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

A report on

Lixwm C.P. School
Ffordd Gledlom
Lixwm
Holywell
Flintshire
CH8 8NF

Date of inspection: December 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: 10/02/2017

Context

Lixwm Community Primary School is in Lixwm, near Holywell, in Flintshire.

The school caters for pupils between the ages of three and eleven. There are three mixed-age classes with one part-time and two full-time teachers. The head teacher also has a teaching commitment. There are currently 59 pupils on roll aged from three to eleven, including eight pupils who attend the nursery on a part-time basis.

Around 5% of pupils are eligible for free school meals, which is well below the national average (19%). The school identifies 19% of pupils as having additional learning needs. No pupil has a statement of special educational needs. English is the main home language of most pupils. Very few pupils use Welsh as their first language and none come from ethnic minority backgrounds.

The headteacher took up her post in November 2008. The last inspection was in February 2012.

The individual school budget per pupil for Lixwm CP School in 2016-2017 means that the budget is £5,258 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,718 and the minimum is £2,944. Lixwm CP School is third out of the 66 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make good progress
- Almost all pupils develop their speaking and listening skills well
- Most pupils develop their reading skills effectively and use them successfully in their work
- Many older pupils write fluently and confidently and use vocabulary well to suit the context of their writing
- Across the school, most pupils develop their numeracy skills well
- Many pupils make good progress in developing and applying their information and communication technology (ICT) skills
- Almost all pupils have positive attitudes towards healthy eating and drinking and understand the importance of regular exercise
- Behaviour in the playground, the classrooms and around the school is good
- The school provides a wide range of learning experiences that meet the needs and interests of most pupils successfully
- Teachers' planning for the development of literacy, numeracy and ICT skills is thorough and provides worthwhile opportunities for pupils to develop their skills across the curriculum
- The provision for spiritual, moral and social development in the school is good
- The school provides an inclusive and welcoming environment, and ensures that all pupils have equal access to all aspects of the school curriculum

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher ensures that teachers understand their roles and responsibilities well
- There are high expectations of pupils' behaviour and a strong emphasis on developing positive attitudes to learning
- The school makes good progress in implementing national and local priorities such as the literacy and numeracy framework
- Governors use their individual skills well to support the school
- Self-evaluation processes take good account of school performance data and results from pupil tests
- Leaders base school development planning processes appropriately on self-evaluation activity and national priorities
- The school has a suitable range of partnerships that benefit its pupils

However:

- Performance management arrangements for teaching staff do not meet all requirements
- Leaders' evaluations of the quality of teaching and learning lack focus and this makes it difficult for the school to identify strengths and areas for improvement effectively
- Plans and targets are not precise enough for the school to evaluate the impact of improvements on raising standards for pupils
- Opportunities for staff to observe the practice of others to support their own professional development are underdeveloped
- Leaders and governors do not use resources as effectively as they could

Recommendations

R1 Raise the standards achieved by more able pupils, including their ability to apply their skills independently

R2 Improve attendance

R3 Improve the quality of the Foundation Phase provision, particularly in outdoor learning

R4 Ensure effective performance management arrangements for all staff

R5 Improve self-evaluation and school improvement processes

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Most pupils enter the school with standards that are either at or above the average for their age, and make good progress as they move through the school. However, the most able pupils do not always reach their full potential.

Throughout the school, nearly all pupils listen well to one another and to adults. In the Foundation Phase, most pupils are keen to talk to visitors about what they are doing, and engage in animated roleplay as for example, elves in Santa's grotto. In upper key stage 2, many pupils are highly articulate, and use subject specific vocabulary well to explain their understanding of, for instance imperial and metric measures, making an effective comparison with a bag of sugar. However, more able pupils do not always develop their verbal reasoning skills fully.

Across the school, most pupils read at an appropriate level for their age and ability. They use their reading skills well in their lessons, such as when they read clues about rainforest animals using quick response codes. In the Foundation Phase, most pupils read accurately and with understanding. More able pupils make good use of punctuation, including speech marks, to read with expression and convey meaning well. Younger pupils in key stage 2 use their phonic skills well to read unfamiliar words successfully. By the end of key stage 2, many older pupils read fluently. They locate information by skimming through texts competently and explain the meaning of tricky words appropriately using contextual clues. They identify favourite authors and understand how the complications in a story are resolved.

