



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

**A report on**

**Ysgol Owen Jones C.P.  
Ffordd Owen  
Northop  
Mold  
Flintshire  
CH7 6AU**

**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:

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

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

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**Publication date: 05/06/2017**

## Context

Ysgol Owen Jones is in Northop in Flintshire. Numbers on roll are rising. Currently, the school has 135 pupils, including 11 in the nursery, who attend on a part-time basis. Most pupils live locally. There is one single-age class and four mixed-age classes.

Around 5% of pupils are eligible for free school meals. This is below the national average of 19%. The school identifies around 6% of pupils as having additional learning needs, which is below the national average of 25%. No pupils are 'looked after' by the local authority and very few have a statement of educational needs. English is the main home language of nearly all pupils. Very few pupils use Welsh as their first language.

The headteacher took up his post in September 2016. Estyn last inspected the school in May 2010.

The individual school budget per pupil for Ysgol Owen Jones in 2016-2017 means that the budget is £3,546 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,718 and the minimum is £2,944. Ysgol Owen Jones is 36th out of the 66 primary schools in Flintshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The judgement for current performance is good because:

- Most pupils make strong progress in many areas of learning
- Standards of mathematics and information and communication technology (ICT) are high
- Most key stage 2 pupils read well with fluency and expression
- Most pupils speak Welsh in lessons with confidence and understanding
- Most pupils' independent learning skills are developing well
- Attendance is good compared to levels in similar schools
- The school makes good use of extra-curricular activities, visits and visitors to enhance the taught curriculum
- Generally, teaching moves pupils' learning along rapidly
- The school has effective provision to promote pupils' wellbeing

### Prospects for improvement

The overall judgement for prospects is good because:

- The headteacher has a clear strategic direction for the school, focusing strongly on raising outcomes for pupils
- Clear roles and responsibilities for most teachers provide an effective structure to underpin the school's leadership
- Governors know the school well and provide a realistic level of challenge with regard to the school's performance outcomes
- There are well-established procedures for self-evaluation that help leaders to identify appropriate areas for improvement
- The school is successful in improving outcomes for pupils, particularly in Welsh, ICT, and developing pupils' ability to work independently
- A wide range of beneficial partnerships positively support improvements in standards and pupils' wellbeing

## Recommendations

- R1 Improve pupils' writing in key stage 2, especially for those pupils who are more able
- R2 Plan regular opportunities for Foundation Phase pupils to write independently and at length across the curriculum
- R3 Ensure that pupils understand what they need to do to improve their work
- R4 Measure the impact of initiatives accurately to assess their impact on raising standards

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Most pupils enter the school with skills that are around the average for pupils of a similar age. Over time, most make good progress, especially with reading, mathematics, ICT and Welsh. Pupils who have extra support for their learning make good progress and many achieve highly.

In the Foundation Phase, most pupils listen well to each other and to adults. By the end of Year 2, many speak clearly when responding to questions or talking to adults and their peers. In key stage 2, most pupils listen with interest to adults and to each other. They speak with growing confidence and an increasing vocabulary. A few older pupils are highly articulate.

Most Year 2 pupils make suitable progress in reading. They use the names and sounds of letters appropriately to tackle unfamiliar words. They make good use of picture clues to help make sense of text. A majority of pupils are developing a competent level of fluency but few read with real expression.

Nearly all Year 6 pupils enjoy reading widely. They know authors they like and talk knowledgeably about characters in their reading books. Almost all read fluently and with good expression. They predict sensibly what might happen next in the story and use evidence to support their ideas. All use an index correctly and they can skim and scan a text to gather specific information, such as when they research facts about famous Victorians as part of a history project.

Many Foundation Phase pupils develop their writing skills quickly. Most write well for their age and ability. When they have suitable opportunities to write at length, they use a good range of vocabulary, punctuate their work correctly and spell accurately to, for example, write imaginatively about superheroes saving planets.

Writing in key stage 2 is satisfactory overall. However, few pupils, especially those who are more able, achieve a high enough standard. Many pupils edit and re-draft their written work appropriately to improve its quality. They make worthwhile attempts to adapt the structure of their writing to meet different contexts and audiences. The handwriting and presentation of work of a few pupils are poor and few use a wide or ambitious vocabulary to enhance their written work. In both key stages many pupils use their literacy skills at a suitable level in such subjects as science or history.

