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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Black Lane C.P. School
Long Lane
Pentre Broughton
Wrexham
LL11 6BT**

Date of inspection: April 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 25/06/2015

Context

Black Lane Primary School is in the village of Pentre Broughton in the Wrexham local authority. There are currently 151 pupils on roll, aged between 3 and 11 years old. Sixteen pupils attend the part-time nursery class and the remaining pupils are taught in four mixed-age classes and one single-age class. Nearly all pupils are of white British ethnicity and speak English. Very few pupils speak Welsh or another language at home. Around 14% of pupils are eligible for free school meals, which is below the national average of 21%. The school has identified around 20% as having additional learning needs, which is broadly in line with the national average. The school's last inspection was in May 2009. The headteacher took up his post in 2003.

The individual school budget per pupil for Black Lane C.P. School in 2014-2015 means that the budget is £3,492 per pupil. The maximum per pupil in the primary schools in Wrexham is £9,101 and the minimum is £2,820. Black Lane C.P. School is 29th out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Adequate

Current performance

The school is adequate because:

- Most pupils make suitable progress from their different starting points
- Many pupils use their literacy and numeracy skills well across the curriculum
- Nearly all pupils feel safe, are happy in school and behave well
- Most pupils have positive attitudes to their learning
- The curriculum provides a wide range of interesting learning opportunities
- Many pupils with additional learning needs receive effective support and make good progress

However:

- Pupils' attainment in literacy skills in the Foundation Phase has declined in recent years compared with that in many similar schools
- Many teachers do not meet the needs of the more able pupils well enough
- The quality of teaching and assessment is inconsistent

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher's vision focuses on enabling pupils to reach their potential
- Most staff work well as a team and share leadership and management duties efficiently
- All staff contribute relevant first-hand evidence to self-evaluation procedures
- Successful partnerships contribute effectively to improving pupils' experiences
- The governing body supports the school well and carries out its statutory duties diligently

However:

- The governing body does not challenge the school sufficiently on improving outcomes for pupils
- Procedures for self-evaluation and improvement planning do not identify and address areas for improvement in sufficient detail

Recommendations

R1   Raise standards in literacy skills for the more able pupils in the Foundation Phase

R2   Improve levels of attendance

R3   Ensure that teaching is consistently good in all classes

R4   Strengthen the role of leaders and governors in planning strategically to raise pupils' standards

R5. Improve the effectiveness of self-evaluation and planning for improvement

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

Most pupils enter the school with skill levels that are broadly in line with those expected of pupils of a similar age. During their time at school, most pupils make suitable progress from their starting points.

Throughout the school, most pupils listen well to their teachers and each other. In the Foundation Phase, the majority of pupils speak clearly and confidently in a range of situations. For example, in a role-play activity, many pupils ask pertinent questions of another child who is pretending to be Florence Nightingale's mother. Older pupils in key stage 2 develop their speaking well, modifying their tone according to their situation. Nearly all pupils speak politely to adults.

During the Foundation Phase, many pupils use their knowledge of letters and sounds to sound out words and begin to use expression when reading aloud. In key stage 2, many pupils read competently. However, only a minority of pupils read fluently and without hesitation. Their understanding of what they read is good. A few, more able, pupils skim and scan factual texts to locate information competently.

A majority of pupils in the Foundation Phase write neatly, gripping their pencils correctly. They write correctly punctuated sentences about their visit to the local museum to see the skeleton of 'Brymbo Man'. Their spelling is generally accurate and they use their knowledge of phonics to make sensible attempts at more difficult words. In key stage 2, a majority of pupils do not join letters consistently. Many pupils write competently in a broad range of styles, showing awareness of their purpose for writing and their intended audience. They use their literacy skills equally well in English lessons and in other subjects.

In key stage 2, many pupils use their reading and writing skills well to find and present information in a wide range of subjects and areas of learning.

In both key stages, most pupils' progress in mathematical development is appropriate for their age and ability. In the Foundation Phase, most use addition and subtraction facts well to carry out calculations. Pupils that are more able explain clearly how they perform mental calculations, such as working out change from five pounds. They know the names and properties of shapes and gather specific information to produce a bar chart that shows which healthy foods are the most popular. Many pupils use their numeracy skills well for a range of purposes across the curriculum.

In key stage 2, many pupils build on their mathematical skills successfully. Their ability to perform mental calculations rapidly and solve problems accurately is good and they have a secure knowledge of the properties of two and three-dimensional shapes. The way in which many pupils apply their numeracy skills in science and topic work is very good.

