A report on

**Hafod - y - Wern Community Primary School
Deva Way
Queens Park
Wrexham
LL13 9HD**

Date of inspection: May 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.

Context

Hafod-y-Wern Primary School is in two buildings in the Caia Park area of the town of Wrexham.

The school provides education for 276 pupils from the ages of 3 to 11 years. There are six single-age classes, three mixed age classes and a nursery class. There is also a local authority resource class catering for pupils with specific learning needs. Nearly 56% of pupils are eligible for free school meals. This is considerably above the national and local authority averages.

The school identifies about 25% of pupils as having additional learning needs. A very few pupils have a statement of special educational needs. Nearly all pupils come from English-speaking homes. A few speak English as an additional language. A very few pupils are looked after by the local authority. No pupils indicate that they speak Welsh at home. There have been 10 fixed term exclusions over the last year.

The last inspection was in 2009. The headteacher took up his post in September 2007.

The individual school budget per pupil for Hafod-y-Wern Community Primary School in 2014-2015 means that the budget is £4,003 per pupil. The maximum per pupil in the primary schools in Wrexham is £9,101 and the minimum £2,820. Hafod-y-Wern Community Primary School is 14th out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils achieve good standards by the end of key stage 2
- Behaviour throughout the school is good
- There are recent good arrangements in place to help raise pupil attendance and reduce persistent absenteeism
- Teaching in nearly all lessons is effective
- Learning experiences are varied and engage nearly all pupils
- Care, support and guidance are excellent and have a very positive effect on raising pupils' levels of wellbeing
- Nearly all pupils with additional learning needs make good progress towards their targets.
- The school's inclusive and caring environment has a positive effect on pupils' engagement in learning

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides effective leadership and conveys high expectations throughout the school
- All staff and governors work well as a team to ensure improvements, for example in the quality of teaching over recent years
- Self-evaluation and school improvement planning are effective
- All staff work well together to meet agreed whole school priorities
- The school has a wide range of partnerships that make a strong contribution to improving standards and the wellbeing of pupils, including those who face challenging circumstances
- Leaders work closely with parents to engage them effectively in supporting their children's learning through innovative approaches
- The school manages its resources well

Recommendations

R1   Improve the standards more able pupils achieve

R2   Improve standards of speaking in Welsh second language in key stage 2

R3   Ensure consistency in marking so that pupils know what they need to do to improve

R4   Ensure greater accuracy in teacher assessments particularly in literacy

R5   Continue to raise pupil attendance

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

The majority of pupils enter the school with language skills, which are considerably below those normally expected for pupils of their age. However, most pupils make good progress against their individual targets and achieve well in line with their ability by the time they leave school at the end of Year 6.

Most pupils in the Foundation Phase listen attentively, talk confidently about their work and use vocabulary that is appropriate to their age and ability. By the end of the phase, many discuss their ideas clearly and enthusiastically. In key stage 2, most pupils discuss their work thoughtfully and use subject-specific vocabulary appropriately.

Pupils' reading skills develop well as they move through the school. Most pupils in the Foundation Phase make good progress in learning to read. They understand the relationship between letters and sounds and apply their skills effectively to read unfamiliar words. Many read meaningfully with increasing accuracy and understanding of the text. By the end of key stage 2, most pupils have a good understanding of the features of a variety of texts. They read increasingly complex texts successfully and many read regularly for pleasure. However, by the end of the stage, only a few pupils know how to skim and scan a text to find specific information.

Most pupils in the Foundation Phase make good progress in developing their writing skills. The majority make swift progress from early mark making and emergent writing to writing in full sentences and, in most cases, they use appropriate punctuation accurately by the end of the phase. Most apply their writing skills well across the curriculum. In key stage 2, most pupils write well using a variety of sentence structures together with interesting vocabulary. Most pupils extend their writing skills well to produce extended pieces of writing. They write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative.

