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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

Trelawnyd V.A. School
London Road
Rhyl
Trelawnyd
Flintshire
LL18 6DL

Date of inspection: January 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Trelawnyd Church in Wales Voluntary Aided Primary School is in the village of Trelawnyd in Flintshire. The school has 95 pupils on roll aged three to eleven years, including eight who attend the nursery part-time. There are four classes in the school. Recently six pre-nursery pupils have joined the school within an early entitlement provision. The three-year average for the proportion of pupils eligible for free school meals is 5%. This is significantly lower than the average for Wales (21%).

The school identifies about 5% of pupils as having additional learning needs. This is well below the national average. Very few pupils have a statement of special educational needs. There have been very few exclusions during the last twelve months. Nearly all pupils are of white British ethnicity. No pupils speak Welsh as a first language.

The current headteacher took up post in September 2001. The last inspection of the school was in January 2010.

The individual school budget per pupil for Trelawnyd V.A. School in 2014-2015 means that the budget is £3,306 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,111 and the minimum is £2,838. Trelawnyd V.A. School is 32nd out of the 68 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress as they move through the school
- Most pupils develop good literacy and numeracy skills
- Most pupils usually achieve at least the expected outcome in literacy and mathematical development at the end of the Foundation Phase
- Most pupils usually achieve the expected level or above in English, mathematics and science by the end of key stage 2
- Nearly all pupils behave well
- Attendance figures over the past four years are good and compare well to those of similar schools
- The quality of teaching ensures that most pupils make good progress as they move through the school
- The school is a welcoming community with an inclusive ethos where staff value every child

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides purposeful leadership for the school
- Staff respond well to national and local priorities such as the implementation of the literacy and numeracy framework
- Governors have a sound understanding of the school's strengths and improvement priorities
- There are well-established arrangements for self-evaluation
- The school's improvement plan is a comprehensive document that serves as a useful tool for securing improvement
- Staff work closely with a good range of partners to improve standards, provision and levels of pupils' wellbeing

Recommendations

R1 Raise the standards achieved by more able pupils, particularly in their written work

R2 Improve opportunities for independent learning

R3 Ensure that the standard of teaching is consistently good in all classes by using assessment for and of learning more effectively

R4 Improve the quality and impact of teachers' marking

R5 Use the findings from self-evaluation and external reviews more effectively to improve standards of teaching and learning

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Most pupils enter the school with skills, knowledge and understanding that are around the level expected for their age. Overall, they make good progress by the time they leave the school.

In the Foundation Phase, the majority of pupils demonstrate good speaking and listening skills, for example when following teachers' instructions or when re-telling traditional tales. In key stage 2, most older pupils speak confidently in front of others, for instance when responding to teachers' questions or to explain their plans when story writing.

Overall, standards of reading are good. Most pupils in the Foundation Phase develop a solid grasp of basic phonics. They use appropriate strategies to tackle tricky words, for example by breaking words down into syllables. However, only a few self-correct if they read a word or sentence inaccurately. In key stage 2, most pupils read with appropriate fluency, expression and understanding. They demonstrate good inference skills and the ability to scan text to identify important information quickly. Most are able to summarise text from non-fiction books effectively in their own written notes.

Pupils' standards of writing in English lessons and in topic work are good overall. In the Foundation Phase, most pupils present their work appropriately. They use a good range of vocabulary and punctuate their work with increasing accuracy. By the end of key stage 2, most pupils write at length frequently. They use a suitable range of punctuation and organise their work into paragraphs. They demonstrate a sound understanding of the purpose of their writing and its intended audience, for example when writing letters home in the role of an evacuee. Standards of spelling and presentation are generally good. However, pupils do not edit or redraft their work to bring about improvements often enough. As a result, the standard of pupils' work, particularly the more able, is not always of the quality that these pupils are capable of producing.

