



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

**A report on**

**Ysgol Clawdd Offa  
Ffordd Clawdd Offa  
Prestatyn  
Denbighshire  
LL19 8AZ**

**Date of inspection: February 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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: 07/04/2016**

## Context

Ysgol Clawdd Offa is in Prestatyn in Denbighshire. Most pupils live locally. Around 32% of pupils are eligible for free school meals. This is well above the national average (20%).

The number of pupils on roll is rising rapidly. Currently, the school has 409 pupils, including 47 in the nursery, who attend on a part-time basis. This compares to just above 300 pupils two years ago. There are 16 classes. The school admits pupils to the nursery class at the age of three.

The school has a very few pupils who are 'looked after' by the local authority. No pupil has a statement of educational needs. The school identifies that around 24% of pupils have additional learning needs. English is the main home language of most pupils. Very few pupils come from an ethnic minority background or use Welsh as their first language. Around 6% of pupils receive support for English as an additional language. The school has excluded no pupils within the last year.

The headteacher was appointed in September 2008. Estyn last inspected the school in March 2010.

The individual school budget per pupil for Ysgol Clawdd Offa in 2015-2016 means that the budget is £3,315 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,860 and the minimum is £2,933. Ysgol Clawdd Offa is 42nd out of the 46 primary schools in Denbighshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The current performance of the school is adequate because:

- The school is a warm, welcoming and inclusive community
- Most pupils' work shows consistent progress
- Most pupils listen well, speak confidently and explain their thoughts clearly
- Many pupils use their numeracy skills effectively in other subjects
- Nearly all pupils have a very positive attitude to learning and their behaviour is of a high standard
- The school provides a wide range of trips, visits and out-of-school activities, which support the taught curriculum well
- On many occasions, teachers provide interesting activities for their pupils
- The school provides effective support for pupils with additional learning needs and those transferring to the school with a high level of need

However:

- Standards of reading are too low, especially in the Foundation Phase
- More able pupils do not consistently achieve as well as they could
- Too many pupils eligible for free school meals perform less well than other pupils
- Attendance has placed the school in the bottom 25% for the last three years when compared with similar schools

### Prospects for improvement

The school's prospects for improvement are adequate because:

- It has adapted well to its changing circumstances and steady growth
- It has been successful in fulfilling its vision of a fully inclusive community
- It has realised its aim of improving the wellbeing of many vulnerable pupils very effectively
- It has made good progress introducing many national priorities
- Leaders collect a wide and helpful range of information about how well the school is performing
- The school works effectively with a wide range of partners that help improve pupil outcomes and wellbeing

However:

- Leaders do not consistently analyse data effectively and, as a result, the

priorities in the school development plan are not those that are likely to have the most impact on raising pupil outcomes

- Leaders do not monitor or evaluate progress or the impact of initiatives regularly or robustly
- The school is too slow in effectively addressing important shortcomings in pupil attainment

## Recommendations

R1 Raise standards of reading

R2 Raise outcomes for more able pupils and pupils eligible for free school meals

R3 Improve pupils' use of the Welsh language outside of Welsh lessons

R4 Improve attendance

R5 Address issues relating to safeguarding

R6 Clarify leadership roles, responsibilities and lines of accountability so that staff support school improvement effectively

R7 Strengthen self-evaluation and planning for improvement in order to identify successfully those initiatives that are likely to have the most impact on raising pupil performance

R8 Analyse and interpret performance data effectively in order to monitor accurately the progress of groups of pupils and the success of initiatives

### What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.'

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Most pupils' work shows consistent progress over time and by the end of Year 6 most achieve appropriately. They develop a range of suitable skills. Overall, more able pupils do not always achieve as well as they could.

Many pupils in the Foundation Phase and key stage 2 pay attention in lessons and listen well. As they move through the school, nearly all pupils develop their speech well. Many speak confidently and clearly to adults and their friends. In lessons, they recall their previous learning well, ask and respond to questions willingly, and can explain the reasons behind their thinking successfully.

Standards of reading in the Foundation Phase are low. Many pupils have skills weaker than would normally be expected of pupils of a similar age. They read hesitantly and with little expression. They generally know the sounds associated with single and pairs of letters and use these to sound out unfamiliar words well. Very few pupils are able to use pictures cues or clues from the text to help them to make sense of what they are reading.

Pupils in Year 6 read competently. They name types of stories and authors they like though few are avid readers. Many read fluently, but only a majority read with good expression. Many can talk about what is happening in the story and what they think will happen next. Few pupils can use an index without prompting. A majority can skim a text to find meaning and information.

