A report on

Ysgol Y Waun
Y Waen
Gwernaffield
Mold
Flintshire
CH7 5DP

Date of inspection: September 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 22/11/2016

Context

Ysgol y Waun Community Primary school is in the village of Gwernaffield near Mold in Flintshire local authority. The school caters for pupils aged three to eleven years. Most pupils live in Gwernaffield and the neighbouring village of Pantymwyn. There are currently around 110 pupils on roll, including 13 part-time nursery pupils. The school arranges pupils into four mixed-age classes. The ethnic background of almost all pupils is white British and they speak English at home. No pupils speak Welsh as their first language. Around 6% of pupils are eligible for free school meals. This is lower than the national average of 19%. The school identifies around 3% of pupils with additional learning needs. This is well below the national average.

The headteacher took up her post in September 2008. The school's last inspection was in June 2010.

The individual school budget per pupil for Ysgol Y Waun in 2015-2016 means that the budget is £3,733 per pupil. The maximum per pupil in the primary schools in Flintshire is £4,838 and the minimum is £2,809. Ysgol Y Waun is 19th out of the 67 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:

- Nearly all pupils make good progress during their time at the school
- Most pupils with additional learning needs make very good progress towards their individual targets
- Nearly all pupils behave well in classes and around the school
- Most pupils are enthusiastic and eager to learn
- Rates of attendance are consistently high
- A wide range of rich learning experiences engages the interest of many pupils successfully.
- Most teaching is good
- There are very effective arrangements for the care, support and guidance of pupils

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school and provides a clear strategic direction and establishes a strong team ethos across the school
- All staff work closely as a team in supporting school improvement priorities
- The governing body fulfils its role effectively and is developing its role as a critical friend appropriately
- The self-evaluation process results in a detailed and accurate summary of the school's strengths and areas for improvement
- The school improvement plan is well organised and supports a manageable number of relevant priorities that promote pupils' attainment
- The school has developed a good range of valuable partnerships that influence pupils' outcomes positively
- The school deploys its staff and resources efficiently

Recommendations

R1 Improve pupils' spoken and written Welsh in key stage 2

R2 Improve the attainment of pupils who are more able

R3 Provide more opportunities for pupils to develop their numeracy skills across the curriculum

R4 Ensure that teaching is consistently good

R5 Increase pupils' involvement in reviewing their own learning

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

Most pupils enter the school with levels of skills, knowledge and understanding that are broadly in line with those expected of pupils of a similar age. However, a few begin school with lower-than-expected speaking skills. During their time at the school, nearly all make good progress. Most pupils with additional learning needs make very good progress towards their individual targets.

Many pupils throughout the school listen well to their teachers and to one another. Most pupils' speaking skills develop well as they progress through the school. Many speak confidently, choosing appropriate style and language to match the occasion.

Most pupils in the Foundation Phase make very good progress in learning to read. In the nursery and reception class, they acquire an understanding of the relationship between letters and sounds and use this knowledge of phonics to read regular words confidently. By the end of Year 2, many read expressively, taking note of speech marks and other punctuation. They use phonic skills effectively when they encounter words they find difficult.

In key stage 2, many pupils read widely, fluently and accurately. They discuss their favourite authors and predict how a story will end, giving meaningful reasons for their conclusions. Many are developing higher-order reading skills well. For example, they infer meaning by 'reading between the lines' and skim and scan quickly to locate key words.

In the Foundation Phase, most pupils write neatly. By the end of Year 2, many pupils write at length using correctly punctuated sentences, accurate spelling and mature vocabulary, for example "When the swallow heard a heavy key in a lock, he flew fast and low out of the church door".

In key stage 2, many pupils present their work neatly. Most pupils at the end of key stage 2 write well for a broad range of purposes and show a developing awareness of their intended audience. Many use imaginative similes and metaphors to enliven their writing. Many pupils use their literacy skills effectively across the curriculum. For example, older pupils write vivid seasonal poems and produce informative leaflets about tourist attractions in Australia. They use a good range of punctuation to make their meaning clear. However, a minority of pupils do not to ensure that their spelling is accurate.