Most pupils make good progress in developing and applying their mathematical skills. In the Foundation Phase, they develop a sound understanding of basic fractions, for example by dividing regular shapes into halves or quarters. They solve addition and subtraction problems well and measure length accurately. Most pupils interpret data correctly from simple bar graphs. In key stage 2, most pupils add, subtract, multiply and divide accurately, for example when dividing three-digit numbers by a single-digit number. They record information well, create suitable graphs and interpret the data appropriately to draw conclusions or identify patterns. Across the school, most pupils apply their numeracy skills appropriately in their topic work.

In the Foundation Phase, many pupils make good progress in developing their speaking and listening skills in Welsh, for example in 'Helpwr Heddiw' sessions where they ask and respond to a varied range of questions well. In key stage 2, many pupils have positive attitudes to learning Welsh. Older pupils demonstrate good reading and speaking skills during role-play sessions. However, the quality and quantity of their Welsh writing is limited.

Due to the small number of pupils at the end of both key stages, performance data on pupil outcomes has to be treated with care because one pupil's results can have a significant impact on overall school performance.

At the end of the Foundation Phase, nearly all pupils usually achieve at least the expected outcome 5 in literacy and mathematical development. Despite this, pupils' performance in literacy at both the expected outcome 5 and the higher-than-expected outcome 6 usually places the school in the lower 50% when compared with other similar schools. In mathematical development, pupils' performance normally places the school in the higher 50% or top 25% of similar schools at both the expected and higher-than-expected outcomes.

At the end of key stage 2, pupils' performance at the expected level 4 in English, mathematics and science has fluctuated with different cohorts of pupils over the last four years. This performance has placed the school in both the top 25% and lower 50% in comparison to similar schools during this period. At the higher-than-expected level 5, pupils' performance in English, mathematics and science normally places the school in either the higher 50% or top 25% of similar schools.

Most pupils who need extra support make good progress as they move through the school. Normally, there is no significant difference in the performance of boys in comparison to girls. The school has very few pupils who are eligible for free school meals. This means that it is not possible to make a valid evaluation of the performance of this group of learners in comparison with other pupils.

Wellbeing: Good

Nearly all pupils feel safe in school and are confident that staff will deal promptly with incidents that occur or worries that they have. They have good attitudes to learning and sustain interest and concentration in activities well. Nearly all pupils have a good understanding of the need to eat and drink healthily and of the importance of making sensible lifestyle choices. They demonstrate this understanding in their topic work, for example when creating a healthy food diary or when learning about the harmful effects of smoking. A minority attend regular after school activity clubs that include games such as football, hockey and netball. Nearly all have a suitable understanding of how to stay safe on the internet.

Nearly all pupils behave well. They show respect, courtesy and consideration for adults and for each other, for example in their roles as 'Bully Buddies'. Most pupils co-operate effectively with one another in their lessons and activities. A majority of pupils develop a suitable understanding of their strengths and weaknesses through evaluating their own progress against individual learning targets.

Rates of attendance are good. The school is usually in the higher 50% or top 25% when compared with similar schools across Wales. Nearly all pupils arrive at school punctually.

The school and eco councils work together as one body. Overall, they represent their fellow pupils appropriately. They respond well to suggestions from the school community about improvement ideas, for example in relation to changing the school's behaviour system and introducing bird feeders and litter picks to improve the school environment. Pupils take key roles on the council, such as secretary, and perform them responsibly.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and balanced range of learning experiences that meets requirements for the National Curriculum and Foundation Phase. The school makes good use of educational visits and has an appropriate range of extra-curricular activities to enhance pupils' learning.

There are effective arrangements for developing pupils' literacy and numeracy skills across the curriculum. A good variety of well-planned learning experiences enables pupils to build-up their reading, writing and numeracy skills successfully as they move through the school. In the Foundation Phase, staff use the outdoor learning environment well to support learning. Arrangements to involve pupils in choosing topics and themes that they would like to study are at an early stage of development.

