



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Wepre C.P. School
Llwyni Drive
Connah's Quay
Deeside
Flintshire
CH5 4NE
United Kingdom**

Date of inspection: May 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Wepre Primary school is on the outskirts of Connah's Quay in Flintshire and serves the residential area of Wepre Lane. There are around 347 pupils on roll aged between 3 and 11 years. The school has six single age classes and six mixed age classes with an additional two part time nursery classes.

The three-year rolling average of pupils eligible for free school meals is around 8%. This is notably lower than the national figure of 21%. The school identifies about 20% of pupils as having additional learning needs. This is in line with the national figure of 22%. No pupil has a statement of special educational needs.

All pupils come from homes where English is the main language. Very few pupils speak Welsh at home. A very few pupils speak English as an additional language.

The headteacher has been in post since January 2010. The last inspection of the school, was in June 2010.

The individual school budget per pupil for Wepre County Primary in 2014-2015 means that the budget is £2,907 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,111 and the minimum is £2,838. Wepre County Primary School is 61st out of the 68 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 current performance of the school is good because:

- Nearly all pupils make good progress from their starting points
- In English and mathematics at the expected level 4, performance places the school consistently in the top 25% and higher 50% of similar schools in key stage 2
- The school plans effective opportunities to develop literacy and numeracy skills through cross-curricular learning activities
- Teachers make good use of a wide range of data to track pupils' progress effectively
- Extensive and innovative interventions, such as physiotherapy sessions, help pupils with additional learning needs to achieve well
- The provision for Welsh second language development is good

However:

- The quality of marking is not consistent across the school
- Pupils' own awareness of their personal targets for improvement is limited overall
- In very few lessons, tasks do not always challenge pupils sufficiently

Prospects for improvement

The school's prospects for improvement are good because:

- Leaders at all levels contribute effectively to the strategic direction of the school
- Regular meetings of senior managers, middle managers and staff focus appropriately on school improvement priorities
- Leaders collaborate successfully with teachers in other local schools to develop the implementation of the National Literacy and Numeracy Framework
- Partnership working is a strong feature of school life
- Leaders make effective use of the pupil deprivation grant to improve provision, wellbeing and outcomes for targeted pupils

However:

- The school does not always follow up on monitoring findings robustly enough

Recommendations

- R1 Raise standards at the higher outcomes in literacy and mathematical development in the Foundation Phase
- R2 Ensure that planning and delivering meet the needs of all pupils
- R3 Ensure that marking and feedback are consistent and effective so that pupils know how to improve their work
- R4 Act upon outcomes from first hand monitoring to improve standards

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Throughout the school, nearly all pupils make good progress from their starting point.

Most pupils have good listening skills. In the Foundation Phase, most pupils speak confidently and use a suitable range of vocabulary effectively to communicate their ideas and respond to questions and instructions. By the end of the Foundation Phase, many are able to discuss their ideas in more detail, with a few more able pupils using extended vocabulary to good effect. In key stage 2, most pupils have good communication skills and discuss topics confidently with their teachers and their peers. By the end of the key stage, most pupils are confident in voicing their opinions clearly and they discuss aspects of their work using subject specific vocabulary with increased confidence.

In the Foundation Phase, most pupils read very well in line with their age and ability. Most read with fluency and good intonation and take good account of punctuation. Many use a range of strategies effectively when reading unfamiliar words. In key stage 2, nearly all pupils show good understanding of the books they read. Most are able to use higher order reading skills effectively when retrieving information from a range of text, for example in their topic work on the Second World War.

Many pupils make good progress in their writing. By the end of the Foundation Phase, many pupils produce work that is well organised. A few more able pupils extend their ideas successfully, using a wide range of punctuation and vocabulary, for example when retelling the story of the 'Rainbow Fish'

In lower key stage 2, many pupils write effectively in a wide variety of forms. Most pupils develop their ideas imaginatively and express opinions clearly in persuasive text and letter writing. By the end of the key stage, a majority of pupils use their literacy skills successfully across the curriculum. Most have a sound understanding of different writing styles and adapt their writing well for different purposes, for example when writing a balanced argument about sponsoring the village Christmas lights. Overall, most pupils' spelling and punctuation are good.

Across the school, most pupils have a positive attitude to speaking Welsh in lessons and outside the classroom. By the end of the Foundation Phase, most pupils respond well to a range of simple instructions, greetings and questions in Welsh. In key stage 2, most pupils are enthusiastic and participate fully in Welsh activities with increasing confidence. The majority of pupils read Welsh books competently with an appropriate level of understanding according to their age and ability. A majority of pupils in the Foundation Phase use basic sentence structure appropriately in a limited range of writing. In key stage 2, many pupils write short summaries well, for instance about the weather, using specific vocabulary effectively.

