A report on

Ysgol Bryn Pennant C.P.
Ffordd Pennant
Mostyn
Nr. Holywell
Flintshire
CH8 9NU

Date of inspection: June 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: 15/08/2017

Context

Bryn Pennant County Primary School is in Mostyn in Flintshire. The school has 143 pupils on roll aged 3 to 11 years. There are five mixed-age classes and a part-time nursery. Around 33% of pupils are eligible for free school meals. This is well above the national average (19%).

The school has identified that 20% of pupils have additional learning needs. This is lower than the average for schools in Wales (25%). A very few pupils have a statement of special educational needs. Nearly all pupils are of white British ethnicity. No pupils speak Welsh as their home language. A very few pupils are in the care of the local authority. There have been nine fixed-term exclusions during the last year.

The last inspection of the school was in April 2010. The current headteacher was appointed in April 2013.

The individual school budget per pupil for Bryn Pennant County Primary School in 2016-2017 means that the budget is £3,944 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,718 and the minimum is £2,944. Bryn Pennant County Primary is 22nd out of the 66 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make very strong progress in the Foundation Phase and good progress in key stage 2
- Most pupils develop their speaking and listening skills well
- Most pupils make good progress in developing their mathematical skills
- The behaviour of nearly all pupils is exemplary in lessons and around the school
- Nearly all pupils feel happy and safe in school
- The school provides a rich variety of learning experiences for pupils
- The quality of most teaching is good
- Provision in the Foundation Phase is very good
- The school develops pupils' knowledge and understanding of issues relating to health and fitness well
- Support for pupils with additional learning needs is effective
- Staff know the pupils and their needs very well and this knowledge supports teaching and learning of good quality

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and assistant headteacher form a strong leadership team
- School leaders make effective strategic decisions
- The school works well to meet national and local priorities
- Leaders have an appropriate understanding of the school's strengths and areas for improvement
- The school takes good account of pupils' views as part of its self-evaluation processes
- The school works effectively with a wide range of partners to benefit pupils
- The school manages its resources well
- The school uses grant funding successfully to support vulnerable pupils

Recommendations

R1 Improve standards of Welsh skills in key stage 2

R2 Improve pupils' use of numeracy skills in key stage 2

R3 Improve pupils' attendance and punctuality

R4 Increase the range of opportunities for pupils to develop and use their writing skills

R5 Improve the quality of self-evaluation work to make sure that the school evaluates effectively the impact that its provision has on outcomes for pupils

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

Many pupils enter the school with skills, knowledge and understanding that are below the level expected for their age. Most make very strong progress in the Foundation Phase and good progress as they move through key stage 2.

Most pupils make good progress in developing their speaking and listening skills. From an early age, they follow instructions well and communicate effectively with classmates when at work or at play. They talk confidently to visitors, for example to explain healthy food choices. In key stage 2, most pupils discuss their work with confidence, for example when making presentations to their class about topics of personal interest. During their time at school, most develop and use a good range of vocabulary.

In the Foundation Phase, most pupils read with fluency, accuracy and expression from suitable texts. They take good account of punctuation to help structure their reading. They express preferences for types of books and have positive attitudes to reading. In key stage 2, most pupils read with suitable levels of understanding. They summarise competently the events from stories they have read. They apply their reading skills successfully in lessons. Most more able pupils read very well and display more advanced skills, such as the ability to infer hidden meaning from text.

In the Foundation Phase, pupils usually present their work neatly and use suitable punctuation. Their spelling skills are developing appropriately. They write well when recounting familiar stories, such as the story of Gelert. In key stage 2, pupils write well for a narrow range of purposes in English lessons, for example to write letters or play scripts. Many older pupils write effective non-chronological reports about fictional characters. A few produce particularly good work. They make careful word choices to engage the reader and organise their work into paragraphs successfully. However, across the school, pupils do not write for a wide enough range of purposes and they do not always write as well in their topic work as they do in English lessons.