In the Foundation Phase, most pupils develop their numeracy skills well as they move through the school. By the end of the Foundation Phase, they read and write numbers to 100 and compare and order two-digit numbers accurately. They sort and match objects and understand the difference between two and three-dimensional shapes. They gather and record data in various ways in different contexts. By the end of key stage 2, most pupils recall multiplication tables mentally and use different methods of multiplication and division to reach correct answers. Nearly all tackle simple problems confidently and they add and subtract two-digit numbers using alternative strategies.

In both key stages, most pupils make good use of their literacy and numeracy skills to support their work across the curriculum.

Pupils' speaking skills in Welsh are developing well in the Foundation Phase. Most pupils listen and respond to instructions appropriately, use simple greetings

confidently and enjoy singing Welsh songs. In key stage 2, most pupils have positive attitudes to learning Welsh but many are reluctant to engage in anything other than very basic exchanges using the language. However, standards of pupils' writing, especially in key stage 2, are good.

The performance of pupils in the resource class tends to be lower than that of other pupils, but a few individual pupils are making good progress in line with their abilities and are doing well in many mainstream lessons.

The work produced in pupils' books is often at a higher level than indicated by teacher assessments at the end of the Foundation Phase and key stage 2.

At the end of the Foundation Phase, pupils' performance at the expected and higher than expected outcomes over recent years has placed the school in the lower 50% or bottom 25% of similar schools in literacy and mathematical development.

At the end of key stage 2, over the past three years, the school's performance at the expected level has fluctuated in English, mathematics and science, moving the school between the higher 50% to the bottom 25% of similar schools. At the higher than expected level over the same period, performance in all three subjects places the school generally in the bottom 25% of similar schools.

Pupils who are eligible for free school meals generally do not perform as well as other pupils. Girls continually outperform boys in all areas.

Wellbeing: Adequate

Most pupils have a good knowledge of how to make healthy choices in eating and drinking. Nearly all pupils feel safe and secure and know whom to talk to if they are concerned or upset. Many enjoy participating in a wide range and rich variety of physical activities and other clubs before, during and after school, for example the early morning table tennis sessions.

The school council and eco committee meet on a regular basis and take an active part in many monitoring activities. However, the effectiveness of their decision-making is rather limited.

Nearly all pupils get on well together and standards of behaviour are high. Pupils play together happily at break and lunchtimes. They show respect, courtesy and consideration for each other and for adults. For example, many pupils willingly take on additional responsibilities and the buddy system for supporting vulnerable pupils is highly effective. Most pupils engage well in paired and group work, demonstrating good social skills. They gain a suitable understanding of their strengths and weaknesses through increasing involvement in the assessment of their own work.

Over the last four years when compared to similar schools, attendance rates have varied, moving the school between the higher 50% and bottom 25% with a slight overall trend of improvement. Most pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The curriculum offers good learning experiences both within and outside the classroom and meets statutory requirements. Schemes of work take good account of prior learning and teachers' plans build systematically on pupils' skills, knowledge and understanding. The curriculum in the resource provision is broad and provides stimulating learning opportunities. The provision for the many intervention groups is good and has a positive effect on raising pupils' literacy and numeracy skills.

The school offers a wide range of extra-curricular activities, which enhance pupils' learning experiences effectively and help in particular to engage a group of disaffected boys, for example through participation in the fishing club. This activity enhances these pupils' self-esteem, self-discipline and interpersonal skills and provides a good link with the local community.

Planning for literacy and numeracy throughout the school is generally good. Information and communication technology (ICT) planning shows good progression across the school at the expected level. However, opportunities to extend the skills of more able pupils are underdeveloped.

The school provides good opportunities for teaching pupils about their Welsh heritage and culture. Celtic myths and legends enrich the pupils' understanding, and visits to places of interest such as Chirk Castle and the roundhouse at Legacy promote the Welsh dimension well. Provision for Welsh language development in class sessions is developing well. However, there are fewer opportunities for pupils to use Welsh outside these structured sessions.

Provision for sustainable development and global citizenship is good and permeates many areas of the curriculum. There are worthwhile opportunities for pupils to learn about sustainability issues, for example through recycling activities and the special recycling bins, requested by the eco committee. As a result, the number of sea gulls on the playgrounds has decreased considerably.

