



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

A report on

**Tanyfron CP school
Tanyfron Road
Tanyfron
Southsea
Wrexham
LL11 5SA**

Date of inspection: January 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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 Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Publication date: 14/03/2017

Context

Ysgol Tan-y-Fron is a community primary school in Wrexham. The school is on two adjacent sites. Currently, the school has 147 pupils, including 20 in the nursery, who attend on a part-time basis. Pupils enter the nursery class in the September after their third birthday. There are three single-age and three mixed-age classes.

Most pupils live locally. Around 10% of pupils are eligible for free school meals. This is below the national average of 19%. The school identifies around 20% of pupils as having additional learning needs, which is below the national average of 25%. A very few pupils are 'looked after' by the local authority or have a statement of educational need. English is the main home language of nearly all pupils. A few pupils receive support for English as an additional language. Very few pupils come from an ethnic minority background. No pupils use Welsh as their first language.

The headteacher took up his post in September 2015. Estyn last inspected the school in June 2010.

The individual school budget per pupil for Ysgol Tan-y-Fron in 2016-2017 means that the budget is £3,210 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,755 and the minimum is £2,924. Ysgol Tan-y-Fron is 46th out of the 58 primary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

The overall judgement for current performance is adequate because:

- Many pupils make suitable progress in their learning
- Many pupils develop their reading skills effectively
- Pupils who need extra help with their learning achieve well
- Standards of information and communication technology (ICT) are high
- Most pupils are well behaved and polite and enjoy being in the school
- Staff provide pupils with interesting and engaging learning experiences
- The school supports the taught curriculum well with worthwhile trips and residential visits
- The school celebrates the history and culture of Wales successfully
- The school provides pupils with high standards of care, support and guidance
- There is a strong nurturing ethos that reflects the school's core values well

However:

- Pupils' standards of writing are too low
- Pupils who are more able make insufficient progress
- Levels of attendance do not compare well to those of similar schools
- Teachers do not always have high enough expectations of what pupils might achieve

Prospects for improvement

The overall judgement for prospects for improvement is adequate because

- There is strong leadership provided by the headteacher, who has the support of a close, effective team of teachers and support staff
- The headteacher and deputy headteacher work effectively as a senior leadership team
- Staff work together well
- Governors fulfil their roles well in supporting the school
- Standards in Welsh and ICT have improved as a result of effective action taken by leaders and staff
- The school makes effective use of its Pupil Deprivation Grant
- Effective partnerships improve provision and learning experiences for pupils

However:

- Leaders have not tackled important shortcomings in teaching and learning well enough

- Planning for improvement is not securely based on the effective evaluation of pupils' standards and progress
- The school has not fully met all the recommendations from its last inspection

Recommendations

- R1 Improve standards of pupils' writing
- R2 Improve outcomes for pupils who are more able
- R3 Improve standards of pupils' numeracy skills
- R4 Improve attendance
- R5 Raise teachers' expectations of what pupils can achieve and the levels of challenge they provide to pupils
- R6 Ensure that planning for improvement is securely based on the effective evaluation of pupil standards and progress

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils enter the reception class with skills that are at or above those normally expected of pupils of a similar age. Over time, many make satisfactory progress with their learning and achieve well at the expected level at the end of Year 6.

In nearly all classes, pupils listen well to adults and other pupils. Foundation Phase pupils speak confidently and clearly about their work. Key stage 2 pupils contribute well to discussions and provide thoughtful explanations of their ideas.

In the Foundation Phase, most pupils make sound progress in developing their reading skills. Most read confidently and make effective use of their knowledge of letter sounds to read words that they are unsure of. More able pupils read challenging texts with expression.

Many key stage 2 pupils read widely and enjoy a range of types of books, characters and authors. When reading aloud most read fluently and with expression. Many can scan a piece of text successfully to find information.