Throughout the school, many pupils make appropriate progress in their numeracy skills. In the Foundation Phase, many pupils develop their numeracy skills well across the learning areas. Many use their knowledge of numbers well to solve problems involving money. Many pupils sort and classify objects successfully, for example in topic work on electricity.

Pupils' numeracy skills in key stage 2 are developing well. Most have a good understanding of fractions, with a few more able pupils adding and subtracting mixed fractions, confidently. Most pupils have a secure understanding of number and apply their knowledge confidently to calculate real life problems, for example, when using scale to measure distance between Llandudno and other locations. Many pupils extract and interpret information from graphs when they discuss the monthly average of rainfall and temperature in the rainforest.

Nearly all pupils with additional learning needs make good progress in relation to their individual learning targets.

Performance in the Foundation Phase over the last three years, at the expected outcome 5, has generally placed the school in the higher 50% when compared with similar schools for literacy and mathematical development. At the higher than expected outcome 6 over the same period, performance in both areas of learning is more variable and not as strong.

In key stage 2, over the last four years, performance in English and mathematics has placed the school consistently in the higher 50% or above when compared with similar schools. However, performance in science has placed the school generally in the bottom 25%. At the higher than expected, level 5, performance in all three subjects has varied, moving the school mainly between the lower 50% and the top 25% of similar schools.

In the Foundation Phase and key stage 2, pupils eligible for free school meals perform equally as well as their peers at the expected outcome and level, but more able pupils do less well. There is no consistent pattern in the performance of boys and girls over time.

Wellbeing: Good

Nearly all pupils feel safe in school and feel that the school deals well with any incidents of concern. Nearly all pupils know importance of a healthy lifestyle through having healthy lunch boxes, snacks and drinks. Nearly all understand the benefit of regular exercise and make good use of the outdoor play equipment at the school.

Nearly all pupils work well as individuals, in pairs and as part of a group and are able to concentrate on their work successfully. Nearly all are extremely courteous to other pupils and adults alike and show a very positive attitude towards their learning. Many contribute their own ideas effectively to what they would like to learn at the beginning of a topic.

Attendance is relatively constant and has placed the school in the top 25% of similar schools for three of the last four years. Nearly all pupils arrive punctually at the beginning of the school day.

The school council and eco committee are well established and have created codes of conduct intended to improve behaviour and environmental awareness in the school. However, they do not have a sufficient role in discussing changes that affect school life.

Through a range of activities in school, extra-curricular experiences and their participation in the community such as singing in the local shops at Christmas, most pupils' social and life skills develop effectively.

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

The school provides a broad and balanced curriculum. It offers a wide range of learning experiences that contribute to pupils' learning effectively. All staff collaborate well to plan work that ensures consistency and progression in provision for all classes. In the Foundation Phase, the curriculum supports opportunities for pupils to apply their independent learning skills both indoors and outdoors. The school offers several after school clubs such as cookery, calligraphy, music, art and sport. Many pupils enjoy attending these and they enrich pupils' learning experiences successfully.

Teachers plan effective opportunities to develop literacy and numeracy skills through cross-curricular learning activities. Regular collaborative planning, careful tracking of provision and sharing of strategies contribute well to the strength of this provision. However, the provision for more able pupils is less developed.

Provision for Welsh second language development is good. Nearly all staff promote and use Welsh regularly, which develops positive pupil attitudes towards the language. Staff provide stimulating educational visits for pupils to learn about the history and culture of Wales, for example visits to the Celtic village in Legacy. Nearly all pupils enjoy participating in their school eisteddfod.

There is appropriate provision for the development of pupils' understanding of sustainability and environmental issues, for example through recycling, litter picking and the 'Golden Eco Rules' board. Through topic work and religious education, pupils are developing a good understanding of different cultures in the wider world.

Teaching: Good

In most lessons, activities gain the interest of pupils successfully. In these sessions, teachers use questioning effectively to encourage extended responses from pupils. Most teachers have good up-to-date subject knowledge. All staff have positive working relationships with pupils and most have effective strategies to promote positive behaviour in class. All staff make good use of resources to support and enrich pupils' learning well. However, in few lessons, mainly in Foundation Phase classes, tasks do not always challenge pupils sufficiently, particularly those who are

more able. In these lessons, the pace is slow and activities are too structured. All teachers work successfully with teaching assistants to support individual and groups of pupils.

The school uses a wide range of assessments and from an early age, and tracks the progress of individuals and specific groups of pupils rigorously. All teachers mark pupils' work regularly. Where marking is at its best in a majority of classes, teachers' written comments relate appropriately to the focus of learning activities. This helps pupils to see how well they are doing, and what they need to do to improve. However, the quality of marking is not consistent across the school. Pupils' own awareness of their personal targets is limited overall. The school makes good use of data to track individual pupil progress and to provide extensive and effective support for pupils who need additional help with their learning.