The school provides a range of beneficial intervention programmes for pupils who require additional support to develop their literacy and numeracy skills. The majority of classes provide suitable homework to support and extend pupils' learning. The 'Active Start' initiative, where pupils engage in learning experiences before the school day, has a positive effect on developing the literacy skills of a majority of learners.

The school promotes the Welsh language positively. There are regular opportunities for pupils to learn the language and to use it in everyday activities, for example during 'Helpwr Heddiw' sessions. Work about Welsh artists and local places of historical significance such as Erddig, as well as annual residential visits to Glanllyn and participation in the Urdd eisteddfod, support pupils in developing a good understanding of the culture and heritage of Wales.

Provision for education for sustainable development is good. The school acts sustainably in the way it uses electricity and water. Links with the local community and a school in Slovenia contribute well to pupils' understanding of citizenship.

Teaching: Adequate

The quality of teaching ensures that most pupils make good progress as they move through the school. There are respectful working relationships between staff and pupils that have a positive influence on standards of learning and wellbeing. Teachers and support staff have high expectations of pupils' conduct and manage behaviour well.

In a majority of lessons, teachers plan activities that engage pupils in learning effectively. They explain tasks clearly, so that pupils understand how to succeed in their work. However, teachers do not always match the level of challenge in tasks to the level of pupils' ability well enough. This limits the level of progress that more able and a few less able pupils make, for example in their written work. In a few lessons, there is too much adult direction of learning. This restricts the opportunities pupils have to develop and apply their skills independently.

Nearly all teachers mark pupils' work regularly and their written comments reflect what pupils have done well. However, teachers' comments do not relate well to the focus of learning activities or identify what pupils need to do to improve their work often enough. Teachers do not usually challenge pupils to edit or refine their work in response to marking. Many teachers and support staff provide pupils with useful verbal feedback and question them effectively during learning activities and this supports pupils' progress well.

The school has suitable systems to monitor pupils' progress. Overall, there are appropriate links between teachers' assessments and pupils' learning targets. There are useful standardisation and moderation activities with the local cluster of schools. This helps to ensure that teacher assessments at the end of the key stages are usually an accurate reflection of the standards pupils achieve.

Parents and carers receive suitable information about their child's progress, achievement and wellbeing through regular parents' meetings and annual reports.

Care, support and guidance: Good

The school has a range of policies and procedures that support pupils' health and wellbeing effectively. There are very few instances of poor behaviour and staff deal with any such incidents effectively. The school makes appropriate arrangements for promoting healthy eating and drinking. There are suitable opportunities for pupils to engage in cultural activities, for example through working with local artists. Regular acts of collective worship support pupils' social, moral and spiritual development well.

Staff do make appropriate use of specialist agencies such as the educational psychologist and the police. This ensures that pupils and their families receive advice and guidance when needed.

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

Provision for pupils with additional learning needs is good and enables most of these pupils to do well. Staff identify pupils' learning needs at an early stage and produce appropriate individual education plans. Teaching assistants provide valuable support for individuals and groups of pupils who require extra help with their learning. The school monitors pupils' progress against their individual targets regularly and parents are involved effectively in this process.

Learning environment: Good

The school is an inclusive learning community where all pupils are valued equally and have access to all aspects of school life. Provision for personal and social education is good. The school respects and celebrates diversity appropriately and places a considerable emphasis on developing values such as fairness, honesty and tolerance. The school's ethos enables all pupils to learn in an atmosphere where they feel well supported.

The building is good condition and has sufficient space for the number of pupils. The quality of the indoor environment is good. Classrooms are quite small, especially in key stage 2, but pupils benefit from additional useful learning areas adjoining each class. The school has an ample supply of books and resources that support pupils' learning effectively. The displays around the school and in classrooms celebrate pupils' achievements and support learning appropriately. The facilities for outdoor learning and play are spacious and of a good quality. There are suitable arrangements to ensure site security.