Most pupils in the Foundation Phase make good progress in acquiring and developing numeracy skills. They count on and back in twos, fives and tens correctly, and use their understanding to solve simple problems expressed in words. Many add single-digit numbers mentally and round numbers to the nearest 10, 100 or 1,000. In their topic work, many pupils at the end of the Foundation Phase use numeracy skills well in drawing neat block graphs and timelines to scale.

By the end of key stage 2, most pupils' mathematical skills are developing well. A majority calculate accurately and have quick mental recall of number facts and multiplication tables. They convert fractions, decimals and percentages correctly, draw and measure angles accurately and calculate the areas of regular surfaces and the volumes of cuboids. Many pupils use their mathematical skills appropriately in their topic work. For example, in their study of ancient Egyptians, they investigate the relationship between height and weight of a mummy and measure carefully the dimensions of pyramids.

Throughout the school, nearly all pupils make good progress in developing their skills in using information and communication technology (ICT). Many pupils show increasing competence in using word processing and creating digital presentations. In the Foundation Phase, many pupils use tablet computers confidently when recording outdoor activities. They control small robots around a pre-defined course. Older pupils are beginning to use elements of control technology and modelling, including simple spreadsheets. They use problem-solving skills well when investigating why a scuba diver needs weights to help him sink, modelling the scenario using a simple spreadsheet.

Most pupils in the Foundation Phase make good progress in learning the Welsh names for colours, numbers, foods and days of the week. They describe today's and yesterday's weather and talk about their likes and dislikes confidently. Many pronounce most Welsh words correctly.

By the end of key stage 2, a majority of pupils write basic sentences in Welsh to describe themselves and their news. Few pupils write independently in Welsh. Most pupils in upper key stage 2 conduct simple conversations in Welsh, relying on familiar sentence patterns. Pupils in key stage 2 read simple books in Welsh. However, their reading is hesitant and their understanding is uncertain.

Nearly all pupils with additional learning needs respond well to the school's intervention and support and make very good progress towards their individual targets.

Over the past five years, the number of pupils at the end of the Foundation Phase has been very small, which means that comparison of attainment with pupils in similar schools should be undertaken carefully. In the Foundation Phase, pupils' attainment at the expected outcome in literacy skills and mathematical development fluctuates. It generally places the school in the top 25% when compared with similar schools. At the higher-than-expected outcome, attainment in literacy skills and mathematical development is more variable.

Pupils' attainment at the expected level in key stage 2 in English, mathematics and science places the school frequently in the top 25% when compared with similar schools. Attainment at the higher-than-expected level is more variable.

There is very little difference between the attainment of boys and girls at the expected outcome and level. At the higher-than-expected level, girls generally perform better than boys.

The number of pupils who are eligible for free school meals at the end of the Foundation Phase and key stage 2 is so small as to make comparison of their performance with that of other pupils unreliable. However, they generally perform at least as well as their peers.

Wellbeing: Good

Nearly all pupils feel safe and happy in school and are confident to approach any member of staff if they have worries or concerns. Nearly all pupils' behaviour in lessons, at playtimes and lunchtimes is good. They are courteous to adults and to each other. Most understand the importance of healthy eating and regular exercise. Nearly all pupils show good awareness of how to stay safe when using the internet.

Attendance rates are consistently high and place the school in the top 25% when compared with similar schools. Nearly all pupils arrive promptly.

Most pupils are enthusiastic and eager to learn. They work well independently and co-operative with others. Many pupils develop a sound understanding of how to improve their own learning by setting relevant targets.

Many pupils take on roles of responsibility successfully, for example as school councillors and playground 'buddies'. They show clear pride in their contribution to school life, such as when arranging activities to raise money for various charities and events. Many pupils play an active role in the local community and make visits locally and for local organisations to contribute to school life.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of rich learning experiences that engage the interest of many pupils successfully.

Planning meets the requirements of the National Curriculum, the principles of the Foundation Phase and the locally agreed syllabus for religious education fully. The school provides effective opportunities in lessons for pupils to develop their thinking, communication and ICT skills. It is making sound progress in integrating the Literacy and Numeracy Framework to ensure progression in skills across the curriculum. However, in a few subjects such as science, the curriculum does not enable pupils to build sequentially on what they already know and can do.

