



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

A report on

**Ysgol Croes Atti
Chester Road
Flint
Flintshire
CH6 5DU**

Date of inspection: September 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.

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Context

Ysgol Croes Atti is situated in the town of Flint. It serves the town and the nearby area. It provides education for pupils aged between 3 and 11 years.

At present, there are 227 pupils on roll and they are divided into eight mixed-age classes. Since September 2014, the school has been responsible for a second site in Shotton in which there are 25 pupils in a mixed nursery and reception class. About 7% of pupils are eligible for free school meals, which is lower than the average for Wales.

Eighty-six per cent of pupils come from homes in which English is the main language of the home. Very few pupils are from an ethnic minority background. The school identifies that 19% of pupils have additional learning needs, which is lower than the national average.

The headteacher was appointed to the post in January 2015. The school was last inspected in November 2009.

The individual school budget per pupil in 2015-2016 for Ysgol Gynradd Croes Atti is £3,448. The maximum per pupil in primary schools in Flintshire is £4,838 and the minimum is £2,809. Ysgol Gynradd Croes Atti is in 31st place of the 67 primary schools in Flintshire in terms of the school budget per pupil.

Summary

| | |
|---|-------------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The school's performance is good because:

- Most pupils make sound progress during their time at the school
- Pupils' oral use of Welsh is an especially strong feature at the school
- Pupils' literacy and numeracy skills are developing successfully
- Most pupils' behaviour is good
- The quality of teaching is effective across the school.
- The school is a close, caring and friendly community

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides clear leadership and a robust strategic direction for the school
- Staff work closely as a team to raise standards and provide a happy, caring and safe learning environment
- Appropriate attention is paid to national and local priorities
- The school's self-evaluation identifies the school's strengths well, and what needs to be improved
- A range of partnerships contributes towards enriching the provision
- Leaders have established effective arrangements in order to support vulnerable pupils

Recommendations

- R1 Ensure that the outcomes of more able pupils compare better with similar schools
- R2 Provide tasks which challenge more able pupils more consistently
- R3 Improve attendance
- R4 Strengthen the governing body's ability to challenge the school and to play a more strategic role in the school's leadership

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, most pupils' language and personal skills are lower than expected. During their time at the school, most pupils make good progress in their learning from their starting point.

Most pupils' listening skills are good and they are able to refer to previous learning successfully, using information suitably in their work.

In the Foundation Phase, most pupils develop their oral skills effectively. By the end of key stage 2, most pupils communicate confidently in Welsh and English. Older pupils contribute at length when answering questions and expressing an opinion in a range of situations with staff, visitors and each other. Pupils' oral use of Welsh is an especially strong feature at the school.

In the Foundation Phase, most pupils read well at a level that is appropriate to their age and ability. They show an interest in books and many read with increasing accuracy and understanding. In key stage 2, most read accurately and meaningfully in both languages. They are very willing to discuss the content of books and to make suitable use of their reading skills to glean information from books and from the internet.

Most pupils' writing skills are developing well across the school. In the Foundation Phase, most of them make considerable progress with their early writing and, by the end of the phase, many write extended pieces successfully. In key stage 2, most pupils write independently and accurately in a variety of forms. They write effectively across the curriculum in subjects such as history and geography. The quality of spelling and presentation of work is good across the school.

Pupils' standards of numeracy across the school are good. By the end of the Foundation Phase, many apply numeracy skills successfully in thematic work, for example when collecting and presenting data in the form of a tally table and a bar graph when designing a fruit drink. In key stage 2, many pupils use mental mathematics strategies well to solve problems. Many apply their understanding of mathematical procedures successfully in thematic work, for example data work that shows the effect of distance on the strength of sound and light.

Although there has been a decline in results in 2015 in comparison with 2014, pupils' performance at the expected outcomes at the end of the Foundation Phase has placed the school consistently in the upper 50% or the top 25% in literacy skills and mathematical development in comparison with similar schools. At the higher outcomes, performance has placed it consistently in the upper 50% or the top 25%, but results in mathematical development moved the school to the lower 50% in 2015. Overall, girls have tended to perform better than boys in literacy skills over four years.