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

Leadership: Good

The headteacher provides purposeful leadership for the school and promotes her vision for a happy and caring school strongly. The positive ethos throughout the school and the high standards of pupils' behaviour reflect this. She provides good guidance for all members of the school community. Staff have clear roles and responsibilities and the small team of teachers share responsibilities equitably. This ensures that the school runs effectively on a day-to-day basis and maintains good standards of pupil progress. Nearly all staff undertake appropriate monitoring activities, such as evaluating performance data. As a result, they understand the school's strengths and areas for improvement well. Staff meetings have an appropriate focus on school improvement priorities and usually lead to suitable actions linked to developing teaching and learning practices, for example work to improve the accuracy of teacher assessment. Performance management arrangements for all staff are in place and support the school in achieving targets within improvement plans appropriately.

The school responds well to national and local priorities such as implementing the literacy and numeracy framework and supporting vulnerable pupils.

The headteacher provides a good range of information for the governing body and most governors know the school well through their regular visits. They have a sound understanding of the school's strengths and improvement priorities and know how well the school's performance compares with that of other similar schools across Wales. There are suitable structures and committees in place, for example to oversee financial management and to keep the curriculum under review. Overall, governors carry out their duties diligently, and support and challenge the school appropriately.

Improving quality: Adequate

The school has good strategies to support self-evaluation. This ensures that leaders and managers have a clear understanding of the school's strengths and areas for further improvement. Leaders use a good range of first-hand measurements and observations to evaluate the school's life and work. Staff analyse attainment data carefully and contribute positively to the programme of classroom monitoring and the scrutiny of pupils' work. The school takes suitable account of the views of parents and pupils. For example, pupils work with parents at home to identify topics they would like to study. Teachers use these ideas periodically to match learning experiences to the interest of learners appropriately. However, leaders do not always respond to the findings from external reports such as those from the local authority quickly or well enough.

The current improvement plan is a comprehensive document that serves as a useful tool for securing improvement. It links well to the self-evaluation report and comprises a reasonable number of relevant targets for improvement. The targets are specific and measurable, and they clearly identify the persons who are responsible for their delivery. The plan gives good information about dates, costs and implications for staff training. School leaders monitor progress towards achieving targets appropriately. This ensures notable improvements, for example in the implementation of the literacy and numeracy framework.

The school has made suitable progress in addressing most of the recommendations from the previous inspection. However, the school has not made sufficient progress in improving pupils' ability to improve their own work through the effective use of assessment for learning strategies.

Partnership working: Good

The school works closely with a good range of partners to improve standards of provision and learning. Parents support the school well and the parent teacher association regularly donates a significant sum that allows the school to buy additional equipment that benefits pupils, such as tablet devices to support the development of information and communication technology skills across the curriculum.

Partnerships with two nearby secondary schools are successful in ensuring smooth transition for nearly all pupils to Year 7. A broad range of primary schools, from within the local cluster and across the diocese, work well together in sharing staff expertise and in standardising and moderating pupils' work at the end of the Foundation Phase and key stage 2. There are beneficial links with a local pre-school playgroup. The group shares part of the school's premises and children attending the playgroup visit the main school building for a variety of activities regularly. This is effective in helping them to settle in quickly when they join the school.

Partners from within the locality, such as the local garden centre and the 'friendship club' from the village hall, encourage pupils to have a sense of belonging to their community.

The headteacher is proactive in forging a partnership with a number of schools from within the school's family. Although at an early stage of development, this joint planning partnership is beginning to have a positive effect on the quality of teaching of mathematics.

The school shares specialist equipment and test materials with a group of neighbouring schools, which results in reduced costs. The school works well with other small local schools to pool resources. This arrangement provides pupils with a range of valuable sporting experiences and residential visits.

Resource management: Good

The school has enough teachers and teaching assistants, all of whom are appropriately qualified to deliver the curriculum and support pupils' learning and wellbeing. The headteacher deploys staff appropriately, making best use of their expertise and experience. Arrangements for teachers planning, preparation and assessment time are appropriate.

