



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

A report on

**Sealand C.P. School
Farm Road
Sealand
Deeside
Flintshire
CH5 2HH**

Date of inspection: May 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:

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

Sealand Primary School is in Flintshire. Nearly all pupils live locally with a few coming from the surrounding area. There are 206 pupils on roll, including 29 in the part-time nursery class. The school has eight classes, taught by nine full-time and four part-time teachers.

About 28% of pupils are eligible for free school meals, which is above the national average. The school identifies around 24% of pupils as having additional learning needs, which is about the average for Wales. Very few pupils have a statement of special education needs. About 87% of the pupils are of white British origin. About 13% of the pupils have English as an additional language. No pupils speak Welsh as their first language.

The headteacher was appointed in September 2010 and the last inspection was in January 2013.

The individual school budget per pupil for Sealand Primary School in 2015-2016 means that the budget is £3,210 per pupil. The maximum per pupil in the primary schools in Flintshire is £4,838 and the minimum is £2,809. Sealand Primary School is 42nd out of the 67 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils make good progress, often from low starting-points, on entry to the school and achieve good standards
- Most pupils achieve well in literacy and numeracy and use these skills effectively in other areas of learning
- Most pupils show high levels of respect, care and concern for others
- The quality of teaching is consistently good
- The school is a welcoming, caring and supportive community that promotes pupils' health and wellbeing successfully

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school and provides good leadership with effective support from the senior leadership team
- All members of staff work well as a team
- Leaders use a wide range of first-hand evidence to evaluate the school's performance accurately
- Targets in the school improvement plan link closely to the outcomes of self-evaluation and are successful in bringing about improvements, for example in developing pupils' literacy and numeracy skills
- The school manages its resources well

Recommendations

- R1 Improve standards in Welsh as a second language and pupils' bilingual skills across the school
- R2 Improve attendance
- R3 Provide more opportunities for pupils in key stage 2 to take responsibility for their own learning

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

About half the pupils enter the nursery with levels of skills below those expected for their age. By the end of key stage 2, most pupils achieve good standards, recall previous learning well and use and apply their skills effectively in a range of situations.

Nearly all pupils with additional learning needs and those with English as an additional language make at least the expected progress for their age. Nearly all pupils who follow additional intervention programmes make good progress within a short space of time.

Most pupils' communication skills develop well across the school. Nearly all pupils listen carefully and respond to questions with good understanding. In key stage 2, pupils contribute well to discussions, with carefully considered ideas. Most pupils in the Foundation Phase use a wide range of vocabulary related to their class topic and most pupils in key stage 2 use subject specific language with good understanding. Their ability to share their ideas and communicate for a range of purposes progresses well.

Nearly all pupils in the Foundation Phase make good progress in developing their reading skills. Most talk enthusiastically about books they have read and their favourite authors. The more able pupils read challenging texts with confidence and accuracy. They understand the difference between fiction and non-fiction texts, and explain clearly how to locate information in non-fiction books. By the end of key stage 2, most pupils are fluent and confident readers. They read with accuracy and expression, paying good attention to punctuation.

Nearly all pupils make good progress in their writing skills in the Foundation Phase. Many pupils produce short pieces of independent writing with reasonable accuracy. They write for different purposes using different genres, such as writing a diary of a frog. As they move into key stage 2, pupils continue to make good progress. They frequently write for a range of purposes, such as to produce a sports report or to present a balanced argument for and against keeping animals in a zoo. Most pupils spell in line with their ability. Most pupils use punctuation accurately and choose words carefully to add impact. Nearly all pupils present their work well.

In the Foundation Phase, most pupils' mathematical skills are developing well. They apply these purposefully when solving number problems in their activities, such as counting objects found in a conservation area. Most pupils tell the time accurately and can read 'half past', 'quarter past' and 'quarter to' on an analogue clock and read hours and minutes correctly on a 12-hour digital clock. Most pupils identify halves and a quarter in two-dimensional shapes and use measuring strategies well, for example to measure how many litres of water there are in different containers. They are able to collect data accurately and to create charts and graphs to record and present their findings, such as recording the temperature at school over a week.