Teaching: Good

The quality of teaching has improved significantly over recent years. All staff establish good working relationships with pupils and most manage behaviour effectively. All teachers ensure that lessons are lively and interesting. The majority have high expectations of pupils and plan activities that provide them with a suitable level of challenge. However, in a minority of instances, activities to challenge more able pupils are lacking. Nearly all teachers ensure that the lessons move forward at a suitable pace and use skilful questioning that develops pupils' understanding well. Support staff provide pupils with well-focused assistance and feedback, which enhances their learning.

Most teachers mark pupils' work thoroughly and ensure, in most cases, that marking links appropriately to individual pupil targets. However, in a minority of books marking consists of simple comments, which do not indicate what pupils need to do to improve. Nearly all staff provide pupils with good opportunities to self and peer

assess their own work using pupil generated success criteria. This helps many pupils take greater control of their own learning.

Teachers track pupil progress effectively and many use this information to good effect. For example, older key stage 2 pupils are well aware of where they are in relation to National Curriculum levels and what they need to do to improve. There are appropriate arrangements for the moderation and standardisation of pupils' work. However, in a minority of classes, teachers under assess pupils' work.

The school's reports to parents are clear and informative. These reports provide useful information about pupils' progress.

Care, support and guidance: Excellent

The school provides excellent provision for health, care and wellbeing. Staff work together very efficiently to promote a positive, inclusive and caring environment, which permeates throughout the school. Learning experiences are effective in developing pupils' personal, moral, social and cultural development through fostering values such as respect and fairness.

Specific planning to support vulnerable pupils has resulted in significant improvements in behaviour, attendance, confidence and achievement and is an outstanding feature. A highly effective monitoring system tracks every pupil against a wide range of needs in partnership with many other agencies. This innovative multi-agency approach regularly reviews all pupils' risk levels and targets them for specific support. The school shares this outstanding practice with other local schools. This helps to spread this exceptional practice, which provides pupils, particularly those who are vulnerable, with tailored support quickly and efficiently. Pupils have confidence in this support system and it has, for example, enabled targeted pupils to attend school on a regular basis, be more alert in class and as a result improve as learners.

A recent good quality range of initiatives is improving attendance. This includes appealing child-friendly incentives and the rigorous monitoring of poor attendance. As a result, the number of pupils who regularly miss sessions has fallen and pupils understand very clearly the importance of being in school. The current attendance rate is significantly better than that of last year.

The school's 'concern and action team', consisting of an educational welfare officer and school members, is highly effective in ensuring that the needs of pupils, parents and the community are at the forefront of provision for vulnerable groups. The school has worked very hard over the years to engage parents and involve them in their child's learning through innovative approaches such as the dad's cookery club. From humble beginnings, this club is now well attended and popular with both pupils and parents. Such approaches are highly effective in improving relations, enhancing pupil attendance, raising parental expectations and encouraging families to eat healthily on a limited budget. The school's nurture class has a very positive effect on pupils' behaviour and wellbeing and allows them to access successfully mainstream learning.

Support for pupils with additional learning needs is a strength of the school and is highly effective. Experienced staff identify pupils' needs quickly and successfully, putting in place well-planned intervention programmes to provide pupils with high

quality support. Parents and teachers review progress together regularly. This helps to ensure that nearly all pupils make good progress against their agreed targets.

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

Learning environment: Good

The school is a close-knit community where all pupils develop and progress well. There is a strong caring ethos, which values staff and pupils and encourages them to show mutual respect to each other. The school provides equal opportunities for pupils in all areas of its provision and it recognises and celebrates diversity well.

The school buildings on both sites are accessible to all pupils, visitors and staff. The interior accommodation is welcoming and has attractive displays of pupils' work in both classrooms and communal areas. These support pupils' learning well. Staff use all the available space effectively and classrooms have an ample supply of good quality equipment and materials. There are extensive, well-maintained and equipped grounds on both sites, which provide good opportunities for indoor and outdoor learning activities.

Managers monitor the school site well for safety and security.