In the Foundation Phase, the school places prominent emphasis on developing learners' phonic skills successfully. Teachers encourage pupils to be active, inquisitive independent learners.

Across the school, teachers plan regular opportunities for pupils to write at length on a wide range of interesting subjects. However, in a few classes, there are limited opportunities for pupils to apply their numeracy skills across the curriculum. The curriculum provides pupils with a good range of opportunities to learn about their locality and the history and culture of Wales. Provision for teaching the Welsh

language is appropriate. A broad range of visits and visitors give pupils' worthwhile additional experiences. For example, a visit to a stately home gives pupils insight to the life and times of their Edwardian ancestors.

The school has ensured appropriate opportunities to develop pupils' understanding of sustainable development and global citizenship successfully across the curriculum. A good example of this is the school's enthusiastic commitment to supporting a number of eco projects. For example, pupils make bird boxes in the community club that is sited in the locality. The school offers a worthwhile variety of after school clubs, such as football and cross-country running, that enrich pupils' experiences well.

Teaching: Good

In most classes, teachers plan and deliver interesting lessons that build successfully on pupils' previous knowledge and experience. Teachers and support staff know their pupils well and develop positive working relationships with them. Nearly all teachers engage pupils' interest through well-paced lessons that are adapted to meet the needs of most pupils. Most explain clearly what they expect pupils to accomplish during lessons and use questioning skilfully to help pupils' understanding. Nearly all teachers manage pupils' behaviour effectively to ensure positive working atmospheres in their classes. In the few lessons where teaching is less effective, tasks do not always meet the needs of the more able pupils and the pace of lessons is slow.

The school has a well-established assessment programme that allows teachers to track pupils' progress accurately. Nearly all teachers praise good work and provide pupils with clear feedback on how to improve. Many pupils in Year 6 redraft their writing to take good note of their teacher's suggestions. Although pupils are beginning to take responsibility for assessing their own progress and that of their peers, this is at an early stage of development. Reports to parents are detailed and informative.

Care, support and guidance: Good

The school provides a caring community where pupils feel safe and happy. There are effective arrangements to support pupils' health and wellbeing. For example, playground games and play equipment encourage pupils to be physically active. The school has appropriate arrangements for promoting healthy eating and drinking, such as a healthy tuck shop and water dispensers.

The school promotes pupils' social, moral, spiritual and cultural development effectively. Collective worship sessions foster values based on honesty, kindness and respect for others.

Provision for pupils with additional learning needs is very effective and enables pupils to make very good progress towards their individual targets. Staff work closely to identify pupils' additional learning needs at an early stage and provide them with effective support. For example, reading support programmes ensure that pupils make good progress in the development of these skills. Child-friendly individual

education plans provide pupils who need additional support with clear targets to improve their learning. Teachers consult pupils and parents appropriately to set and review targets. Teaching assistants provide valuable support for individuals and groups of pupils in class and during support sessions.

The school is proactive in encouraging pupils to attend regularly. It liaises closely with specialist agencies for the benefit of pupils. Staff make good use of additional support effectively to meet pupils' emotional needs throughout the school and this has a positive impact on pupils' wellbeing and behaviour. Visiting specialists reinforce the school's messages about road safety and the risks associated with drugs and alcohol.

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

Learning environment: Good

The school is a happy and caring community. It has an inclusive and supportive ethos in which pupils and staff feel valued. All pupils have equal access to the curriculum and a wide range of extra-curricular activities. The school promotes positive attitudes to equality and diversity through classroom practice, curricular themes and links with the local community. Pupils learn to show care and consideration for others and the environment.

The school is well maintained throughout. There are many interesting displays that celebrate pupils' successes and provide useful information to support learning. There are sufficient good quality resources to support teaching and learning. The grounds are spacious, well maintained and secure. The outdoor area in the Foundation Phase is small. However, the school makes good use of the available space to enhance pupils' learning.

