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

A report on

Ysgol Bryn Garth
Ffynnongroew
Holywell
Flintshire
CH8 9JA

Date of inspection: March 2017

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.

Publication date: 19/05/2017

Context

Bryn Garth Primary School is in Ffynnongroyw in Flintshire. The school has 100 pupils aged three to eleven on roll. There are four mixed-age classes.

Nearly all pupils are of white British ethnicity. A very few pupils are from a minority ethnic background. Very few pupils speak English as an additional language or speak Welsh at home. The school identifies 25% of pupils as having additional learning needs, which is around the national average. No pupil has a statement of special educational needs. Around 27% of pupils are eligible for free school meals, which is higher than the average for Wales of 19%.

The last inspection of the school was in October 2011. The current headteacher took up the post in April 2014.

The individual school budget per pupil for Bryn Garth Primary School in 2016-2017 means that the budget is £4,085 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,718 and the minimum is £2,944. Bryn Garth Primary School is 17th out of the 66 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's performance is adequate because:

- Many pupils make sound progress overall and achieve expected outcomes during their time at the school
- Most pupils across the age range have good speaking, listening, reading and numeracy skills
- Most pupils behave well, are polite and enjoy being in the school
- Pupils have a strong voice in the running of the school and make regular valuable contributions to school life
- Most teachers provide a wide range of learning experiences that engage and motivate many pupils to succeed
- The school provides pupils with high standards of care, support and guidance
- There is a strong nurturing ethos that reflects the school's core values well

However:

- Pupils in key stage 2 do not make enough progress in their extended writing skills across the curriculum
- Levels of attendance are lower than those of similar schools
- The school does not plan effectively enough to develop pupils' information and communication technology (ICT) skills
- Teachers do not provide a consistent challenge to pupils, particularly the more able in key stage 2
- Pupils' ability to evaluate what they have achieved and identify what they need to do to improve their work is underdeveloped.

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has worked successfully with the whole school community to create a shared vision for the school
- Members of staff are clear about their roles and work well as a team
- Staff have implemented several successful initiatives that have a positive impact on pupil outcomes and wellbeing, particularly in the Foundation Phase
- Effective whole school strategies are improving behaviour and attendance
- Suitable self-evaluation procedures ensure that leaders have an accurate understanding of the school's strengths and areas for improvement
- Improvement priorities focus clearly on raising standards and improving pupils' wellbeing

- The school has beneficial partnerships with parents, the local community and other organisations

However:

- Leaders have not tackled important shortcomings in teaching and learning well enough
- Until recently, the school's monitoring did not focus sufficiently on the standards that pupils achieve in their day-to-day work
- The school has not fully met all the recommendations from its last inspection, especially with regard to improving writing and providing challenge for more able pupils in key stage 2

Recommendations

R1 Develop pupils' ability to apply their extended writing skills across the curriculum in key stage 2

R2 Continue to improve attendance

R3 Strengthen planning and provision for developing pupils' ICT skills

R4 Ensure that teachers provide a consistent challenge to more able pupils in key stage 2

R5 Improve the effectiveness of teacher feedback so that pupils know what they need to do to improve their work

What happens next?
The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

On entry to school, many pupils have knowledge, understanding and skills below the level expected for their age. During their time in school, many pupils make sound progress and achieve expected outcomes. Most pupils who have support for additional learning needs make good progress in relation to their individual targets. Overall, more able pupils do not achieve as well as they could, particularly in key stage 2.

Most pupils in the Foundation Phase make good progress in their oracy skills and by Year 2 they communicate effectively with adults and each other. They respond confidently to questions and instructions. Many are eager to talk about their work and the more able use mature vocabulary, for example when discussing their preparations for the 'Scarecrow's Wedding'. Most pupils in key stage 2 have well-developed oracy skills and listen well. They are attentive to their teachers and listen carefully to one another when working in pairs and small groups. By Year 6, more able pupils are articulate and speak confidently with adults, for example when discussing their various responsibilities within the school.

In the Foundation Phase, most pupils make good progress in developing their reading skills. By Year 2, most pupils read confidently and make effective use of their knowledge of letter sounds to read unfamiliar words. More able pupils read challenging texts with expression. In key stage 2, most pupils read well using a range of suitable strategies. By Year 6, many pupils have a good understanding of the texts. Most pupils talk readily about the books and authors that they like. Many can scan a piece of text successfully to find specific information. More able pupils read using a range of strategies to infer and deduce meaning. Many pupils use their reading skills well in other subjects, for example when researching information about the planets.