Parents and carers receive valuable information about their child's progress through regular parents' meetings and annual written reports.

Care, support and guidance: Good

The school makes appropriate arrangements for promoting healthy eating and drinking, including providing free milk for pupils at break times.

There are good opportunities to develop pupils' spiritual, moral and social development through a wide range of activities, which support the social and emotional aspects of learning well and through reflective collective worship. The school holds regular theme events, such as 'Wear it Pink Day'. These events and poverty and homeless weeks further heighten pupils' awareness of cultural developments.

The school cares for and values all pupils equally and, as a result, nearly all pupils feel confident enough to discuss their feelings should they feel worried or upset.

There are highly effective systems of support for pupils with additional learning needs. Through the strong leadership of the additional learning needs co-ordinator, the school identifies the needs of pupils at an early stage. Staff make good use of a wide range of data to track these pupils' progress effectively. Extensive and innovative interventions, such as physiotherapy sessions, help pupils in their learning well. The school has extremely positive links with external agencies such as the educational psychology and speech and language services and these support the learning of targeted pupils well.

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

Learning environment: Good

The school treats all pupils equally, fairly and with respect in an inclusive, caring and welcoming environment. All pupils have equal access to the curriculum and extra-curricular activities. An appropriate range of policies and procedures ensure equal rights and opportunities for all. The school promotes respect towards racial diversity and equality effectively through its thematic approach.

The accommodation is of good quality and along with the attractive grounds is very well cared for and maintained. There is a wide range of high quality outdoor play apparatus available to all pupils, which many enjoy using. The whole school site is safe and secure. Resources are plentiful and match pupils' needs well. Although some classrooms are small, good use is made of the break out areas outside many of the rooms to provide extra space for teaching and learning. Displays throughout the school are attractive and up to date, and they support pupils' learning well.

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

The headteacher has a strong vision based on raising standards and pupil outcomes. All staff share this vision and work purposefully together to provide an effective learning community. Roles and responsibilities are clear throughout the school.

Leaders at all levels contribute effectively to the school's strategic direction. Senior managers and middle managers have a sound understanding of performance data and contribute usefully to arrangements for monitoring provision across the curriculum. However, the school does not always follow up on monitoring findings robustly enough. For example, leaders have not addressed the inconsistency in marking and lack of challenge in very few classes. Teachers work well in teams and this creates a strong ethos of collaboration amongst the whole staff. Regular meetings of senior managers, middle managers and staff meetings focus appropriately on school improvement priorities.

Performance management systems for all staff link well to the school's strategic priorities. This has led to greater consistency in the provision for and development of pupils' literacy skills.

The school is successful in meeting many local and national priorities, such as improving provision and standards in Welsh and planning, and implementing the requirements of the National Literacy and Numeracy Framework.

Governors are supportive of the school's work. They meet regularly and are aware of their responsibilities. The majority of governors take an active role in visiting the school regularly to work alongside pupils and to attend specific days to scrutinise pupils' work. These activities along with presentations on the school's performance data ensure that governors have a sound understanding of the school's strengths and areas for development and of how its performance compares with that of other schools. This means that governors are developing their role as critical friends well.

Improving quality: Good

The school uses a variety of appropriate monitoring procedures for self-evaluation. This helps leaders to identify suitable priorities for improvement. The procedures draw on first-hand evidence, including analysis of tracking data, scrutiny of pupils' books and questionnaires to parents and pupils. However, leaders do not always follow up shortcomings robustly enough and therefore actions do not always have a sufficient impact on raising standards at the higher outcomes and levels.

Through the new tracking system the school is beginning to use performance data more purposefully to plan for improvement, particularly to target individuals needing support.

Overall, the self-evaluation report presents a broadly accurate picture of the school's strengths and areas for development, but in a few areas the evidence within the report to support judgements is limited.

There is a clear link between the school's self-evaluation procedures and planning for improvement. The school improvement plan includes suitable priorities and draws appropriately from the findings of monitoring and evaluation. It identifies an appropriate range of actions to address priorities. For example, pupils' reading skills have improved. .

Partnership working: Good

The school has effective links with a wide range of partners and these make a positive contribution to pupils' learning, wellbeing and the needs of vulnerable pupils in particular.

The school has strong partnership with parents. The school has a valuable interactive programme that informs parents about pupils' learning activities successfully. This enables parents to provide more effective support for their child at home. The active parent-teacher association supports the school well by fundraising to provide additional resources for pupils, such as the outdoor equipment. This resource is having a positive impact on pupils' wellbeing.

The federation of local primary schools works well together to share good practice, review systems and moderate the consistency of teacher assessments. The partnership with the local high school is effective in ensuring a smooth transition for pupils into secondary education.

The school embraces the life of the community, and shares facilities to promote activities that enrich the pupils' lives well. These range from joining local football teams, street dancing and receiving first aid training.