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

Leadership: Good

The headteacher has high expectations of staff and pupils. She has a clear vision for the school and provides effective leadership with purposeful support from the deputy headteacher. She ensures that all members of staff understand their roles and responsibilities clearly and, with the support of the governing body, tackles underperformance robustly. Staff at all levels undertake their leadership roles effectively. This has been particularly successful in supporting staff in the development of ICT and the provision for outdoor learning in the Foundation Phase. Staff work closely together to create a supportive whole school ethos, based on good teamwork.

The process of performance management is well established and effective in supporting school improvement. Staff engage positively in setting specific targets. They work diligently to ensure that their work contributes fully towards improving standards. There are regular, well-organised meetings that have a clear focus on improving outcomes for pupils.

The school is making good progress in addressing initiatives that meet local and national priorities, such as ensuring sound opportunities for pupils to use their literacy skills in many aspects of their learning. These developments are having a positive impact on the standard of pupils' work.

The governing body fulfils its role and meets statutory responsibilities effectively. Governors know the school well through well-planned monitoring visits, detailed reports from the headteacher and presentations from staff. Governors have a clear understanding of how well pupils perform and use their knowledge well to challenge the school appropriately.

Improving quality: Good

The school has well-established procedures to support the process of planning for improvement. In order to evaluate the school's performance, staff use a wide range of first-hand evidence effectively, including the monitoring of lessons and the scrutiny of pupils' work. Senior leaders undertake detailed analysis of the school's data, monitor pupil progress against targets and use on-going assessments to inform the self-review process. The school seeks the views of all parents through the regular use of questionnaires and responds appropriately. For example, the school has adapted its extra-curricular club provision. Pupils know that they can express their views through the class suggestion boxes. The self-evaluation report provides a very detailed overview of the school and identifies the main areas where improvement is possible. However, the report is overly descriptive and does not identify a few areas that need improvement.

There are clear links between areas for development identified in the self-evaluation report and the priorities in the school improvement plan. The plan focuses well on a manageable number of priorities that will raise standards and improve provision. The plan identifies those with responsibility for action, sets realistic timescales and allocates appropriate resources. Staff rigorously monitor the progress that the school is making in addressing the priorities. Evidence shows that staff have successfully raised standards in many areas. For example, the standard of pupils' reading in the Foundation Phase has risen following the introduction of a structured phonic scheme.

Partnership working: Good

The school has a strong partnership with parents and keeps them well informed through regular newsletters, email and parent workshops. Effective communication with parents contributes well to improvements in standards and the wellbeing of pupils. For example, morning routines have been modified to enable parents to alert staff of any health or other issues that may be troubling pupils. Well-developed links with the local community strengthen learning opportunities for pupils and enable them to play an active role in the local area.

Staff work in close partnership with the on-site playgroup. The regular sharing of information and expertise helps children to transfer confidently to the school. Extensive partnership working with the local secondary school ensures that pupils are confident to move to their new school at the end of Year 6. Teachers work regularly with staff from neighbouring primary schools to ensure consistency of their end-of-key-stage assessments.

Staff make effective use of extensive links with other schools, achieving mutual support in addressing school improvement priorities and sharing good practice. Partnership working has had a positive impact, for example, on developing provision in the Foundation Phase. Close work with a neighbouring school has supported staff effectively in developing curriculum plans. Most recently, this has supported work on the Second World War in key stage 2 and an innovative 'Splash of Colour' topic for Foundation Phase pupils. Effective links with other schools have developed learning opportunities for more able pupils successfully. The school works closely with advisory staff and uses the advice constructively to improve outcomes for pupils. Close working with a range of agencies enables staff to support pupils' wellbeing effectively and enhances the delivery of the curriculum. For example, visitors from the police and emergency services contribute well to pupils' understanding of how to stay safe at home and outdoors.

Resource management: Good

There are enough well-qualified teaching and support staff to ensure the successful delivery of the curriculum. Leaders deploy them carefully to make best use of their experience and expertise. For example, this has had a positive impact on the provision for religious education and support for pupils with additional learning needs. Leaders ensure that spending is planned to maintain and improve the good quality resources available across the school.