In key stage 2, most pupils explain the results of their calculation work clearly, using correct mathematical language. They apply their numeracy skills effectively in investigative work, for example when reading thermometers and stating the difference in temperatures between cities such as Tokyo, New York or Auckland.

Many apply their understanding of division and multiplication well and know how they can accumulate interest on a specific amount of money in a savings bank. Most have a clear idea on how to measure capacities of liquid in containers up to 500ml and know how much to add to make up a specific amount. They collect and represent data correctly in a number of investigative tasks. By the end of key stage 2, most pupils use their skills well to solve problems.

As pupils move through the school, many make limited progress in developing their Welsh oral skills. Most respond to instructions and display a reasonable understanding of Welsh used by teachers in Welsh lessons. In the Foundation Phase and in key stage 2, most of pupils' reading and writing skills in Welsh are at an early stage of development. Most pupils do not make enough progress in using Welsh in their work in other subjects and in less formal situations in school.

At the end of the Foundation Phase over the last four years, pupils' performance in literacy at the expected outcome 5 has varied, moving the school between the higher and lower 50% when compared with similar schools. In mathematical development performance has tended to place the school in the higher 50% at the expected and higher outcome 6. Performance in literacy at the higher outcome has regularly placed the school in the lower 50%.

Over the last four years, pupil performance at the expected level 4 and the higher level 5 at the end of key stage 2 in English, mathematics and science has varied, moving the school between the higher and lower 50% when compared to similar schools.

In the Foundation Phase over the past four years, pupils eligible for free school meals have tended not to perform as well as other pupils at the expected and higher outcomes. In key stage 2, there is no notable difference.

Wellbeing: Adequate

Most pupils show high levels of engagement in their work and they are keen to learn. They enjoy school, work hard and take pride in what they do. They feel that the school values them well and this improves their self-confidence and supports their progress as they move through the school. Most pupils' understanding of how well they are doing is developing well in the Foundation Phase and, by the end of key stage 2; most pupils are clear as to what to do to improve their work.

Nearly all pupils say that they feel safe in school. They value the care, support and guidance the staff provide. Behaviour is exemplary in lessons and around the school, with most pupils showing care and kindness towards others. Most pupils are courteous, polite and well-mannered. They speak confidently to adults and are happy to approach any member of staff if they have any concerns or worries. Most pupils have a secure understanding of how to follow a healthy lifestyle and many take part in the wide range of extra-curricular activities that is on offer to them.

Many pupils take full advantage of appropriate opportunities to voice an opinion and express concern. Members of the school council meet regularly and take their responsibilities seriously. They collect fellow pupils' opinions and comments and are proud of their efforts to raise money for a range of charities. The eco-committee is active in raising awareness of the importance of conserving energy and recycling waste.

Many pupils take an active role in a number of community activities and take pride in the opportunity to participate in local events. A good example is the school's involvement with the local senior citizens group and church. This helps pupils to gain a greater awareness of what goes on in their community.

In 2012 and 2013, the school's overall attendance rate placed it in the top 25% compared with similar schools. However, since then the overall attendance rates have placed the school in the bottom 25% when compared with similar schools. Most pupils arrive in school punctually.

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

The school provides a wide range of interesting learning experiences for pupils of all abilities. There are effective arrangements in place that allow staff to plan together regularly and they collaborate successfully to ensure that provision fully meets the requirements of the Foundation Phase, the National Curriculum and religious education.

Teachers' planning to meet the requirements of the National Literacy and Numeracy Framework is very thorough. They allow regular opportunities for pupils to develop their literacy and numeracy skills across the curriculum, especially in topic and science work. These build systematically on pupils' existing skills, knowledge and understanding to make learning purposeful and relevant.

The school has suitable plans for the development of Welsh as a second language. However, these are not yet fully effective in ensuring progression and continuity as pupils move through the school. There are no clear action plans to promote Welsh outside lessons. The school promotes pupils' understanding of Welsh culture appropriately, for example by celebrating St David's day and holding a school eisteddfod.

