



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

A report on

**Gwernymynydd C.P. School
Godre'r Coed
Gwernymynydd
Mold
Flintshire
CH7 4DT**

Date of inspection: June 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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

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Context

Gwernymynydd Community Primary School is in the small village of Gwernymynydd, near Mold in Flintshire. There are 60 pupils aged 3 to 11 years on roll, including 14 who attend the nursery on a part-time basis. The school groups pupils into four mixed-aged classes.

Around 4% of pupils are eligible for free school meals. This is well below the national average of 20%. The school has identified 19% of pupils as having special educational needs, which is lower than the national average of 25%. Nearly all pupils are of white British ethnicity and come from homes where English is the main language.

The last school inspection was in June 2011. The headteacher has been in post since September 2012.

The individual school budget per pupil for Gwernymynydd Community Primary School in 2015-2016 means that the budget is £4,623 per pupil. The maximum per pupil in the primary schools in Flintshire is £4,838 and the minimum is £2,809. Gwernymynydd Community Primary School is fourth out of the 67 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:

- Most pupils make good progress as they move through the school
- Nearly all pupils with additional learning needs make strong progress
- Pupils' behaviour in lessons and around the school is excellent
- Most pupils develop their Welsh language skills well
- The school provides a suitable range of exciting and engaging learning experiences
- Provision for pupils with additional learning needs is effective
- The school has an inclusive and caring ethos, which develops pupils' wellbeing purposefully
- Pupils' attendance rates are consistently very good

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong leadership that focuses well on improving pupils' outcomes
- The school leaders demonstrate the capacity to secure improvements and have a good track record of implementing positive changes to the school
- The headteacher has shared leadership roles throughout the staff and this is beginning to have a positive impact on pupils' standards
- Governors know the school well and provide an appropriate level of challenge to leaders
- The school has strong partnerships with parents and the community
- The headteacher and governing body manage the school's finances well

Recommendations

- R1 Improve opportunities for pupils to apply their writing and numeracy skills across the curriculum at appropriately high levels
- R2 Ensure that teaching and marking consistently challenge all pupils to achieve highly and to develop their independent learning skills
- R3 Improve self-evaluation by focusing robustly on the quality of pupils' work and use this information to challenge teachers to raise expectations and to improve outcomes for pupils

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

Most pupils enter the school with skills at or above the level expected for their age. Overall, they make at least the expected progress as they move through the school. Nearly all pupils with additional learning needs make good progress.

In most classes, nearly all pupils listen very well to adults and to each other. In the Foundation Phase, most pupils enjoy talking about their work, and ask and answer questions confidently. In key stage 2, most pupils express their opinions articulately. They use a wide vocabulary to talk with self-assurance about their work and achievements, such as representing the school in a cheerleading competition or discussing their reasoning when solving problems in mathematics.

In the Foundation Phase, most pupils read with developing fluency and apply their phonic knowledge effectively when reading unfamiliar words. A majority use appropriate expression. By the end of key stage 2, many pupils read with fluency, expression and understanding. They explain their preferences for different books and authors maturely and discuss characters and plots using imaginative vocabulary.

Many pupils make good progress in developing their writing skills as they move through the school. In the Foundation Phase, most form letters correctly and show control over the size and orientation of their text. Many pupils write for different purposes, but few write at length. The majority use punctuation, such as full stops and capital letters, with appropriate accuracy. Most pupils' spelling is appropriate for their age and ability. By the end of key stage 2, most pupils show a good understanding of the features of different styles of writing. They are beginning to use an increasing range of punctuation and vocabulary to enhance their work effectively. However, pupils do not write to the same standard or for a wide enough range of purposes across the curriculum.

