Estyn

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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

Ysgol Parc y Llan
Ffordd Y Llan
Treuddyn
Mold
Flintshire
CH7 4LN

Date of inspection: April 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 02/07/2015

Context

Ysgol Parc y Llan serves the village of Treuddyn, situated about four miles south-west of Mold in Flintshire. There are currently 97 pupils, aged 3-11, on roll and they are taught in four mixed-age classes. Of these, there are 12 nursery children who attend only in the mornings.

The majority of the pupils come from the village with a minority from the surrounding area. The school has identified 21% of pupils as having additional learning needs, including very few pupils with a statement of special educational needs. There is currently no pupil looked after by the local authority.

Currently, 18% of pupils are eligible for free school meals, an increase from 7% in 2012.

All pupils come from English speaking homes. The school does not currently have any pupils who come from a Welsh speaking home. There are no pupils from an ethnic minority background.

The current headteacher has been in post since April 2014. He has a 0.5 teaching commitment.

The school was last inspected in September 2010.

The individual school budget per pupil for Ysgol Parc y Llan in 2014-2015 means that the budget is £3727 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,111 and the minimum is £2,838. Ysgol Parc y Llan is 16th out of the 68 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Nearly all pupils make good progress from their starting point and during their time in the school
- The school incorporates the requirements of the Literacy and Numeracy Framework appropriately, which enables most pupils to transfer their literacy skills successfully across different subject areas
- Most pupils work enthusiastically and persevere well with tasks
- Pupils who have additional learning needs make appropriate progress towards achieving their individual targets
- The standard of behaviour of nearly all pupils in lessons and around the school is consistently high
- All teachers have very good working relationships with their pupils and encourage a positive attitude to learning
- Teachers have an accurate picture of pupils' attainment and they set appropriate individual targets for progress and improvement
- It has an inclusive and caring ethos in which all pupils are valued

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision for the school's continuing improvement, which staff, parents, governors and pupils share
- Staff roles and responsibilities are clear and there is a strong sense of teamwork in the school
- The governing body supports and challenges the school well
- There is a strong commitment throughout the school to promoting improvement
- The self-evaluation process is robust and outcomes inform improvement planning directly
- The school's improvement strategies have led to measureable outcomes for pupils

Recommendations

A1   Improve pupils' confidence to communicate in Welsh outside Welsh lessons

A2   Develop opportunities for pupils to make choices about how and what they learn

A3   Ensure that pupils know how well they are doing, and provide them with appropriate guidance and opportunities to improve their work

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Nearly all pupils start school with skills appropriate to their age and ability level. Nearly all pupils make good progress from their starting points during their time in the school.

Throughout the school, pupils generally listen well to each other and to adults. They apply themselves well to complete their activities, and respond well to the instructions and guidance of their teachers.

In the Foundation Phase, most pupils speak enthusiastically and respond confidently to questions. Their general vocabulary and their ability to discuss activities relating to specific subject areas are developing well.

Most pupils at the end of key stage 2 speak clearly about a wide range of subjects, using vocabulary relevant to the context. Nearly all pupils have good communication skills and most discuss topics confidently with each other. However, many do not give extended oral answers in response to questions from teachers or other adults, for example during the introductory part of a lesson.

The reading skills of most pupils are developing well. In the Foundation Phase, most pupils master the techniques of the reading scheme well, and use their skills effectively in different contexts in the classroom and during activities. Most use appropriate strategies to read texts accurately and they talk with understanding about what they have read.

By the end of key stage 2, most pupils are confident readers. They read fluently and with meaning, and show genuine interest in books of different genres and their authors. Many make sensible suggestions about what happens next in a story, and nearly all use a range of relevant strategies to tackle unfamiliar words. Many older pupils extract information from texts and research a topic using information and communication technology (ICT) successfully.

Throughout the school, most pupils make good progress in their writing. By the end of the Foundation Phase, many produce texts of a suitable standard, using well-structured sentences, correct basic punctuation and a good range of vocabulary. Most pupils present their work neatly. A few more able pupils write extended pieces of a high standard in a wide range of learning areas.

By the end of key stage 2, the standard of writing is generally good. Most pupils write extensively in different forms, using punctuation and paragraphs successfully. They recognise the features of a good piece of writing. Most pupils transfer their literacy skills successfully to produce a good range of writing in different subjects.