In the Foundation Phase, many pupils write using a well-chosen vocabulary for different readers and purposes. Most spell common words accurately and they make good attempts at spelling more complex words. Standards of handwriting are satisfactory, with a minority of pupils using a cursive script by the end of Year 2. Few pupils use connectives or punctuate their written work effectively. Many pupils do not use their literacy skills sufficiently well in other areas of learning.

Writing in key stage 2 is satisfactory. However, few pupils, especially those who are more able, achieve a high enough standard overall. Many pupils continue to use a wide and varied vocabulary and are making useful attempts to adapt the structure of their writing to meet different contexts and audiences. Many pupils use their literacy skills at an appropriate level in subjects, such as science or history. However, the handwriting and presentation of work of around a quarter of pupils are poor. Few pupils independently use paragraphs, or edit or redraft their writing to improve its quality. Pupils rarely use techniques such as simile, metaphor or alliteration. Many pupils have low standards of spelling.

Many pupils make suitable progress in mathematics. By the end of Year 2, most pupils can, for example, read, write and order their numbers to 100, measure accurately in centimetres and identify the properties of two-dimensional and three-dimensional shapes. By the end of Year 6, most pupils reach the expected standards for their age. They are able to calculate using addition, subtraction, multiplication and division, and read timetables successfully. Almost all pupils who are more able do not achieve highly enough. Most pupils make limited use of their numeracy skills in other subjects.

Most pupils in the Foundation Phase use ICT successfully to create decision trees, simple animations, videos and photographs. Key stage 2 pupils use ICT well in a many areas of the curriculum. They make good use of internet research for many topics and use this to produce informative presentations that include sound and graphics. Many pupils successfully create algorithms to direct a model's movements. Nearly all pupils have a very sound understanding of the need to be safe online and the dangers of sharing personal information.

Most pupils who receive extra help with their learning make strong progress.

By the end of the Foundation Phase, many pupils are able to conduct simple conversations in Welsh. By the end of key stage 2, most pupils are able to hold appropriate dialogues for their age with other pupils, including describing people or characters accurately using an increased vocabulary. Overall, pupils' written work in Welsh is at an appropriate level.

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

Over the last four years, teacher assessments of pupils at the end of Year 2 have shown a steady downward trend. Over this time, outcomes for pupils at the expected outcome 5 and higher outcome 6 in literacy and mathematics have dropped, moving the school from the top 25% to the bottom 25% when compared to similar schools.

Teacher assessments of pupils at the end of key stage 2 have placed the school in the top 25% for English at the expected level 4 when compared with similar schools over the last four years. For science and mathematics at level 4, and for all subjects at the higher level 5, pupil outcomes fluctuate from year to year with no clear, identifiable trend.

Wellbeing: Adequate

All pupils feel safe in school and nearly all know whom they can talk to if they have any problems or concerns. They have confidence in the school's 'restorative conversations' programme that has had a strong impact on establishing high levels of behaviour across the school. Nearly all pupils know how to stay healthy, for example by eating a balanced diet that includes fruit and vegetables. Most pupils participate enthusiastically in a suitable range of physical activities.

Most pupils enjoy school and try hard in lessons. They are polite and show good levels of care and concern for other pupils. Pupils work well together or independently in lessons. Older pupils are developing skills to improve their own learning successfully. Many Year 6 pupils take on additional responsibilities as assembly, lunchtime or ICT monitors. The school council has held a range of worthwhile activities to raise funds for different charities and to bring about playground improvements.

While the overall school attendance rate remains fairly steady at around 95% over the last four years, the school has fallen from the top 25% to the bottom 25% when compared to similar schools. Most pupils are punctual.

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

The school provides a broad and balanced range of learning experiences for pupils that meets the needs of the Foundation Phase and National Curriculum successfully. Teachers plan interesting, engaging lessons that build on pupils' prior learning effectively. A range of well-attended, extra-curricular clubs for sports, arts and music take place that enrich pupils' learning successfully. Residential visits support the taught curriculum effectively.

