



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Penmorfa
Dawson Drive
Prestatyn
Sir Ddinbych
LL19 8SY**

Date of inspection: June 2014

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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Publication date: 27/08/2014

Context

Ysgol Penmorfa Primary is in Prestatyn in Denbighshire. The school currently has 443 pupils. Fifty-five of these attend the part-time nursery class. The school has 15 classes, three of which cater for more than one age group. Around 27% of pupils are eligible for free school meals, which is above the Welsh average. A few pupils have English as an additional language. Around 27% of the pupils have additional learning needs, including a very few with statements of special educational need. There are 16 full-time and three part-time teachers at the school. A very few pupils speak Welsh as their first language. Nearly all pupils learn Welsh as a second language.

The school was last inspected in 2008. The current headteacher has been in post since 1997.

The individual school budget per pupil for Ysgol Penmorfa in 2013-2014 means that the budget is £3,426 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,594 and the minimum is £3,159. Ysgol Penmorfa is 44th out of the 48 primary schools in Denbighshire 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 performance is good because:

- most pupils achieve good standards;
- most pupils make good progress in developing their literacy and numeracy skills across the curriculum;
- most pupils behave well, demonstrate good engagement in lessons and have a very positive attitude to their learning;
- overall, the quality of teaching is good;
- feedback to pupils enables them to know how well they are doing and what they need to do to improve;
- all pupils receive very good care and support; and
- the learning environment, both inside and outside the school, supports learning well.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides excellent leadership;
- the senior leadership team share a strong vision and work very well together to promote a culture of continual improvement;
- leadership responsibilities are distributed effectively among the staff;
- the school's self-evaluation report is honest, analytical and accurate;
- the school makes good use of a wide range of first-hand evidence for self-evaluation;
- the school uses performance data very effectively to monitor the impact of its provision; and
- the governing body supports and challenges the school effectively.

Recommendations

R1 Raise standards in reading and writing in Welsh, particularly at key stage 2

R2 Develop pupils' understanding of global citizenship

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils make good progress in learning from a wide range of starting points, as they move through the school. However, when they enter the school the majority of pupils are at or below what is expected at their age, particularly in mathematical development.

By the end of the Foundation Phase, most pupils speak clearly and express their ideas confidently. They are able to talk about their work and express well measured opinions on a range of topics. Most pupils are enthusiastic about their reading and have a good understanding of the different texts they read. They know the difference between fiction and non-fiction books and talk confidently about which they prefer. Most read aloud with fluency and expression. A minority use the text well to vary their tone of voice when they read, for example raising their voice when words are in capitals and responding to punctuation such as question marks. Most pupils use phonic and other strategies well to help them work out the sound and meaning of unfamiliar words. Most pupils make good progress in developing their writing skills. They write using an increasing range of vocabulary well to express their ideas, for a range of purposes and across the curriculum. Many pupils write at length for example, when re-telling a story linked to their topic about an owl. Nearly all pupils present their work well.

By the end of key stage 2, nearly all pupils express their ideas clearly and confidently for example, when discussing the novels they have read, linked to their world war 2 topic. Most pupils read well and have good understanding of the texts. They use higher order reading skills effectively in different subjects, for example in history to research the six wives of Henry VIII and to compare Tudor times to life today. Most pupils develop good writing skills across different genres of writing. They make good use of a wide range of vocabulary in complex sentences to convey information and their own ideas. They pay good attention to punctuation and use paragraphs effectively to present ideas coherently to the reader. Many pupils write at length and develop their ideas successfully, for example when writing their own myths. Nearly all pupils present their work well.

Most pupils solve mathematical problems enthusiastically and make good progress in mathematics lessons across the school. By the end of the Foundation Phase, many pupils use their knowledge of numbers well to solve problems involving money, shape and measurement. A minority of pupils use their numeracy skills effectively when planning and recording their own investigations. They collect information from classmates about favourite football teams in a tally chart and use the information accurately to produce a graph. By the end of key stage 2, nearly all pupils work out complex multiplication and division problems accurately in their heads. Most pupils can use a range of methods when adding, subtracting, multiplying or dividing and have effective strategies for checking the accuracy of their calculations. Many pupils

are able to use their mathematical skills well across the curriculum, for example when solving a murder mystery using shape and data.