Links with local businesses and the car industry support pupils' learning successfully. The partnership with the consortium is effective in providing support to teachers, and in developing more able and talented pupils in mathematics.

Resource management: Good

The school has an appropriate number of qualified teaching staff to meet the needs of the curriculum. Highly skilled teaching assistants support pupils' well across the school and, in particular, help raise the standards pupils with additional learning needs achieve.

The sharing of financial resources across the cluster funds a 'family engagement' member of staff. This has a significant effect on the wellbeing of a few pupils. Performance management processes for all staff are effective in identifying training needs and link closely to areas for development in the school improvement plan. This helps to bring about improvements in teaching and raising outcomes for pupils, for example in Welsh.

Staff co-operate successfully with other schools. For example, the school has shared literacy planning with two other schools from outside the consortium for the implementation of Literacy and Numeracy Framework. The use of planning, preparation and assessment time for teachers is effective. All staff plan in teams and this helps them to develop each other's knowledge and skills.

Leaders make suitable decisions on expenditure linked to the school's priorities and monitor these carefully. They make effective use of the pupil deprivation grant to improve provision, wellbeing and outcomes for targeted pupils.

In view of the good standards and the quality of provision over time, the school provides good value for money.

Appendix 1: Commentary on performance data

6642086 - Wepre Community School

Number of pupils on roll	335
Pupils eligible for free school meals (FSM) - 3 year average	7.5
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	42	29	43
Achieving the Foundation Phase indicator (FPI) (%)	90.5	89.7	86.0
Benchmark quartile	2	2	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	42	29	43
Achieving outcome 5+ (%)	90.5	93.1	93.0
Benchmark quartile	2	2	3
Achieving outcome 6+ (%)	26.2	55.2	41.9
Benchmark quartile	3	1	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	42	29	43
Achieving outcome 5+ (%)	100.0	96.6	86.0
Benchmark quartile	1	2	4
Achieving outcome 6+ (%)	31.0	37.9	32.6
Benchmark quartile	2	2	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	42	29	43
Achieving outcome 5+ (%)	97.6	96.6	100.0
Benchmark quartile	2	3	1
Achieving outcome 6+ (%)	23.8	62.1	46.5
Benchmark quartile	4	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.

6642086 - Wepre Community School

Number of pupils on roll	335
Pupils eligible for free school meals (FSM) - 3 year average	7.5
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	40	56	44	44
Achieving the core subject indicator (CSI) (%)	95.0	87.5	93.2	97.7
Benchmark quartile	1	3	2	2
English				
Number of pupils in cohort	40	56	44	44
Achieving level 4+ (%)	100.0	91.1	95.5	97.7
Benchmark quartile	1	2	2	2
Achieving level 5+ (%)	40.0	32.1	54.5	43.2
Benchmark quartile	2	3	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	40	56	44	44
Achieving level 4+ (%)	95.0	94.6	97.7	97.7
Benchmark quartile	1	2	1	2
Achieving level 5+ (%)	47.5	42.9	43.2	50.0
Benchmark quartile	1	2	2	2
Science				
Number of pupils in cohort	40	56	44	44
Achieving level 4+ (%)	100.0	91.1	93.2	97.7
Benchmark quartile	1	3	3	3
Achieving level 5+ (%)	52.5	26.8	38.6	47.7
Benchmark quartile	1	3	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.	89	88 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	89	81 91%	8 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	89	85 96%	4 4%	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	89	84 94%	5 6%	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.	89	85 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	89	86 97%	3 3%	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.	89	88 99%	1 1%	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.	89	87 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	89	73 82%	16 18%	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.	89	81 91%	8 9%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	89	50 56%	39 44%	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	89	78 88%	11 12%	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.	43	31 72%	11 26%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	43	31 72%	11 26%	1 2%	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.	43	31 72%	12 28%	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.	43	26 60%	15 35%	1 2%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	43	23 53%	16 37%	1 2%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	43	23 53%	18 42%	2 5%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	43	28 65%	15 35%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	42	19 45%	19 45%	1 2%	2 5%	1	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	43	23 53%	18 42%	2 5%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	42	21 50%	17 40%	2 5%	1 2%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	43	27 63%	15 35%	1 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	42	20 48%	18 43%	1 2%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	43	15 35%	24 56%	3 7%	1 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	43	27 63%	16 37%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	42	21 50%	18 43%	2 5%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	43	23 53%	19 44%	1 2%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	38	13 34%	19 50%	0 0%	1 3%	5	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	43	28 65%	12 28%	0 0%	2 5%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	43	31 72%	10 23%	2 5%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mrs Anwen Eluned Griffith	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Mrs Justine Elaine Barlow	Lay Inspector
Ms Sally - Ann Wright	Peer Inspector
Mr Tim Redgrave	Peer Inspector
Mr Steve Davies (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.