Many pupils' written work, particularly that of less able pupils, is of a good standard by the end of the Foundation Phase. Nearly all present their work well and spell accurately. They use an appropriate range of vocabulary. However, this progress is not maintained in key stage 2. Here, many pupils write neatly and competently and more able pupils use paragraphs correctly, but few pupils use a wide and interesting vocabulary or enhance their work with the use of simile, metaphor or alliteration. Less able pupils' punctuation skills are weak. Few pupils using drafting techniques effectively to improve their work or write at length independently at a high enough standard. Most pupils use their literacy skills appropriately in other subject areas.

In the Foundation Phase, many pupils use their mathematical skills effectively. In particular, less able pupils achieve well. Many pupils can add two-digit numbers accurately and read measuring scales correctly. They use these skills well in other subjects. By the end of Year 6, many can use fractions and decimals successfully, measure accurately and use data to make sensible predictions. They use these skills well in different areas of the curriculum, for example to make a comparative study of profit and loss at 'Victorian Lavatory Manufacturers'. However, the work of more able pupils is not regularly at a significantly higher level than that of other pupils.

Most pupils make sound progress in using their Welsh language skills in Welsh lessons. In the Foundation Phase, they ask and respond to a range of questions about the weather. They express clearly their likes and dislikes and comment on what they are wearing. They can read simple texts, but not always with complete understanding. By the end of key stage 2, most pupils can use the past tense confidently to talk and write about holidays. They read well with understanding and good pronunciation. Very few pupils use their language skills outside of Welsh lessons.

Over time, there is little overall difference between the performance of boys and girls in the Foundation Phase. In key stage 2, these groups perform similarly in English, but boys outperform girls in mathematics and science. Pupils who are eligible for free school meals perform less well than other pupils and, in a majority of indicators, particularly in the Foundation Phase, the gap is widening.

The school was unable to provide information relating to the progress and achievements of groups of pupils who get extra help for their learning or those who have support for English as an additional language.

Teacher assessments over the last four years at the end of the Foundation Phase for both the expected and higher outcomes place pupils largely in the higher 50% when compared with pupils in similar schools. There is no particular pattern to results. At the end of key stage 2, results for the expected level 4 over the same period fluctuate, moving the school between the higher 50% and lower 50% of similar schools. For the higher level 5, the pupils' performance places the school mainly in the lower 50% of similar schools.

### **Wellbeing: Adequate**

Most pupils have a clear understanding of the importance of staying healthy by taking regular exercise and eating a healthy diet. They develop a sound awareness of how to stay safe, including when they use the internet. They know how to seek help if they require support and are confident that they can use the class 'worry box' to access advice. Many pupils are enthusiastic about participating in sporting activities, including cross-country running, rugby and cycling.

Nearly all pupils have a very positive attitude to school life. They are enthusiastic learners who concentrate well during lessons and enjoy learning. The standard of behaviour is very good. Pupils are polite, courteous and considerate to each other, staff and visitors. They work together well in groups and pairs to share ideas and knowledge. Through regular opportunities to reflect on their work, older pupils have a sound understanding of how to improve the quality of their work. At the start of topics, they contribute thoughtful ideas related to what they want to learn.

Pupils undertake an extensive range of roles within the school that develop their social and life skills effectively. They undertake their duties with pride and maturity. For example, sporting ambassadors promote sporting activities within the school successfully and junior journalists prepare the school's high-quality weekly newsletter to parents. Pupils have a strong voice within the school, particularly through the effective work of the school council. Council members act on feedback they receive

from other pupils and are successful in securing improvements, such as the development of 'worry boxes' to address pupils' concerns. Pupils have a well-developed awareness of the local community, such as when taking part in an anti-bullying project in Prestatyn town. They take pride in supporting a wide range of local and national charities.

Even though figures at the school are rising slowly, overall attendance rates have placed the school in the bottom 25% when compared with similar schools over the last three years. A few pupils are regularly late.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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### **Learning experiences: Adequate**

The curriculum provides pupils with a broad range of interesting learning experiences within and outside the classroom. The recent development of the whole-school planning strategy, based on the literacy and numeracy framework, ensures a thorough and consistent approach across both key stages. There are suitable arrangements to group pupils by ability for mathematics and English lessons from Year 2 to Year 6.

The school makes good use of residential trips to Nant Bwlch yr Haearn and Pentrellyncymmer, educational visits and a wide range of extra-curricular activities to enhance pupils' learning. For example, the junior reporters visited the office of the local newspaper to interview a journalist and used this to develop their own reporting skills.