In key stage 2, over the last four years, pupils' performance at the expected level 4 has varied, moving the school between the upper 50% and the bottom 25% in Welsh and English in comparison with similar schools. Pupils' performance in mathematics has varied, moving the school between the lower 50% and the top 25%. Over the same period, the percentage of pupils who achieved the higher level, namely level 5, in Welsh, English and mathematics, has placed the school fairly consistently in the lower 50% or the bottom 25%.

Girls have tended to perform better than boys in Welsh and English and boys have tended to perform better at the higher level in mathematics over the last four years.

Over time, pupils who are eligible for free school meals in key stage 2 have underperformed in comparison with their peers. However, the trend changed in 2014. Inspection evidence confirms that there are obvious improvements in their work and pupils make good progress. Pupils who have additional learning needs make effective progress in their work, but more able pupils do not achieve as well as they could.

Wellbeing: Adequate

Most pupils show a good understanding of the importance of eating healthily and taking regular physical exercise. The majority make good use of the fruit shop, the salad bar and the water fountain and are able to give reasons about why this is beneficial. Pupils take advantage of the programme of extensive extra-curricular opportunities that are provided by the school.

Most pupils' behaviour in lessons and around the school is good. They concentrate effectively in their lessons and show positive attitudes towards their work.

The school council and the eco club meet regularly and all members are aware of the responsibilities that are linked to the work. The school council plays a prominent part in the school and many of its decisions have a positive influence on pupils' health and wellbeing. For example, the council has set up a 'Bocs Bwrw Bol' (Get it off your Chest Box) in the classrooms and has coloured benches to promote a caring school playground.

Although the school has robust steps in place to improve the attendance rate, the school has been placed among the bottom 50% of similar schools in two of the last three years. Most pupils are punctual.

| | |
|---|-------------|
| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Good

The school provides a wide and balanced curriculum which complies fully with the requirements of the Foundation Phase, the National Curriculum and religious education. Teachers plan effectively to meet most pupils' needs. However, pupils of higher ability are not always given enough of a challenge.

The school responds well to the requirements of the Literacy and Numeracy Framework. Plans in the Foundation Phase and key stage 2 promote communication and numeracy skills successfully. There are many suitable intervention programmes in order to promote pupils' literacy and numeracy skills.

Provision for the Welsh language and the Welsh dimension are central to the school's work. All adults' standards of language modelling contribute to pupils' standards of oracy. Through visits to different places, such as the Assembly, and taking part in local and national eisteddfodau, pupils have valuable opportunities to develop their awareness of the history and culture of Wales. Local artists and poets visit the school to enrich pupils' experiences.

Pupils have appropriate opportunities to learn about the importance of living healthily and sustainably. For example, pupils have regular opportunities to work in the school garden and to grow vegetables. The school promotes global citizenship appropriately through its class studies and links with other countries.

Teaching: Good

The quality of teaching is good across the school. Teachers plan lessons carefully and use effective questioning methods to extend pupils' understanding. Teachers use a variety of learning methods and strategies to gain pupils' interest. However, tasks are not always challenging enough to extend more able pupils.

The relationship between adults and pupils creates respect and courtesy and there is an industrious atmosphere in the classrooms. Assistants contribute considerably to pupils' quality of learning, and teachers and assistants co-operate very successfully as a team.

The school has thorough procedures for assessing and tracking pupils' progress. Teachers mark pupils' work regularly and offer suitable comments to show pupils what they need to do to improve. Pupils also receive constructive oral feedback on their work and efforts. Opportunities for pupils to assess their own work and each other's work are developing well.

Written reports to parents on their children's progress are comprehensive and meet requirements. The school also prepares useful half-year reports to evaluate pupils' progress towards their targets.

Care, support and guidance: Good

The school is a caring and happy community and there is a high level of respect between staff and pupils. Effective arrangements exist to support eating and drinking healthily.

The school promotes pupils' spiritual, moral, personal, social and cultural development through school assemblies, worship sessions in classrooms and the religious education scheme of work. There are effective procedures to promote good behaviour and pupils respond to staff and visitors respectfully. There are suitable arrangements for dealing with any bullying or harassment.