Most pupils make good progress in developing their mathematical skills. In the Foundation Phase, they work well with number, shape and measure often during practical activities. By the end of key stage 2, many pupils use a good variety of strategies to add, subtract, multiply and divide. More able pupils choose independently the mathematics they need to solve multi-step problems. They explain their method for solving these problems appropriately. In a few instances, pupils apply their numeracy skills appropriately in other subjects, for example to order dates in history topic work or to work out the cost of piping water to a given location. However, overall, pupils do not use their numeracy skills in key stage 2 often enough or with sufficient independence to solve problems.

Most pupils make strong progress in learning and using the Welsh language in the Foundation Phase. They use Welsh as a natural part of their work. For example,

they follow instructions successfully, greet friends and visitors appropriately and ask questions independently. A few read confidently from familiar texts with good pronunciation. In key stage 2, pupils do not build on the progress they have made in the Foundation Phase well enough, particularly in their independent use of spoken Welsh and reading skills. However, many produce written work of a suitable standard, for example when describing themselves.

Many pupils use information and communication technology (ICT) skills in their learning across the curriculum. In the Foundation Phase, they use tablet devices independently to record each other at work. They communicate their ideas using an art package and programme basic machines to follow instructions. In key stage 2, they use the Hwb digital learning platform to create and analyse databases independently. They carry out research using the internet and create interesting presentations about topics of their choice.

Teacher assessments at the end of the Foundation Phase and key stage 2 indicate that pupil performance is generally low in comparison with that of pupils in other similar schools. By the end of the Foundation Phase, the proportion of pupils achieving the expected outcome in literacy and mathematical development usually places the school in the bottom 25%. At the higher outcome, performance varies over time in literacy and there is a declining trend in mathematical development. In key stage 2, performance in English, mathematics and science places the school usually in the lower 50% or bottom 25% at the expected and higher levels.

Wellbeing: Adequate

The behaviour of nearly all pupils is exemplary in lessons and around the school. They show very high levels of respect, care and concern for others. They have positive attitudes to school and concentrate very well during learning experiences. Across the school, many pupils take good advantage of opportunities to direct their own learning. For example, they identify aspects of provision, such as outdoor learning experiences, that they would like to access more. In the Foundation Phase, many pupils initiate and sustain interest in their own learning well during free choice activities.

Nearly all pupils feel happy and safe in school. They are confident that staff will listen to their concerns. Most have a sound understanding of the importance of healthy eating. For example, in the Foundation Phase, they develop this understanding by taking roles in a team that cooks a healthy roast dinner. Older pupils work with the school kitchen to improve menu choices. Most older pupils understand how to use the internet safely.

Pupils have a strong voice in the school. The school council represents the views of fellow pupils well. It organises events such as 'Bryn Pennant's Got Talent' thoughtfully to create opportunities for all to show what they can do well. The school council used this event to raise funds to spend on resources, such as play equipment and Welsh dictionaries. The role of digital leaders is developing well. For example, they support key stage 2 pupils to use email successfully. Groups such as the eco committee and the Criw Cymraeg make valuable contributions to school life.

Rates of pupils' attendance usually place the school in the lower 50% or bottom 25% when compared with similar schools across Wales. A few pupils arrive late to school regularly.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a rich variety of learning experiences. Effective joint planning in the Foundation Phase ensures learning experiences of high quality and continuity and progression in pupils' learning as they move through the school. The strong Foundation Phase philosophy successfully encourages high levels of independence in the school's younger pupils. A range of extra-curricular activities enriches and extends pupils' learning effectively, and a few, such as the gardening club, are open to parents.

Arrangements to develop pupils' literacy skills are effective overall. For example, key stage 2 pupils have regular opportunities to develop their reading skills in guided reading sessions. They use their reading skills well to access other learning, for example to read mathematical problems. Arrangements to teach writing skills are successful. However, the school does not provide a wide enough range of opportunities for pupils to write for different purposes in their work across the curriculum. Provision to develop pupils' numeracy skills is good in the Foundation Phase. Pupils receive regular opportunities to use their skills in real-life contexts. In key stage 2, pupils benefit from a few well-planned opportunities to use their numeracy skills in engaging contexts, for example to work out the cost for tickets to the school prom. Provision for ICT is developing well throughout the school.