Provision for pupils' numeracy skills is strong. The planning helps pupils to improve and develop their numeracy work well in different subjects. However, the school does not have an effectively structured approach to the teaching of reading and this limits pupils' progress in this important area. Additionally, opportunities for pupils in key stage 2 to write at length are limited. Provision to develop pupils' information and communication technology skills is good.

The school promotes pupils' understanding of Welsh culture and traditions well, for example through an annual jamboree, learning Welsh hymns and participation in Urdd competitions. Staff use the Welsh language regularly and this supports pupils' learning well. Daily Welsh language support sessions help to support the pupils' use of Welsh language within the classroom. However, the school does not encourage pupils enough to use Welsh independently outside of Welsh lessons.

Involvement in activities such as recycling and saving energy, growing plants and vegetables improves pupils' opportunities to learn about the importance of sustainability. The school promotes global citizenship successfully through topic work on other countries around the world.

### **Teaching: Adequate**

In nearly all classes, teachers use a good range of questions to stretch pupils' thinking. Teachers provide plenty of helpful resources to support pupils and there



are good working relationships between pupils and their teachers. On many occasions, teachers make good use of group work and provide interesting activities for their pupils.

In the majority of lessons, the pace of the lesson is good and moves pupils' learning forward quickly. Teachers encourage pupils to explain their reasoning and articulate their responses clearly, allowing them to improve their oracy skills significantly. However, in too many classes, teachers do not challenge more able pupils enough. Consequently, these pupils do not achieve as well as they could.

Teachers mark pupils' work regularly. In the majority of cases, teachers' comments relate well to the focus of the work and identify what pupils need to do to improve. However, in the remainder, teachers' comments are too general and do not indicate specific targets for improvement. In Year 6, pupils make good use of self and peer-assessment, to help them understand what to do next to improve their work. These are at an early stage of development elsewhere in the school.

The school has appropriate systems to track the progress of individual pupils. Staff use these effectively to identify pupils in need of extra help with their learning and to check how individual pupils are progressing. There is very limited analysis of how well groups of learners perform, particularly the more able and those eligible for free school meals.

Annual reports to parents are detailed and provide useful information about their child's progress.

### **Care, support and guidance: Adequate**

The school provides a very caring and supportive environment for pupils. The nurture group for pupils with social and emotional needs supports them exceptionally well. As a result, these pupils behave well and engage positively in lessons.

There are suitable arrangements for promoting a healthy lifestyle and staff develop pupils' understanding of how to stay safe effectively, including when they use the internet. Staff encourage pupils to participate in regular physical exercise, for example by providing extensive opportunities for them to take part in sporting activities after school. However, the governors' annual report to parents does not contain information about the school's arrangements for healthy eating and drinking.

Pupils have many worthwhile opportunities to develop their understanding of moral and social issues. The school promotes pupils' cultural development well through a range of visits and opportunities to learn about, for example, Chinese New Year. Daily acts of collective worship provide suitable opportunities for pupils to reflect and develop their spiritual awareness appropriately.

The school's recently-introduced arrangements for improving attendance are starting to have a positive effect on the level of absence in the school. Procedures for reducing lateness of pupils are not yet having enough impact.

The school makes highly effective use of a very extensive range of external and specialist services to access support for pupils. Staff work closely in partnership with agencies, such as the 'Bridge Project', the speech and language therapy service and the family link worker, to meet the needs of individuals and their families. The support for pupils with a high level of need transferring to the school is very good. These processes have had a notable impact on improving wellbeing for many vulnerable pupils.

The provision for pupils with additional learning needs is a strong feature of the school's work. Staff make comprehensive provision for pupils with a wide range of needs. They identify pupils' needs at an early stage, plan support for pupils rigorously and set clear targets for improvement in their child-friendly individual plans. Teachers adapt strategies and resources well to address pupils' different needs. Teaching assistants provide effective targeted support for individuals and groups of pupils across the school. Staff review pupils' targets regularly and keep parents fully informed about their child's progress. Consequently, these pupils achieve well for their ability.

The school's arrangements for safeguarding pupils do not fully meet requirements and give cause for concern.

### **Learning environment: Good**

The school is a warm, welcoming and inclusive community. The caring ethos encourages pupils to have respect and tolerance for others. There is a clear emphasis on recognising, respecting and celebrating diversity. All pupils have equal access to every aspect of school life. For example, both boys and girls play football and netball together.