In the Foundation Phase, most pupils write using well-chosen vocabulary for different readers and purposes. Most spell common words accurately and they make good attempts at spelling more complex words. By Year 2, many pupils write across a range of genres, producing extended writing for a variety of purposes, such as when writing a newspaper report about a wedding. In key stage 2, many pupils make suitable progress in the development of their writing skills. By Year 6, many organise and present writing in different ways, using appropriate language to suit the task, for example when writing a persuasive argument about whether pupils should wear school uniform. Many spell and punctuate accurately and present their work well. However, generally pupils in key stage 2 do not transfer their literacy skills well enough in other subjects, or make sufficient progress in developing their extended writing skills across the curriculum. This limits the progress that they make.

Most pupils develop good number skills as they progress through the school. By Year 2, most pupils have a good understanding of number and perform calculations

up to 100, using doubling and halving accurately. Most pupils have a good understanding of concepts such as shape, time and measure. They use these skills well in different areas of learning, for instance when designing a party hat. They develop appropriate skills in data handling, for instance when creating a bar graph showing their friends' favourite cakes. In key stage 2, most pupils build well on the skills they have developed in the Foundation Phase. By Year 6, most pupils use a wide range of mental and written methods confidently and accurately to solve problems, for example when calculating the cost of a school visit. Many apply their data handling skills successfully in other subjects, for example when investigating how different size ice cubes dissolve in water.

A majority of pupils in the school develop their ICT skills appropriately in areas of learning and across the curriculum. For example pupils in Year 2 create a bar chart showing their friends' favourite ice cream. In key stage 2, more able pupils use word processing programs appropriately, for example when presenting information on why we need to use less water. Most pupils have an awareness of how to stay safe on the internet. More able Year 6 pupils use basic coding programs effectively to control and move objects on a screen by building a set of instructions. However, pupils do not create or use databases. This means that, overall, most pupils' ICT skills are limited.

Standards in Welsh have improved. Most pupils have positive attitudes to learning the language. By the end of the Foundation Phase, most pupils understand the Welsh used by staff and they respond using an appropriate range of vocabulary and basic sentence patterns to answer simple questions, for example when talking about their family and the weather. Many pupils in key stage 2 understand, ask and reply to questions successfully. Many read a range of appropriate texts with good pronunciation and understanding. By Year 6, many use a suitable range of vocabulary and sentence patterns well, for example when writing a short dialogue. However, only a few pupils use the Welsh language around the school and this limits the overall progress that they make.

At the end of the Foundation Phase, pupils' performance in literacy and numeracy has placed the school in the top 25% of similar schools over the past two years. Over the past four years, performance at the higher outcome 6 in literacy is more variable. However, performance in mathematical development has placed the school in the top 25% for three of the past four years.

For the last four years, pupils' performance in English and mathematics at the end of key stage 2 at the expected level 4 has varied but has generally placed the school in the lower 50% when compared with similar schools. Pupils' performance in science during this period has generally placed the school in the upper 50% of similar schools. At the higher level 5, performance in all three subjects has varied considerably.

The gap in performance between boys and girls is generally greater than that in similar schools, particularly in key stage 2. Over the last four years, pupils eligible for free school meals tend to perform less well than other pupils, particularly at the higher outcomes and levels across the school.

Wellbeing: Adequate

Nearly all pupils have a good understanding of how to stay healthy by eating a balanced diet and taking regular exercise. They feel safe and happy in school. They know how to use the internet safely.

Most pupils behave well and are polite and courteous. They relate well to staff and to each other in lessons and at break times. Most pupils enjoy learning and work effectively in pairs and small groups. Many pupils sustain concentration for appropriate periods and persevere when they find work hard. However, pupils' ability to evaluate what they have achieved and identify what they need to do to improve their work is underdeveloped.

Pupils have a strong voice in the running of the school. They contribute effectively to school life through their involvement in the school council and as members of the eco committee, for example by suggesting improvements in the way school meals are served and by acting as playmakers at lunchtime. Members of the school council show empathy by fundraising for different charities, and exercise responsibility, for example through organising playground games for younger pupils. This develops pupils' understanding of their role in society well.

Attendance has improved steadily in recent years. However, the school has been in the lower 50% when compared with similar schools for the past four years. Persistent absence has decreased over the last three years. Nearly all pupils arrive punctually at the start of the school day.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

The school provides a wide range of learning experiences that engage and motivate many pupils to succeed. Provision in the Foundation Phase, inside and outside the classroom, is stimulating and fosters independent learning effectively. Generally, planning in key stage 2 builds on this strong foundation and ensures that many pupils develop their previous learning successfully. A wide range of extra-curricular activities and visits, for example to the Dee estuary, enrich the curriculum and enhance the school's provision.