The school makes good use of specialist services and external agencies to ensure that pupils are able to take advantage of professional support when needed. For example, the school arranges educational sessions with the police for a range of ages.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils who have additional learning needs is good. Effective procedures are in place to identify pupils who have additional educational needs early. Effective use is made of assistants to ensure that pupils receive beneficial support. Individual education plans include specific targets, which are reviewed regularly by staff jointly with parents and pupils.

Learning environment: Good

The school is a very homely and inclusive community which provides equal opportunities for all. There is a warm atmosphere between staff and pupils. Suitable policies and procedures promote equality and social diversity successfully.

Valuable use is made of the school's main buildings and grounds as learning resources for pupils. The site and buildings are in good condition and are maintained effectively. There are colourful and attractive displays of pupils' work in classrooms and along the corridors. These contribute beneficially to creating an attractive environment which reinforces learning. Staff make successful use of the outdoor area, particularly to promote pupils' learning in the Foundation Phase. The school garden develops pupils' awareness and understanding of plants and entrepreneurship. The school has a good range of resources, which are used successfully to promote learning and teaching.

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

Leadership: Good

The headteacher provides clear guidance and a robust strategic direction for the school. He has high expectations and a purposeful vision which is shared successfully with all staff. He allocates responsibilities effectively and promotes co-operation and sharing good practice with other schools. For example, teachers visit schools to promote the principles of the Foundation Phase, develop learning strategies for the Welsh language and share procedures for additional learning needs.

Staff work closely as a team and fulfil their roles and responsibilities conscientiously. There is a joint commitment to raising pupils' standards of work and provide a happy, caring and safe learning environment. Regular staff meetings focus appropriately on pupils' standards of achievement and progress. Leaders address national and local priorities, such as the Literacy and Numeracy Framework, and raise the standards of vulnerable pupils well. The school operates strategies successfully to reduce the effect of deprivation on pupils' achievement.

The governing body is very supportive of the school and governors have an increasing understanding of the school's strengths and areas to be improved. However, their strategic role in the self-evaluation process has not been developed fully.

Improving quality: Good

The headteacher has developed robust procedures for self-evaluation that use a wide range of direct evidence. This includes analysing performance data, observing lessons, scrutinising books and critical discussions with staff about standards and provision. The senior management team use the information well to produce a self-evaluation report.

The information that arises from the self-evaluation process is used effectively to identify the school's strengths and areas that need to be prioritised. The self-evaluation report is thorough and provides an accurate and honest picture of the school. The document highlights clearly the aspects that need to be improved.

There is a close link between the self-evaluation report and the school improvement plan. The improvement plan is detailed and identifies relevant and achievable targets. It includes the details of the success criteria which focus well on pupils' outcomes. It also gives a clear outline of staff responsibilities, implementation timetable, funding requirements, training opportunities and arrangements for monitoring progress. The improvement plan is monitored effectively by the headteacher and staff and this ensures that good progress is made against priorities. The plan's actions have already begun to have a positive effect on improving pupils' standards of reading and literacy.

Partnership working: Good

The school works successfully with a number of strategic partnerships, including the local authority's improvement officers, pupil support specialists and external agencies. These partnerships have a positive effect on pupils' standards and wellbeing.

There is a good relationship between the school and parents. Parents are very supportive of the school, and contribute considerable funds to buying resources and equipment for pupils' benefit. The headteacher's focus on promoting an open and co-operative culture ensures parents' commitment and support.

There is a robust partnership with the local community. Visits to the community and the use of local individuals make an important contribution to pupils' learning. This also promotes pupils' sense of the importance of community and their pride in their local area. For example, members of the community visit the school to help pupils with their reading and musical skills.

There is a successful relationship with the pre-school group which meets in the school grounds and, as a result, pupils who transfer from the group settle well in the nursery class. Robust links and effective transition arrangements exist with the secondary school and there are a variety of successful transition activities for pupils.

The school co-operates purposefully with schools in the cluster and the secondary school to moderate pupils' work in the core subjects. These processes help the teachers to understand better the expected standards at the end of key stages.

Resource management: Good

The school is staffed appropriately and good use is made of individuals' expertise to enrich teaching and learning. Classroom assistants and support staff are used effectively to give support to groups of pupils.