Key stage 2 pupils have suitable opportunities to develop their literacy skills in different areas of learning. However, opportunities for nearly all pupils to develop their numeracy skills are limited. Staff provide pupils with rich and varied activities to develop their ICT skills. They support pupils who need extra help with their learning well enabling them to make good progress.

Staff use Welsh language regularly throughout the day. They act as good role models and actively promote the language's use among pupils. The school has a strong Welsh ethos and makes good use of the culture and heritage of Wales when delivering the curriculum. For example, pupils study the work of Kyffin Williams during art lessons, and they visit Erddig Hall and Brymbo Heritage Park.

Education for sustainable development and global citizenship is well established. Teachers plan interesting opportunities through topic work to develop pupils' understanding of environmental issues. For example, pupils wrote to the Brazilian president to air their concerns about deforestation in the Amazon. Teachers also use the school grounds and forest school well to promote the importance of ecological awareness. Pupils, in their roles as global citizens, also support children in poorer areas of the world through fund-raising activities. They are aware of the need to act sustainably and to reduce waste and consumption around the school.

Teaching: Adequate

In many classes, teachers prepare activities that build well on pupils' previous learning. This helps to interest and engage pupils particularly through the use of well-prepared resources. Teachers manage pupils' behaviour well and generally make effective use of additional adults within the classroom. Staff use praise well to support and encourage pupils and in many cases give pupils useful time to reflect on what they have learned in lessons. Staff regularly challenge pupils' thinking with well-chosen questions, but they do not always have high enough expectations of what pupils can achieve, especially in their written work. Consequently, pupils, especially those who are more able, do not achieve highly enough.

Teachers generally provide feedback on pupils' work that show pupils what they have done well. However, they do not always identify clearly enough what pupils need to

do next to improve their work or give pupils suitable opportunities to improve any shortcomings. Key stage 2 teachers give pupils useful checklists against which to assess their own or other pupils' work. This helps these pupils to understand how to move their own learning forward.

The school uses a wide range of performance information to track the progress of pupils successfully. The tracking system is having a worthwhile impact in allowing staff to identify and support pupils in need of additional help for their learning or wellbeing. As a result, these pupils make good progress. The assessment of a few more able pupils at the end of key stage 2 is too generous.

Reports to parents are informative and meet requirements.

Care, support and guidance: Good

The school is a caring, nurturing community where staff value all pupils equally. The 'restorative conversation' system has had a positive effect on standards of behaviour. This encourages pupils to listen to each other and hence begin to understand how their actions can affect other pupils. Pupils' spiritual, moral and cultural development is enriched through planned activities and visits. For example, staff help foster pupils' cultural development through a visit to Talacre to explore beach art, taking part in Welsh singing groups and visits by theatre groups. The school enhances pupils' spiritual development through studies of Judaism and other religions.

Healthy lifestyles are encouraged through a range of suitable extra-curricular and lunchtime activities, such as football training. The school makes appropriate arrangements for promoting healthy eating and drinking, but governors do not provide the required information for parents on this provision. The school's policies and processes to reduce absence are in place but have not yet had enough impact.

The school makes worthwhile use of a wide range of specialist agencies, such as the police, health professionals, the speech and language service and educational psychology services, to support pupil wellbeing effectively.

Provision for pupils with additional learning needs is good. Staff identify pupils who require additional help at an early stage and provide them with effective support. Teachers produce detailed individual education plans that they share with children and parents successfully. This helps these pupils to make good progress.

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

Learning environment: Good

The school is an inclusive environment where staff value all pupils equally. There is a clear sense of respect between staff and pupils. Pupils are happy in school and enjoy their learning. The school has a nurturing ethos that reflects its core values well.

The school makes highly effective use of the space available with many attractive and interesting displays of pupils' work and school life. The buildings are clean and well maintained. Staff make effective use of the school's outdoor areas and the forest school site to provide pupils with good opportunities for learning. Resources for pupils are of good quality and appropriately match their needs.