In the Foundation Phase, Welsh language provision is strong. As a result, pupils use the language as a natural part of school life. There are many opportunities for pupils to learn new words and to practise their vocabulary and language patterns. However, provision in key stage 2 does not support pupils to make enough progress from the effective start they make in the Foundation Phase. The school has a strong Welsh ethos and makes good use of the culture and heritage of Wales when delivering the curriculum. For example, pupils learn about the 'Welsh Not'. They also have opportunities to collaborate with four schools from across Wales to share artwork depicting their local areas.

Arrangements to develop pupils' understanding of sustainability issues and their responsibilities as global citizen are effective. For example, pupils compare their lives with children in Africa and learn about their customs and traditions.

Teaching: Good

Most teaching is of good quality. It is often very good in the Foundation Phase, where highly effective routines and carefully planned experiences match pupils' needs and interests particularly well. Lessons include the effective use of outdoor learning areas. Teachers ensure that there is a good balance between adult-led activities and opportunities for pupils to choose what they would like to do. This leads to high levels of pupil engagement and good rates of progress. In key stage 2,

most teachers have good subject knowledge. They plan experiences that interest and motivate pupils well. In most classes, teachers and support staff move pupils' learning forward at a suitable pace. They explain tasks well to make sure that pupils know what to do. However, across the school, teachers do not always challenge the most able pupils sufficiently. For example, low-level worksheets limit the amount of work pupils can do in response to a task and opportunities for pupils to set work out independently.

Nearly all teachers provide regular feedback to pupils on their work. They identify what pupils have done well and praise pupils' efforts. However, processes for pupils to improve the quality of their written work in response to teachers' written feedback are not always effective. In most classes, adults intervene in learning at suitable points to consolidate or extend learning. Overall, they question pupils effectively. This develops pupils' thinking skills well. The school monitors the progress of all pupils carefully. In the Foundation Phase, staff use observational assessments well to learn about pupils' interests, their strengths and their needs. There are appropriate arrangements to support accurate teacher assessments at the end of the Foundation Phase and key stage 2. Reports to parents are informative and meet requirements.

Care, support and guidance: Good

The school's provision supports high levels of pupil wellbeing. Pupils feel valued and develop positive attitudes as learners and members of the school community. Strategies such as 'feel good' books help staff to understand pupils' feelings and their readiness for learning. Arrangements for behaviour management are highly effective and result in pupils taking responsibility for their own actions. Regular assemblies of good quality develop pupils' spiritual awareness well. There are many worthwhile opportunities for pupils to broaden their understanding of culture. For example, the school participates in the international eisteddfod in Llangollen. The school makes appropriate arrangements for promoting healthy eating and drinking. Processes to improve pupils' attendance and punctuality have begun to have an impact, for example on reducing the proportion of pupils who are persistently absent. However, rates of attendance remain too low overall.

The school works well with specialist agencies to meet pupils' needs. For example, regular work with the police liaison officers, social services and dental health team benefits pupils' health and wellbeing.

Support for pupils with additional learning needs is effective. Staff know the pupils and their needs very well. Individual education plans are of good quality. There are appropriate arrangements to review progress against the targets in the plans with pupils and parents. Teaching assistants deliver intervention programmes successfully and provide high levels of support throughout the school. They provide regular, valuable feedback to class teachers on the progress made by pupils.

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

Learning environment: Good

The school's strong ethos underpins the effectiveness of its work. It has a powerful impact on the quality of provision for pupils and their outcomes at the school. Staff share a common sense of purpose and value each child equally. They provide a caring and nurturing environment where pupils thrive. Pupils have equal access to all areas of the school's provision and enrichment activities. There is a strong emphasis on developing pupils as confident, caring and respectful members of the school and its wider community.

The school grounds and buildings are of a good size and they are secure and well maintained. Teachers use the available space very well, for example to implement the Foundation Phase effectively. Staff make effective use of additional learning spaces to broaden the school's provision, for example to provide additional learning support and music sessions. A good supply of resources matches pupils' needs and interests well. Recently purchased ICT equipment is beginning to have a positive impact on the standard of pupils' ICT skills. Displays support learning and celebrate pupils' achievements appropriately. The school has good outdoor facilities for play. For example, pupils enjoy using the multi-use games area for football at break times.