Teachers have integrated the provision to develop pupils' understanding of sustainable development and global citizenship successfully across the curriculum. Lessons on other countries and the school's 'International Day' event provide pupils with worthwhile opportunities to learn about other cultures and traditions.

Teaching: Good

Teaching across the school is consistently good. Teachers have a detailed knowledge of the areas of learning and the subjects they teach and use a suitable range of methods to stimulate the interest of pupils. Very good working relationships exist between teachers, support staff and pupils. All staff manage pupils' behaviour in classes and around the school very well.

Teachers set clear learning objectives for their lessons and share these well with pupils to provide a clear purpose to the learning that takes place. They sequence activities well and ensure that pupils' learning proceeds at an appropriate pace. They ask purposeful questions to consolidate and extend pupils' understanding. However, there is a tendency on occasions in key stage 2 to over-direct pupils. This limits opportunities for pupils to take responsibility for their own learning.

Teachers across the school make accurate and reliable judgements on pupils' performance. They provide pupils with clear and regular verbal feedback and intervene sensitively when necessary to support pupils' learning. Teachers mark pupils' work appropriately and comment positively on their achievements. Comments often help pupils to understand what they need to do to improve their work. The school has introduced a range of purposeful methods to involve pupils more in assessing and making judgements about their learning. As a result, most pupils across the school know their personal targets well and how they can improve their work.

All teachers track pupil performance effectively and they set clear targets for pupils to ensure that they meet pupils' learning needs. They monitor pupils' progress against these targets very carefully and use the information to adapt their teaching and the learning programmes for these pupils. As a result, all pupils receive well-targeted support in the classroom or through well-planned intervention programmes. The school keeps parents well informed about their children's progress. Annual reports to parents are detailed and informative and set pupils clear targets for improvement.

Care, support and guidance: Good

The school places a strong emphasis on developing pupils' health and wellbeing. It makes appropriate arrangements for promoting healthy eating and drinking and staff encourage pupils to keep fit.

Promoting pupils' spiritual, moral, social and cultural development successfully is an integral part of the school day. There are good opportunities for pupils to take on responsibility and to develop a clear understanding of living and working together in a community. The management of pupils' behaviour is very effective and ensures that most pupils show care and kindness towards others. There is clear guidance to ensure that pupils are safe particularly in relation to online safety.

The school has effective arrangements for identifying and monitoring pupils with additional learning needs including those who are new to the English language. It identifies pupils' needs at an early stage and puts very effective intervention strategies in place, which are managed very effectively by learning support assistants. These enable pupils to make good progress over time. Individual education plans have clear targets that address the needs of pupils appropriately. Staff involve parents fully when reviewing their child's progress.

The school has effective links with a range of specialist services and outside agencies, such as the education welfare service and school nurse. These links ensure support and guidance of good quality to pupils and parents.

The school is working hard to highlight the importance of improving attendance through newsletters and sharing information with pupils and parents. However, attendance rates over the past two years have been lower than those of similar schools.

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

Learning environment: Good

The school is a happy and caring community, which treats pupils equally. There is a clear emphasis on recognising and celebrating diversity and creating an ethos where respect towards one another is a core value. All pupils have equal access to the curriculum and to extra-curricular activities. The school complies appropriately with disability access requirements and there are suitable equality policies in place.

The school's accommodation meets the needs of its pupils well. There is sufficient space within classrooms and around the school to deliver all aspects of the curriculum. There are resources of good quality in all areas that support teaching and learning effectively. These include an extensive selection of books of high quality and ICT resources.

The school's grounds are spacious, secure and well maintained. There are a number of attractive features, such as the outdoor learning areas for the Foundation Phase and the 'Forest School'. Teachers make full use of these to stimulate and to support the development of pupils' literacy, numeracy and problem-solving skills. Attractive displays of pupils' work and achievements in classrooms and around the school create a stimulating and interesting learning environment, which supports pupils' learning effectively.

