



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

A report on

**St Giles VC Church in Wales Primary School
Madeira Hill
Wrexham
LL13 7HD**

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

St Giles Voluntary Controlled Church in Wales Primary School is located near Wrexham town centre, in Wrexham local authority. Nearly all pupils live close to the school. There are 426 pupils on roll between the ages of 3 and 11.

There are 17 classes. This includes a specialist resource provision for key stage 2 pupils with moderate learning difficulties. The school identifies 17% of pupils as having additional learning needs, which is just below the national average. Approximately 18% of pupils are eligible for free school meals, which is below the national average. There are very few pupils, who speak Welsh at home, with 53% speaking other languages. Of these, 41% are new to English, 32% are in the early stages of acquiring the language and 21% have a developing competence of the language.

The school's last inspection was in June 2010. The permanent headteacher is currently on secondment and the acting headteacher has been in post since September 2015.

The individual school budget per pupil for St. Giles Voluntary Controlled Church in Wales Primary School in 2015-2016 means that the budget is £3,437 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,199 and the minimum is £2,778. St Giles VC Church in Wales Primary School is 29th out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- Many pupils with additional learning needs, including those in the resource provision and those who receive support for English as an additional language, make good progress from their differing starting points
- Throughout the school, most pupils listen well and many pupils speak confidently
- Many pupils read appropriately in line with their age and ability
- Many pupils write for a range of purposes using different genres effectively
- Many pupils make good progress in mathematics
- By the end of key stage 2, standards in Welsh are good
- Most pupils enjoy school and take great pride in their roles and responsibilities
- Nearly all pupils are courteous, kind and well mannered
- The school provides a broad range of stimulating learning experiences
- Most teachers ask purposeful questions to consolidate and extend pupils' understanding

However:

- Pupils that are more able do not always make sufficient progress in line with their ability
- More able key stage 2 pupils do not always use their higher order reading skills, such as skimming a passage to gain its meaning and to gather information well enough
- The over use of worksheets restricts pupils' ability to write independently at length using imaginative vocabulary to engage the reader
- Whilst pupils have improved the presentation of their work, overall this is still inconsistent
- There are missed opportunities for pupils to apply these numeracy skills across other areas of learning, particularly for those that are more able
- Pupils are not always provided with enough opportunities to make independent choices about what, and how, they learn

Prospects for improvement

The school's prospects for improvement are good because:

- The acting headteacher and senior management team have a strong vision for the school and share this well with pupils, staff, governors and parents
- There is a collaborative, whole school approach to raising standards and all staff have clearly defined roles and responsibilities

- The leadership team challenge staff suitably to bring about improvements
- Leaders implement the literacy and numeracy framework well
- Governors are very supportive of the school and are beginning to develop their role in challenging performance appropriately
- There is a regular cycle of reviewing and monitoring and priorities in the school development plan link closely to findings from these
- The school takes good account of the views of a wide range of stakeholders to bring about change
- The school has strong links with parents and informs them well about the life of the school and the progress of their children
- The school plays an active part in its local cluster of schools to bring about improvements
- All staff participate in regular training that links appropriately to school priorities, and their specific roles and responsibilities
- The school makes good use of the Pupil Deprivation Grant to support vulnerable pupils

Recommendations

R1 Improve the attainment of pupils at the higher than expected levels

R2 Improve attendance

R3 Provide more opportunities for pupils to develop their independent learning skills

R4 Improve the level of challenge for more able pupils

R5 Develop the role of governors in providing more effective challenge regarding pupil outcomes

What happens next?

The school will draw up an action plan that 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?

Adequate

Standards: Adequate

On entry, pupils' skills, knowledge and understanding vary considerably and around half of pupils enter the school with a limited experience of the English language. Many pupils with additional learning needs, including those in the resource provision and those who receive support for English as an additional language, make good progress from their differing starting points. However, pupils that are more able do not always make sufficient progress in line with their ability.

Throughout the school, most pupils listen well and many speak confidently in a wide range of situations with staff, visitors and each other. Many pupils sustain their level of concentration for appropriate lengths of time. Pupils throughout the school respond well to the recently introduced guided reading and phonic development programmes. As a result, there has been a notable improvement in pupils' reading skills. By the end of the Foundation Phase, many pupils read appropriately in line with their age and ability. They use picture clues well to help gain the meaning of a text and use punctuation successfully to aid reading fluency. In key stage 2, many pupils read with expression and empathise with how the different characters in stories may feel, for example when discussing Christophe's Story about a little boy who is a refugee. Pupils whose first language is not English make beneficial progress in their reading, enabling them to access the curriculum well. However, more able key stage 2 pupils do not always use their higher order reading skills well enough, such as skimming a passage to gain its meaning and to gather information.