Most pupils develop their mathematical skills well as they move through the school. In the Foundation Phase, most pupils use a good range of number skills successfully, which they apply well when measuring, weighing and handling money. They match words with numbers and use standard column addition correctly. Most pupils use tally marks to collect data, which they present in bar charts with increasing accuracy. In key stage 2, many pupils read, write and order very large numbers accurately. They have a secure understanding of place value, including decimal fractions, which they use competently in standard calculations. Many pupils use their understanding of numbers appropriately to solve complex word problems. However, pupils do not always apply their numeracy skills in other subjects often enough at an appropriate high level.

Most pupils make good progress in developing their Welsh language skills. They show enthusiasm towards learning and using the language. In the Foundation Phase, they follow instructions and respond to questions in Welsh confidently. Many

pronounce words well and read basic texts accurately. In key stage 2, most pupils speak confidently using a broad range of vocabulary and sentence patterns. They often extend answers independently to provide additional relevant information. They read with good levels of fluency and comprehension. Most are beginning to write successfully, for example they write letters to the local comprehensive school to describe themselves and their interests. Year 6 pupils promote the Welsh language positively outside of lessons, for example when helping younger pupils to line up after playtimes.

Due to the small number of pupils at the end of both key stages, performance data on pupil outcomes has to be treated with care because one pupil's results can have a significant impact on overall school performance. The number of pupils eligible for free school meals is very low and the number of boys and girls in year groups also varies widely from year to year. This makes it difficult to identify comparative trends based on gender or eligibility for free school meals.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome generally places the school in the top 25% when compared with other similar schools. At the higher outcome, pupils' performance usually places the school in the lower 50% or bottom 25% of similar schools.

At the end of key stage 2, pupils' performance at the expected level in English and science usually places the school in the top 25% of similar schools, but performance in mathematics is more variable. There is no fixed pattern of pupil performance in English and mathematics at the higher level. However, performance in science tends to place the school in the lower 50% or bottom 25% of similar schools.

Wellbeing: Good

Nearly all pupils feel safe in school and know the staff to talk to if they have any concerns. They have a good understanding of the importance of healthy eating and the need for regular exercise. They demonstrate this regularly in their healthy snack choices at playtimes and in high levels of participation in after school activity clubs.

The standard of pupils' behaviour in lessons and around the school is excellent. They are polite, courteous and caring towards each other. Older children are particularly supportive of younger pupils. For example, at playtime, older pupils organise team games for younger pupils.

Rates of pupils' attendance at school are consistently very good. They have placed the school in the top 25% when compared with similar schools in each of the last four years. Nearly all pupils arrive punctually at the beginning of the school day.

Nearly all pupils have positive attitudes to learning. They are eager to participate in lessons and to make progress. They work well together, listen respectfully and sustain concentration in lessons well. Pupils' ability to improve their own learning or to influence how or what they learn is at an early stage of development.

Members of the school council and eco committee represent the views of pupils well. They make decisions and take actions that improve the learning environment. For example, they have contributed recently to the plans and to the development of the school grounds and worked with a local artist to redesign and refurbish the pupils' toilets.

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

The school provides a suitable range of exciting and engaging topics that meet National Curriculum and religious education requirements well. The school's arrangements for the mixed-age classes are effective overall. Regular withdrawal sessions for pupils needing additional support help pupils to make good progress. In the Foundation Phase, there is a strong emphasis on learning through practical experiences and the outdoors area provides relevant and stimulating learning experiences. The school provides a wide range of extra-curricular activities that enhance pupils' learning experiences well, for example residential visits to Colomendy and trips to Erddig Hall.

Planning for literacy and numeracy in classes across the school is effective. It ensures that pupils develop their literacy and numeracy skills well as they move through the school. As a result, most pupils have the skills needed to access the wider curriculum. However, teachers do not always provide sufficient opportunities for pupils to apply these skills at an appropriately challenging level in their learning across the curriculum.

Recent improvements in the provision to develop pupils' information communication and technology (ICT) skills are beneficial. As a result, pupils have increasing opportunities to use their ICT skills to support their learning across the curriculum.