Most pupils develop their numeracy skills well from early in the Foundation Phase, and apply them effectively in other areas of learning. Most understand place value at an appropriate standard, and recall basic number facts quickly and accurately. They know the features of common shapes, and create repeating patterns using number, shapes and colours.

By the end of key stage 2, many pupils have developed their numeracy skills to an appropriate standard. They have a sound understanding of numbers and calculation, including fractions, decimals and percentages, and the relationship between them. The majority of pupils apply their numeracy skills successfully across the curriculum, for example when creating graphs and analysing information as part of topics on Australia or the First World War.

Most pupils' Welsh skills are developing well in the Foundation Phase. Pupils listen and respond readily to instructions and questions. By the end of Year 2, most pupils respond appropriately to simple instructions, greetings and questions in Welsh.

In key stage 2, most pupils respond appropriately to greetings, although they lack confidence when speaking Welsh outside of Welsh lessons. Pupils across the school write appropriately following established patterns. Most read Welsh competently with an appropriate level of understanding.

In some years, there are small numbers of pupils in each year group. This can affect the school's performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

In comparison with similar schools, pupils' performance in literacy development has placed the school in the top 25% in two out of the last three years, having placed it in the lower 50% in 2012. Pupils' mathematical development places the school among the lower 50% in 2014, having placed it in the higher 50% and top 25% in the previous two years. Over the same period, performance at the higher than expected level has also varied, moving the school between the upper 50% and the bottom 25% in literacy development and the top 25% and the bottom 25% in mathematical development.

Over the last four years, the school's performance at the expected level at the end of key stage 2 has varied, moving the school from the top 25% to the bottom 25% of similar schools in science, and between the lower 50% and the top 25% in English and mathematics.

Performance at the higher level over the same period has also varied, moving the school between the top 25% and the bottom 25% of similar schools in all subjects.

Pupils eligible for free school meals make appropriate progress towards attaining their individual targets.

Over a period of three years in the Foundation Phase and four years in key stage 2, there is no clear pattern of difference between the performance of boys in comparison with girls.

Pupils who have additional learning needs make appropriate progress towards achieving their individual targets.

Wellbeing: Good

All pupils feel safe and secure in school and know whom to go to if they are unhappy or if bullying should arise. The standard of behaviour of nearly all pupils in lessons and around the school is good. They are courteous and polite with other pupils and with adults.

Nearly all pupils understand the importance of healthy eating and healthy living. Most take advantage of the fruit and milk that is available during the morning break and are aware of the benefits of drinking water regularly. Many pupils enjoy taking part in a wide range of sporting activities in lessons and extra-curricular clubs.

Most pupils show enthusiasm towards their work and persevere well with tasks. They are punctual in lessons and listen well and respond positively to their teachers. However, most pupils do not make decisions about what and how they learn.

Attendance levels have placed the school in the top 25% of similar schools in two of the past three years, and the school is currently in the higher 50%. Nearly all pupils are punctual at the beginning of the school day and in lessons.

Pupils take an appropriate part in school life through the School Council and the Eco Council, which have influence on matters such as reducing waste and saving energy. The pupils are proud of what they have achieved in their school, particularly raising funds for outdoor play equipment. The school makes a strong contribution to the local community, for example by visiting the local community centre to meet and entertain the elderly. The school also welcomes local residents to the school concert.

Older pupils support younger pupils at break and lunch times effectively through the "Mêt Grêt" scheme. The pupils' positions of responsibility help them to feel valued and help pupils to become more mature and take on responsibility.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school plans learning experiences that meet the needs of most pupils well. The curriculum meets the requirements of the National Curriculum and Foundation Phase areas of learning and religious education. A wide range of after school and lunch time clubs and visits help to enrich the experiences of pupils. These include residential visits to centres of outdoor activities.

Planning documents incorporate the requirements of the Literacy and Numeracy Framework appropriately. The school has effective arrangements for developing literacy. These provide pupils with varied opportunities to develop their skills across the curriculum. Teachers and learning support staff work effectively to develop pupils' reading skills through the use of a structured programme. The school plans

appropriately to develop numeracy skills and pupils are given regular opportunities to practise the skills learnt during mathematics lessons across the curriculum. However, there are too few opportunities for pupils to suggest ideas for themes and topics they would like to study.