Overall, the recent whole-school focus on developing pupils' literacy skills, particularly their writing skills, is beginning to have a positive impact on the standards that pupils currently achieve and pupils' writing across the curriculum is developing suitably. By the end of the Foundation Phase, many pupils write in simple sentences with phonetically plausible spellings and use basic punctuation appropriately. Many pupils in key stage 2 write for a range of purposes using different genres and paragraphs effectively. However, the over use of worksheets restricts pupils' ability to write independently at length using imaginative vocabulary to engage the reader. Although pupils' presentation of their work has improved, overall this is still inconsistent.

Many Foundation Phase pupils make a suitable start in developing their Welsh language skills. They understand and respond correctly to simple classroom instructions and use an appropriate range of vocabulary when labelling items based on familiar topics. By the end of key stage 2, standards in Welsh are good. Many Year 6 pupils ask and answer questions confidently and sustain a conversation suitably, using a range of sentence patterns. Many write competently, using a range of tenses and topic-based vocabulary, for example when writing book reviews and questions to ask Van Gogh, linked to their work on impressionist painters.

Many pupils make good progress in mathematics. Many Foundation Phase pupils make effective use of their number, measuring and data handling skills, for example

when conducting a survey on favourite colours and pets and using this data to produce simple bar graphs. Many key stage 2 pupils apply their knowledge of fractions and use different strategies for computation successfully. By the time they reach Year 6, most pupils have a good understanding of number and place value. They use a broad range of mental and written methods to solve problems and use measuring and data handling skills well. However, there are missed opportunities for pupils to apply these numeracy skills across other areas of learning, particularly for those that are more able.

Over the last four years, performance at the end of the Foundation Phase at the expected outcome 5 in literacy has placed the school in the lower 50% when compared to similar schools. In mathematical development performance has fluctuated, moving the school between the bottom 25% and the higher 50%.

At the end of key stage 2, performance in English, mathematics and science over the last four years at the expected level 4 has generally shown a fluctuating trend when compared with that in similar schools.

At the higher outcome 6, performance in literacy and mathematical development has shown a downward trend, moving the school from the top 25% to the bottom 25% of similar schools. At the higher level 5 over the same period, performance in English and mathematics has generally placed the school in the bottom 25% or lower 50%. Performance in science has consistently placed the school in the bottom 25%.

In the Foundation Phase, girls as a group tend to perform better than boys at the expected outcome 5 in literacy and mathematical development and at the higher than expected outcome in literacy. Boys' and girls' performance fluctuates at outcome 6 in mathematical development, but boys slightly outperformed girls in 2015. In key stage 2 at the expected level 4 and higher than expected level 5, girls generally outperform boys in English, mathematics and science. However in 2015 boys outperformed girls at level 4 in all three subjects and at the higher level 5 in mathematics and science. Pupils eligible for free school meals generally perform less well than their peers.

Wellbeing: Adequate

Nearly all pupils know how to keep themselves safe, including when online. Most pupils have positive attitudes to healthy lifestyles and understand the benefits of exercise. Most actively participate in a variety of games at lunch time and break time. Most pupils enjoy school and take great pride in their roles and responsibilities, for example when leading assemblies.

Pupils participate suitably in school life through the school council and eco committee. The school council gives pupils the opportunity to make decisions and positive contributions to school life. It recently introduced a 'playground buddy' system to support younger pupils with their play and created a rota for litter picking.

Most pupils' standards of behaviour are consistently good. In classrooms and around the school, nearly all pupils are courteous, kind and well mannered. They show respect, care and concern for others and they have effective social skills and co-operate well.

Pupils' attendance over the past four years has placed the school in the bottom 25% when compared with similar schools. The school has introduced a number of recent initiatives to improve attendance. However, this is at an early stage of development and it is too soon to see the full impact. A very few pupils are persistently late to school in the morning and the number of persistent absentees is reducing.

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

The school provides a broad range of stimulating learning experiences linked to a range of themes and topics that interest and engage pupils appropriately. Teachers ensure that pupils have many worthwhile opportunities to apply their literacy and numeracy skills across the curriculum. However, there is not always sufficient challenge for pupils that are more able to apply their numeracy skills across areas of learning or to write interesting and engaging extended pieces of writing independently. Teachers' planning meets the requirements of the National Curriculum and Foundation Phase well. However, it does not always provide pupils with enough opportunities to make independent choices about what and how they learn and on occasions is too prescriptive.