Most pupils make good progress in mathematics. Foundation Phase pupils use their number and measuring skills well to find, for instance, the distance a medieval catapult would fire different materials. Most Year 5 and 6 pupils work well with number, data and measures. A strong feature of their work is their ability to use their numeracy skills to solve problems that require more than one operation. Most pupils use their numeracy skills well in other subjects, such as science and geography, for example using scale to measure distances on maps.

Standards of ICT are good across the school with some very good work in Year 6. Most pupils make effective use of ICT for a range of purposes including control, internet research, presenting, analysing and interpreting data and for communication. For example, Foundation Phase pupils use ICT well to move a programmable toy and to present information that they have found out about transport. Key stage 2 pupils use program codes to create symmetrical patterns successfully and work accurately with spreadsheets to maximise profit for a small business. Year 6 pupils create imaginative and engaging presentations on famous Victorians. These mix sound, animations, graphics, video and text successfully.

Most pupils in the Foundation Phase develop their Welsh language skills well. By Year 2, many respond well to instructions and greetings in Welsh and incorporate many Welsh phrases into their work in other lessons. In key stage 2, many pupils read and write in Welsh competently. They write for a variety of purposes in present and past tenses. They ask and answer complex questions well using a broad range of connectives to extend their answers. However, pupils' ability to use Welsh outside of lessons is limited.

Due to the relatively small number of pupils in each year group, the results of pupil assessments have to be treated with care. One pupil's results can have a significant influence on overall school performance and benchmarked comparisons based on pupils eligible for free school meals.

Over the last four years, Foundation Phase pupil performance for literacy and mathematical development at the expected outcome has placed the school consistently in the top 25% when compared with similar schools. For the higher than expected outcome the school is mostly in the upper 50%.

During the same period, pupil performance in English, mathematics and science at the expected level at the end of key stage 2 has placed the school largely in the top 25% when compared with similar schools. Performance at the higher level is more variable.

### **Wellbeing: Good**

Most pupils feel secure in school and know how to use the internet safely. They understand the importance of healthy eating and know how to stay fit and healthy. Almost all enjoy school and behave well.

Older pupils work successfully as playground buddies to support pupils in the Foundation Phase or those who sometimes feel sad or unhappy. 'Digital Wizards' and 'ECadets' act responsibly assisting other pupils with issues such as internet safety and use. School councillors have helped to develop the school's behaviour policy and to improve the range and quality of outdoor play equipment.

Most pupils work well on their own, in pairs and in groups. Their independent learning skills are developing strongly. Nearly all pupils are courteous and polite and relate well to adults and each other. They are proud of their school. Many make a worthwhile contribution to the community through a range of organised activities such as fundraising and participating in local sport clubs.

Over the last four years, pupils' attendance has placed the school consistently in the higher 50% or top 25% when compared with similar schools. Most pupils are punctual.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school delivers a broad range of worthwhile learning experiences. Curriculum planning, based on themes, provides meaningful opportunities for pupils to develop their skills. A comprehensive range of extra-curricular experiences support the taught curriculum well. These include learning a musical instrument, taking part in sports teams, and learning a European language.

Provision for numeracy, ICT and problem solving is good and, on a few occasions, very good. For example, younger pupils work together effectively to design and build a network of pipes through which water can flow. Staff use the well-developed forest school area effectively. This supports pupils' understanding of the natural world and helps to develop their independent learning skills successfully.

Successful procedures to teach reading allow most pupils to make good progress. There are purposeful opportunities for pupils to use their literacy, numeracy and ICT skills across the curriculum. However, an over-use of worksheets in the Foundation Phase limits pupils' ability to write at length.

Provision for teaching Welsh language is successful and allows most pupils to achieve well in lessons. However, there are limited opportunities for pupils to speak Welsh at other times. There is appropriate provision for the development of pupils' understanding of life in Wales. For example older pupils study the Mold floods as part of their theme of 'Disasters'. Pupils have valuable opportunities to experience Welsh history and culture, such as through involvement in the Urdd Eisteddfod and a study of the Aberfan tragedy.

The school provides pupils with a good range of opportunities to learn about sustainability and global citizenship. Global theme weeks, including studies of topics such as the plight of refugees, provide pupils with valuable opportunities to develop their understanding of the wider world and other peoples and cultures.

### **Teaching: Good**

Generally, teaching moves pupils' learning along rapidly. Most teachers' plans build well on pupils' previous learning. They use an effective range of questions that help to develop pupils' understanding of topics. They provide pupils with worthwhile strategies to develop their independent learning successfully. All teachers use praise and encouragement well to ensure suitable behaviour during the sessions. Teaching assistants make a valuable contribution to supporting the learning and wellbeing of individuals and groups. However, when teaching literacy, a few teachers do not provide enough challenge to ensure that pupils, especially those who are more able, achieve to their full potential.