The development of pupils' Welsh language skills is effective and receives high priority. As a result, most pupils make good progress in acquiring the language and use their skills regularly. Pupils have many opportunities to learn about the culture and heritage of Wales, for example by visiting places of local historical interest, such as the Pontcysyllte aqueduct and by taking part in the school Eisteddfod and local Jambori.

All teachers promote pupils' awareness of sustainability issues and global citizenship successfully. The school has taken a full part in a Global Learning Programme with other local schools. The school ensures that pupils develop a secure understanding of other cultures, for example by studying other countries such as Brazil.

Teaching: Good

Overall, teachers plan a wide range of activities that engage and motivate pupils well. As a result, most pupils make good progress in lessons and over time. Many teachers use skilful questioning to promote pupils' understanding. They intervene at appropriate times and provide effective support for pupils. Teachers generally use a varied range of resources well to support learning. For example, their use of the

outdoor areas supports good levels of skill development in the nursery class. There are highly effective working relationships between staff and pupils. This supports very good behaviour and attitudes towards learning among nearly all pupils. Teaching assistants support pupils' progress and wellbeing successfully.

Many teachers adapt work effectively to meet the different needs and abilities of pupils and they challenge them to achieve high standards. However, in a few classes, tasks do not always challenge all pupils sufficiently, particularly the more able. This limits opportunities for pupils to think for themselves or to develop their independent learning skills

Teachers and teaching assistants frequently provide pupils with valuable oral feedback during learning activities. This often helps to clarify misconceptions and to move pupils on in their learning successfully. Teachers provide regular written feedback to pupils' on their work. Their comments normally help pupils to understand what they have done well. However, feedback to pupils occasionally does not always identify clearly enough what pupils need to do in order to improve their work further. Provision to support pupils in assessing their own learning is developing appropriately.

Teachers' assessments of pupils' work are generally accurate. The school keeps useful records on pupil progress and uses the information well to identify pupils in need of additional support. Reports to parents are informative and meet requirements.

Care, support and guidance: Good

The school's provision to support pupils' wellbeing is strong. It promotes positive behaviour effectively. The school makes appropriate arrangements for promoting healthy eating and drinking. There are regular opportunities for children to participate in physical exercise. Staff and visitors develop pupils' understanding of how to stay safe successfully.

The school provides good opportunities for cultural development, for example through visits to Theatre Clwyd. Daily acts of collective worship provide purposeful opportunities for children to reflect on their values and to develop their spiritual awareness appropriately.

Links with a range of agencies provide good support for vulnerable pupils and contribute well to the personal and social development of all pupils. Strong links with local high schools prepare pupils effectively to move on to their next stage of learning.

The school makes consistently good provision for pupils with additional learning needs. Staff know the pupils and their needs very well. Teaching assistants deliver successful interventions and provide high levels of support throughout the school. Parents, children and staff take part in regular reviews of progress and in planning the next steps in pupils' learning. As a result, nearly all pupils make good progress and achieve well in relation to their individual targets.

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

Learning environment: Good

The school has a caring, community ethos where pupils have equal access to all the school's provision. There is a welcoming learning environment and staff show a strong commitment to supporting all pupils and their families. School assemblies and learning experiences ensure that pupils develop positive attitudes towards recognising and respecting diversity.

The school building is clean and maintained appropriately and classrooms are a suitable size for the number of pupils on roll. Pupils have worthwhile opportunities to contribute to the design of the school building. For example, the school council recently planned the interior decoration for the refurbished toilet facilities. A suitable range of resources and relevant classroom displays support teaching and learning appropriately. The large outdoor areas provide a stimulating environment for learning and play. Teachers use these outdoor resources effectively to provide engaging learning experiences, for example to enable pupils to work in the mud kitchen to develop and apply their skills. The recent addition of a path around the school field broadens pupils' opportunities to take exercise during play times throughout the year.