By the end of Foundation Phase, a majority of pupils make good progress in learning Welsh. They show a strong understanding of the language and respond appropriately to simple instructions and commands. However, a minority are less confident when speaking. A minority of pupils read simple Welsh books with good pronunciation and show a good understanding of the content of the books. Many write simple Welsh sentences, linked to class topics with support.

By the end of key stage 2, most pupils make suitable progress in developing their speaking skills in Welsh. They understand the Welsh used by staff well and respond confidently to familiar language patterns. However, pupils' reading and writing skills in Welsh across the school are generally underdeveloped.

In the Foundation Phase, many pupils use their thinking skills well, when, for example, they plan the day in the life of a zookeeper or decide what they want to know about the class topic.

In key stage 2, many pupils use their thinking skills well, for example when creating a timeline in their project on the Tudors.

Over the past two years, when compared with similar schools, the performance of pupils at the end of the Foundation Phase has improved at the expected level in literacy skills, but has declined in mathematical skills. In 2013, this placed the school in the higher 50% of similar schools for literacy and the lower 50% for mathematical skills. At the higher-than-expected level, outcomes placed the school in the lower 50% for literacy skills and the bottom 25% for mathematical skills for the past two years when compared with similar schools.

In key stage 2, performance in English and mathematics over the last four years at the expected level (level 4) has fluctuated, but shows an improvement in 2013. Performance in science has shown a decline over three years but an improvement in 2013. Performance at the higher-than-expected level (level 5) has shown a decline in English over a three-year period, but shows an improvement in 2013. Performance in mathematics has fluctuated over the last four years, but shows improvement in 2013. In science, performance at the higher level has generally shown an upward trend.

When compared with similar schools, performance in English varies between the higher 50% and the bottom 25% at the expected level. Performance in mathematics and science varies between the top 25% and the bottom 25%. Performance in English and science at the higher level varies between the higher 50% and the lower 50%. Performance in mathematics at the higher level varies between the higher 50% and bottom 25%, when compared with similar schools.

Wellbeing: Good

Most pupils know what is needed in order for them to lead healthy lives. They recognise the need for regular exercise and enjoy the many opportunities available

through extra-curricular clubs and break time activities. Nearly all pupils are happy, feel safe, and secure in school.

Nearly all pupils are enthusiastic, eager to learn and show pride and confidence in their work. They are polite and confident with visitors. Their behaviour is consistently very good in classrooms. At break-times nearly all pupils show respect, care and concern for others. The school make good use of peer mediators. These are elected, older pupils who are visible on the playgrounds and who support their peers well. They intervene sensitively to ensure pupils cooperate with each other and help to solve minor disputes between pupils. Pupils engage very enthusiastically with a wide range of interesting activities in classrooms and outdoors. Many work well independently and co-operatively, particularly at the end of key stage 2 when they persevere with challenging tasks. An example of good collaborative working is when more able maths groups from year 2 work alongside more able maths groups in year 6 on problem solving tasks. By the end of key stage 2, pupils are increasingly assessing their own progress and this is helping them develop a good understanding of their strengths and weaknesses.

Through the school council, eco, sports and wellbeing councils, a wide range of pupils take on meaningful responsibilities. They take an active role in making decisions that have a positive impact on the life of the school. For example, the school council developed playground rules and carried out a survey on how they would like to improve their learning. The different councils in the school arrange fund raising activities to help buy the resources they want. Members understand their responsibilities clearly and believe that the school listens to and acts upon their views.

Most pupils attend regularly and on time. When attendance is compared to similar schools, the school's performance has been consistently the higher 50% for the last five years.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide range of stimulating learning experiences both indoors and outdoors, which meet the needs of all learners particularly well. This is a strong feature of the school. Teachers work highly effectively in teams and this helps to ensure there are common approaches across the school to the planning and development of skills. The curriculum meets statutory requirements fully. There is a useful range of well-attended extra-curricular sports activities, which enrich the pupils' learning. The school makes good use of the local retail park in order to develop pupils' knowledge of the world of work.

Provision for the development of skills is strong. Teachers plan comprehensively to ensure that pupils make consistently good progress in developing their literacy and numeracy skills. Provision for writing is particularly strong. The school provides extensive opportunities for pupils to write at length across the curriculum.

Staff provide good opportunities for pupils to learn about the history and culture of Wales. Across the school, pupils learn about Welsh artists and composers, linked to topics. There are opportunities to learn about different places in Wales and the school celebrates St David's day. Planning for the development of Welsh as a second language is appropriate. It is progressive and focuses on the development of language patterns. Opportunities for pupils to use these patterns outside Welsh lessons is inconsistent across the school and there are limited opportunities for them to read and write independently in Welsh, particularly at key stage 2.