Most teachers' written feedback to pupils explains in general terms what they have done well. However, particularly with pupils' written work in key stage 2, this advice is not specific enough for pupils to be clear about the improvements they need to make. Pupils lack worthwhile opportunities to reflect on this advice in order to make improvements. Pupils make good use of skills ladders and checklists to evaluate their own and other pupils' work.

Staff track pupils' progress effectively and use this information well to identify where to place pupils in groups for guided reading sessions and to support pupils who need extra help with their learning. Annual reports to parents keep them well informed about their child's progress.

### **Care, support and guidance: Good**

The school encourages and supports the benefits of healthy living and physical activity well. It promotes pupils' awareness of how to be safe when working on the internet successfully. There are worthwhile systems in place to promote regular attendance and punctuality.

Staff and pupils have worked together effectively to establish a clear code of conduct that all pupils understand. As a result, almost all pupils behave well. The school supports pupils' spiritual, moral, social and cultural development effectively. For example, staff enhance pupils' spiritual development through a study of creation stories from different cultures.

Effective provision for pupils with additional learning needs allows most to make good progress. Teachers identify pupils' needs successfully at an early stage. They provide structured and relevant support through a wide range of worthwhile intervention programmes. Specialist agencies work closely with the school to give valuable support to pupils with more complex needs. Pupils' individual educational plans identify clear targets and specific activities to ensure progress. The school involves parents well in this process.

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

### **Learning environment: Good**

The school provides a positive and well-ordered environment, where every individual is valued equally. Pupils show pride in their school and respect for one another. They support one another very well and this creates a happy, caring and inclusive community.

The school site and buildings are clean and in good order. Attractive and informative displays in classes and around the school celebrate pupils' work. Staff and pupils use the high quality outdoor learning facilities, including the forest school, to enhance learning effectively. Resources are of good quality and match appropriately to pupils' needs.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Good</b>
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### **Leadership: Good**

In the relatively short time, the headteacher has established a clear strategic direction for the school. This focuses strongly on raising outcomes for pupils. Clear roles and responsibilities for most teachers provide an effective structure to underpin the school's leadership.

The headteacher manages his time well to evaluate the school's strengths and areas for development. This allows him to prioritise and challenge the school's existing practices. For instance, recent initiatives are starting to have a positive effect on pupils' ability to self and peer assess their own work and that of others.

There are robust procedures for managing the performance of teachers and teaching assistants. These contribute well to improvements in teaching and support whole-school initiatives. For example, all staff now actively pursue a common methodology to promote pupils' independent learning. Leaders are making good progress in addressing the national priorities of raising standards in literacy, numeracy, ICT and Welsh.

The governing body knows the school well. The headteacher provides governors with detailed reports and they undertake regular learning walks alongside the teachers with whom they have a 'buddying' arrangement. Consequently, members support the school effectively and are in a good position to offer a realistic level of challenge with regard to the school's overall performance.

### **Improving quality: Good**

The headteacher and staff have refined self-evaluation procedures recently, enabling them to undertake a planned programme of rigorous monitoring. These draw appropriately on the analysis of attainment data, scrutiny of pupils' books, lesson observations and listening to pupils and parents. This process gives the school's leadership a clear understanding of the changes the school needs to make to improve pupil outcomes, such as developing the pupils' understanding of how to improve their own and other work.

There is a direct link between the findings of previous self-evaluation exercises and the priorities in the current school improvement plan. This is a detailed document that includes a manageable number of priorities broken down sensibly into smaller targets and actions. The plan is well organised and clearly identifies responsible staff, appropriate timescales, measurable success criteria and costs. Although the school has not always evaluated the impact of previous plans on pupil performance rigorously enough, past initiatives have led to worthwhile improvements in standards in Welsh, pupils' ability to work independently and ICT. However, the school has not yet fully addressed a recommendation from its previous inspection relating to the assessment of pupils' work.

### **Partnership working: Good**

The school has a range of beneficial partnerships, which support well improvements in standards and wellbeing for pupils.

The parent fundraising group organises many worthwhile events to raise funds for the school. The school uses these effectively, for example to purchase new tablet computers, helping to raise standards in ICT. Parents value the regular home newsletters outlining class topics and the informative evenings on areas such as 'helping your child to read at home'.

Funds from local businesses have helped to develop outdoor provision for Foundation Phase pupils and improve the facilities in the forest school area.