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

The headteacher provides effective strategic leadership. Overall, she combines her large teaching commitment and leadership responsibilities well. Together with pupils and staff, the headteacher has developed a successful vision to work in partnership with parents and to place the school at the heart of the community it serves. This ethos has a consistently strong impact on securing high levels of attendance and wellbeing for pupils.

The school has a suitable staffing structure with well-defined roles and responsibilities. Arrangements to increase the leadership capacity at the school are beginning to have a positive impact on standards, for example in improving pupils' Welsh language skills. Teaching assistants provide valuable leadership to aspects of the school's work and support the school in securing improvements, for instance to provision for pupils with additional learning needs. Regular staff meetings and arrangements for the performance management of staff contribute well to continuous school improvement. The school has made appropriate progress in implementing national priorities. For example, it ensures that pupils have the literacy and numeracy skills to access the curriculum. However, school leaders do not always challenge staff to have high enough expectations of what pupils can achieve, for example when applying their writing and numeracy skills across the curriculum.

Governors play an active role in the life of the school. They visit regularly to keep the quality of provision and progress in implementing improvements under review. These visits, together with useful reports about pupil performance data from the headteacher, ensure that governors have a sound understanding of the school's strengths and improvement priorities. They use this information to provide an appropriate balance of support and challenge.

Improving quality: Good

The school has purposeful systems for self-evaluation. Leaders have developed a thorough monitoring programme that draws on a wide range of first-hand evidence. This includes classroom observations, scrutiny of teachers' plans and pupils' work and detailed analysis of pupil performance data. These monitoring activities are systematic and cover most aspects of the school's work. They identify most aspects of the school that require improvement, but the monitoring is not always robust enough to identify important areas for development, for example the inconsistency in the level at which pupils apply their writing skills in English lessons compared with their topic work.

Through regular questionnaires, the school takes good note of the views of pupils and parents. For example, the school has improved communications with parents by using email and social media more effectively. The self-evaluation report generally gives a clear description of the school's performance and provides appropriate and accurate evaluations about standards, provision and leadership.

There are sound links between the self-evaluation report and the school development plan. As a result, the plan contains appropriate priorities for improvement. Action plans for each improvement priority identify which members of staff have lead responsibility, the timescales for actions and the costs and staff development needs associated with them. Each plan identifies success criteria, although these are not always precise or easily measurable. Overall, school improvement processes have a positive impact on outcomes for pupils, for example the proportion of pupils attaining the higher-than-expected level in English, mathematics and science increased last year at the end of key stage 2.

Partnership working: Good

There is a strong partnership with parents. They particularly appreciate the school's open door policy that allows them to keep in close contact with the headteacher and other staff members. This enables the school to deal promptly with any issues that arise. The parent teacher association raises valuable funds that enable the school to buy resources, such as tablet computers, that benefit all pupils well.

The school builds well on its relationship with the parent and toddler group that meets on the school premises. This helps to ensure that pupils settle easily and confidently into school. There is a long-standing and highly effective partnership with the main receiving secondary school. Regular visits and joint activities ensure smooth transition to the next stage of pupils' education.

Links with local primary schools are developing well and joint activities have had a positive influence on many aspects of teachers' planning and practice. Joint evaluations of the quality of pupils' work ensure that teachers' assessments at the end of the Foundation Phase and key stage 2 are accurate. The school works well with specialist services from the local authority's education and health teams. The police liaison officer visits regularly to teach pupils about safety matters, including staying safe when using the internet.

The school occupies an important position in the local community. Many pupils participate enthusiastically in local events, such as summer and Christmas fayres and in the Remembrance Day service.

Resource management: Good

The school deploys teachers and teaching assistants efficiently in order to make best use of their qualifications, expertise and experience. For example, the school deploys support staff flexibly to respond to pupils' basic skills and to support Welsh language teaching.

The school supports the continuous professional development of teachers and staff successfully. For example, all staff received up-to-date training on using iPads effectively to develop pupils' literacy and numeracy skills. Most staff benefit from involvement in networks of professional practice that support their professional development.