All staff have suitable access to relevant training linked to the performance management process. Arrangements for the observations of lessons in other classes by all teachers provide particularly good opportunities for sharing good practice and developing a consistent approach.

The headteacher and governors 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 who are eligible for free school meals. In view of the standards achieved by pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6642081 - Y Waun

Number of pupils on roll	102	
Pupils eligible for free school meals (FSM) - 3 year average	9.0	
FSM band	2	(8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	14	16	5	11
Achieving the Foundation Phase indicator (FPI) (%)	85.7	100.0	80.0	100.0
Benchmark quartile	3	1	4	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	14	16	5	11
Achieving outcome 5+ (%)	85.7	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving outcome 6+ (%)	50.0	37.5	60.0	27.3
Benchmark quartile	1	3	1	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	14	16	5	11
Achieving outcome 5+ (%)	92.9	100.0	80.0	100.0
Benchmark quartile	3	1	4	1
Achieving outcome 6+ (%)	50.0	37.5	60.0	36.4
Benchmark quartile	1	3	1	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	14	16	5	11
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	50.0	43.8	100.0	63.6
Benchmark quartile	3	4	1	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.

6642081 - Y Waun

Number of pupils on roll	102
Pupils eligible for free school meals (FSM) - 3 year average	9.0
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	8	8	10	9
Achieving the core subject indicator (CSI) (%)	87.5	100.0	100.0	88.9
Benchmark quartile	3	1	1	4
English				
Number of pupils in cohort	8	8	10	9
Achieving level 4+ (%)	87.5	100.0	100.0	88.9
Benchmark quartile	4	1	1	4
Achieving level 5+ (%)	50.0	37.5	70.0	33.3
Benchmark quartile	2	3	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	8	8	10	9
Achieving level 4+ (%)	100.0	100.0	100.0	88.9
Benchmark quartile	1	1	1	4
Achieving level 5+ (%)	50.0	37.5	50.0	44.4
Benchmark quartile	2	3	2	3
Science				
Number of pupils in cohort	8	8	10	9
Achieving level 4+ (%)	100.0	100.0	100.0	88.9
Benchmark quartile	1	1	1	4
Achieving level 5+ (%)	50.0	50.0	50.0	33.3
Benchmark quartile	2	2	2	4

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	43		43	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	39		38	1		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			97%	3%		
			92%	8%		
I know who to talk to if I am worried or upset.	42		42	0		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			100%	0%		
			97%	3%		
The school teaches me how to keep healthy	43		43	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	42		42	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	42		42	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.	43		43	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	43		43	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.	40		37	3		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			92%	8%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	43		42	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			98%	2%		
			95%	5%		
Other children behave well and I can get my work done.	38		30	8		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			79%	21%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	43		41	2		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			95%	5%		
			84%	16%		

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	43	24 56%	18 42%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	43	28 65%	14 33%	1 2%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	41	27 66%	14 34%	0 0%	0 0%	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.	43	21 49%	21 49%	0 0%	1 2%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	41	11 27%	28 68%	2 5%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	42	14 33%	27 64%	1 2%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	43	22 51%	20 47%	1 2%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	43	11 26%	29 67%	3 7%	0 0%	0	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.	42	26 62%	15 36%	1 2%	0 0%	1	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.	40	18 45%	19 48%	3 8%	0 0%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	42	23 55%	19 45%	0 0%	0 0%	1	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'.	40	17 42%	20 50%	3 8%	0 0%	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	43	9 21%	27 63%	7 16%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		

	Number of responses / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	43	21 49%	17 40%	5 12%	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.	40	18 45%	19 48%	3 8%	0 0%	3	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.	43	21 49%	21 49%	1 2%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	30	13 43%	14 47%	3 10%	0 0%	12	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.	43	13 30%	28 65%	1 2%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	43	23 53%	20 47%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Christopher Ian Dolby	Reporting Inspector
Linda Jane Williams	Team Inspector
Peter Duncan Haworth	Lay Inspector
Helen Lorna Jacob	Peer Inspector
Louise Ankers	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.