Most pupils make good progress with their writing skills as they move through the school, and they apply their skills successfully in work across the curriculum. In the Foundation Phase, many pupils make confident attempts at expressing themselves in writing. They make good use of their phonic knowledge to spell words plausibly. More able pupils use capital letters and full stops with growing accuracy and consistency. Many pupils in key stage 2 show that they have a good understanding of writing for different purposes and audiences. They write fluently and confidently, choosing vocabulary well to suit the context of their writing. For example, they use an interesting range of adjectives to change the perception of a character successfully while re-telling the story of the three little pigs. Most pupils plan and draft their work appropriately. However, their ability to edit their own work effectively is more limited and a few more able pupils do not use spelling patterns and punctuation consistently or accurately.

Across the school, most pupils develop their number skills well. In the Foundation Phase, they solve simple money problems accurately and order numbers correctly up to 100. They apply their skills appropriately across the areas of learning, such as when they use a metre rule to measure how far they can jump. In key stage 2, nearly all pupils solve column addition and subtraction sums accurately and work successfully with co-ordinates. However, pupils' ability to apply mathematical skills

independently, including more able pupils' ability to choose the most appropriate methods to solve problems and ways to present their findings for themselves, is more limited. Generally, pupils apply their mathematical skills across the curriculum to the same standard as they achieve in their mathematics lessons.

Most pupils' Welsh language skills develop appropriately. By the end of the Foundation Phase, most pupils use simple words and phrases confidently, such as when they make their dinner choices. In key stage 2, most pupils develop their skills suitably in lessons. For example, younger pupils recite an action poem with understanding and enthusiasm, while older pupils tackle reading comprehension tasks well. However, in general, pupils' use of Welsh outside their lessons is at an early stage of development.

Many pupils make good progress in developing and applying their information and communication technology (ICT) skills. In the Foundation Phase, pupils use tablet devices independently to scan codes to reveal one and two-digit numbers. They use this information purposefully, for example to sort Santa's parcels into delivery order. A few pupils save and retrieve their work successfully. They are developing early word processing skills well. In key stage 2, many pupils communicate and present information well. They use their coding skills effectively to control animations. However, their ability to work with data using ICT is underdeveloped.

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 as one pupil's performance can have a significant impact on overall school outcomes.

At the end of the Foundation Phase, pupils' performance at the expected outcome in mathematical development has placed the school in the top 25% compared with similar schools for three of the past four years. However, performance in literacy has placed the school in the bottom 25% for the past three years. At the higher outcome, there is no clear pattern in pupils' performance in literacy or numeracy.

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science has placed the school mainly in the bottom 25% of similar schools over the last four years. Performance at the higher level is more variable.

The number of pupils eligible for free school meals is very low. This makes comparisons with other pupils inappropriate.

Wellbeing: Adequate

Nearly all pupils understand how to keep healthy by eating wisely and exercising regularly. For example, many older pupils participate regularly in after school sports clubs, and younger pupils know that it is important to eat fruit as part of a healthy diet. Nearly all pupils feel safe and happy at school. They are confident to talk to staff, and know that adults will listen to them.

Nearly all pupils behave well. They respect one another and the environment, show care and concern for one another and relate well to their peers and adults. Most pupils have positive attitudes to learning. They are attentive to their teachers and keen to do well. They respond positively to the school's digital incentive system,

which motivates them successfully and helps them take pride in their achievements and progress. Nearly all pupils develop good social skills. They collaborate effectively in and out of lessons, working together well in groups and in pairs, such as when they apply their measuring skills in mathematics lessons in key stage 2.

Nearly all pupils are proud to belong to the school community. They take their responsibilities on the school council and eco committee seriously. This has a particularly positive impact on the school's approach to sustainable development. However, pupils' contribution to deciding what and how they learn is more limited. Most pupils contribute appropriately to the local community. For example, they take part in village activities such as the annual harvest festival held at the local chapel.

