



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Borras Park Junior C.P. School
Borras Park Road
Wrexham
LL12 7TH**

Date of inspection: January 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

Borrass Park Junior School is a community school in the Wrexham local authority. The school has 235 pupils aged seven to eleven years on roll. Nearly all these pupils transfer from Borrass Park Infant School. There are nine single-age mainstream classes and a specialist teaching facility for hearing impaired pupils. The hearing impaired unit caters for up to ten pupils from a wider catchment area than the mainstream school. The three-year average for the proportion of pupils eligible for free school meals is 8%. This is significantly lower than the average for Wales (21%).

The school has identified about 15% of pupils as having additional learning needs, which is lower than the Wales average. A few pupils have statements of special educational need. Most pupils are of white British ethnicity. A very few pupils have English as an additional language. No pupils speak Welsh as a first language.

The last inspection of the school was in April 2010. The headteacher took up his post in September 2001.

The individual school budget per pupil for Borrass Park Junior School in 2014-2015 means that the budget is £3,378 per pupil. The maximum per pupil in the primary schools in Wrexham is £9,101 and the minimum is £2,820. Borrass Park Junior School is 37th 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 is good because:

- Nearly all pupils achieve well at the end of the key stage
- Most pupils develop their skills well as they move through the school and they use their skills effectively to support their work in a range of subjects
- Nearly all pupils behave well, work successfully with their peers and respect the views of others
- Rates of attendance are consistently high
- There are interesting and relevant learning experiences for pupils and, as a result, nearly all pupils have a positive attitude to learning
- The quality of teaching is good and teachers ensure that pupils have a clear understanding of what they need to do to improve
- The school provides high level of care and support which meets pupils' individual needs well and supports high standards in pupils' wellbeing

Prospects for improvement

The school's prospects for improvement are good because:

- The senior leaders have a strong vision for the school that encourages all pupils to achieve their full potential
- Senior leaders have the support of an effective governing body and a committed staff who work closely together
- There are sound procedures for school self-evaluation that are securely based on the monitoring of teaching and learning, and the rigorous analysis of data
- Leaders use the information from self-evaluation to set clear targets for improvement
- Recent initiatives focusing on improvements in writing and ensuring boys attain as well as girls have had a positive impact on standards
- A wide range of well-established partnerships contribute effectively to raising standards of achievement and wellbeing

Recommendations

R1 Improve standards in reading

R2 Raise standards in Welsh and develop pupils' use of the Welsh language in the daily life of the school

R3 Improve the performance of pupils eligible for free school meals at level 5

R4 Improve school improvement planning by using more specific success criteria

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

On entry to the school, most pupils are working at the expected level and a minority are working at a higher level. Most pupils make good progress in line with their ability and build on their skills well. Nearly all pupils attain at least the expected level by the end of Year 6.

Standards of speaking and listening are very good. By the end of the key stage, most pupils are articulate and confident speakers who express their ideas very well. They listen attentively in lessons so that, for example, pupils are able to recall a wide range of information from listening to a reading about a Brazilian market.

Many pupils make good progress in developing their reading skills. Most read confidently and use a good range of strategies to tackle unknown words. Nearly all pupils have a good understanding of how to use information books effectively. Pupils who are more able use higher-order reading skills confidently, such as skimming and scanning, to locate specific information in books. However, a minority of pupils do not make as much progress in reading as they should.

Nearly all pupils make consistent progress in developing the content and quality of their writing. They produce well-presented work that is lively and interesting when, for example, Year 6 pupils compose letters from an evacuee in World War Two. Many pupils use a good range of punctuation and consistently improve the accuracy of their spelling. Nearly all pupils make good use of their communication skills to support their work in many aspects of learning.

Nearly all pupils develop their numeracy skills well in mathematics lessons. For example, many pupils in Year 6 accurately multiply using decimal numbers. Pupils develop their measuring skills well and most make good progress in developing their ability to undertake investigative work. Pupils use their skills well to support their work in other aspects of learning when, for example, Year 4 pupils use their developing understanding of negative numbers to compare the temperature in Norway to that in Wrexham.

In Welsh, many pupils learn an appropriate range of basic sentence patterns and relevant vocabulary. They use some question constructions correctly and take care with their pronunciation. However, most pupils do not use the learned patterns confidently enough in Welsh lessons or in the daily life of the school. By Year 6, many pupils read a simple storybook with reasonable confidence. They follow established patterns in writing simple sentences about their favourite lessons and leisure activities, but the amount they write is limited overall.