Provision for the Welsh language is good. This ensures that many pupils develop their speaking, reading and writing skills progressively as they move through the school. The school promotes the history and culture of Wales successfully through visits to a local castle and museums in Cardiff. The annual Eisteddfod provides pupils, parents and governors with a valuable opportunity to celebrate Welsh culture.

All year groups make good use of the local environment and link well with the community to provide relevant and stimulating learning experiences. Visits to local shops and cafes improve pupils' social and numeracy skills effectively. The school provides a good range of extra-curricular activities, for example dance, football and art club, which supports and enhances pupils' creative and physical skills meaningfully. These clubs also have a positive impact on pupils' wellbeing and enjoyment of school.

The school provides valuable opportunities for pupils to share their heritage and culture. It celebrates festivals and customs from around the world and makes beneficial use of the school's multicultural community. This enriches pupils' understanding of the wider world and respect for other cultures.

The school makes appropriate provision for developing pupils' understanding of sustainability. The majority of pupils can explain how to reduce energy and minimise waste through activities such as recycling.

Teaching: Good

In most classes, teachers engage and motivate pupils successfully. Many teachers use their curriculum knowledge well to provide an interesting range of learning experiences. The strong partnership between teachers and support staff ensures that there are clear routines and a calm learning environment for pupils. Nearly all

teachers set clear learning objectives for their lessons and share these with pupils appropriately. Teachers generally organise learning activities well and ensure that most pupils' learning proceeds at an appropriate pace. However, on occasions overly adult directed sessions inhibit pupils' independent learning.

Most teachers ask purposeful questions to consolidate and extend pupils' understanding. All staff take every opportunity to enrich pupils' language and this contributes successfully to improving pupils' oracy skills, particularly for those pupils learning English as an additional language. Teachers use a variety of resources, including the outdoor environment, to enhance pupils' learning experiences and to build on their prior learning effectively.

Most teachers provide valuable feedback to pupils during lessons through questioning and the regular use of praise. Most mark pupils' work regularly, celebrating what pupils have done well and indicating what they need to do in order to improve. Opportunities to involve pupils in assessing their own and others' learning are developing well.

The school carries out a comprehensive range of assessments to monitor pupil progress and wellbeing. Analysis of the outcomes is thorough and used successfully to identify targets for individuals and groups of pupils, and to plan appropriate intervention strategies. Teachers monitor pupils' progress against these targets carefully and use the information to adapt their teaching and the learning programmes. This enables pupils with English as an additional language and those with additional learning needs to make good progress from their differing starting points. However, there is not always sufficient challenge for pupils that are more able.

The school keeps parents well informed about their child's progress. Annual reports to parents are detailed and informative and set clear targets for improvement.

Care, support and guidance: Good

The school promotes pupils' health and wellbeing successfully. It provides regular opportunities for pupils to take exercise and makes appropriate arrangements for promoting healthy eating and drinking. All staff work together well to promote a positive, inclusive and caring environment where pupils feel safe, secure and cared for. There are effective arrangements in place to support pupils' moral and social development through fostering shared values such as respect, honesty and fairness and teaching pupils about important concepts such as conflict resolution. The school encourages pupils to reflect on their personal beliefs and promotes understanding of other cultures very successfully. Daily acts of collective worship support pupils' spiritual development meaningfully.

Provision for pupils with additional learning needs is highly effective. Identification of pupils who need extra support takes place at an early stage. Comprehensive procedures and relevant intervention programmes are in place to ensure that pupils receive the help they need quickly. Well-trained teaching assistants deliver these strategies successfully. All pupils with additional learning needs have good quality individual education plans and teachers monitor and update these regularly. These plans include pupils' and parents' views and, as a result, many targeted pupils make good progress in line with their abilities.

There are worthwhile links with specialist services, which improve provision for identified pupils and their families. There is outstanding provision to support pupils with English as an additional language. The beneficial partnership between the school and EAL (English as an Additional Language) services ensure that identified pupils make good progress and access the curriculum well.

The additional learning needs resource provision provides a structured and secure environment where pupils receive valuable support in order to develop their life and social skills successfully. As a result, where appropriate they integrate into mainstream provision effectively, and demonstrate notable improvements in their self-esteem.

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

Learning environment: Good

The school is a very inclusive and welcoming place which promotes its Christian values such as compassion, thankfulness and equality very successfully. There is a clear emphasis on recognising, respecting and celebrating the diversity within its own and wider multicultural community. The school treats pupils and staff equally, fairly and with tolerance and respect. All staff recognise and value the contributions that pupils make to school life and work and, as a consequence, pupils are happy and feel valued.