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

The headteacher has high expectations of leaders, staff and pupils. She has a clear vision for the school and provides effective leadership with purposeful support from the deputy headteacher. Staff at all levels undertake their leadership roles successfully. All members of staff work closely together to create a whole-school ethos that encourages effective teamwork. They meet regularly and share responsibility for evaluating and improving the quality of provision. They set clear targets that reflect appropriate strategic priorities for improving pupil outcomes. This has, for example, resulted in improved standards in writing, particularly in key stage 2, and in mathematics by more able pupils.

There are very effective arrangements for managing the performance of all staff, which links to a purposeful programme of training and support. The headteacher is successful in supporting the development of the leadership capacity of staff at all levels.

The school takes good account of local and national priorities. It has made worthwhile progress in addressing the link between underachievement and deprivation particularly by providing additional support for pupils with additional learning needs. This is particularly evident in the progress made by pupils who are eligible for free school meals and pupils new to English.

The governing body provides the school with an effective level of support and challenge. Governors understand their roles clearly. Through their frequent visits to the school and detailed reports from the headteacher and other staff, they have a secure understanding of how pupils' performance compares with the performance of pupils in similar schools.

Improving quality: Good

There are clear and effective procedures for self-evaluation that enable the senior leadership team, governors and staff to gain an accurate understanding of the school's strengths and areas for development. The self-evaluation report is clear and identifies appropriate priorities that focus well on improving pupil outcomes. It draws on a suitable range of first-hand evidence, including classroom observations, analysis of performance data, the monitoring of provision and scrutiny of pupils' work. Staff consider the outcomes of self-evaluation carefully to determine the main priorities in the school improvement plan.

The school draws successfully on the views of governors, pupils and parents in evaluating its provision. The work of the school council has helped to bring about a number of changes, for example the improvement of the school library and the planning of topic work.

There is a clear link between the self-evaluation report and the priorities within the school improvement plan. The plan is detailed and identifies appropriate priorities and suitable actions and timescales. The priorities include measurable and specific targets that link well to improving pupils' standards. For example, the school has implemented effective support programmes for pupils who have additional learning needs, including those who are new to the English language. As a result, most make good progress, particularly in language, mathematics and in their personal and social development. The school monitors the progress of pupils regularly and acts appropriately on emerging issues.

Partnership working: Good

The school works effectively with its partners in supporting pupils' learning and wellbeing. There are strong links with parents and the local community. For example, there is a 'Family Learning Programme' where parents work alongside their children. This helps them have a better understanding of how they can support their children at home with reading and writing.

Links with local businesses, churches and voluntary organisations are successful. These have contributed well towards improving the range of resources and expertise available to the school. The school makes very effective use of volunteers who listen to pupils read. The police and health professionals support the school's personal and social education programme well.

There are good links with the pre-school playgroup, which help pupils to transfer confidently to the nursery class. The successful partnership with the local high school ensures that transition arrangements are purposeful and enable pupils to transfer smoothly to their next stage of learning.

The school co-operates closely with other local primary schools to plan jointly and to exchange good practice. Standardisation and moderation of pupils' work have helped teachers to gain a better understanding of the standards expected at the end of key stage 2.

Resource management: Good

The school has an appropriate level of staff and it deploys them well. Learning assistants offer valuable support to teachers and they have a positive influence on improving pupils' attainment.

There are appropriate arrangements in place for managing teachers' performance. All teachers benefit from suitable training that relates well to the school's needs and priorities. For example, nearly all members of staff have had training to develop their lesson observation skills, to share good practice and to identify areas of their own practice where they can improve. This has helped to develop consistently good teaching across the school. There are appropriate arrangements for teachers' planning, preparation and assessment time.

The school is a well-developed professional learning community that has a good record of developing its staff, particularly in leadership roles. It has a good record of sharing good practice with schools in the Deeside area, which has resulted in the provision of a wider range of enrichment activities for more able pupils, for example through work on ecology and problem-solving.

The school manages and monitors its budget very well and makes good use of its delegated budget and other grants. Governors, through the school improvement plan, ensure that priorities receive appropriate funds. The school makes effective use of the pupil deprivation grant through a wide range of targeted intervention programmes to raise standards of literacy and numeracy, and to cover costs of an additional learning assistant, school trips and attendance at residential centres.