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

Leadership: Good

The headteacher leads the school with transparency, great passion and a resilience to ensure the best education for the pupils in his care. He rigorously challenges underperformance at all levels. He communicates a clear vision to all staff, governors and parents about his expectations for improvement. He structures and plans very effectively to meet the identified needs of all his pupils.

The senior management team work purposefully together and ensure all staff share a strong commitment to attain current school priorities.

There are comprehensive procedures, policies and plans in place, which focus well on meeting the wide range of pupils' needs. There are very specific arrangements to guide performance management and the professional development of staff to identify good practice and areas for further professional development. For example, the common approach to teaching throughout the school is particularly effective in improving pupil outcomes.

Governing body support and actions have a direct effect on nearly all aspects of the school and have a clear purpose to improve pupils learning. For example, governors have worked closely with the headteacher over recent years to raise the quality of teaching in many classes. They are well informed and hold the school to account robustly.

The school implements local and national priorities well. For example, there is an appropriate emphasis on implementing the principles and procedures of the National Literacy and Numeracy Framework and this is helping to raise pupils' skills and achievements. The school's support for vulnerable pupils is exemplary.

Improving quality: Good

The school has a strong culture of rigorous and honest self-evaluation. This has led to a steady improvement in standards, pupils' wellbeing and management. The headteacher and stakeholders review all aspects of provision robustly. Identified priorities are the product of a transparent and continuous self-evaluation process, which draws on a wide range of reliable performance indicators and first hand evidence.

The school improvement plan identifies clearly appropriate and specific areas for development. The recently formulated school improvement teams ensure that all staff are involved in monitoring the progress of the plan. All staff implement these school improvement measures with great determination, for example the resolve amongst staff to work closer together to improve their teaching. As a result, these improvements are now beginning to have a positive impact on pupil outcomes.

Monitoring takes place on a regular basis and clear guidelines ensure that this monitoring is rigorous and effective. Through the sharing of good practice and teachers co-planning on a regular basis, learning experiences are suitable for nearly all pupils' needs. The school has effective tracking systems in place. The senior management team use these and a range of other firm indicators and evidence to discuss school development and to make accurate and evaluative judgements about the quality of teaching and learning. These inform current priorities well.

Partnership working: Good

The school has a highly effective partnership with parents, specialist support services and the local authority education services. Parents receive regular information about the work of the school through a range of useful networks. For example, the weekly parental support group successfully engages parents, carers in educational classes, which include jewellery making, healthy cooking activities and general chat. This informal arrangement provides good opportunities for the parents to share their concerns and the school to gain first hand information. This partnership is crucial in improving pupils' attendance and wellbeing and has increased parental involvement and interest in their child's progress. Home visits support pupils and parents effectively with admission to the school.

The school has a range of very innovative partnerships, which help to raise standards in wellbeing. For example, pupils have designed their own garden area with support from a local garden design company. This partnership provided pupils with high quality opportunities to develop their social and co-operative skills. Links with local supermarkets have a positive effect on improving pupils' numeracy and social skills.

Close partnership working with other schools ensures that procedures for transition are very strong. Regular cluster meetings provide opportunities to share good practice and identify common school priorities such as improving the accuracy of assessment of pupils' work.

Resource management: Good

The headteacher and governing body manage the budget carefully and ensure the school operates on a sound financial footing. The school uses specific grant monies well to improve outcomes for particular groups of pupils, especially those who are most vulnerable. Spending on tackling deprivation, for example, is helping to raise standards within the targeted groups. Expenditure links well to the school's targets and improvement plans.

The school uses the expertise of teaching staff efficiently to deliver all aspects of the curriculum. Arrangements for teachers' planning, preparation and assessment time are appropriate. Support staff have a positive impact on the attainment of pupils in nearly all classes. Staff use resources efficiently to support learning and to improve pupils' achievements.

Performance management procedures and appraisal meetings are effective in ensuring that the school meets the needs of all staff members. All staff have appropriate opportunities for professional development and training that link effectively to school priorities. A wide range of professional learning networks with other schools enrich staff learning experiences well and help to improve outcomes for pupils. For example, outcomes from the visible learning project that the school is involved in with three other schools in two local authorities are beginning to have a positive impact on pupil performance.