Pupils are encouraged to participate in a range of worthwhile activities both during the school day and in after school clubs. This raises their self-esteem and sense of belonging successfully. There is a good range of learning resources available and teachers use these and the vibrant outdoor areas appropriately to provide a stimulating learning environment for pupils.

There are colourful displays of pupils' work in classrooms and shared areas throughout the school, which give pupils a sense of pride and achievement. The school is clean and well maintained.

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

The acting headteacher and senior management team have a strong vision of an inclusive school where all pupils are valued and encouraged to achieve their best. They share this well with pupils, staff, governors and parents. There is a collaborative, whole school approach to raising standards and all staff have clearly defined roles and responsibilities. Regular meetings provide effective opportunities for all staff to help shape the strategic direction of the school. The leadership team challenge staff to bring about improvements well. They appropriately recognise what improvements are needed in the provision, for example the need to provide more challenge for more able pupils in order to raise attainment at the higher than expected levels at the end of key stage 2 and the Foundation Phase. There are suitable measures in place to try and address this, although it is too early to measure the impact fully.

There are clear lines of communication and accountability, and all staff, both teaching and non-teaching, work together efficiently. The school is successful in meeting national priorities. Leaders implement the Literacy and Numeracy Framework well and the school has very good arrangements to support pupils whose circumstances may make them vulnerable to underachievement.

Governors are very supportive of the school. Regular reports from the acting headteacher ensure they have an appropriate understanding about the school's provision and performance data. The governors are beginning to challenge the school in setting suitable targets for improvement.

Improving quality: Good

The school has effective methods for self-evaluation. There is a regular cycle of reviewing and monitoring, and priorities in the school development plan link closely to findings from these.

The school takes good account of the views of a wide range of stakeholders. The opinions of all staff, pupils and parents are considered carefully to bring about change. For example, homework provision has increased at the request of parents and the governing body. Pupils now follow up on work done in school mathematics lessons and carry out useful research at home to support their school topic work. This is beneficial in supporting the application of pupils' literacy and numeracy skills across areas of learning.

The staff and leaders collect a broad range of first hand evidence to help them understand what is done well and what needs to improve. This includes regularly monitoring pupils' books, evaluating outcomes from assessments and carrying out lesson observations. Leaders use the information from these processes effectively to develop and prioritise improvement plans with a clear focus on raising standards and improving provision. The school recently identified the need to improve the quality of pupils' extended writing and is adapting planning and teaching accordingly.

The school development plan includes relevant areas for attention with appropriate targets, timescales, success criteria and costings. The school is successful in reviewing progress within this plan to bring about improvements, for example in its support for pupils with English as an additional language and in improving pupils' reading skills.

Partnership working: Good

The school works with a wide range of partners to improve outcomes and provision for pupils. It has strong links with parents and informs them well about the life of the school and the progress of their children. Parents are always welcome to speak to staff and workshops such as the 'Branching Out parent group' provides a useful opportunity for parents to ask questions and receive information about how best to support their children's learning.

Effective links with local groups have a positive impact on pupils' awareness of their place in the community. The school visits a local care home for the elderly that enhances pupils' social skills and their understanding of history as they talk to residents about their memories of key local events. Regular visits to the local church and visits to the school by the vicar support pupils' spiritual development well.

Transition arrangements are strong. Links with the local playgroup enable young children to become familiar with the school. This enables them to settle in happily and quickly when they start. Regular visits to the local secondary school and special school and participation in transition activities prepare older pupils for the next step in their learning effectively. A project linked to physical education and mathematics supports pupils' teamwork and application of problem solving skills well.

The school plays an active part in its local cluster of schools. Participation in regular meetings to standardise and moderate pupils' work contributes well to developing the accuracy of teachers' assessments, not just with staff at the end of a key stage but also with teachers from all year groups. A recent project with a local school to improve and monitor attendance is beginning to impact positively.

The school works productively with a range of agencies to provide support for pupils and their families with additional learning needs and English as an additional language. Strong links with speech therapy have a notable impact on raising pupils' oracy skills.

Resource management: Adequate

There are enough well qualified and trained staff at the school, whom the acting headteacher deploys effectively to make best use of their particular strengths. Support staff make a valuable contribution to pupils' learning. They lead on initiatives to improve pupils' self-esteem and on successfully increasing family involvement. All staff participate in regular training that links appropriately to school priorities, and their specific roles and responsibilities. This enables vulnerable pupils to develop the confidence to participate in class activities, and in particular ensures improvement in the progress of pupils with English as an additional language and those in the resource provision.