The school has suitable arrangements for the continuous professional development of all staff. This involves networks of professional practice with other schools. These arrangements have a positive impact on standards and provision, for example the development of Welsh language skills and specific training to support pupils with additional learning needs amongst teaching assistants following work with another local school.

The headteacher and governing body manage finances well and link expenditure to school improvement plans appropriately. They account carefully for the grants received, including that allocated for supporting pupils who are eligible for free school meals, and keep end-of-year reserves within recommended levels.

In view of the good standards and progress achieved by most pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6643316 - Trelawnyd

Number of pupils on roll	112
Pupils eligible for free school meals (FSM) - 3 year average	5.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	9	13	15
Achieving the Foundation Phase indicator (FPI) (%)	88.9	84.6	100.0
Benchmark quartile	3	3	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	9	13	15
Achieving outcome 5+ (%)	88.9	92.3	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	22.2	46.2	33.3
Benchmark quartile	3	2	3
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	9	13	15
Achieving outcome 5+ (%)	100.0	84.6	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	33.3	46.2	40.0
Benchmark quartile	2	1	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	9	13	15
Achieving outcome 5+ (%)	100.0	92.3	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	44.4	61.5	46.7
Benchmark quartile	3	2	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

6643316 - Trelawnyd

Number of pupils on roll   112
Pupils eligible for free school meals (FSM) - 3 year average   5.0
FSM band   1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	7	14	13	12
Achieving the core subject indicator (CSI) (%)	100.0	92.9	100.0	91.7
Benchmark quartile	1	2	1	3
English				
Number of pupils in cohort	7	14	13	12
Achieving level 4+ (%)	100.0	92.9	100.0	91.7
Benchmark quartile	1	3	1	3
Achieving level 5+ (%)	42.9	50.0	84.6	58.3
Benchmark quartile	2	2	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	7	14	13	12
Achieving level 4+ (%)	100.0	92.9	100.0	91.7
Benchmark quartile	1	3	1	3
Achieving level 5+ (%)	42.9	35.7	61.5	50.0
Benchmark quartile	2	3	1	2
Science				
Number of pupils in cohort	7	14	13	12
Achieving level 4+ (%)	100.0	92.9	100.0	91.7
Benchmark quartile	1	3	1	4
Achieving level 5+ (%)	42.9	50.0	92.3	66.7
Benchmark quartile	2	2	1	1

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

Stakeholder satisfaction report – responses to learner questionnaires

Primary questionnaire (overall)

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.	61		60 98%	1 2%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	51		47 92%	4 8%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	61		60 98%	1 2%		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	58		55 95%	3 5%		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.	61		53 87%	8 13%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	57		54 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.	60		60 100%	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.	59		58 98%	1 2%		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
My homework helps me to understand and improve my work in school.	58		44 76%	14 24%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%		
I have enough books, equipment, and computers to do my work.	61		59 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.	48		24 50%	24 50%		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	59		39 66%	20 34%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%		

Responses to parent questionnaires

	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.	30	18 60%	12 40%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	30	21 70%	9 30%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	30	23 77%	7 23%	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.	30	17 57%	13 43%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	30	15 50%	14 47%	1 3%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	30	18 60%	11 37%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	30	19 63%	10 33%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	30	13 43%	14 47%	2 7%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	30	17 57%	11 37%	2 7%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	15 50%	14 47%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	30	17 57%	13 43%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	28	11 39%	14 50%	1 4%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	30	13 43%	15 50%	2 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	30	16 53%	12 40%	2 7%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	30	12 40%	15 50%	2 7%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	30	18 60%	11 37%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	25	7 28%	15 60%	1 4%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	30	13 43%	16 53%	1 3%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	30	17 57%	12 40%	1 3%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mr Richard Lloyd	Reporting Inspector
Mr Christopher Ian Dolby	Team Inspector
Mr Terry James Davies	Lay Inspector
Ms Jillian Mitchell	Peer Inspector
Ms Jane Borthwick (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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