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

The headteacher provides strong leadership for the school with a clear focus on improving provision and raising standards. He has been successful in tackling significant management issues since his appointment. He works closely with the deputy headteacher to form an effective senior leadership team. They ensure all members of staff have a clear understanding of their roles and responsibilities. The leadership team have created a supportive whole-school ethos, based on effective teamwork.

The headteacher leads regular, well-organised staff meetings targeting school initiatives. The appointment of subject leaders is beginning to have an impact, for example on raising standards in ICT and Welsh. Performance management involves all members of staff and is effective in supporting school improvement.

The school is making worthwhile progress in addressing initiatives that meet local and national priorities, such as raising outcomes for pupils eligible for free school meals, ensuring sound opportunities for older pupils to use their literacy skills in many aspects of their learning and raising standards in ICT.

The governors fulfil their role and statutory responsibilities effectively. They have supported the school effectively in addressing the management issues it faced. Governors have a clear understanding of national data and the school's improvement plan. However, their role in monitoring the work of the school is limited.

Improving quality: Adequate

The school has suitable self-evaluation procedures in place. All staff and governors are now fully involved in self-review discussions. The school seeks the views of all parents through the regular use of questionnaires and acts on the information they provide. This has led, for example, to improvements in homework and more extensive communication between home and school.

In order to evaluate the school's performance, senior leaders undertake detailed analysis of pupil performance data and use the information well to inform the self-review process. There are clear links between areas for development identified in the self-evaluation report and priorities in the school improvement plan. As a result, outcomes in Welsh language, pupils' personal and social development and standards in ICT have improved.

However, the school's monitoring of teaching and learning does not focus sufficiently on the standards that pupils achieve in their day-to-day work. Consequently,

important areas where improvements are needed are not highlighted in the school's priorities for improvement. These include shortcomings in teaching, standards of pupils' writing and outcomes for more able pupils.

The school has not addressed all the recommendations from the last inspection successfully, notably those that relate to improving the standard of pupils' writing in the Foundation Phase and improving the quality of teaching.

Partnership working: Good

The school works effectively with a range of external partners to improve the provision it offers pupils. This has a positive effect on pupils' standards of achievement and wellbeing, particularly for those pupils who require support for their learning.

The school has forged strong links with the community. It works well with various local organisations, including the local history society and local sports clubs. These links provide pupils with good opportunities to enhance their learning and wellbeing. A few older pupils benefit from music tuition from an external provider. A 'world of work week', involving parents and governors, raised pupils understanding of life beyond school well.

The school has developed a positive relationship with parents and this is a strong feature of the school. The parent and teacher association has provided significant resources to enhance the school's provision for pupils. The school takes good account of the views of parents and has strengthened successfully these links through activities such as curriculum evenings and literacy and numeracy sessions. Parents value the regular telephone call from school to celebrate their child's achievements.

Effective links with the local high school help all pupils transfer easily at the end of Year 6. The school also has strong links with the adjacent pre-school helping its pupils to enter the nursery class effectively. Good links with other local schools allow staff to plan together and to help reduce the cost of trips and visits to families.

Resource management: Adequate

There are sufficient, well-qualified teaching and support staff to ensure the successful delivery of the curriculum. Leaders deploy them carefully to make best use of their experience and expertise. This has had a positive impact, for example on the provision for Welsh, ICT, support for pupils with additional needs and the success of the forest school.

All staff have access to relevant training and attend a suitable range of training courses. Most link well to school priorities and are beginning to have a positive impact on standards. For example, training for all staff has considerably enhanced behaviour management systems. Leaders work closely with other schools, particularly to share good practice and to develop aspects of teaching and learning. This has been particularly successful in implementing a system to analyse school data and track the progress of pupils.