Many pupils in the Foundation Phase show a positive attitude to learning Welsh. They make good progress in their use of the language and respond well to requests.

By the end of key stage 2, most pupils use their Welsh appropriately on an oral basis using a wide range of relevant vocabulary. Most pupils write appropriately using basic sentence patterns.

In the Foundation Phase, when compared with similar schools, pupils' attainment at the expected outcome 5 in literacy has declined, moving the school from the top 25% in 2012 to the lower 50% in 2014. In mathematical skills, attainment placed the school in the top 25% in 2012 and in the higher 50% for the past two years. At the higher-than-expected outcome 6, attainment in literacy skills places the school consistently in the lower 50% when compared with similar schools. Attainment in mathematical skills has fluctuated, moving the school between the top 25% and the bottom 25%.

Pupils' attainment at the expected level 4 in key stage 2 in English, mathematics and science improved between 2011 and 2013 when attainment in all subjects placed the school in the top 25% when compared with similar schools. However, performance declined in 2014, placing the school in the lower 50% in English and mathematics, but in the higher 50% in science. In comparison with similar schools, attainment at the higher level 5 has placed the school in the higher 50% in all subjects for the past two years.

Over time, the comparative performance of pupils who are eligible for free school meals has improved steadily, so that in 2014, their attainment was as good or better than that of other pupils in all subjects and areas of learning, at the expected and higher levels.

Wellbeing: Adequate

Nearly all pupils say that they feel safe in the school, that they know whom to approach if there is a problem and are confident that the headteacher will deal with any issues promptly. They are aware of the importance of eating healthily and drinking water regularly. Most pupils know how to stay safe when using the internet. Many pupils choose to attend a range of clubs to enhance their skills and wellbeing. For example, attendance at the construction, French and sports clubs is good.

Although attendance shows improvement from year to year, pupils' attendance has placed the school in the bottom 25% or lower 50% when compared with similar schools for three out of the past four years. Very few pupils are late on a regular basis.

Nearly all pupils' behaviour is very good. They are polite and respectful towards adults and each other. During lessons, most pupils are motivated, focused and engaged in their work. Most co-operate well.

The school council act on many of the ideas they collect in their suggestions box. For example, they have contributed to the development of a wildlife area and raised funds for the project by organising a sponsored fun run. Overall, however, pupils' influence on the school's life and work is limited. The eco committee makes little contribution to education for sustainable development across the school.

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

Learning experiences: Good

The school provides a wide range of learning experiences that meets the needs of many learners. Teachers plan thoroughly to build progressively on pupils' skills in literacy and numeracy successfully. There are frequent opportunities for pupils to practise and consolidate a wide range of numeracy skills in science and geography across key stage 2. However, the lack of reliable broadband connectivity reduces opportunities to develop pupils' information and communication technology (ICT) skills. Foundation Phase lessons do not consistently provide enough opportunities for pupil-led activities. In all classes, planning for the more able pupils does not always enable them to achieve high enough standards.

Staff provide good opportunities for pupils to hear and respond to the Welsh language. The Welsh language is visible throughout the school on notices and displays. The school makes good provision for developing the Welsh dimension through a range of well-planned activities that reflect both the local community and Welsh culture.

Provision for teaching about global citizenship is good. Pupils study the lives of people in countries including India, Ghana and Italy. Pupils carry out recycling and learn about energy saving.

Teaching: Adequate

All teachers have positive working relationships with their pupils. They plan a good range of activities that motivate pupils well. However, in a minority of lessons, teachers do not match the level of challenge to pupils' abilities well enough. Pupils with additional learning needs achieve well with support, but lessons do not stretch the more able pupils sufficiently. In the majority of lessons where teaching is good, teachers have good subject knowledge, use a good balance of class, group and individual settings and ensure that lessons proceed at a good pace. These lessons have clearly stated learning objectives, so that pupils know what teachers expect of them.

Arrangements for assessing pupils' progress are effective. Teachers use a suitable range of formal and informal measures to check that pupils are making the progress expected of them. They enter information into an electronic system that enables teachers to monitor pupils' progress and to plan their next steps. In lessons, most teachers give useful oral feedback that helps pupils to improve. All teachers mark pupils' books regularly. However, their comments do not consistently refer to the desired learning objective or to pupils' individual targets for improvement.