The school has responded appropriately to the requirements of the literacy and numeracy framework. Generally, teachers plan a beneficial range of activities that develop pupils' literary and numeracy skills well. However, teachers' planning in key stage 2 does not provide pupils with enough opportunities to develop a range of extended writing skills across the curriculum. The school does not plan effectively enough to develop pupils ICT skills, especially for data handling and modelling. As a result, there are few opportunities for pupils throughout the school to apply their skills in a broad range of tasks across the curriculum.

Provision for pupils to develop their Welsh language skills during specific Welsh language lessons is good. The planned programmes of work include useful 'Helpwr Heddiw' sessions and ensure that many pupils build their skills well as they move

through the school. However, there are few opportunities for pupils to develop their skills in other situations. As a result, few pupils, particularly in key stage 2, use the Welsh language independently and naturally. The school provides a wide range of activities that promote Welsh history, culture and their local environment well, for example through the study of the area's coal mining heritage.

Education for sustainable development and global citizenship is well established. This ensures that pupils are aware of environmental issues and sustainability and they understand the positive impact of reducing waste. The eco committee have organised a number of initiatives, for example to raise awareness of the need to use water wisely. Teachers provide good opportunities for pupils to develop their understanding of different cultures and their role as global citizens. Pupils' involvement with fund-raising for a range of charities enhances their understanding of those who are less fortunate than themselves.

Teaching: Adequate

All teachers have up-to-date subject knowledge. In many classes, teachers prepare interesting activities that build well on pupils' previous learning. This helps to interest and engage pupils. There are good working relationships in all classes and teachers manage pupils' behaviour well. Support staff work alongside teachers skilfully and contribute effectively to pupils' learning.

In the majority of classes, where the quality of teaching is most effective, teachers have clear learning objectives and most pupils understand what they need to do to be successful. In these lessons, introductions are brisk and purposeful and teachers using a range of strategies well. Teachers match tasks appropriately to pupils' different abilities and ensure that most pupils are motivated and challenged. However, in a minority of classes, where teaching is less effective, the pace of learning is slow and tasks do not challenge pupils of all abilities well enough, particularly the more able. As a result, these pupils receive too few opportunities to develop their independent learning skills and achieve to their full potential.

All teachers give pupils helpful written and oral feedback about what they have done well and what they need to do to improve. However, they do not always follow this up to ensure improvements in pupils' work. As a result, pupils' ability to move their own learning forward is limited. Teachers track and assess pupils' progress regularly. Assessment data is analysed well and used effectively to identify and support pupils in need of additional help with their learning. The school works well with other local schools to assess pupils' outcomes accurately.

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

Care, support and guidance: Good

There is a strong and supportive atmosphere within the school. As a result, pupils feel safe, secure and well-cared for. The school makes appropriate arrangements to promote healthy eating and drinking and provides regular opportunities for pupils to participate in a range of fitness related activities. Topic work and daily collective

worship provide valuable opportunities to enhance pupils' spiritual, moral, cultural and social development. Initiatives such as star awards are effective in promoting good behaviour. Strategies to improve regular attendance have led to a steady improvement in pupils' attendance over the past three years but have not yet had enough impact.

The school works successfully with a range of specialist agencies and services to support pupils' additional learning needs. Effective communication between external agencies such as health professionals, the speech and language service and educational psychology services ensures an effective whole-school approach to implementing support initiatives.

Provision for pupils with additional learning needs is good. Staff identify pupils who require additional help at an early stage and provide them with effective support. Individual education plans contain detailed practical targets. Skilled and knowledgeable teaching assistants deliver specific interventions well. This helps these pupils to make good progress.

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

Learning environment: Good

The school is a welcoming and inclusive community that celebrates the successes of pupils well. There is a calm and purposeful ethos, which includes and values all pupils and staff. This supports pupils' learning well. There is a strong emphasis on ensuring equality of provision, inclusion and access to all areas of the curriculum. Pupils talk positively about a good range of out-of-school learning, clubs and educational visits. The school makes good use of the local community and historic sites to help pupils understand their heritage. Acts of collective worship promote the school's core values well.

The school building and grounds are of good quality and help to create a positive learning environment. They are in good order and are safe and secure. Staff make good use of all available indoor and outdoor space. Classrooms and corridors are bright and attractive, with consistently good displays that celebrate pupils' achievements and enhance learning well. Resources for pupils are of good quality and support teaching and learning effectively.