The headteacher and governors have sound financial controls in place and have addressed successfully the issue of a deficit budget. They monitor spending rigorously and allocate appropriate funding to support priorities for improvement. The school makes good use of the pupil deprivation grant to improve outcomes for pupils eligible for free school meals.

In view of the standards achieved by pupils, and the quality of provision and leadership, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6652179 - Ysgol Tan-y-Fron

Number of pupils on roll	137
Pupils eligible for free school meals (FSM) - 3 year average	9.9
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	14	16	20	18
Achieving the Foundation Phase indicator (FPI) (%)	92.9	100.0	90.0	77.8
Benchmark quartile	2	1	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	14	16	20	18
Achieving outcome 5+ (%)	100.0	100.0	90.0	77.8
Benchmark quartile	1	1	3	4
Achieving outcome 6+ (%)	35.7	37.5	35.0	22.2
Benchmark quartile	2	2	3	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	14	16	20	18
Achieving outcome 5+ (%)	92.9	100.0	90.0	83.3
Benchmark quartile	2	1	3	4
Achieving outcome 6+ (%)	42.9	37.5	35.0	22.2
Benchmark quartile	1	2	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	14	16	20	18
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	28.6	31.3	35.0	61.1
Benchmark quartile	4	4	4	3

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6652179 - Ysgol Tan-y-Fron

Number of pupils on roll	137
Pupils eligible for free school meals (FSM) - 3 year average	9.9
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	13	11	9	16
Achieving the core subject indicator (CSI) (%)	84.6	90.9	100.0	93.8
Benchmark quartile	3	3	1	2
English				
Number of pupils in cohort	13	11	9	16
Achieving level 4+ (%)	100.0	90.9	100.0	100.0
Benchmark quartile	1	3	1	1
Achieving level 5+ (%)	69.2	45.5	55.6	31.3
Benchmark quartile	1	2	1	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	13	11	9	16
Achieving level 4+ (%)	84.6	90.9	100.0	93.8
Benchmark quartile	4	3	1	3
Achieving level 5+ (%)	30.8	45.5	77.8	37.5
Benchmark quartile	3	2	1	3
Science				
Number of pupils in cohort	13	11	9	16
Achieving level 4+ (%)	100.0	90.9	100.0	93.8
Benchmark quartile	1	3	1	3
Achieving level 5+ (%)	53.8	45.5	77.8	37.5
Benchmark quartile	1	2	1	3

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.	65	65 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	65	64 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	65	64 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	65	65 100%	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.	65	65 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	65	65 100%	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.	65	64 98%	1 2%	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.	65	65 100%	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.	65	63 97%	2 3%	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.	65	65 100%	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.	65	61 94%	4 6%	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	64	62 97%	2 3%	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.	34	17 50%	16 47%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	34	23 68%	9 26%	1 3%	1 3%	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.	33	21 64%	12 36%	0 0%	0 0%	1	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.	34	19 56%	13 38%	2 6%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	34	12 35%	20 59%	2 6%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	33	13 39%	18 55%	2 6%	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.	34	17 50%	17 50%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	31	13 42%	16 52%	1 3%	1 3%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	34	17 50%	13 38%	3 9%	1 3%	0	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.	33	18 55%	14 42%	1 3%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	34	19 56%	13 38%	1 3%	1 3%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	29	14 48%	11 38%	2 7%	2 7%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	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.	33	12 36%	14 42%	5 15%	2 6%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	34	25 74%	7 21%	1 3%	1 3%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	32	14 44%	14 44%	4 12%	0 0%	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.	32	20 62%	11 34%	1 3%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	19	10 53%	5 26%	3 16%	1 5%	15	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.	34	13 38%	18 53%	3 9%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	32	18 56%	14 44%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Richard Hawkley	Reporting Inspector
Linda Jane Williams	Team Inspector
Peter Duncan Haworth	Lay Inspector
Huw Jones	Peer Inspector
David Lloyd	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.