All teachers receive their entitlement to planning, preparation and assessment time. Overall, they use this time well. For example, staff in the Foundation Phase plan collaboratively to ensure that each member of the team understands well their individual responsibilities in delivering aspects of the curriculum.

The headteacher and governing body manage the school's finances carefully. They allocate funding appropriately to support the school in achieving its improvement priorities. Leaders ensure that they use the school's Pupil Deprivation Grant successfully to improve opportunities for vulnerable learners and to support their progress.

In view of the standards pupils achieve and the quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6642056 - Gwernymynydd CP School

Number of pupils on roll	62
Pupils eligible for free school meals (FSM) - 3 year average	5.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	*	*	11	7
Achieving the Foundation Phase indicator (FPI) (%)	*	*	100.0	71.4
Benchmark quartile	*	*	1	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	11	7
Achieving outcome 5+ (%)	*	*	100.0	100.0
Benchmark quartile	*	*	1	1
Achieving outcome 6+ (%)	*	*	36.4	42.9
Benchmark quartile	*	*	3	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	*	*	11	7
Achieving outcome 5+ (%)	*	*	100.0	71.4
Benchmark quartile	*	*	1	4
Achieving outcome 6+ (%)	*	*	45.5	28.6
Benchmark quartile	*	*	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	*	11	7
Achieving outcome 5+ (%)	*	*	100.0	100.0
Benchmark quartile	*	*	1	1
Achieving outcome 6+ (%)	*	*	100.0	42.9
Benchmark quartile	*	*	1	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.

6642056 - Gwernymynydd CP School

Number of pupils on roll	62
Pupils eligible for free school meals (FSM) - 3 year average	5.0
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	5	8	7	7
Achieving the core subject indicator (CSI) (%)	100.0	87.5	85.7	100.0
Benchmark quartile	1	3	4	1
English				
Number of pupils in cohort	5	8	7	7
Achieving level 4+ (%)	100.0	87.5	100.0	100.0
Benchmark quartile	1	3	1	1
Achieving level 5+ (%)	*	*	*	71.4
Benchmark quartile	*	*	*	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	5	8	7	7
Achieving level 4+ (%)	100.0	87.5	85.7	100.0
Benchmark quartile	1	3	4	1
Achieving level 5+ (%)	*	*	*	71.4
Benchmark quartile	*	*	*	1
Science				
Number of pupils in cohort	5	8	7	7
Achieving level 4+ (%)	100.0	87.5	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

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.	21		21 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	21		21 100%	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.	21		21 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	21		21 100%	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.	21		21 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	21		21 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	21		21 100%	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.	21		21 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	21		20 95%	1 5%	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.	21		21 100%	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.	21		20 95%	1 5%	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	21		21 100%	0 0%	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.	33	17 52%	13 39%	2 6%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	33	26 79%	5 15%	2 6%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	33	27 82%	6 18%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	33	18 55%	12 36%	1 3%	2 6%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	32	17 53%	15 47%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	33	17 52%	13 39%	3 9%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	33	22 67%	10 30%	1 3%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	32	13 41%	13 41%	6 19%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	43%	6%	2%		
Staff treat all children fairly and with respect.	32	19 59%	12 38%	1 3%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	33	18 55%	13 39%	2 6%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	32	21 66%	11 34%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	32	19 59%	9 28%	3 9%	1 3%	1	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.	33	17 52%	12 36%	3 9%	1 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	33	22 67%	9 27%	2 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	32	18 56%	12 38%	2 6%	0 0%	1	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.	31	20 65%	11 35%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	21	10 48%	8 38%	3 14%	0 0%	11	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	30	13 43%	15 50%	2 7%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	33	18 55%	11 33%	3 9%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Richard Lloyd	Reporting Inspector
Sally Wright	Team Inspector
Christopher Ian Dolby	Team Inspector
Peter Duncan Haworth	Lay Inspector
Joseph Davies	Peer Inspector
Louise Williams (Headteacher)	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.