The school is in a modern building that is maintained and decorated to a high standard. All the classrooms are light, airy and suitably sized for the number of pupils. The outdoor areas, including the outdoor classroom, forest school area and gardens, improve learning opportunities for pupils. There are attractive, informative displays in both classrooms and corridors. There are plenty of resources that match pupils' needs well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

The headteacher has a vision of a fully inclusive school, which he articulates clearly through a statement of six core principles. A recently-restructured senior leadership team shares his determination to provide all pupils with a secure environment in which to grow and learn. However, their roles and responsibilities are not clear enough. For example, staff are unsure about who is responsible for monitoring standards in reading. This limits their capacity to influence the life and work of the school. Their job descriptions are not sufficiently detailed.

The school has adapted well to the rising numbers on roll. As the school has grown, leaders have recruited a team of talented staff whose skills complement one another's appropriately.

The headteacher has appropriate expectations of staff. The school holds regular leadership and staff meetings, but keeps no records of decisions taken or actions agreed. As a result, there is a lack of accountability and this makes it difficult for leaders and managers to evaluate the impact of their actions on provision or outcomes.

The school has developed a programme of high-quality support for many pupils with social and emotional needs and has addressed many national priorities well. The school's progress on accommodating the national literacy and numeracy framework is notable and staff develop pupils' skill in the Welsh language well in Welsh lessons. However, the school is unable to demonstrate that it has successfully used its pupil deprivation grant to raise the attainment of pupils eligible for free school meals effectively.

The governing body supports the school well. Its members bring a good mix of skills and experience to their role. Most members visit the school regularly and meet with staff to gain an insight into the daily running of the school. They fulfil most of their statutory duties appropriately. However, they are not informed broadly enough on the overall performance of pupils. Consequently, they do not offer a sufficiently robust challenge to improve standards.

### **Improving quality: Unsatisfactory**

There are important shortcomings in the way that leaders evaluate the school's performance and plan for improvement. There are established procedures for self-evaluation with worthwhile contributions from a range of stakeholders. Teachers undertake a programme of monitoring that considers pupils' work and curriculum planning. However, leaders do not follow up on the findings from self-evaluation rigorously. They do not monitor or evaluate the progress of initiatives regularly or robustly. Therefore improvements do not become well established or have enough impact on improving pupil outcomes.

Most staff contribute appropriately to analysing pupils' performance, including the results of tests. However, their analysis lacks rigour. It does not identify important issues of pupil under-achievement well enough, most notably in standards of reading. Therefore the school development plan does not focus enough on the actions that are likely to have the most impact in raising pupils' attainment.

The school's development plan includes a manageable number of actions and details costs and timescales and allocates responsibilities to members of staff successfully. However, few initiatives have clearly measurable success criteria and most deal with provision rather than improving outcomes for pupils.

Over the last few years, the school has been too slow in addressing effectively a number of important issues, including attendance, standards of reading and the performance of pupils eligible for free school meals. This has had a negative impact on pupils' achievements overall.

### **Partnership working: Good**

The partnership with parents is strong and they are supportive of all activities provided by the school. The active parent teacher association raises considerable funds for the school, which allow staff to purchase useful resources and to subsidise transport costs for school visits. The parents value the detailed termly topic planners, which help them to support their child's learning, and an information session on internet safety.

The school works well with a local business that provides financial support to the school to improve the outdoor environment, including the creation of an outdoor classroom. A local supermarket provides resources for pupils to learn about where food comes from and how to eat healthily. Useful links exist with a local business club. It has held worthwhile competitions amongst local schools in public speaking, choral singing and chess. These have contributed successfully to broadening pupils' experiences and helping to improve their wellbeing.

A particularly strong feature is the support given to the pre-school setting by the nursery teacher. This allows her to get to know the pupils well before they begin school. Consequently, pupils settle quickly and the school can deal promptly with the needs of the pupils and their families.

Links with the local secondary school support the effective transfer of Year 6 pupils to the next step in their education. Teachers co-operate effectively with local primary and secondary schools to moderate and to standardise pupils' work and to undertake joint training to help improve teachers' understanding of the expected standards at the end of key stage 2.

### **Resource management: Adequate**

The school has an appropriate level of qualified teachers and teaching assistants to deliver the curriculum. Leaders deploy staff appropriately to make best use of their expertise and experience, for example in Welsh, music and the forest schools.