A well-structured monitoring programme enables teachers to share good practice with their colleagues effectively. The school also organises worthwhile visits to other schools to observe good practice. Non-contact time enables curriculum co-ordinators to monitor their individual areas of responsibility regularly and to produce action plans for improvement. Following a visit to a local school, the school has developed an outdoor environment to promote Forest Schools. This is improving younger pupils' teamwork, numeracy and literacy skills.

The acting headteacher, supported by the local authority and the governors, manages the budget efficiently. The school makes good use of the Pupil Deprivation Grant to support vulnerable pupils. The funding has enabled the school to provide targeted pupils with emotional support and regular activities to develop their language skills. However, in view of the standards that pupils currently achieve, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6653055 - St Giles Controlled Primary School

Number of pupils on roll	417
Pupils eligible for free school meals (FSM) - 3 year average	25.2
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	45	38	39	46
Achieving the Foundation Phase indicator (FPI) (%)	77.8	84.2	76.9	82.6
Benchmark quartile	3	2	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	45	38	39	46
Achieving outcome 5+ (%)	80.0	84.2	82.1	84.8
Benchmark quartile	3	3	3	3
Achieving outcome 6+ (%)	28.9	26.3	23.1	21.7
Benchmark quartile	1	3	3	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	45	38	39	46
Achieving outcome 5+ (%)	77.8	89.5	84.6	87.0
Benchmark quartile	4	2	3	3
Achieving outcome 6+ (%)	31.1	28.9	17.9	10.9
Benchmark quartile	1	2	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	45	38	39	46
Achieving outcome 5+ (%)	97.8	100.0	87.2	93.5
Benchmark quartile	1	1	4	3
Achieving outcome 6+ (%)	75.6	81.6	51.3	26.1
Benchmark quartile	1	1	2	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.

6653055 - St Giles Controlled Primary School

Number of pupils on roll	417
Pupils eligible for free school meals (FSM) - 3 year average	25.2
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	34	36	43	40
Achieving the core subject indicator (CSI) (%)	88.2	80.6	76.7	87.5
Benchmark quartile	1	3	4	2
English				
Number of pupils in cohort	34	36	43	40
Achieving level 4+ (%)	94.1	80.6	76.7	87.5
Benchmark quartile	1	4	4	3
Achieving level 5+ (%)	26.5	19.4	27.9	15.0
Benchmark quartile	3	4	3	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	34	36	43	40
Achieving level 4+ (%)	88.2	91.7	86.0	95.0
Benchmark quartile	2	2	3	1
Achieving level 5+ (%)	20.6	36.1	30.2	22.5
Benchmark quartile	4	2	3	4
Science				
Number of pupils in cohort	34	36	43	40
Achieving level 4+ (%)	94.1	94.4	88.4	95.0
Benchmark quartile	1	2	3	2
Achieving level 5+ (%)	14.7	19.4	18.6	15.0
Benchmark quartile	4	4	4	4

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.	39		38 97%	1 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	39		36 92%	3 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	39		36 92%	3 8%	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	39		39 100%	0 0%	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.	39		37 95%	2 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	39		36 92%	3 8%	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.	39		39 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	39		38 97%	1 3%	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.	39		36 92%	3 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.	39		38 97%	1 3%	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.	39		35 90%	4 10%	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	39		37 95%	2 5%	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.	64	26 41%	34 53%	3 5%	1 2%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	64	41 64%	20 31%	2 3%	1 2%	1	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.	64	36 56%	26 41%	1 2%	1 2%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	64	34 53%	28 44%	2 3%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	62	17 27%	37 60%	8 13%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	65	30 46%	30 46%	4 6%	1 2%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	64	32 50%	31 48%	1 2%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	65	24 37%	36 55%	4 6%	1 2%	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.	61	26 43%	25 41%	6 10%	4 7%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	64	25 39%	37 58%	2 3%	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.	65	28 43%	32 49%	3 5%	2 3%	0	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'.	61	22 36%	36 59%	3 5%	0 0%	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.	65	34 52%	27 42%	2 3%	2 3%	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.	63	25 40%	32 51%	4 6%	2 3%	0	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.	61	20 33%	38 62%	3 5%	0 0%	3	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.	60	30 50%	29 48%	1 2%	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.	52	17 33%	29 56%	5 10%	1 2%	11	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.	64	21 33%	39 61%	4 6%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	61	24 39%	32 52%	2 3%	3 5%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Susan Davies	Reporting Inspector
Mrs Elizabeth Ann Dackevych	Team Inspector
Mrs Susan Elizabeth Roden	Lay Inspector
Mrs Sharon Adele Davies	Peer Inspector
Mrs Allison Davies	Peer Inspector
Mrs Helen Pugh (Acting Head)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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.