Care, support and guidance: Good

The school makes effective arrangements to promote pupils' personal and spiritual development. Pupils visit a local church to take part in Harvest and Christmas services and learn about different religions in religious education lessons. The school promotes their social and moral development through links with the

community and a local hospice. Their cultural development benefits from participation in eisteddfodau and local musical and cultural events. The school makes appropriate arrangements for promoting healthy eating and drinking, and provides many opportunities during and after school for pupils to be active.

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

Pupils with additional learning needs have full access to all areas of the curriculum. The school uses a variety of appropriate methods to identify pupils' needs and ensures that they receive the necessary support to make progress. An effective range of intervention programmes meets the needs of specific groups and individuals successfully. The quality of the support from staff ensures that pupils make good progress. Teachers use effective tracking procedures to monitor progress and ensure that interventions are effective. Teachers review individual plans each term in consultation with parents. This ensures that pupils' targets remain relevant and up-to-date. The school works closely with a range of specialist support services to improve outcomes for pupils with additional learning needs. A strong feature is the programme to support pupils' self-esteem and wellbeing.

Learning environment: Good

The school is an inclusive community that provides equal access for all pupils to the curriculum and extra-curricular activities. The ethos of the school is calm and happy and there are high expectations of good behaviour. There is a clear emphasis on recognising respecting and celebrating diversity.

The building is secure and well maintained. Classrooms are bright, colourful and provide enough space for the number of pupils in each class. Displays in the classrooms are stimulating and support and celebrate pupils' work. The nursery and reception classrooms have a well-organised area for outdoor learning, which is separate from the rest of the playground. This enhances provision for pupils in the Foundation Phase effectively.

The school has a good range of resources that match pupils' needs well. However, the lack of reliable internet access limits the usefulness of the school's tablet computers.

The school uses its grounds and environment well to enrich pupils' learning experiences across the curriculum.

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

Leadership: Adequate

The headteacher's vision for the school focuses clearly on enabling pupils to reach their full potential. He works well with all members of staff and provides good opportunities for them to gain valuable experience in aspects of management and decision-making. Senior staff use relevant information about pupils' performance to identify the school's strengths. Meetings focus well on strategies to improve specific aspects of provision.

All members of staff have job descriptions that define their roles and responsibilities clearly. Arrangements to manage teachers' performance identify individual and whole-school training needs effectively. As a result, staff undertake training to support pupils who are eligible for free school meals.

Governors provide good support and fulfil their statutory obligations diligently. They undertake regular visits to gain first-hand knowledge of strategies used by staff and the range of activities provided by the school. However, meetings do not focus sufficiently on evaluating the impact of provision on standards. Therefore, they are unable to challenge the school sufficiently regarding pupils' performance. Governors do not discuss progress towards priorities for school improvement regularly at governors' meetings.

The school responds appropriately to national priorities. There is a suitable focus on improving numeracy and reducing the impact of social disadvantage on attainment. This is having a positive effect on pupils' standards.

Improving quality: Adequate

Leaders have established a process of self-evaluation based securely on a good range of first-hand evidence and the views of staff, pupils, parents, teachers and governors. Senior leaders make appropriate use of performance data to monitor and evaluate progress. A planned programme includes lesson observations and the scrutiny of pupils' work. However, the self-evaluation process is not sufficiently rigorous to enable leaders to identify and address inconsistencies, for example in the quality of teaching. The self-evaluation report provides an accurate summary of pupils' standards. However, much of the report is overly descriptive and fails to assess the impact of many aspects of provision on outcomes for pupils. The report identifies many strengths accurately, in addition to broad areas for improvement.

The school development plan identifies important national priorities such as improving literacy and numeracy. However, targets within the school development plan are not specific enough to allow leaders to measure the impact of the school's actions or to enable staff to plan appropriately for future actions.

The school has made substantial progress in addressing the recommendations of the previous inspection report.

Partnership working: Good

The school benefits from a variety of partnerships. Parents are happy to support the school. There is an active 'Friends of the School' association that organises fund-raising events that have provided valuable classroom and playground equipment. There are strong links with a good range of specialist agencies that provide good support for pupils with additional learning needs, and with the local authority, who advise on budgetary and other matters. Work with a range of external agencies, such as the neighbouring university's robotics department, enhances most pupils' experiences.

The school works well with the local cluster of primary schools. Teachers meet regularly to discuss improvements in provision and teaching. Close co-operation with the cluster of primary schools ensures that teachers' assessments at the end of the Foundation Phase and key stage 2 are accurate. There are efficient arrangements to support the smooth transition of pupils from key stage 2 to the local secondary school.