Arrangements for teachers' planning, preparation and assessment time are effective. Performance management arrangements are thorough and contribute well to improvements in teaching and learning.

The school is a robust learning community. There are a number of effective networks of professional practice with other schools, which provide a wide range of opportunities for teachers and assistants to develop professionally. For example, the school is co-operating at present with other schools in the catchment area to create Welsh language teaching resource packs for the Foundation Phase and key stage 2.

The school monitors and manages expenditure carefully. The school makes good use of the Pupil Deprivation Grant to raise standards of literacy and this has a positive effect on the standards of a particular group of pupils.

Considering pupils' standards over time, the school provides good value for money.

Appendix 1: Commentary on performance data

6642257 - Ysgol Gymraeg Croes Atti

| | |
|--|-----------------|
| Number of pupils on roll | 208 |
| Pupils eligible for free school meals (FSM) - 3 year average | 8.9 |
| FSM band | 2 (8%<FSM<=16%) |

Foundation Phase

| | 2012 | 2013 | 2014 |
|--|------|-------|-------|
| Number of pupils in Year 2 cohort | 29 | 37 | 17 |
| Achieving the Foundation Phase indicator (FPI) (%) | 93.1 | 89.2 | 94.1 |
| Benchmark quartile | 1 | 2 | 2 |
| Language, literacy and communication skills - English (LCE) | | | |
| Number of pupils in cohort | * | * | * |
| Achieving outcome 5+ (%) | * | * | * |
| Benchmark quartile | * | * | * |
| Achieving outcome 6+ (%) | * | * | * |
| Benchmark quartile | * | * | * |
| Language, literacy and communication skills - Welsh (LCW) | | | |
| Number of pupils in cohort | 29 | 37 | 17 |
| Achieving outcome 5+ (%) | 93.1 | 91.9 | 94.1 |
| Benchmark quartile | 2 | 2 | 2 |
| Achieving outcome 6+ (%) | 31.0 | 29.7 | 41.2 |
| Benchmark quartile | 2 | 2 | 1 |
| Mathematical development (MDT) | | | |
| Number of pupils in cohort | 29 | 37 | 17 |
| Achieving outcome 5+ (%) | 96.6 | 91.9 | 100.0 |
| Benchmark quartile | 2 | 2 | 1 |
| Achieving outcome 6+ (%) | 27.6 | 35.1 | 47.1 |
| Benchmark quartile | 2 | 2 | 1 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | |
| Number of pupils in cohort | 29 | 37 | 17 |
| Achieving outcome 5+ (%) | 96.6 | 100.0 | 100.0 |
| Benchmark quartile | 2 | 1 | 1 |
| Achieving outcome 6+ (%) | 41.4 | 62.2 | 58.8 |
| Benchmark quartile | 2 | 2 | 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.

6642257 - Ysgol Gymraeg Croes Atti

| | |
|--|-----------------|
| Number of pupils on roll | 208 |
| Pupils eligible for free school meals (FSM) - 3 year average | 8.9 |
| FSM band | 2 (8%<FSM<=16%) |

Key stage 2

| | 2011 | 2012 | 2013 | 2014 |
|---|------|------|------|-------|
| Number of pupils in Year 6 cohort | 17 | 20 | 17 | 21 |
| Achieving the core subject indicator (CSI) (%) | 82.4 | 85.0 | 94.1 | 95.2 |
| Benchmark quartile | 2 | 3 | 1 | 2 |
| English | | | | |
| Number of pupils in cohort | 17 | 20 | 17 | 21 |
| Achieving level 4+ (%) | 88.2 | 85.0 | 94.1 | 95.2 |
| Benchmark quartile | 2 | 3 | 2 | 2 |
| Achieving level 5+ (%) | 29.4 | 30.0 | 29.4 | 23.8 |
| Benchmark quartile | 2 | 3 | 3 | 4 |
| Welsh first language | | | | |
| Number of pupils in cohort | 17 | 20 | 17 | 21 |
| Achieving level 4+ (%) | 88.2 | 85.0 | 94.1 | 95.2 |
| Benchmark quartile | 2 | 3 | 2 | 2 |
| Achieving level 5+ (%) | 17.6 | 25.0 | 17.6 | 9.5 |
| Benchmark quartile | 3 | 2 | 3 | 4 |
| Mathematics | | | | |
| Number of pupils in cohort | 17 | 20 | 17 | 21 |
| Achieving level 4+ (%) | 82.4 | 95.0 | 94.1 | 100.0 |
| Benchmark quartile | 3 | 2 | 2 | 1 |
| Achieving level 5+ (%) | 17.6 | 35.0 | 35.3 | 23.8 |
| Benchmark quartile | 4 | 3 | 3 | 4 |
| Science | | | | |
| Number of pupils in cohort | 17 | 20 | 17 | 21 |
| Achieving level 4+ (%) | 82.4 | 95.0 | 94.1 | 100.0 |
| Benchmark quartile | 4 | 2 | 3 | 1 |
| Achieving level 5+ (%) | 29.4 | 60.0 | 58.8 | 9.5 |
| Benchmark quartile | 2 | 1 | 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 to date since September 2010.

