide sufficient challenge for pupils who are more able.

Educational visits and a good range of extracurricular experiences, including residential trips, after-school clubs and a pyramid club programme, enrich pupils' experiences. This provision has a positive impact on pupils' wellbeing and enjoyment. Staff provide effective indoor learning experiences for pupils in the Foundation Phase. However, they have not yet developed sufficient opportunities for them to learn in the outdoors.

Pupils have appropriate opportunities to apply their literacy skills across the curriculum. The provision for developing mathematical skills is sound. However, there are too few opportunities for pupils to use their numeracy across the curriculum and they do not have the opportunity to build on the skills demonstrated in mathematics lessons. Planning to deliver information and communication technology (ICT) skills is developing appropriately.

There is good provision for developing the Welsh language. Many adults actively encourage pupils to use the language during lessons and break times. The school promotes pupils' understanding of Welsh culture and traditions well. For example, pupils study the work of Kyffin Williams, they compete in local and international eisteddfodau and celebrate important festivals such as Dydd Santes Dwynwen.

The school provides a wide range of opportunities to raise pupils' awareness of improving the environment. Members of the eco committee willingly take on



responsibility for promoting recycling and energy saving. Through links with schools in Sri Lanka and the opportunities to celebrate other cultures, pupils effectively develop their knowledge of the wider world and their role as global citizens.

### **Teaching: Adequate**

The quality of teaching varies too much across the school. In all classes, teachers have good working relationships with pupils and use a consistent approach successfully to maintain high standards of behaviour. Nearly all ensure that lessons proceed at a lively pace and fully engage pupils. All teachers share the learning objectives with pupils at the start of lessons. In many lessons, this gives pupils a clear focus for their learning. In most classes, teachers plan a suitable range of activities to cater for pupils of different abilities but in too many the level of challenge does not extend more able pupils enough. Teachers encourage and support pupils to learn through play and practical activities in the Foundation Phase. Teaching assistants support pupils' work well in lessons and withdrawal sessions.

Senior leaders use data rigorously to track the progress that pupils are making. They use the information effectively to identify pupils who need additional support individually or in small groups. Teachers have begun to use the information more rigorously to identify other pupils who are not achieving as well as they could. Teachers provide pupils with clear targets for improvement and they are beginning to involve pupils regularly in assessing their own work and that of others. Teachers mark pupils' work regularly, but their comments do not always give pupils clear enough guidance on how to improve their work.

The school arranges appropriate opportunities for parents to discuss their child's progress, and provides them with annual written reports that are clear and informative.

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

The school is a welcoming and nurturing community that ensures that pupils are well cared for and feel safe. Staff use an 'Oasis Room' very effectively to ensure that pupils make a calm start to the day and know there is a quiet area to use if they need emotional support.

The school promotes pupils' health and wellbeing successfully. Staff develop effectively pupils' understanding of how to stay safe, including when they use the internet. They encourage pupils to participate in regular physical exercise. The school has the appropriate arrangements to promote healthy eating and drinking.

Staff implement strategies to support good behaviour consistently. The school has many strategies to promote the importance of regular attendance and to raise attendance levels, but these have yet to have a positive impact on overall rates of attendance compared with those of similar schools. The curriculum successfully supports pupils in their spiritual, cultural, moral and social development. Staff work closely with specialist services, such as the Gypsy Traveller service, speech and language support and the service for pupils with English as an additional language. This work has a positive impact on pupils' achievements. External

agencies, such as social services, the school nurse and police, work in close partnership with the school to improve pupils' wellbeing.

The school has appropriate arrangements in place to identify at an early stage any pupils who have additional learning needs. Staff use literacy and numeracy support programmes effectively to ensure that pupils make good progress from their starting-points. Teaching assistants make a skilful contribution to supporting pupils. Nearly all class teachers adapt class work effectively to meet the additional learning needs of pupils. The school provides suitable individual education plans for pupils. However, the targets within the plans are not easily understood by the pupils.

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

### **Learning environment: Good**

The school has a very welcoming, caring and inclusive ethos. Pupils and staff show mutual respect to each other and celebrate the diversity of cultures within the school and community. For example, a display in the entrance foyer highlights ways to greet pupils in different languages. The school ensures equality of opportunity for pupils in all areas of its provision.