As a result of the progress achieved by most pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6642041 - Sealand CP School

Number of pupils on roll	204
Pupils eligible for free school meals (FSM) - 3 year average	28.0
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	23	23	17	28
Achieving the Foundation Phase indicator (FPI) (%)	65.2	82.6	76.5	89.3
Benchmark quartile	3	2	4	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	23	23	17	28
Achieving outcome 5+ (%)	65.2	87.0	82.4	89.3
Benchmark quartile	4	1	3	2
Achieving outcome 6+ (%)	17.4	17.4	23.5	25.0
Benchmark quartile	3	3	3	3
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	23	23	17	28
Achieving outcome 5+ (%)	78.3	91.3	94.1	92.9
Benchmark quartile	3	1	1	2
Achieving outcome 6+ (%)	26.1	21.7	23.5	28.6
Benchmark quartile	1	2	3	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	23	23	17	28
Achieving outcome 5+ (%)	78.3	91.3	88.2	92.9
Benchmark quartile	4	2	4	3
Achieving outcome 6+ (%)	30.4	65.2	23.5	35.7
Benchmark quartile	2	1	4	4

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.

6642041 - Sealand CP School

Number of pupils on roll	204
Pupils eligible for free school meals (FSM) - 3 year average	28.0
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	21	24	22	29
Achieving the core subject indicator (CSI) (%)	85.7	87.5	81.8	82.8
Benchmark quartile	1	1	3	3
English				
Number of pupils in cohort	21	24	22	29
Achieving level 4+ (%)	85.7	91.7	81.8	86.2
Benchmark quartile	1	1	4	3
Achieving level 5+ (%)	23.8	*	40.9	27.6
Benchmark quartile	2	*	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	24	22	29
Achieving level 4+ (%)	85.7	87.5	81.8	86.2
Benchmark quartile	1	2	4	3
Achieving level 5+ (%)	*	*	40.9	44.8
Benchmark quartile	*	*	1	1
Science				
Number of pupils in cohort	21	24	22	29
Achieving level 4+ (%)	85.7	91.7	81.8	93.1
Benchmark quartile	2	1	4	2
Achieving level 5+ (%)	28.6	*	40.9	31.0
Benchmark quartile	2	*	2	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.	98	94 96% 98%	4 4% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	97	87 90% 92%	10 10% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	98	90 92% 97%	8 8% 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	98	93 95% 97%	5 5% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	98	96 98% 96%	2 2% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	98	90 92% 96%	8 8% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	98	94 96% 99%	4 4% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	98	91 93% 98%	7 7% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	95	73 77% 91%	22 23% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	98	92 94% 95%	6 6% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	97	62 64% 77%	35 36% 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	97	78 80% 84%	19 20% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Dairm yn gwybod	
Overall I am satisfied with the school.	56	40 71%	15 27%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	56	40 71%	14 25%	2 4%	0 0%	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.	55	44 80%	11 20%	0 0%	0 0%	0	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.	55	31 56%	23 42%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	50	23 46%	26 52%	1 2%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	55	35 64%	19 35%	1 2%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	55	34 62%	21 38%	0 0%	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.	50	21 42%	22 44%	7 14%	0 0%	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.	54	37 69%	14 26%	3 6%	0 0%	2	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.	54	29 54%	22 41%	3 6%	0 0%	1	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.	54	39 72%	15 28%	0 0%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	49	28 57%	19 39%	2 4%	0 0%	6	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.	56	32 57%	19 34%	5 9%	0 0%	0	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.	55	31 56%	16 29%	6 11%	2 4%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	49	20 41%	20 41%	6 12%	3 6%	6	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.	53	29 55%	24 45%	0 0%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	38	17 45%	16 42%	5 13%	0 0%	12	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	52	23 44%	23 44%	6 12%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	52	37 71%	12 23%	3 6%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
William Glyn Griffiths	Team Inspector
Kenneth Elwyn Dackevych	Lay Inspector
David William Edwards	Peer Inspector
Jane Parry	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.