Although the attendance and punctuality of most pupils are good overall, for the last three years, rates are consistently below the average when compared to those of similar schools,

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of learning experiences that meet the needs and interests of most pupils successfully. The curriculum builds progressively on previous knowledge and understanding well. In key stage 2, teachers' planning for the development of literacy, numeracy and ICT skills is thorough and provides worthwhile opportunities for pupils to develop their skills across the curriculum. There is an appropriate balance between direct teaching and learning through practical activities in the Foundation Phase. However, opportunities for pupils to develop their own interests and contribute effectively to how and what they learn are limited. The school plans for a range of approaches to deliver outdoor learning experiences, including work in small groups, but this aspect is still at a relatively early stage of implementation.

Provision to develop pupils' Welsh language skills is effective in Welsh lessons. Teachers encourage pupils to use Welsh consistently as part of the classroom routine. However, opportunities for pupils to practise and develop their skills outside the classroom are less effective. There are beneficial opportunities for pupils to learn about the culture and heritage of Wales. For example through residential visits to Cardiff and the annual eisteddfod which includes the chairing of the bard ceremony.

Staff promote sustainable development well. The eco committee has a positive effect on the school environment by encouraging all members of the school community to use resources wisely and recycle waste carefully. There are meaningful opportunities for pupils to learn about their responsibilities as global citizens, such as through their project work on the rainforest.

Teaching: Good

All teachers use their curriculum knowledge well to provide a range of interesting learning experiences. They plan work carefully around clear objectives, meeting the needs of most groups of pupils well. However, teachers do not always challenge

pupils who are more able sufficiently. Teachers use a worthwhile range of teaching methods and resources that interest and engage pupils successfully. For example, they use tablet devices to record pupils' reasoned arguments digitally. However, they do not always provide enough opportunities for pupils to take responsibility for their own learning and develop their skills independently. Nearly all staff establish effective working relationships with pupils that contribute successfully to their wellbeing. They manage pupils' behaviour calmly and positively and are good language role models. Teaching assistants generally work constructively alongside the class teachers and this contributes appropriately to the progress pupils make.

Teachers have recently begun to share learning success criteria with pupils and this supports their skills development well. Pupils are beginning to understand and reflect on these to assess their own learning. Written and oral feedback generally supports pupils to make effective progress in their learning. However, teachers do not always ask questions skilfully enough to help pupils extend their thinking and reasoning skills fully. The school uses pupil performance information well to provide careful targeted support for individuals and groups of pupils. Annual reports to parents are suitably detailed and informative and set out areas for improvement appropriately.

Care, support and guidance: Good

The school provides a caring and supportive environment that encourages pupils to behave respectfully towards one another and adults. There are effective arrangements for promoting healthy eating and drinking across the school. These include regular opportunities for pupils to engage in physical activity.

The provision for spiritual, moral and social development is effective. For example, through applying the school's code of conduct, pupils have worthwhile opportunities to learn to take responsibility for their own actions. However, there are fewer opportunities for pupils' cultural development.

Arrangements for safeguarding meet requirements overall. The team reported to senior leaders on a few minor issues requiring attention during the inspection.

The school engages the support of external agencies and support services effectively. For example, the local police liaison officer promotes community safety and drug awareness, and the school makes good use of advice from professionals to help pupils who need extra support with their learning.

Arrangements for identifying and monitoring pupils with additional learning needs are clear and comprehensive. Teachers and support staff know pupils well and deliver intervention programmes effectively and enthusiastically. There are suitable individual education plans in place, which include helpful targets to help pupils progress. The school shares information about individual plans appropriately with parents. However, arrangements for pupils to contribute to setting their own targets are underdeveloped.

Learning environment: Good

The warm and caring ethos provides an inclusive and welcoming environment, and ensures that all pupils have equal access to all aspects of the curriculum. Through topics such as 'we are special', staff promote tolerance and an acceptance of diversity effectively.

The building and grounds are in good order and are safe and secure. Teachers make good use of the indoor space to support pupils' learning effectively. There are colourful displays in the communal areas and classrooms. These support pupils' learning well and celebrate their work appropriately. A worthwhile range of resources support teaching and learning successfully. These include useful ICT equipment and interesting resources to support children's creative development in the lower Foundation Phase. The school has access to good quality outdoor facilities, including a large playing field, pond area and enclosed outdoor learning area for the Foundation Phase. There is a good variety of resources for pupils to use on the yard at playtime, helping them develop their physical and social skills well. There are suitable resources in the Foundation Phase outdoor area. However, currently, the school does not use this area to its full potential.