The school has developed education for sustainable development well. Teachers successfully promote pupils' awareness of sustainability and energy conservation. The eco council meet regularly to coordinate a successful range of activities such as recycling, collecting litter and planting and watering flowers. However, opportunities to raise pupils' awareness of global citizenship are limited.

Teaching: Good

Teachers have good subject knowledge. Teachers and teaching assistants work well together to support pupils' learning and they have high expectations of all pupils. Nearly all teachers set interesting tasks that build effectively on previous learning. Activities and resources engage pupils' interest well, link successfully to topics and motivate pupils to learn. Staff ask challenging questions that develop pupils' skills well. Almost all teachers have a clear understanding of what they want pupils to achieve, and ensure that pupils are aware of the learning objectives of the lessons.

The school has established effective assessment for learning strategies. Almost all teachers make good use of peer and self-assessment to enable pupils to evaluate their own work and the work of others confidently. All teachers mark pupils' work regularly. Their comments are constructive and provide valuable feedback on what pupils have done well and what they need to do to improve. Many pupils know what their targets are and, in nearly all classes, teachers use the targets well during lessons and in planned reflection time to ensure pupils focus clearly on their next steps in learning.

Tracking pupils' progress is a strength of the school. Detailed analysis of performance data helps ensure all pupils make good progress and receive appropriate support when required.

Reports to parents are clear and informative, and indicate appropriate areas for improvement. They provide useful opportunities for pupils to review their own progress and for parents and carers to respond.

Care, support and guidance: Excellent

The quality of the school's provision for the care and wellbeing of pupils is outstanding. The arrangements for coordinating the school's work draw very well on staff's excellent understanding of the needs of individual pupils and the community that the school serves. The school has a rigorous system in place to identify and support vulnerable pupils. Many staff have undertaken specialist training in order to develop skills to support these pupils. They use these skills very well to provide

highly effective interventions, which ensure that all pupils are ready to learn. The high quality interventions ensure pupils develop the skills they need in order to access learning effectively, including developing self-esteem and managing their behaviour. There are strong links with a range of external agencies. These links ensure high quality support and guidance to pupils and their families. The school is recognised by the local authority as sector leading in its provision for vulnerable pupils and provides regular opportunities for other school to visit and learn from what they do.

Comprehensive systems exist to encourage pupils to participate regularly in a range of physical activities, both during and after the school day. There are suitable arrangements in place for promoting healthy eating and drinking. The school has recently implemented measures that are improving attendance and there are effective strategies in place to promote good behaviour. They are currently piloting an anti-bullying initiative, which ensures most pupils know what bullying is and there are comprehensive systems in place to deal with incidents. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Learning experiences successfully promote pupils' personal, spiritual, cultural, moral and social development well.

Procedures to identify and support pupils with additional learning needs are highly effective. A strong staff, work effectively together to plan a wide range of programmes to support individuals and groups of pupils. Targeted support for pupils on comprehensive individual education plans has led to significant improvements in their learning and behaviour. Staff identify pupils' additional needs effectively at a very early stage. There are efficient and rigorous monitoring systems in place to ensure almost all pupils make good progress.

Learning environment: Good

The school provides a caring, welcoming and inclusive environment, where staff and pupils are treated equally, fairly and with respect. They enjoy an atmosphere where the culture is loyal and supportive and where everyone is challenged to do their best. Pupils have equal access to the curriculum and extra- curricular activities with sensitive adjustments made where appropriate. The school complies appropriately with disability access requirements and there are suitable equality policies in place.

The grounds and site are spacious, safe, secure and well maintained with a number of attractive features including the outdoor classroom, forest area and fruit trees. The accommodation is well cared for with very good use made of all the available space. Classroom sizes and resources are good and sufficient for the number of pupils on roll. Displays throughout the school are of a high standard. They celebrate all curriculum areas and focus well on children's work. They are attractive and informative and help to enhance and support learning.

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

Leadership: Excellent

The headteacher knows and leads the school exceptionally well. He has a clear vision and high expectations that he shares very successfully with governors, staff, parents and pupils. The organisation of the school supports the vision and philosophy very well to ensure that all pupils have the best opportunity to achieve their potential. The senior leadership team have a very good balance of experience and skills. They work across the school to support and challenge all colleagues well. Leaders are responsible and accountable for whole school leadership in curriculum and pastoral areas and have a very good understanding of the strengths and areas for development in the areas they lead. They monitor learning and teaching and analyse school data rigorously. Senior leaders challenge and support each other in their roles with the result that they work very effectively as a team to meet all pupils' needs. Regular, focused meetings are minuted and actions tracked until they are completed.