| | Number of responses Nifer o ymatebion | | Agree Cytuno | Disagree Anghytuno | |
|---|--|--|-----------------|-----------------------|--|
| I feel safe in my school. | 110 | | 108 98% | 2 2% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 105 | | 85 81% | 20 19% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 112 | | 110 98% | 2 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 | 112 | | 110 98% | 2 2% | 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. | 111 | | 110 99% | 1 1% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 101 | | 97 96% | 4 4% | 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. | 110 | | 109 99% | 1 1% | 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. | 111 | | 108 97% | 3 3% | 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. | 106 | | 84 79% | 22 21% | 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. | 107 | | 99 93% | 8 7% | 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. | 101 | | 85 84% | 16 16% | 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 | 101 | | 97 96% | 4 4% | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio. |
| | | | 84% | 16% | |

Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses to date 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. | 65 | 34 52% | 31 48% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 64% | 33% | 3% | 1% | | |
| My child likes this school. | 65 | 49 75% | 16 25% | 0 0% | 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. | 65 | 44 68% | 21 32% | 0 0% | 0 0% | 0 | 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. | 62 | 26 42% | 34 55% | 2 3% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 63% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 61 | 20 33% | 41 67% | 0 0% | 0 0% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 48% | 47% | 4% | 1% | | |
| Teaching is good. | 64 | 32 50% | 32 50% | 0 0% | 0 0% | 0 | Mae'r addysgu yn dda. |
| | | 62% | 36% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 65 | 35 54% | 30 46% | 0 0% | 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. | 60 | 14 23% | 33 55% | 11 18% | 2 3% | 3 | Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol. |
| | | 50% | 42% | 6% | 2% | | |
| Staff treat all children fairly and with respect. | 62 | 26 42% | 35 56% | 1 2% | 0 0% | 2 | 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. | 57 | 26 46% | 31 54% | 0 0% | 0 0% | 7 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 61% | 37% | 2% | 0% | | |
| My child is safe at school. | 63 | 33 52% | 30 48% | 0 0% | 0 0% | 1 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 67% | 31% | 1% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 55 | 16 29% | 38 69% | 1 2% | 0 0% | 4 | 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. | 63 | 14 22% | 41 65% | 8 13% | 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. | 64 | 28 44% | 35 55% | 1 2% | 0 0% | 0 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| | | 63% | 31% | 4% | 2% | | |
| I understand the school's procedure for dealing with complaints. | 58 | 17 29% | 30 52% | 9 16% | 2 3% | 6 | 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. | 61 | 27 44% | 33 54% | 1 2% | 0 0% | 3 | Mae'r ysgol yn helpu fy mhentyn 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. | 44 | 15 34% | 26 59% | 3 7% | 0 0% | 14 | Mae fy mhentyn 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. | 65 | 23 35% | 33 51% | 9 14% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 55% | 38% | 5% | 1% | | |
| The school is well run. | 63 | 23 37% | 38 60% | 2 3% | 0 0% | 0 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 62% | 33% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|--------------------|---------------------|
| David Gareth Evans | Reporting Inspector |
| Hazel Hughes | Team Inspector |
| David Owen Jenkins | Lay Inspector |
| Owain Roberts | Peer Inspector |
| Gwyn Jones | Nominee |

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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