Over recent years, the girls have generally performed better than the boys in assessments at the end of the key stage. However, action taken by the school is having a positive impact on ensuring boys and girls achieve equally well. Pupils who

need extra support with their learning and those for whom English is an additional language make good progress. Pupils who attend the hearing impaired unit make at least good progress relative to their ability.

From 2011 to 2013, performance at the expected level 4 was consistently high and at the higher-than-expected level 5 results rose in all subjects. In 2014, performance in all subjects at level 4 and level 5 was lower than the previous year. When compared to similar schools, results at both level 4 and level 5 were in the top 25% or the higher 50% for all subjects from 2011 to 2013, but fell in mathematics and science at level 4 to the lower 50% last year. Over the past four years, the gap in performance at level 4 between pupils eligible for free school meals and other pupils has closed. However, at level 5, pupils eligible for a free school meal do not achieve as well as other pupils.

Wellbeing: Good

Most pupils show a good understanding of the need to maintain a healthy diet and to take regular exercise. They develop a good understanding of how to stay safe and know who to go to if they have any concerns.

During lessons, nearly all pupils are well motivated, sustain concentration well and have a positive attitude to learning. Pupils work well together and respect the views of others. Their behaviour both in and out of lessons is good and at times exemplary. Pupils have a very clear understanding of what they need to do in order to make progress. Attendance has remained above 95% for the past three years and has consistently placed the school in the top 25% when compared with similar schools. Nearly all pupils arrive at school punctually.

The school has an effective school council that is actively involved in a wide range of projects. Nearly all pupils take on specific roles within the council and take responsibility for a number of initiatives. Many pupils have developed their entrepreneurial and life skills effectively through their involvement in the Comenius project where they research, produce and market items to sell within European countries.

All Year 6 pupils undertake roles of responsibility within the school, including support during assemblies and at break times. They are enthusiastic about their roles within school and fulfil these duties with maturity. Pupils develop a good awareness of the local community through, for example, working with a local supermarket to obtain roses to sell on Valentine's Day and by raising money for charities.

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

The school provides a broad, balanced curriculum that builds successfully on pupils' previous learning. Teachers plan interesting learning experiences that meet the needs of pupils successfully. There are well-established and effective arrangements for pupils to work in ability groups during their literacy and numeracy sessions. Staff

organise a good range of visits and visitors to enhance the curriculum. The school offers a wide range of extra-curricular clubs that includes football, cricket and craft activities. These enrich pupils' learning opportunities well.

Planning for the development of pupils' skills is thorough and ensures that there are good opportunities for pupils to apply their literacy, numeracy and ICT skills across the curriculum. Teachers take good account of the national literacy and numeracy framework.

Teachers plan for the development of Welsh language skills carefully and provide interesting learning experiences for pupils in Welsh lessons. However, pupils do not receive enough opportunities to practise sentence patterns thoroughly in class and in the daily life of the school and this limits their confidence in using them independently. Provision for pupils to work with local artists, to sing a range of music by modern Welsh musicians and to visit local places of interest promotes their understanding of Welsh culture and heritage well.

The school provides good opportunities for pupils to develop their knowledge of sustainable development and global citizenship. Eco committee members work enthusiastically to ensure that the school is eco friendly. Involvement with the Comenius Project that included a visit to Spain by members of the business club, and links with countries such as Spain and Japan, enrich pupils' knowledge of the wider world.

Teaching: Good

All teachers have up-to-date subject knowledge and use a suitable range of teaching methods effectively. They implement the agreed approaches within the school consistently and this has a positive impact on pupils' learning. All teachers ensure that lessons proceed at a lively pace and provide tasks that engage pupils fully. They use skilful questioning that develops pupils' understanding well. In all classes, teachers have good working relationships with pupils and ensure high standards of behaviour. At the start of lessons, all teachers share the intention of the lesson and the success criteria with pupils so that they fully understand what they have to do in order to succeed. Teaching builds well on prior learning and all teachers have high expectations of pupils. However, most teachers do not promote the Welsh language enough in lessons and around the school.

The school uses a wide range of assessments and tracks the progress of pupils rigorously. Staff use the tracking system to set challenging targets for improvement and to ensure that they identify any underachievement at an early stage. Pupils take part regularly in the assessment of their own learning and that of other pupils. This helps them to develop a sound understanding of what they need to do in order to make progress. Teachers mark pupils' work regularly, but comments do not always provide sufficient guidance on how pupils can improve.