Provision for developing the Welsh language across the school is suitable. Nearly all staff use Welsh in the everyday routines of the school. However, opportunities for pupils to develop their oracy skills are not consistent and frequent enough. Participation in activities such as eisteddfodau, including the Urdd, helps to develop an appropriate understanding of the culture and heritage of Wales.

The school promotes a good understanding of sustainable development through measures to recycle and reduce waste. As a result, many pupils are diligent in following school practice to cut down on use of electricity and water, and in recycling rubbish. The school develops the global awareness and citizenship of pupils well through the study of other countries in their topics and through such activities as the purchase of an acre of South American rainforest.

Teaching: Good

In nearly all classes, teachers generally organise appropriate activities that move pupils' learning forward successfully. All teachers have good working relationships with their pupils. They manage classroom organisation consistently well and encourage good behaviour and a positive attitude to learning. Classroom assistants support teachers effectively, and contribute well to the learning progress and the wellbeing of pupils.

Most teaching is effective and builds successfully on pupils' prior learning. The presentation and pace are lively and engage pupils well. The learning objectives for each activity are clear and pupils know what teachers expectations are for each task. Teachers provide pupils with relevant and effective opportunities to use their literacy skills and, increasingly, their numeracy skills in subject areas across the curriculum. In many lessons, teachers use effective questioning techniques that engage pupils well.

In the very few examples where teaching is not as effective, introductions are too long and do not actively engage pupils enough. There is too much emphasis on direct instruction by the teachers. As a result, pupils' independent learning skills are not always promoted effectively.

Nearly all teachers provide pupils with effective support and useful verbal feedback during activities. In most activity sessions, teachers mark pupils' work regularly and provide positive and encouraging feedback. At its most effective, this feedback helps pupils to understand how well they are achieving, and how they can improve their work. However, there are not enough opportunities for pupils to respond to teachers' feedback. Teachers use a range of assessment for learning strategies to support their marking and assessment. For example, nearly all teachers share clear learning objectives and success criteria with pupils, and this helps pupils to assess their own and other pupils' work effectively. However, teachers do not these strategies consistently enough.

The school has an effective tracking system that allows teachers and leaders to monitor all pupils' progress. This enables the school to have an accurate picture of the pupils' ongoing attainment and to set appropriate individual targets. Teachers take part in relevant moderation activities with other schools to confirm the accuracy of their assessments.

Reports to parents meet requirements and provide parents with detailed information on their children's progress.

Care, support and guidance: Good

The school is a caring community that has a clear impact on pupils' wellbeing. There is a good range of appropriate policies in place for promoting healthy living and pupils' wellbeing and to encourage pupil involvement in their school and the wider community. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school deals effectively with any bullying through a range of strategies that include a strong focus on children's wellbeing. For example, the Mêt Grêt scheme helps younger pupils settle well and supports them with any problems. There are a variety of displays across the school to remind pupils of good behaviour and pupils respond positively to these "Golden rules". Teachers and support staff act effectively and sensitively in response to concerns. As a result, the school is successful in promoting pupils' spiritual, moral, social and cultural development. The whole school acts of worship, led by the school and by a visiting Christian organisation, strengthen the pupils' spiritual, oral and social development further.

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

The school has effective procedures in place for meeting the needs of pupils with additional learning needs. It works well with outside agencies to ensure that each pupil's needs are fully met. Staff work effectively to provide support and guidance for pupils and they meet regularly to review the progress of individual pupils.

Learning environment: Good

The school is housed in a bright, modern building and shares a campus with another primary school. They actively share some facilities, for example the school hall and the playing fields.

The school provides a very welcoming and attractive environment, which enhances teaching and learning effectively through well-planned and attractive displays that celebrate pupils' work as well as promoting their learning. The school has created an atmosphere and ethos that is inclusive and caring and where all pupils are valued and have equal opportunities to take part in all activities.

There is a good range of resources, which teachers use effectively to support their teaching in all subject areas. The outside areas support the requirements of the Foundation Phase effectively and teachers put them to good use. Pupils in key stage 2 also take full advantage of the outside areas to enhance their outdoor learning. For example, they are currently developing a new school garden.

The building is well maintained and provides a secure and accessible learning environment for all pupils.