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

Leadership: Adequate

The headteacher provides suitable strategic direction to the school's work. She ensures that teachers understand their roles and responsibilities well. The headteacher has high expectations of pupils' behaviour and she places a strong emphasis on developing positive attitudes to learning. This contributes well to the school's positive ethos.

Until recently, the teaching commitment of the headteacher was considerable. This limited her capacity to fulfil important leadership responsibilities fully. For example, performance management arrangements for teaching staff do not meet all requirements. This limits the ability of teachers to reflect upon and improve their professional practice.

Recent reductions to the headteacher's teaching commitment, the appointment of an assistant headteacher and new teaching staff have increased the school's leadership capacity. This is helping the school to introduce change more successfully, such as improvements in provision to develop pupils' ICT skills and the introduction of helpful assessment for learning strategies. Overall, the school makes good progress in implementing national and local priorities such as the literacy and numeracy framework.

Governors have a suitable understanding of the school's performance data and priorities for improvement, through the headteacher's helpful progress in reports. Governors use their individual skills well to support the school. For example, they promote the Welsh language and culture successfully when judging the school's eisteddfod. They work closely with the headteacher in response to proposals to re-organise education in the locality. However, governors are not fully aware of expectations around areas such as performance management and this limits their ability to challenge the school effectively about its performance.

Improving quality: Adequate

Self-evaluation processes take good account of school performance data and results from pupil tests. Leaders use this information well to identify trends of performance and aspects of the school's work that require improvement. However, the

headteacher's evaluations of the quality of teaching and learning lack focus. For example, there are no formal arrangements to observe the quality of teaching in lessons. This makes it difficult for her to identify strengths and areas for improvement effectively. The school gathers the views of pupils and parents regularly through questionnaires. It is beginning to use this information appropriately to identify areas for improvement.

School development planning processes take good account of self-evaluation activity and national priorities. The school shows a developing capacity to secure improvements. For example, attendance has increased recently and provision to improve pupils' writing skills is developing well. Leaders are making suitable progress in implementing priorities within the current improvement plan and all staff support these developments effectively. However, because plans and targets are not precise enough, the school cannot evaluate accurately the impact of these improvements on raising standards for pupils.

Partnership working: Good

The school has a suitable range of partnerships that benefit its pupils. There are positive relationships, and good communication with parents. Parents make important contributions to the school, for example by raising funds to purchase tablet devices to support pupils' learning. The school makes further use of these funds to develop pupils' social and life skills, for example by enabling them to buy a computer for the children in a partner school in Lesotho.

A useful partnership is developing with five other rural schools in the locality. This is helping teachers to engage in joint planning to provide engaging learning contexts for pupils, for instance through a topic about superheroes. The partnership also enables the school to undertake useful joint training events, for example to improve the teaching of 'speed sounds' and genre types in literacy.

There are appropriate links with pre-school settings and sound arrangements for pupils to transfer to secondary school. There are suitable arrangements for the joint standardisation and moderation of pupils' work with other local schools. This supports generally accurate teacher assessment judgements.

Useful partnership work with the church, local businesses and the community council are beneficial. They enrich pupils learning experiences and give them a sound understanding of how they and others contribute to the locality.

Resource management: Adequate

There are enough qualified and experienced teachers to deliver the curriculum. The school makes appropriate use of staff expertise, for example to deliver Welsh lessons. Arrangements to provide teachers with planning, preparation and assessment time are beneficial. The headteacher ensures that teachers have regular opportunities to plan together. This is particularly helpful for staff who have joined the school recently.

A suitable range of professional development opportunities for staff, match the school's improvement priorities appropriately. The school is beginning to develop the

leadership capacity of senior staff by giving them responsibility for school improvement priorities. This is starting to improve important aspects of the school's provision. However, opportunities for staff to observe the best practice of others are underdeveloped and this limits the school's ability to assess its own performance accurately.