Annual reports provide parents with detailed information on the progress their child is making.

Care, support and guidance: Good

The school is a well-ordered community that promotes pupils' spiritual, moral, social and cultural development well. There are good arrangements to promote healthy eating and drinking. The school provides a suitable range of after-school activities to encourage fitness, such as football and netball. There are effective procedures for promoting good behaviour and attendance, such as the reward merit system.

The school works closely with a number of outside agencies to provide effective support for pupils with individual needs. Staff provide parents with valuable access to a wide range of external support agencies. The student assistance programme supports pupils with specific emotional difficulties successfully. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school provides good support for pupils with additional learning needs and staff keep parents well informed about their child's progress. All pupils with additional learning needs have individual education plans of good quality that specify appropriate targets to support their progress. Staff provide strong additional support for these pupils in small groups. Staff in the hearing impaired unit provide high quality specialist teaching that meets the diverse needs of the pupils very effectively.

Learning environment: Good

The school is an inclusive and happy community. Pupils develop tolerance and respect for each other and are courteous in their behaviour towards visitors. The school has effective policies and procedures in place to promote equality and diversity. All pupils have equal opportunities, for example, girls are a part of the rugby football team. The school promotes responsibility and individual effort well through its school council and eco committee. Staff from the hearing impaired unit provide suitable opportunities for pupils attending the unit to work within mainstream classes whenever it is appropriate.

The school building provides a stimulating learning environment for pupils and is sufficient for the number of pupils on roll. Displays throughout the school celebrate pupils' achievements well and provide a good focus for learning. The extensive outdoor environment is interesting for pupils and includes a climbing wall, a wooden play structure, picnic tables, a vegetable growing area and a wildlife garden. The addition of the outside area for the use of Year 3 pupils provides excellent transition benefits to the pupils from the infant school. Staff make good use of the wide range of resources to enhance pupils' learning experiences, including the well-stocked library and up-to-date ICT equipment.

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

The headteacher has a strong vision for leading a school where all pupils matter and that focuses clearly on pupils' wellbeing and achievement. He conveys that vision successfully to staff, pupils and governors. His purposeful leadership has established an ethos that encourages all pupils to reach their full potential.

Senior leaders and all staff understand their roles and responsibilities well, and they work effectively together as a team. Regular staff meetings and a thorough performance management system have contributed well to improvements in teaching and learning. This has had a positive effect on pupils' standards of achievement. All teachers take part actively in the performance management process, which identifies and addresses their training needs successfully. However, support staff do not benefit from a similar performance management cycle.

The governing body provides effective support for the life and work of the school. Governors analyse and question the performance data rigorously, and improve their knowledge of teaching and learning through liaison with subject leaders and 'learning walks'. They challenge the school effectively in areas where it needs to improve.

The school pays good attention to national and local priorities. For example, teachers have used the national literacy and numeracy framework successfully to improve planning for development of skills. Planning for the development of Welsh language skills remains an area for further improvement.

Improving quality: Good

The school has a good understanding of its strengths and areas that it needs to improve. The self-evaluation process includes effective procedures for observing lessons, monitoring planning and looking at pupils' work. All teaching staff make a valuable contribution to the monitoring process. They use performance data rigorously in order to monitor pupils' attainment and plan for improving standards. The headteacher seeks the opinions of parents regularly through questionnaires, and pupils express their views successfully through the school council. These procedures contribute effectively to the self-evaluation report that gives a balanced picture of the school.

There is a clear link between the areas for development identified in the self-evaluation report and the priorities of the school improvement plan. The school improvement plan includes a realistic number of relevant priorities that focus clearly on raising standards and improving the quality of provision. The targets identify appropriate timescales, responsibilities and costs. However, success criteria within the plans are not specific enough to enable leaders to monitor progress as well as they could.

The school's planning for improvement is effective and has had a positive impact on standards and provision. For example, the school has succeeded in raising standards in writing and helping boys to attain as well as girls.

Partnership working: Good

The school has a strong partnership with parents. An 'open-door' policy, together with a monthly 'drop-in session' for parents, ensures that staff and parents work closely together to support pupils' learning and wellbeing. The school keeps parents well informed through regular newsletters and an informative website.