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

Leadership: Good

The headteacher has a clear vision for the school's continuing improvement, which staff, parents, governors and pupils share. He promotes behaviours and values that contribute positively to creating a school ethos where pupils and staff feel valued. Staff roles and responsibilities are clear and there is a strong sense of teamwork in the school. Regular staff and senior management meetings focus well on developing provision and improving standards. There are effective performance management procedures in place with clearly defined targets for improvement for all staff. This is having a positive impact on learning and the quality of teaching, as the school is good at modelling good practice amongst colleagues that has led to an ethos and culture of shared leadership.

The governing body supports and challenges the school well and has a good understanding of the school's strengths and areas for development. Governors work well in partnership with staff to monitor standards and aspects of provision. The governing body receives comprehensive updates on the school's performance from the headteacher. This ensures that governors are well informed about how the school is performing. They ask challenging questions and hold the school's leadership to account. For example, many governors visit the school regularly and conduct 'challenge walks' to analyse the school's work critically. Most visit the school often to observe learning in action.

There is a suitable focus on local and national priorities, such as developing the outside learning environment for the Foundation Phase, monitoring the attainment of vulnerable groups of pupils and improving standards in literacy and numeracy.

Improving quality: Good

There is a strong commitment throughout the school to promoting improvement. The school uses a suitable range of first-hand evidence to identify strengths and areas for development, including lesson observations and book scrutiny. School leaders analyse performance data effectively and consider trends and progress over time carefully. The school takes account of the views of staff, parents and other stakeholders appropriately.

School leaders have a good understanding of the strengths and areas for improvement. The self-evaluation report generally presents a clear picture of the school's performance. It is evaluative and provides sound judgements about standards, provision and leadership.

The outcomes of self-evaluation inform improvement planning directly. All staff have input into the development of the school improvement plan by prioritising areas for improvement within action plans. School leaders use valuable information from self-evaluation to set priorities and challenging targets within the school improvement plan. The plan has a manageable number of priorities, which focus appropriately on improving outcomes and provision.

It includes relevant success criteria, measurable targets and clear staff responsibilities. Through the performance management process they are also held to account for these responsibilities. Staff awareness and ownership of the improvement plan and priorities are therefore high.

School leaders have appropriate responsibility for evaluating progress towards achieving the school's priorities. They ensure the allocation of suitable sums of money and timescales to each priority. The school's planning for improvement has led to measureable outcomes, for example in raising standards in pupils' literacy skills and improving teachers' tracking of pupil progress.

Partnership working: Good

The school values its partnership with parents and the way in which this supports and impacts on pupils' standards and wellbeing. The school raises parents' awareness of important issues, such as the Literacy and Numeracy Framework and good attendance, effectively. As a result, nearly all parents feel that they are well informed about the school's work.

There are well-established transition arrangements with the local high school, which ensure that pupils are confident to move to the next stage of their education. Strong and productive links with the local playgroup ensure that pupils settle quickly into the nursery class. The school works well with the regional consortium and other schools, and there are effective systems to share good practice. For example, teachers meet regularly with colleagues to develop secure processes for the moderation of pupils' work.

The school works well in partnership with the local authority and its services, such as education welfare and social services, to support pupils' wellbeing. There are valuable partnerships with a range of external agencies. For example, the police school liaison officer visits the school regularly and supports the provision for personal and social development well, through various workshops, such as internet safety and stranger danger. Sports development officers and local club coaches provide effective support for extra-curricular activities. The school has a beneficial partnership with the local initial teacher training institution and successfully supports students with their programme.

There are strong links with the local community. The school choir performs at local festivals and in the local church. The school benefits from opportunities to plan activities with its neighbouring school, such as a remembrance service event where pupils recite poems and recount events of the Second World War. These are effective in developing pupils' understanding of historical topics and in developing their moral and social awareness.

Resource management: Good

Leaders manage the school's staffing and financial resources well. The school deploys teaching and support staff appropriately and they have the knowledge and expertise to cover all aspects of the school's curriculum effectively. There is a good range of resources to support the curriculum, which staff use well.
There is appropriate planning, preparation and assessment time for teachers and they use it effectively. Leaders implement performance management arrangements

thoroughly and are effective in identifying and meeting staff's professional development needs.