There is a very clear spirit of openness among the staff and well-developed performance management arrangements ensure they fully understand their roles.

Senior leaders work well to ensure all staff, cooperate very effectively within a strong framework of accountability. This has recently led to the improvement in standards in literacy in particular, and helped the school close the gap very effectively between the achievements of different groups of pupils, for example those eligible for free school meals. Senior leaders have also played a key role in promoting a very effective, professional learning culture throughout the school, which supports the achievement of high standards. There is a very clear focus on pupil attainment, school improvement targets and meeting local and national priorities, particularly in tackling social deprivation. There are effective arrangements in place to give pupils a developing role in judging the quality of education provided and in suggesting improvements.

Governors undertake their responsibilities conscientiously and take a prominent role in the school's improvement strategy. They have attended appropriate training and they undertake regular visits to learn first-hand about the school. Governors receive regular, detailed reports from the headteacher and staff on pupils' attainment and the school's performance. This enables them to challenge the school rigorously and hold it to account for its performance in a very proactive way.

Improving quality: Good

The headteacher, senior leadership team, staff and governors have a very clear understanding of the school's performance, its strengths and areas for development. The self-evaluation report is honest, concise and evaluative. The school leadership team takes responsibility for self-evaluation and analyses a broad range of first hand evidence as part of a rigorous process. Highly effective use is made of assessment information to set targets for improvement and to identify the needs of pupils. Teachers, governors, pupils and parents contribute effectively to the evaluation process. Their views are valued and incorporated well into the report. As a result,

the school has developed a succession of appropriate school improvement plans, which have led to recent improvement in standards.

The school development plan sets out clearly the actions and costs, as well as responsibilities and timescales in which to monitor and complete actions. All team meetings have school improvement as a focus and staff have a clear understanding of the priorities in the plan and their role in bringing about the desired outcomes.

Professional development for staff links well to the development plan. Members of staff work closely together to implement development plans and there is a high level of consistency in teaching, learning, assessment and provision for pupils' wellbeing as a result. Sharing good practice between staff members is a strong feature of the school and training impacts positively on pupils' standards of achievement. The school has responded well to the recommendations from the last inspection report.

Partnership working: Good

The school works successfully with a wide range of partners. This has a positive impact on pupils' attainment and particularly their wellbeing. There is a strong partnership between the school and parents.

The school informs parents regularly about school activities and there is a good range of valuable opportunities for parents to access support and information workshops. The school's close partnership with the pre-school group on the site and the successful strategies that the school has put in place, ensure that children settle quickly into school. There are also comprehensive arrangements for transferring older pupils to the secondary school with beneficial additional arrangements for vulnerable pupils. These prepare them well for the next stage in their education.

The school has developed valuable partnerships with the local community, which enhance the learning opportunities for pupils. These include the local library, retail park and health professionals.

The school co-operates closely with schools in the cluster to ensure accurate moderation and standardisation of teachers' assessments of pupils' work at the end of both Foundation Phase and key stage 2. As a result, teachers' assessments are robust. There is a good relationship with the local authority. A particularly effective partnership with the local authority provides high quality support for pupils who have additional learning needs. The school uses these links well to support and challenge its work.

Resource management: Good

The school manages its resources well. The school makes particularly good use of grants to support specific projects like the 'trim trail'. The school works purposefully to make the best use of staff expertise in every aspect of its work. A comprehensive system for managing staff absence ensures continuity of learning for pupils.

A very strong feature of the school is the staff wellbeing committee, which meets and responds successfully to suggestions from all staff. This emphasises the importance

this school places on realising its motto ‘Making the most of everyone.’”

Provision for planning, preparation and assessment is comprehensive, and teachers use this time effectively. Support staff make a valuable contribution to pupils’ learning across the school.

As result of the continuous focus on raising standards, the school is a strong learning community and works successfully within professional learning communities, with other schools in the cluster. This contributes significantly to enriching the school’s provision. A recent example is the project to raise standards in reading by encouraging parents to read with their child.

Sharing good practice among teachers is a strong feature. The school also contributes extensively to sharing good practices with other schools, particularly in preparing the younger pupils for their next stage of education. The Foundation Phase provision has been recognised by the local authority as an example of good practice.