In view of the school's good provision, the outcomes most pupils achieve and the improvements in teaching over recent years, the school gives good value for money

Appendix 1: Commentary on performance data

6652269 - Hafod y Wern Community Primary School

Number of pupils on roll	265
Pupils eligible for free school meals (FSM) - 3 year average	57.0
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	32	35	32
Achieving the Foundation Phase indicator (FPI) (%)	81.3	65.7	75.0
Benchmark quartile	1	4	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	32	35	32
Achieving outcome 5+ (%)	81.3	68.6	78.1
Benchmark quartile	2	4	3
Achieving outcome 6+ (%)	9.4	8.6	18.8
Benchmark quartile	4	4	3
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	32	35	32
Achieving outcome 5+ (%)	81.3	68.6	75.0
Benchmark quartile	2	4	4
Achieving outcome 6+ (%)	3.1	11.4	18.8
Benchmark quartile	4	3	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	32	35	32
Achieving outcome 5+ (%)	87.5	82.9	87.5
Benchmark quartile	2	4	3
Achieving outcome 6+ (%)	12.5	20.0	43.8
Benchmark quartile	4	4	2

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.

6652269 - Hafod y Wern Community Primary School

Number of pupils on roll   265
Pupils eligible for free school meals (FSM) - 3 year average 57.0
FSM band   5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	42	36	32	28
Achieving the core subject indicator (CSI) (%)	71.4	61.1	75.0	60.7
Benchmark quartile	2	4	3	4
English				
Number of pupils in cohort	42	36	32	28
Achieving level 4+ (%)	78.6	63.9	81.3	67.9
Benchmark quartile	2	4	2	4
Achieving level 5+ (%)	11.9	8.3	15.6	14.3
Benchmark quartile	3	4	4	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	42	36	32	28
Achieving level 4+ (%)	78.6	66.7	75.0	64.3
Benchmark quartile	2	4	3	4
Achieving level 5+ (%)	9.5	5.6	6.3	14.3
Benchmark quartile	4	4	4	4
Science				
Number of pupils in cohort	42	36	32	28
Achieving level 4+ (%)	81.0	77.8	84.4	71.4
Benchmark quartile	2	3	2	4
Achieving level 5+ (%)	14.3	13.9	15.6	0.0
Benchmark quartile	3	3	4	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.

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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.	129		128 99%	1 1%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	129		125 97%	4 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.	129		128 99%	1 1%		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	129		120 93%	9 7%		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.	129		124 96%	5 4%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	129		110 85%	19 15%		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.	129		127 98%	2 2%		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.	129		126 98%	3 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.	129		118 91%	11 9%		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.	129		126 98%	3 2%		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.	129		107 83%	22 17%		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	129		106 82%	23 18%		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	9 56%	6 38%	1 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	16	7 44%	9 56%	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.	16	10 62%	6 38%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	16	8 50%	6 38%	1 6%	1 6%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	15	6 40%	4 27%	3 20%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	16	5 31%	10 62%	1 6%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	16	8 50%	7 44%	1 6%	0 0%	0	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.	16	7 44%	7 44%	1 6%	1 6%	0	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.	16	5 31%	7 44%	1 6%	0 0%	3	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.	16	6 38%	10 62%	0 0%	0 0%	0	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.	16	7 44%	8 50%	1 6%	0 0%	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'.	16	7 44%	9 56%	0 0%	0 0%	0	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.	16	6 38%	8 50%	2 12%	0 0%	0	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.	15	7 47%	8 53%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	16	5 31%	8 50%	0 0%	1 6%	2	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.	16	6 38%	9 56%	0 0%	1 6%	0	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.	16	6 38%	6 38%	1 6%	1 6%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	16	8 50%	8 50%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	15	6 40%	8 53%	0 0%	1 7%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Peter Anthony Roach	Reporting Inspector
David Kenneth Davies	Team Inspector
Susan Elizabeth Roden	Lay Inspector
Ashley Ryan Clare	Peer Inspector
Simon Edwards (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.