The school works well with a range of partners to plan and manage its provision. Teachers meet regularly with staff from nearby schools and they work together to ensure the accurate assessment of pupils' work. As a result, teachers' assessments are robust and reliable. There are effective links with the infants school that ensure pupils settle quickly in Year 3. Good transition arrangements with a range of secondary schools help pupils to move confidently to the next stage in their education.

The school uses a wide range of services provided by the local authority to support pupils' learning and wellbeing successfully. These are particularly effective in strengthening the provision for pupils with additional learning needs.

Links with the community are strong and diverse, and enrich pupil's learning experiences. They include working with local churches and businesses, as well as agencies such as the police force. Links with a school in the same family have resulted in improving the teaching of writing across the curriculum.

Resource management: Good

The school manages its resources skilfully. It uses teaching and support staff purposefully to make the best use of their knowledge and skills. Staff attend a good range of training courses closely linked to priorities in the school improvement plan. Leaders ensure there are frequent opportunities for staff to share good practice across the school. This ensures consistency in the use of teaching strategies. Support staff make a valuable contribution to pupils' learning and progress across the school.

The school makes good use of the funding it receives and monitors spending closely. School leaders manage the deployment of financial resources well to support the school's priorities for development. They plan the use of the School Effectiveness Grant effectively to ensure improvement in school provision and pupils' achievement. They use the Pupil Deprivation Grant purposefully to ensure a direct impact on the outcomes of relevant pupils. Leaders use the grant to provide additional time for staff to work closely with vulnerable pupils and their families.

Taking into consideration the good standards that pupils achieve and the consistent quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6652205 - Borrass Park Junior School

Number of pupils on roll	230
Pupils eligible for free school meals (FSM) - 3 year average	8.3
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	64	61	52	55
Achieving the core subject indicator (CSI) (%)	93.8	93.4	94.2	92.7
Benchmark quartile	1	2	1	2
English				
Number of pupils in cohort	64	61	52	55
Achieving level 4+ (%)	95.3	95.1	98.1	94.5
Benchmark quartile	1	2	1	2
Achieving level 5+ (%)	39.1	42.6	51.9	43.6
Benchmark quartile	2	2	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	64	61	52	55
Achieving level 4+ (%)	95.3	98.4	96.2	92.7
Benchmark quartile	1	1	2	3
Achieving level 5+ (%)	46.9	50.8	57.7	52.7
Benchmark quartile	1	1	1	1
Science				
Number of pupils in cohort	64	61	52	55
Achieving level 4+ (%)	95.3	98.4	100.0	94.5
Benchmark quartile	2	2	1	3
Achieving level 5+ (%)	34.4	37.7	46.2	43.6
Benchmark quartile	2	2	2	2

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

Primary questionnaire (overall)

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.	101	100 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	95 96%	4 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	101	101 100%	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	97	92 95%	5 5%	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.	100	94 94%	6 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	98	96 98%	2 2%	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.	101	99 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.	101	99 98%	2 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.	98	95 97%	3 3%	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.	97	93 96%	4 4%	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.	94	79 84%	15 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	98	88 90%	10 10%	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.	138	81 59%	55 40%	2 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	137	94 69%	42 31%	0 0%	1 1%	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.	137	84 61%	47 34%	1 1%	1 1%	4	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	138	71 51%	57 41%	6 4%	0 0%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	138	59 43%	64 46%	3 2%	1 1%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	137	67 49%	60 44%	2 1%	0 0%	8	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	134	88 66%	44 33%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn 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.	133	61 46%	69 52%	1 1%	0 0%	2	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	137	59 43%	59 43%	5 4%	1 1%	13	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	138	55 40%	67 49%	5 4%	2 1%	9	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	138	86 62%	51 37%	1 1%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	128	57 45%	47 37%	12 9%	0 0%	12	Mae fy mhentyn 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.	138	51 37%	66 48%	15 11%	4 3%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	137	73 53%	52 38%	11 8%	1 1%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	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 understand the school's procedure for dealing with complaints.	137	49 36%	74 54%	6 4%	0 0%	8	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	135	73 54%	54 40%	1 1%	1 1%	6	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.	136	53 39%	52 38%	8 6%	0 0%	23	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.	138	87 63%	48 35%	2 1%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	138	81 59%	49 36%	0 0%	2 1%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Jane Williams	Reporting Inspector
Rhiannon Harris	Team Inspector
Meleri Cray	Lay Inspector
Melanie Sturt	Peer Inspector
Brendan McDonald	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.