Performance management arrangements are thorough, and improvement targets that arise from these link clearly to the school’s priorities.

The headteacher, with the support of the business and finance manager and the governing body, manages the use of financial resources well in order to support the school’s priorities. On the basis of the good outcomes at the school, it provides good value for money.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase, 87.5% of pupils achieved the expected outcome in the Foundation Phase indicator in 2013. This is above the average for the family, and schools in Wales.

The percentage of pupils achieving the expected outcome was above the family and Wales average in literacy, mathematical development and personal and social development, when taken separately. Results in both literacy and personal development, at the expected outcome were higher than 2012, but results in mathematical development were lower than 2012.

The percentage of pupils achieving the higher level, in literacy was above the family average, but below the Wales average. In mathematical development, the percentage of pupils achieving the higher level was below the averages for the family and Wales. Pupils' achievement in personal and social development at the higher level was at the family average, but below the Wales average. The results for literacy and mathematical development at the higher level were higher than 2012 but personal and social development was lower.

In 2013, at the expected outcomes and when compared with schools with similar proportions of pupils eligible for free school meals, pupils' performance places the school in the higher 50% for literacy skills for the past two years, and the lower 50% for mathematical skills for 2013, compared to the higher 50% in 2012. In personal and social development, pupils' performance places the school in the higher 50% for 2013, compared to the lower 50% in 2012. At the higher outcome, the performance of pupils places the school in the lower 50% for literacy skills, bottom 25% for mathematical skills and lower 50% for personal and social development for the last two years.

In key stage 2, performance in English, mathematics and science over the last four years at the expected level 4 has varied. In English and science, performance had shown a decline over three years, but has shown improvement in 2013. Mathematics had shown a decline, but has steadily improved over the last two years. When compared with schools with similar percentages of children eligible for free school meals, performance in English, maths and science varies between the top 25% and the bottom 25%. In 2013, performance was above the family and Wales average in all three areas.

At the higher level 5, performance over the last four years in English, shows a declining trend, but improved in 2013. Performance in maths is variable, with an increase in 2013. Performance in science shows an improving trend, apart from a dip in 2012. In 2013, performance in English, mathematics and science was above the family average. Performance was below the Wales average for English and science, but above for mathematics. When compared with schools with similar percentages of children eligible for free school meals, performance in English and science varies between the higher 50% and the lower 50%. Performance in

mathematics varies between the higher 50% and the bottom 25% when compared to similar schools. In 2013, performance was below the Wales average for English and science, but above for mathematics.

In 2013 at Foundation Phase, and key stage 2, boys perform less well than girls across all areas of learning and subjects at both the expected and higher outcomes.

In the Foundation Phase, pupils eligible for free school meals performed better than their peers at the expected outcome, but performed less well than their peers in the higher outcome. In key stage 2, pupils eligible for free school meals performed equally as well as their peers at the expected and higher level, apart from English at the higher level, where pupils eligible for free school meals performed better than their peers.

Appendix 2

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.	114	113 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	115	114 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	115	113 98%	2 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy.	115	114 99%	1 1%	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.	115	111 97%	4 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school.	114	107 94%	7 6%	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.	115	114 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	115	113 98%	2 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.	115	109 95%	6 5%	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.	115	110 96%	5 4%	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.	113	85 75%	28 25%	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.	115	110 96%	5 4%	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.	23	18 78%	5 22%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	23	19 83%	4 17%	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.	23	22 96%	1 4%	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.	23	16 70%	7 30%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	23	9 39%	12 52%	1 4%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	23	18 78%	5 22%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	23	18 78%	5 22%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	22	15 68%	4 18%	2 9%	0 0%	1	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.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	23	17 74%	6 26%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	23	18 78%	5 22%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	23	18 78%	5 22%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	22	15 68%	6 27%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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.	23	12 52%	7 30%	3 13%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	23	18 78%	5 22%	0 0%	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.	23	9 39%	10 43%	3 13%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	23	14 61%	8 35%	0 0%	1 4%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	20	8 40%	8 40%	0 0%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	23	13 57%	6 26%	3 13%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	23	20 87%	3 13%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Janet Rowlands	Reporting Inspector
David Davies	Team Inspector
Buddug Bates	Team Inspector
Justine Barlow	Lay Inspector
Tamasine Croston	Peer Inspector
David Edwards	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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.