Many teachers participate productively in local networks of professional practice. A recent example is the effective collaboration to implement a transition programme to develop continuity in learning and wellbeing between primary schools in the area and the local secondary school. This has helped prepare the pupils well for the transition into secondary education. The use of shared resources through efficient partnership work with the neighbouring school, such as the school hall and outdoor learning facilities, contributes appropriately to improved outcomes for pupils, particularly in their physical and social development.

The headteacher and the governing body's finance committee manage and monitor the school's budget carefully. The school uses its budget efficiently and expenditure on resources links well to the school's priorities, for example in the development of pupils' reading.

The school makes good use of the Pupil Deprivation Grant, especially in providing additional support for pupils to develop their literacy and numeracy skills, for example through the introduction of support targeted at raising standards of reading and writing.

In view of the good progress that pupils make, and the standards they achieve, the school provides good value for money.

Appendix 1: Commentary on performance data

6642266 - Ysgol Parc y Llan

Number of pupils on roll	94
Pupils eligible for free school meals (FSM) - 3 year average	11.3
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	12	11	11
Achieving the Foundation Phase indicator (FPI) (%)	83.3	100.0	90.9
Benchmark quartile	3	1	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	12	11	11
Achieving outcome 5+ (%)	83.3	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	16.7	36.4	36.4
Benchmark quartile	4	2	2
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	12	11	11
Achieving outcome 5+ (%)	91.7	100.0	90.9
Benchmark quartile	2	1	3
Achieving outcome 6+ (%)	16.7	45.5	27.3
Benchmark quartile	3	1	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	12	11	11
Achieving outcome 5+ (%)	91.7	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	41.7	63.6	18.2
Benchmark quartile	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.

6642266 - Ysgol Parc y Llan

Number of pupils on roll	94
Pupils eligible for free school meals (FSM) - 3 year average	11.3
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	16	9	7	13
Achieving the core subject indicator (CSI) (%)	87.5	77.8	100.0	92.3
Benchmark quartile	2	4	1	2
English				
Number of pupils in cohort	16	9	7	13
Achieving level 4+ (%)	87.5	88.9	100.0	92.3
Benchmark quartile	3	3	1	3
Achieving level 5+ (%)	43.8	44.4	71.4	30.8
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	16	9	7	13
Achieving level 4+ (%)	100.0	88.9	100.0	100.0
Benchmark quartile	1	3	1	1
Achieving level 5+ (%)	31.3	33.3	85.7	23.1
Benchmark quartile	3	3	1	4
Science				
Number of pupils in cohort	16	9	7	13
Achieving level 4+ (%)	100.0	77.8	100.0	92.3
Benchmark quartile	1	4	1	3
Achieving level 5+ (%)	43.8	33.3	85.7	30.8
Benchmark quartile	1	3	1	4

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.	44		44 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	44		44 100%	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.	42		41 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	44		44 100%	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.	44		44 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	42		39 93%	3 7%		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.	44		44 100%	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.	44		43 98%	1 2%		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
My homework helps me to understand and improve my work in school.	44		44 100%	0 0%		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.	44		44 100%	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.	44		40 91%	4 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	41		36 88%	5 12%		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.	42	21 50%	20 48%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	42	27 64%	15 36%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	42	29 69%	12 29%	1 2%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	42	22 52%	17 40%	2 5%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	42	18 43%	20 48%	2 5%	1 2%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	42	20 48%	21 50%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	42	25 60%	16 38%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	41	17 41%	21 51%	1 2%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	42	22 52%	16 38%	4 10%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	42	21 50%	20 48%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	42	27 64%	13 31%	1 2%	1 2%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	41	15 37%	17 41%	3 7%	1 2%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	42	19 45%	18 43%	4 10%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	42	25 60%	15 36%	1 2%	1 2%	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.	42	20 48%	15 36%	3 7%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	42	21 50%	19 45%	1 2%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	39	15 38%	16 41%	2 5%	1 3%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	41	22 54%	15 37%	3 7%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	42	23 55%	17 40%	1 2%	1 2%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Terwyn Tomos	Reporting Inspector
Mr Tony John Bate	Team Inspector
Margaret Gwyn Watkins	Lay Inspector
Mr Kevin Neil Williams	Peer Inspector
Meilir Ashford (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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