Leaders monitor expenditure carefully. They allocate funding to support school improvement priorities appropriately. However, they do not use resources as effectively as they could. This leads to shortcomings in aspects of leadership. These shortcomings mean that, while the quality of provision and standards achieved by pupils are generally good, the school currently provides only adequate value for money.

Appendix 1: Commentary on performance data

6642026 - Lixwm CP School

Number of pupils on roll	59	
Pupils eligible for free school meals (FSM) - 3 year average	5.3	
FSM band	1	(FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	6	7	6	5
Achieving the Foundation Phase indicator (FPI) (%)	100.0	71.4	83.3	40.0
Benchmark quartile	1	4	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	6	7	6	5
Achieving outcome 5+ (%)	100.0	71.4	83.3	40.0
Benchmark quartile	1	4	4	4
Achieving outcome 6+ (%)	33.3	57.1	50.0	20.0
Benchmark quartile	3	1	2	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	6	7	6	5
Achieving outcome 5+ (%)	100.0	71.4	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving outcome 6+ (%)	33.3	57.1	16.7	20.0
Benchmark quartile	2	1	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	6	7	6	5
Achieving outcome 5+ (%)	100.0	85.7	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving outcome 6+ (%)	66.7	71.4	50.0	40.0
Benchmark quartile	2	2	4	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.

6642026 - Lixwm CP School

Number of pupils on roll	59
Pupils eligible for free school meals (FSM) - 3 year average	5.3
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	10	10	13	6
Achieving the core subject indicator (CSI) (%)	80.0	70.0	84.6	83.3
Benchmark quartile	4	4	4	4
English				
Number of pupils in cohort	10	10	13	6
Achieving level 4+ (%)	90.0	80.0	84.6	83.3
Benchmark quartile	3	4	4	4
Achieving level 5+ (%)	40.0	40.0	38.5	33.3
Benchmark quartile	3	3	4	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	10	10	13	6
Achieving level 4+ (%)	80.0	70.0	92.3	83.3
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	60.0	30.0	46.2	50.0
Benchmark quartile	1	4	3	3
Science				
Number of pupils in cohort	10	10	13	6
Achieving level 4+ (%)	90.0	80.0	92.3	83.3
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	50.0	40.0	38.5	50.0
Benchmark quartile	2	3	4	2

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	23		23 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	23		23 100%	0 0%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	23		23 100%	0 0%		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	23		23 100%	0 0%		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%		
There are lots of chances at school for me to get regular exercise.	23		23 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	23		23 100%	0 0%		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.	23		23 100%	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.	23		23 100%	0 0%		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
My homework helps me to understand and improve my work in school.	23		20 87%	3 13%		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.	23		23 100%	0 0%		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.	23		21 91%	2 9%		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	23		22 96%	1 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.	21	14 / 67%	5 / 24%	2 / 10%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	21	19 / 90%	2 / 10%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	21	20 / 95%	0 / 0%	1 / 5%	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.	21	14 / 67%	6 / 29%	1 / 5%	0 / 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	20	9 / 45%	11 / 55%	0 / 0%	0 / 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	20	14 / 70%	6 / 30%	0 / 0%	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.	20	18 / 90%	2 / 10%	0 / 0%	0 / 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	20	12 / 60%	8 / 40%	0 / 0%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	20	12 / 60%	8 / 40%	0 / 0%	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.	20	15 / 75%	5 / 25%	0 / 0%	0 / 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	21	14 / 67%	7 / 33%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	15	13 / 87%	2 / 13%	0 / 0%	0 / 0%	6	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	20	12 / 60%	7 / 35%	1 / 5%	0 / 0%	1	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.	20	15 75%	3 15%	2 10%	0 0%	1	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.	19	13 68%	5 26%	0 0%	1 5%	2	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.	20	15 75%	4 20%	1 5%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	13	8 62%	5 38%	0 0%	0 0%	7	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.	21	15 71%	4 19%	2 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	21	15 71%	5 24%	1 5%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Sheila Margaret Birkhead	Reporting Inspector
Richard Lloyd	Team Inspector
James Kerry George Jones	Lay Inspector
Gruffydd Dylan Roberts	Peer Inspector
Catherine Howarth	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.