The school site and buildings are safe and secure. The accommodation, including the large playground and extensive playing field, provides a very pleasant learning environment for pupils. Staff ensure that displays throughout the school are stimulating and celebrate pupils' achievements successfully. There is a wide range of resources of good quality to support all areas of the curriculum, including ICT. Staff make effective use of all available space inside the building. However, the school has not developed the Foundation Phase outdoor area as well as it could.

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

Leaders have a clear, shared vision for the future development of the school. There is a strong team ethos and staff work effectively together. The senior leadership team has recently established systems that are more robust in order to move the school forward more purposefully. These include the rigorous monitoring of standards and involving staff in evaluating performance through the sharing and discussion of data. These systems provide the school with a sound basis for securing improvement, but it is too early to measure their impact on the quality of provision and pupil standards.

Suitable arrangements for performance management support the professional development of teachers and learning support staff well. All members of staff have clear job descriptions, but senior leaders do not distribute responsibilities effectively enough to ensure that all members of staff play an active role in securing improved outcomes for pupils.

The governors are supportive and have a sound understanding of the school's strengths and areas that need improvement. However, their role in monitoring the effectiveness of provision and standards is at an early stage of development.

The school pays due attention to addressing national priorities. For example, the school has recently implemented strategies to support vulnerable pupils and this is having a positive impact on behaviour and pupils' attitudes to learning.

### **Improving quality: Adequate**

The school has recently implemented a cycle of monitoring activities in partnership with local authority officers. The cycle includes lesson observations, book scrutiny and analysis of performance data. This supports the leadership team well in identifying strengths and areas for improvement more accurately.

The involvement of staff and governors in the process of evaluating school performance is developing appropriately. Parents and pupils contribute to the process by responding to questionnaires, and the school responds suitably to issues raised.

The self-evaluation report is mainly evaluative and based on an appropriate range of first-hand evidence, including the rigorous analysis of data. However, it does not identify clearly enough key areas where the school needs to improve.

The links between the outcomes of self-evaluation and the school's improvement plan are not sufficiently robust. The improvement plan has a manageable number of priorities, with realistic timescales and appropriate allocation of funding. It clearly identifies personnel responsible for implementing actions. The school has a reasonable track record of success in implementing agreed actions. For example, it has raised standards in Welsh and improved the attainment of boys in literacy. However, the targets within the development plan are not always specific enough for leaders to monitor progress effectively.

### **Partnership working: Good**

There is an effective range of partnerships that have a positive impact on standards and pupils' wellbeing. Parents are well informed and are supportive of the school. For example, a few parents provide daily support for the Walking Bus that is helping to improve attendance rates. The recently formed parent partnership group is providing parents and staff with the opportunity to work together to secure improvements.

Over the last two years, the partnership with the local authority and advisory officers has significantly improved the leadership team's capacity to secure improvements. Senior leaders have acted appropriately on the advice and guidance of officers, particularly to improve consistency in the quality of teaching and to raise standards. The school works effectively with other local primary schools to arrange joint training events and to share good practice. These events have supported the school in improving standards in literacy. Teachers work together regularly with staff from nearby schools to ensure the accurate assessment of pupils' work. Good transition links with feeder secondary schools ensure the smooth transfer of pupils to the next phase of their education.

The school shares a campus with a secondary school and their partnership work has a positive impact on pupils' attitudes to learning and standards, for example in the successful arrangement that links boys from both schools as reading partners.

**Resource management: Adequate**

The school has a sufficient number of suitably qualified teachers to ensure that all pupils have full access to the curriculum. The school makes effective use of staff expertise to enrich pupils' learning experiences, for example by offering extra activities like gardening, rugby, creative arts and cookery. The deployment of teaching assistants is effective. They work successfully with the teachers and provide valuable support for individuals and groups of pupils.

All staff benefit from suitable training opportunities. As a result of behaviour management training, for example, there is strong mutual respect between staff and pupils, and pupil behaviour is good. Each teacher receives appropriate time for planning, preparation and assessing pupils' progress.