Support from the local authority music service is successful in providing almost one-quarter of pupils with a chance to play a musical instrument. Local sports clubs provide coaching for pupils helping to improve their co-ordination skills and sense of wellbeing.

Teachers work closely with the local pre-school to ensure that pupils are prepared well to start school. Effective transition arrangements help nearly all pupils to move to secondary education successfully. There are suitable end of key stage moderation arrangements undertaken with other local schools to ensure the accuracy of teacher assessments.

The school liaises well with other local schools to improve provision for teaching through the sharing of best practice, especially in ICT. The sharing of the forest school area with another local school allows for effective joint planning to improve a range of pupils' skills.

### **Resource management: Good**

The school has enough qualified teachers and teaching assistants to deliver the curriculum effectively. The headteacher deploys staff efficiently to make the best use of their individual strengths in, for example, mathematics, art and music.

Staff benefit from worthwhile training and development opportunities, which contribute well to improving standards in Welsh and mathematics.

There are appropriate arrangements to provide teachers with sufficient time to plan, prepare and assess pupils' work. The school works effectively within a network of local schools to influence teachers' practice positively. For example, following visits to nearby primary schools to share best practice, teachers have improved outdoor provision for Foundation Phase pupils and raised standards in ICT.

Leaders plan carefully for, and make effective use of, the pupil deprivation grant to support the small number of pupils eligible for free school meals.

The headteacher and governing body manage the school's finances carefully. In view of pupils' standards of achievement, the quality of provision and leadership, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6642094 - Owen Jones CP

Number of pupils on roll	131
Pupils eligible for free school meals (FSM) - 3 year average	5.4
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	16	12	15	21
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	16	12	15	21
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	43.8	41.7	53.3	52.4
Benchmark quartile	1	2	2	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	16	12	15	21
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	43.8	50.0	40.0	47.6
Benchmark quartile	1	1	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	16	12	15	21
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	43.8	58.3	46.7	61.9
Benchmark quartile	3	2	4	3

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.

**6642094 - Owen Jones CP**

Number of pupils on roll 131  
 Pupils eligible for free school meals (FSM) - 3 year average 5.4  
 FSM band 1 (FSM<=8%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	13	10	15	10
<b>Achieving the core subject indicator (CSI) (%)</b>	92.3	100.0	93.3	100.0
Benchmark quartile	2	1	3	1
<b>English</b>				
Number of pupils in cohort	13	10	15	10
Achieving level 4+ (%)	100.0	100.0	93.3	100.0
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	38.5	70.0	60.0	50.0
Benchmark quartile	2	1	2	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	13	10	15	10
Achieving level 4+ (%)	92.3	100.0	93.3	100.0
Benchmark quartile	2	1	3	1
Achieving level 5+ (%)	53.8	40.0	46.7	50.0
Benchmark quartile	1	3	3	3
<b>Science</b>				
Number of pupils in cohort	13	10	15	10
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	53.8	50.0	53.3	50.0
Benchmark quartile	1	2	3	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.	70	65 93%	5 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	70	67 96%	3 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	70	68 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	70	64 91%	6 9%	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.	70	67 96%	3 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	69	63 91%	6 9%	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.	70	68 97%	2 3%	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.	70	66 94%	4 6%	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.	68	56 82%	12 18%	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.	70	62 89%	8 11%	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.	70	54 77%	16 23%	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	70	64 91%	6 9%	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.	35	21 60%	13 37%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	35	27 77%	8 23%	0 0%	0 0%	0	Mae fy mhentyn 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.	35	31 89%	4 11%	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.	35	24 69%	10 29%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	35	18 51%	12 34%	2 6%	1 3%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	35	22 63%	12 34%	1 3%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	34	26 76%	8 24%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	35	17 49%	15 43%	0 0%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	35	18 51%	11 31%	3 9%	1 3%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	35	25 71%	10 29%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	35	26 74%	8 23%	1 3%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	35	18 51%	11 31%	2 6%	1 3%	3	Mae fy mhentyn 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.	35	17 49%	14 40%	2 6%	1 3%	1	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.	35	22 63%	12 34%	1 3%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	35	18 51%	12 34%	3 9%	1 3%	1	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.	35	23 66%	8 23%	0 0%	0 0%	4	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.	35	14 40%	8 23%	2 6%	0 0%	11	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	35	18 51%	13 37%	2 6%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	34	20 59%	11 32%	1 3%	1 3%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Mr Richard Hawkley	Reporting Inspector
Mr Christopher Dolby	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Ms Alison Williams	Peer Inspector
Mr Gareth Caughter (Headteacher)	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.