There is a suitable programme of performance management for all teachers. Arrangements for managing teachers' performance and for providing time for planning, preparation and assessment are good. The range of training provided for staff has been beneficial in raising standards of pupils' Welsh language and in enabling teaching assistants to deliver the school's phonic scheme appropriately. Teaching assistants have been trained to provide high quality support to vulnerable pupils. Teachers observe each other teach or teach together regularly and this helps them to improve their own practice.

Leaders manage the school's budget diligently. They monitor expenditure carefully and ensure that they support priorities in the school development plan. Plans for the use of the Pupil Deprivation Grant are comprehensive. However, the school is unable to demonstrate clearly the effectiveness of this funding over previous years. The school is involved with other local schools in networks of professional practice looking at assessment and literacy. It is too early to judge the impact of these programmes.

In view of the progress pupils make and the standards they achieve, the school gives adequate value for money.

## Appendix 1: Commentary on performance data

### 6632264 - Ysgol Clawdd Offa

Number of pupils on roll	387
Pupils eligible for free school meals (FSM) - 3 year average	27.9
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	31	35	43	59
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	54.8	88.6	88.4	74.6
Benchmark quartile	4	2	2	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	31	35	43	59
Achieving outcome 5+ (%)	83.9	91.4	90.7	78.0
Benchmark quartile	1	1	1	4
Achieving outcome 6+ (%)	16.1	28.6	30.2	32.2
Benchmark quartile	3	2	2	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	31	35	43	59
Achieving outcome 5+ (%)	93.5	88.6	90.7	76.3
Benchmark quartile	1	3	2	4
Achieving outcome 6+ (%)	22.6	28.6	20.9	30.5
Benchmark quartile	2	2	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	31	35	43	59
Achieving outcome 5+ (%)	54.8	91.4	95.3	89.8
Benchmark quartile	4	3	2	4
Achieving outcome 6+ (%)	22.6	54.3	46.5	35.6
Benchmark quartile	3	2	2	4

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

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

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

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

**6632264 - Ysgol Clawdd Offa**

Number of pupils on roll	387
Pupils eligible for free school meals (FSM) - 3 year average	27.9
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	24	36	19	39
<b>Achieving the core subject indicator (CSI) (%)</b>	75.0	86.1	73.7	92.3
Benchmark quartile	2	2	4	1
<b>English</b>				
Number of pupils in cohort	24	36	19	39
Achieving level 4+ (%)	83.3	86.1	84.2	92.3
Benchmark quartile	1	3	3	2
Achieving level 5+ (%)	25.0	19.4	*	38.5
Benchmark quartile	2	4	*	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	24	36	19	39
Achieving level 4+ (%)	75.0	88.9	73.7	92.3
Benchmark quartile	3	2	4	2
Achieving level 5+ (%)	25.0	27.8	31.6	28.2
Benchmark quartile	2	3	3	3
<b>Science</b>				
Number of pupils in cohort	24	36	19	39
Achieving level 4+ (%)	95.8	88.9	84.2	92.3
Benchmark quartile	1	2	3	2
Achieving level 5+ (%)	20.8	25.0	31.6	51.3
Benchmark quartile	3	3	3	1

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## 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.	67		67 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	67		65 97%	2 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	67		67 100%	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	67		67 100%	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.	66		65 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	67		66 99%	1 1%	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.	67		67 100%	0 0%	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.	67		66 99%	1 1%	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.	66		65 98%	1 2%	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.	67		60 90%	7 10%	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.	67		60 90%	7 10%	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	67		62 93%	5 7%	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.	16	7 44%	7 44%	2 12%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	17	9 53%	7 41%	1 6%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	15	8 53%	7 47%	0 0%	0 0%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	15	7 47%	8 53%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	15	5 33%	6 40%	4 27%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	14	8 57%	6 43%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	17	10 59%	6 35%	1 6%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	16	6 38%	6 38%	4 25%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	16	6 38%	5 31%	4 25%	1 6%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	16	8 50%	8 50%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	15	9 60%	3 20%	1 7%	2 13%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	15	8 53%	5 33%	1 7%	1 7%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	17	9 53%	3 18%	5 29%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	17	9 53%	3 18%	4 24%	1 6%	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.	15	7 47%	2 13%	4 27%	2 13%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	14	5 36%	8 57%	1 7%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	11	3 27%	5 45%	2 18%	1 9%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	17	5 29%	6 35%	5 29%	1 6%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	16	5 31%	5 31%	4 25%	2 12%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Richard Hawkley	Reporting Inspector
Alexine Bartholomew	Team Inspector
Christopher Dolby	Team Inspector
Linda Williams	Team Inspector
Peter Haworth	Lay Inspector
Martin Edwards	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.