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

Leadership: Good

The headteacher and assistant headteacher form a strong leadership team. They fulfil their leadership roles well. Together with the staff and governors, they share a common vision to care for all pupils equally and to provide rich learning experiences. Leaders promote a strong whole-school ethos through positive interactions with pupils, parents and staff. This creates a supportive climate where most pupils can make strong progress in their learning and wellbeing. There are appropriate arrangements for the performance management of staff.

School leaders make effective strategic decisions, for example to add an extra class in key stage 2 and this has supported improvements in the quality of teaching and learning. Leaders analyse performance information well to inform decisions. For example, they use information on pupils when they start school very well to get to know their needs and interests.

Regular senior leadership and staff meetings focus well on taking forward school improvement. The school works well to meet national and local priorities, for example to improve pupils' literacy and numeracy skills. Leaders have been successful in reducing the impact of poverty and deprivation on vulnerable pupils. The governing body are supportive and conscientious. They have a good understanding of performance information and are knowledgeable about the life and work of the school. They are aware of the school's strengths and areas for improvement. However, their role as 'critical friends' is more limited.

Improving quality: Adequate

School leaders have an appropriate understanding of the school's strengths and areas for improvement. This is a result of regular analysis of a broad range of pupil performance information and regular consideration of first-hand evidence through activities such as book scrutiny and classroom observations. However, these activities do not evaluate the impact of actions on pupils' learning and achievement well enough. For example, the school has not identified shortcomings in pupils' Welsh language skills at key stage 2. The school takes good account of pupils' views as part of its self-evaluation processes. Leaders act upon these views well, for example to improve the school menu. Leaders consider the views of parents regularly through informal consultation, for instance to assess the demand for after-school care. The governing body's role in on-going evaluation is limited.

School leaders use the findings of the self-evaluation process appropriately to identify targets and to plan for improvement. Improvement plans contain suitable targets for improvement, success criteria and realistic timescales. The school is usually successful in meeting improvement goals. Recent successes include improvements to provision and standards in aspects of literacy, numeracy and ICT, but improving attendance and punctuality issues is less effective.

The school has successfully addressed most of the recommendations from the last inspection. It has made particularly good progress in the development of pupils' entrepreneurial skills and in improving the quality of planning in the Foundation Phase.

Partnership working: Good

The school works effectively with a wide range of partners to benefit pupils. Strong partnerships with parents support pupils' learning and wellbeing. Parents are confident to approach staff to discuss issues that affect their child. They regularly support the school, for example by raising funds to improve resources or by attending the after-school gardening club.

Community links are effective. For example, pupils visit the church for harvest services and a home for the elderly on St David's Day. These arrangements promote a strong sense of community involvement and support pupils' social and spiritual development well.

Joint working with the local high school supports pupils to transfer smoothly to high school. Pupils benefit from a good range of curriculum and pastoral activities as well as a visit to a residential centre. This supports them to become familiar with their new school environment and to meet pupils from other primary schools that will join them in the secondary school.

Partnership working with the cluster of primary schools and the high school has resulted in effective moderation and standardisation of assessments at the end of key stage 2 and the production of detailed portfolios of work. They add appropriate rigour to the process of assessment and inform all partners successfully about the standards that pupils should achieve.

Resource management: Good

The school has enough suitably qualified and experienced staff to deliver the curriculum effectively. Teachers make purposeful use of their planning, preparation and assessment time. Teaching assistants provide comprehensive and dedicated support for pupils. They have a positive effect on improving pupils' standards of work and attainment, for example in mathematics and reading.

All staff participate in regular training events that link well to their individual targets and priorities. The school is developing as a learning community and staff share good practice with other schools in the area, for example for Welsh in the Foundation Phase.

The school manages its accommodation and resources well. Leaders monitor the budget carefully to ensure the efficient use of resources. There are appropriate plans in place to reduce excessive financial surpluses. The school uses funding from the pupil deprivation grant successfully, for example to improve standards in mathematics and the personal and social skills of vulnerable pupils.