All teachers have good opportunities to participate in learning networks within and beyond the school. Many of these support the introduction of new initiatives, for example an effective, recent initiative, aimed at developing pupils' self-esteem.

The school allocates funding suitably to address school priorities and the governing body monitors expenditure appropriately. Leaders use the pupil deprivation grant purposefully to improve the performance of specific groups of pupils. This has reduced the gap in attainment between pupils eligible for free school meals and others in the school.

In view of pupils' standards and the overall quality of provision, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6642061 - Queensferry Community Primary School

Number of pupils on roll	160
Pupils eligible for free school meals (FSM) - 3 year average	50.8
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	20	19	20
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	10.0	73.7	55.0
Benchmark quartile	4	3	4
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	20	19	20
Achieving outcome 5+ (%)	10.0	84.2	60.0
Benchmark quartile	4	2	4
Achieving outcome 6+ (%)	0.0	0.0	10.0
Benchmark quartile	4	4	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	20	19	20
Achieving outcome 5+ (%)	20.0	84.2	55.0
Benchmark quartile	4	2	4
Achieving outcome 6+ (%)	0.0	0.0	10.0
Benchmark quartile	4	4	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	20	19	20
Achieving outcome 5+ (%)	45.0	89.5	75.0
Benchmark quartile	4	3	4
Achieving outcome 6+ (%)	0.0	84.2	30.0
Benchmark quartile	4	1	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.

**6642061 - Queensferry Community Primary School**

Number of pupils on roll 160  
 Pupils eligible for free school meals (FSM) - 3 year average 50.8  
 FSM band 5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	17	18	22	17
<b>Achieving the core subject indicator (CSI) (%)</b>	52.9	27.8	50.0	70.6
Benchmark quartile	4	4	4	4
<b>English</b>				
Number of pupils in cohort	17	18	22	17
Achieving level 4+ (%)	58.8	44.4	72.7	70.6
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	5.9	5.6	13.6	23.5
Benchmark quartile	4	4	4	3
<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	17	18	22	17
Achieving level 4+ (%)	58.8	33.3	54.5	82.4
Benchmark quartile	4	4	4	3
Achieving level 5+ (%)	5.9	11.1	18.2	29.4
Benchmark quartile	4	4	3	2
<b>Science</b>				
Number of pupils in cohort	17	18	22	17
Achieving level 4+ (%)	52.9	33.3	77.3	82.4
Benchmark quartile	4	4	4	3
Achieving level 5+ (%)	17.6	11.1	13.6	29.4
Benchmark quartile	3	4	4	2

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.	78	78 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	77	59 77%	18 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.	78	74 95%	4 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	78	76 97%	2 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.	78	76 97%	2 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	77	74 96%	3 4%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	78	76 97%	2 3%	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.	78	75 96%	3 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.	78	72 92%	6 8%	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.	78	63 81%	15 19%	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.	78	52 67%	26 33%	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	78	64 82%	14 18%	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.	36	30 83%	6 17%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	36	26 72%	9 25%	1 3%	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.	36	32 89%	4 11%	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.	36	26 72%	10 28%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	32	16 50%	14 44%	2 6%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	35	22 63%	13 37%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	35	24 69%	10 29%	1 3%	0 0%	1	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.	31	17 55%	10 32%	3 10%	1 3%	3	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.	36	28 78%	6 17%	2 6%	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	24 71%	10 29%	0 0%	0 0%	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.	36	28 78%	8 22%	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'.	34	23 68%	10 29%	1 3%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		



	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 am kept well informed about my child's progress.	35	26 74%	8 23%	1 3%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	35	30 86%	4 11%	1 3%	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.	32	17 53%	14 44%	1 3%	0 0%	2	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.	36	23 64%	13 36%	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.	26	19 73%	6 23%	1 4%	0 0%	5	Mae fy mhlentyn wedi'i barato'i'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.	34	15 44%	15 44%	4 12%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	35	25 71%	10 29%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Jane Linda Williams	Reporting Inspector
Rhian Jones	Team Inspector
Susan Elizabeth Roden	Lay Inspector
Carys Llewellyn	Peer Inspector
Cathryn Lloyd	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.