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

Leadership: Good

The headteacher has worked successfully with the whole school community to create a shared vision for the school and to establish common values that serve the school well. These focus clearly on raising standards, improving the quality of teaching and promoting pupils' wellbeing. He ensures that all members of staff have a clear understanding of their roles and responsibilities. Together they have created a supportive whole-school ethos, based on effective teamwork.

The headteacher has implemented several whole-school initiatives successfully that have had a positive impact on pupil outcomes and wellbeing. These include the introduction of active learning sessions, which have ensured a purposeful start to the school day. These strategies, together with reward systems such as the star awards, are particularly effective in improving behaviour and promoting regular attendance.

Regular staff meetings focus clearly on pupils' performance and priorities in the school development plan. Appropriate performance management arrangements have led to good quality support for teachers and improved provision and outcomes for pupils, particularly in the Foundation Phase.

The school is making worthwhile progress in addressing initiatives that meet local and national priorities, such as raising outcomes for pupils eligible for free school meals and improving pupils' Welsh language skills.

Governors meet regularly and are supportive of the school. They have a clear understanding of performance data and the school's improvement plan. Governors undertake learning walks and this strengthens their understanding of the school's standards and priorities. However, their role in monitoring and challenging the work of the school is limited.

Improving quality: Adequate

The school has suitable self-evaluation procedures in place. All staff are involved fully in self review discussions. Leaders seek the views of pupils and parents and act on the information they provide. As a result, arrangements at lunchtime have improved.

In order to evaluate the school performance, the headteacher undertakes detailed analysis of pupil performance data and uses the information well to inform the self-review process. Self-evaluation arrangements take appropriate account of lesson monitoring and scrutiny of pupils' books. The self-evaluation report reflects accurately the work of the school and provides a clear picture of its strengths and areas for development.

There are clear links between areas for development identified in the self-evaluation report and priorities in the school development plan. The plan correctly identifies a manageable number of priorities and includes suitable actions and timescales. As a result, the school has introduced successful initiatives to enhance provision and outcomes in the Foundation Phase. However, improvement initiatives have not had enough impact on the overall quality of teaching and learning in key stage 2.

Until recently, the school's monitoring of teaching and learning did not focus sufficiently on the standards that pupils achieve in their day-to-day work. Consequently, the school has not addressed all the recommendations from the last inspection successfully, notably those that relate to improving the standard of pupils' writing and improving the challenge for more able pupils in key stage 2.

Partnership working: Good

The school has a range of partners who help improve pupil outcomes and wellbeing. The effective partnership with parents has a positive impact on pupils' participation and enjoyment of learning and results in improvements in pupils' attendance, achievement and wellbeing. Effective communication ensures that relevant information is available to parents continuously. As a result, they have a good understanding of how to support their children's education.

Close links with the local community and other organisations strengthen learning opportunities for pupils. The local lay minister visits regularly to lead collective worship and to support pupils in classes. The partnership with a range of agencies such as the police promotes pupils' wellbeing successfully, for example by raising their awareness of e-safety and cyber-bullying. This enhances pupils' understanding of how to stay safe.

Teachers work constructively with colleagues from other cluster schools on moderation and standardisation of pupils' work. This ensures that teacher assessments are accurate. The strong link with both local high schools helps most pupils to transfer smoothly to secondary education. The school has purposeful processes to integrate new nursery pupils through well-established links with the on-site pre-school provision. This ensures a smooth start to school for most pupils and the early identification of pupils with additional needs.

There is a wide range of beneficial partnerships between the school and other agencies, such as the local authority, businesses and heritage societies. The school's involvement in a creative schools project provides good opportunities for pupils to work with a range of artists to create a performance, which celebrates the area's heritage through dance and poetry.

The school works closely with the regional consortium advisory staff and uses their advice effectively in order to raise standards and improve provision, for example in reading.

Resource management: Adequate

The school manages its resources well. Teachers and support staff are well qualified to deliver the curriculum. Leaders deploy them carefully to make best use of their experience and expertise. Appropriate training for teaching assistants means that the school delivers a range of successful interventions, for example to improve reading.

The school is not currently involved in any networks of professional practice. As a result, although staff have had opportunities to visit local schools to see good practice, they do not have enough opportunities to develop their professional skills in collaboration with other teachers.