In view of the standards achieved by pupils and the consistent quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6642046 - Bryn Pennant CP

Number of pupils on roll	137
Pupils eligible for free school meals (FSM) - 3 year average	33.0
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	14	17	16	16
Achieving the Foundation Phase indicator (FPI) (%)	71.4	76.5	75.0	75.0
Benchmark quartile	4	4	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	14	17	16	16
Achieving outcome 5+ (%)	71.4	88.2	75.0	75.0
Benchmark quartile	4	2	4	4
Achieving outcome 6+ (%)	28.6	23.5	31.3	31.3
Benchmark quartile	2	3	3	2
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	14	17	16	16
Achieving outcome 5+ (%)	78.6	76.5	75.0	75.0
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	42.9	35.3	25.0	18.8
Benchmark quartile	1	1	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	14	17	16	16
Achieving outcome 5+ (%)	92.9	88.2	93.8	81.3
Benchmark quartile	3	4	3	4
Achieving outcome 6+ (%)	57.1	41.2	43.8	56.3
Benchmark quartile	1	3	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.

6642046 - Bryn Pennant CP

Number of pupils on roll	137
Pupils eligible for free school meals (FSM) - 3 year average	33.0
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	9	12	14	14
Achieving the core subject indicator (CSI) (%)	100.0	75.0	64.3	71.4
Benchmark quartile	1	4	4	4
English				
Number of pupils in cohort	9	12	14	14
Achieving level 4+ (%)	100.0	83.3	64.3	78.6
Benchmark quartile	1	3	4	4
Achieving level 5+ (%)	22.2	25.0	21.4	28.6
Benchmark quartile	4	3	4	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	9	12	14	14
Achieving level 4+ (%)	100.0	75.0	78.6	78.6
Benchmark quartile	1	4	4	4
Achieving level 5+ (%)	33.3	25.0	28.6	21.4
Benchmark quartile	2	3	3	4
Science				
Number of pupils in cohort	9	12	14	14
Achieving level 4+ (%)	100.0	75.0	78.6	78.6
Benchmark quartile	1	4	4	4
Achieving level 5+ (%)	33.3	16.7	21.4	21.4
Benchmark quartile	2	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.

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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.	65		64 98%	1 2%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	65		61 94%	4 6%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	64		62 97%	2 3%		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	65		65 100%	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.	65		58 89%	7 11%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	62		59 95%	3 5%		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.	65		65 100%	0 0%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
I know what to do and who to ask if I find my work hard.	64		64 100%	0 0%		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.	61		56 92%	5 8%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%		
I have enough books, equipment, and computers to do my work.	63		61 97%	2 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.	59		54 92%	5 8%		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	60		56 93%	4 7%		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.	28	16 57%	12 43%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	28	24 86%	4 14%	0 0%	0 0%	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.	28	24 86%	4 14%	0 0%	0 0%	0	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.	28	22 79%	6 21%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	28	12 43%	14 50%	1 4%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	28	18 64%	10 36%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	28	19 68%	9 32%	0 0%	0 0%	0	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	14 52%	11 41%	1 4%	0 0%	1	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	28	20 71%	6 21%	1 4%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	28	18 64%	8 29%	1 4%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	28	17 61%	11 39%	0 0%	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'.	28	13 46%	13 46%	0 0%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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.	28	16 57% 48%	12 43% 41%	0 0% 9%	0 0% 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	28	21 75% 62%	7 25% 31%	0 0% 5%	0 0% 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	28	13 46% 48%	13 46% 42%	0 0% 8%	0 0% 2%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	27	15 56% 57%	12 44% 40%	0 0% 2%	0 0% 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	26	10 38% 52%	14 54% 41%	0 0% 5%	0 0% 1%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	27	12 44% 53%	14 52% 39%	0 0% 6%	0 0% 1%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	28	17 61% 61%	10 36% 34%	1 4% 4%	0 0% 2%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Richard Lloyd	Reporting Inspector
Hazel Hughes	Team Inspector
Justine Barlow	Lay Inspector
Huw Jones	Peer Inspector
Dawn Wood	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.