Specialist partners from the police and emergency services contribute to pupils' safety and wellbeing. Other agencies provide significant support with sports, science, technology, and environmental studies. There are beneficial partnerships with a wide variety of organisations such as the local history group and heritage centre, local industry's science ambassadors and the teacher training universities in Wrexham and Chester.

Resource management: Adequate

The school has enough staff to deliver all aspects of the curriculum. The headteacher deploys staff effectively, making good use of teachers' strengths. There are suitable performance management arrangements for all staff, which lead to continued training opportunities that support school and national priorities. For example, specific training has been successful in raising pupils' standards in science and numeracy.

Teachers have visited other local schools to share good practice in specific areas such as the moderation and standardisation of teachers' assessments of pupils' work. The school has used the Pupils Deprivation Grant effectively to raise standards of literacy for disadvantaged pupils.

Leaders manage the school's financial resources well and ensure that the funds support priorities in the development plan. Senior leaders and governors oversee spending carefully. However, the school did not publish its plan for the Pupil Deprivation Grant as required.

In view of the standards achieved by pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6652187 - Black Lane C P School

Number of pupils on roll	140
Pupils eligible for free school meals (FSM) - 3 year average	21.4
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	14	12	27
Achieving the Foundation Phase indicator (FPI) (%)	92.9	91.7	85.2
Benchmark quartile	1	1	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	14	12	27
Achieving outcome 5+ (%)	100.0	91.7	85.2
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	21.4	0.0	25.9
Benchmark quartile	3	4	3
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	14	12	27
Achieving outcome 5+ (%)	100.0	91.7	92.6
Benchmark quartile	1	2	2
Achieving outcome 6+ (%)	28.6	0.0	40.7
Benchmark quartile	1	4	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	14	12	27
Achieving outcome 5+ (%)	92.9	91.7	96.3
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	28.6	8.3	51.9
Benchmark quartile	3	4	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6652187 - Black Lane C P School

Number of pupils on roll	140
Pupils eligible for free school meals (FSM) - 3 year average	21.4
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	20	19	13	15
Achieving the core subject indicator (CSI) (%)	85.0	89.5	100.0	86.7
Benchmark quartile	2	1	1	3
English				
Number of pupils in cohort	20	19	13	15
Achieving level 4+ (%)	85.0	89.5	100.0	86.7
Benchmark quartile	2	2	1	3
Achieving level 5+ (%)	25.0	10.5	46.2	40.0
Benchmark quartile	3	4	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	20	19	13	15
Achieving level 4+ (%)	85.0	94.7	100.0	86.7
Benchmark quartile	3	1	1	3
Achieving level 5+ (%)	30.0	26.3	61.5	40.0
Benchmark quartile	2	3	1	2
Science				
Number of pupils in cohort	20	19	13	15
Achieving level 4+ (%)	90.0	94.7	100.0	93.3
Benchmark quartile	2	1	1	2
Achieving level 5+ (%)	15.0	26.3	53.8	53.3
Benchmark quartile	4	3	1	1

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.	68		66 97%	2 3%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	67		58 87%	9 13%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	68		66 97%	2 3%		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	67		65 97%	2 3%		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.	68		64 94%	4 6%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	65		61 94%	4 6%		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.	65		65 100%	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.	67		66 99%	1 1%		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.	64		58 91%	6 9%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%		
I have enough books, equipment, and computers to do my work.	68		56 82%	12 18%		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.	66		51 77%	15 23%		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	67		51 76%	16 24%		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.	22	13 59%	8 36%	1 5%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	22	13 59%	8 36%	0 0%	1 5%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	22	14 64%	8 36%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	22	13 59%	8 36%	1 5%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	22	4 18%	17 77%	0 0%	1 5%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	21	11 52%	9 43%	1 5%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	22	14 64%	8 36%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	22	10 45%	9 41%	2 9%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	22	10 45%	10 45%	1 5%	1 5%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	22	10 45%	11 50%	0 0%	1 5%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	22	11 50%	9 41%	1 5%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	22	9 41%	11 50%	2 9%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	22	9 41%	11 50%	2 9%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	22	13 59%	8 36%	0 0%	1 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	22	9 41%	9 41%	1 5%	1 5%	2	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.	22	10 45%	11 50%	0 0%	1 5%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	19	5 26%	9 47%	0 0%	1 5%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	22	11 50%	9 41%	2 9%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	22	10 45%	9 41%	0 0%	1 5%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Mr William Glyn Griffiths	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Mrs Michele Thomas	Peer Inspector
Mr Paul Givelin (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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