The headteacher and governors have sound financial controls in place. They monitor spending rigorously and allocate appropriate funding to support priorities for

improvement. The school makes good use of the pupil deprivation grant to improve outcomes for pupils eligible for free school meals.

In view of the standards achieved by pupils, the school provides adequate value for money overall.

Appendix 1: Commentary on performance data

6642013 - Bryn Garth CP

Number of pupils on roll	106
Pupils eligible for free school meals (FSM) - 3 year average	25.9
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	11	12	12	14
Achieving the Foundation Phase indicator (FPI) (%)	81.8	83.3	100.0	100.0
Benchmark quartile	3	3	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	11	12	12	14
Achieving outcome 5+ (%)	90.9	83.3	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving outcome 6+ (%)	36.4	25.0	33.3	28.6
Benchmark quartile	1	3	2	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	11	12	12	14
Achieving outcome 5+ (%)	90.9	83.3	100.0	100.0
Benchmark quartile	2	4	1	1
Achieving outcome 6+ (%)	63.6	41.7	41.7	35.7
Benchmark quartile	1	1	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	11	12	12	14
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	90.9	50.0	50.0	64.3
Benchmark quartile	1	2	3	1

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.

6642013 - Bryn Garth CP

Number of pupils on roll   106
Pupils eligible for free school meals (FSM) - 3 year average 25.9
FSM band   4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	15	10	9	15
Achieving the core subject indicator (CSI) (%)	86.7	90.0	77.8	86.7
Benchmark quartile	2	2	4	3
English				
Number of pupils in cohort	15	10	9	15
Achieving level 4+ (%)	93.3	90.0	77.8	86.7
Benchmark quartile	1	3	4	3
Achieving level 5+ (%)	33.3	20.0	55.6	26.7
Benchmark quartile	2	4	1	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	15	10	9	15
Achieving level 4+ (%)	86.7	90.0	88.9	86.7
Benchmark quartile	3	3	3	4
Achieving level 5+ (%)	20.0	20.0	44.4	26.7
Benchmark quartile	4	4	2	4
Science				
Number of pupils in cohort	15	10	9	15
Achieving level 4+ (%)	100.0	100.0	88.9	93.3
Benchmark quartile	1	1	4	2
Achieving level 5+ (%)	26.7	30.0	55.6	40.0
Benchmark quartile	3	3	1	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	49		49	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	49		45	4		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
			92%	8%		
I know who to talk to if I am worried or upset.	49		48	1		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	49		47	2		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			96%	4%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	49		49	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	49		49	0		Rwy'n gwneud yn dda yn yr ysgol.
			100%	0%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	49		48	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			98%	2%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	49		49	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	49		46	3		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			94%	6%		
			90%	10%		
I have enough books, equipment, and computers to do my work.	49		49	0		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	49		45	4		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			92%	8%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	48		46	2		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			96%	4%		
			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.	27	14 52%	9 33%	2 7%	2 7%	0		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%			
My child likes this school.	27	21 78%	3 11%	0 0%	3 11%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%			
My child was helped to settle in well when he or she started at the school.	26	16 62%	8 31%	0 0%	1 4%	1		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%			
My child is making good progress at school.	27	13 48%	10 37%	2 7%	1 4%	1		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%			
Pupils behave well in school.	26	9 35%	9 35%	1 4%	3 12%	4		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	26	13 50%	9 35%	0 0%	3 12%	1		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	27	15 56%	9 33%	2 7%	0 0%	1		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%			
The homework that is given builds well on what my child learns in school.	27	10 37%	12 44%	3 11%	0 0%	2		Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%			
Staff treat all children fairly and with respect.	27	12 44%	7 26%	1 4%	3 11%	4		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.	27	10 37%	12 44%	1 4%	0 0%	4		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%			
My child is safe at school.	27	18 67%	8 30%	1 4%	0 0%	0		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	26	8 31%	11 42%	2 8%	2 8%	3		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	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 am kept well informed about my child's progress.	27	8 30%	13 48%	3 11%	3 11%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	27	12 44%	10 37%	2 7%	2 7%	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.	27	8 30%	8 30%	5 19%	0 0%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	27	11 41%	11 41%	3 11%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	26	10 38%	8 31%	2 8%	0 0%	6	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.	27	10 37%	13 48%	2 7%	1 4%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	26	12 46%	10 38%	1 4%	3 12%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Edward Goronwy Morris	Reporting Inspector
Mr Gwilym Rees	Team Inspector
Mr James Jones	Lay Inspector
Ms Heather Vaughan	Peer Inspector
Mr Michael O'Grady (Headteacher)	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.