



*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**

**Saltney Ferry C.P. School  
Saltney Ferry Road  
Saltney Ferry  
Chester  
Flintshire  
CH4 0BL**

**Date of inspection: January 2014**

**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:

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

Saltney Ferry Community Primary School is in Flintshire and is within four miles of the Welsh/English border. The school draws most of its pupils from the immediate vicinity of Saltney Ferry.

The number of pupils attending the school has been falling since 2008. There are currently 128 pupils on roll aged between three and 11 years old. The pupils are organised into four mixed-year classes for most lessons, but they are taught English and mathematics in ability groupings. The school provides nursery facilities for 13 pupils aged three to four years. Pupils attend the nursery on a part-time basis from September after their third birthday. The school hosts a playgroup on its site.

Thirty-two percent of pupils are entitled to free school meals, which is above the 2013 local and national averages. Most pupils speak English as their first language. No pupil speaks Welsh at home. A very few pupils speak English as an additional language. Around 23% of pupils have additional learning needs. A very few pupils have statements of special educational needs. There are currently a very few pupils on roll who are from the traveller community and a very few pupils who are looked after by the local authority.

The last inspection was in March 2008. The current headteacher took up her post in January 2007.

The individual school budget per pupil for Saltney Ferry Community Primary School in 2013-2014 means that the budget is £3,971 per pupil. The maximum per pupil in primary schools in Flintshire is £15,097 and the minimum is £2,912. Saltney Ferry Community Primary School is 26th out of the 72 primary school in Flintshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Unsatisfactory</b>
<b>The school's prospects for improvement</b>	<b>Unsatisfactory</b>

### Current performance

The current performance of the school is unsatisfactory. This is because:

- although standards have improved slightly in 2012-2013, pupil achievement in the end of key stage 2 assessments has not compared well to that of similar schools or to local and national benchmarks over the last five years. This is particularly so in English, which remains in the lower 50% when compared to relative standards in similar schools;
- pupils in lower key stage 2 do not build effectively or quickly enough on achievements made in the Foundation Phase;
- many pupils do not achieve high standards in writing because they do not write enough in different styles and extended forms in subjects across the curriculum;
- many pupils do not understand how well they achieve or how to improve their work;
- pupils' independent learning, information and communication technology (ICT) and thinking skills are underdeveloped;
- pupils' use of incidental Welsh and their understanding of Welsh heritage and culture are limited, and standards in Welsh at the end of key stage 2 are judged only as adequate;
- many pupils have poor concentration and social skills, which hinders their learning; and
- the quality of teaching and assessment is inconsistent across the school.

However:

- most pupils enjoy learning;
- nearly all pupils feel safe and happy in school;
- most pupils are punctual and attend school regularly;
- nearly all pupils have positive attitudes to keeping healthy; and
- the school provides good care support and guidance for pupils with additional learning needs.

### Prospects for improvement

The school's prospects for improvement are unsatisfactory. This is because:

- the school has made little progress in implementing most of the recommendations from the inspection in March 2008;
- there is no shared understanding among the staff and governing body of how the school is developing in relation to the vision for the school;

- strategic and improvement plans are not informed enough by first-hand evidence and they do not focus well enough on raising pupils' standards of achievement;
- staff roles and responsibilities are not defined well and this leads to a lack of prompt action to improve the quality of provision and raise standards;
- performance management systems and quality assurance systems, including the effective use of data analysis, are inadequate, resulting in poor self-evaluation and limited understanding of key areas for improvement;
- professional development is not linked effectively to improvement plans; and
- the role of the governing body is not well defined and its part in challenging the school's performance is underdeveloped.

## Recommendations

- R1 Improve pupils' standards in English and mathematics, particularly at key stage 2
- R2 Improve pupils' communication and social skills to support their learning effectively
- R3 Ensure that pupils have meaningful opportunities to use their writing, numeracy and ICT skills in all subjects
- R4 Improve the quality and consistency of teaching across the school
- R5 Improve the use of assessment outcomes to meet pupils' needs appropriately
- R6 Define clearly the roles and responsibilities for all staff and governors to ensure that the school delivers the school improvement plan effectively
- R7 Implement effective self-evaluation procedures based on first-hand evidence so that leaders have a secure knowledge of the standards in the school and what needs to improve
- R8 Implement rigorous performance management procedures to ensure appropriate access for staff to professional development opportunities linked to school improvement priorities

### What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion, that special measures are required in relation to this school. 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 on a termly basis.

## Main findings

### Key Question 1: How good are outcomes?

Unsatisfactory

#### Standards: Unsatisfactory

While pupils' levels of achievement at the end of the key stages have risen in the last year, for many pupils progress remains too slow.

In the Foundation Phase, standards in literacy are improving. Many pupils across the Foundation Phase make steady progress in developing their speaking and reading skills. Many pupils in Year 2 read aloud well. Readers that are more fluent read with good intonation. Many pupils show good understanding of the text. However, when writing, a majority of pupils do not readily use the spelling strategies they learn to spell new words, but rely too heavily on the teacher. In Year 2, many pupils recognise the structure of a simple story and they can successfully re-tell the story changing the characters and settings. However, pupils do not develop their literacy skills consistently across the curriculum.

Pupils in key stage 2 fail to build effectively on the progress they make in literacy in the Foundation Phase. Pupils in the lower stages of key stage 2 do not write extensively or well enough in English or across the curriculum. This is due to an overuse of worksheets, which hinders the development of their skills. Many pupils do not spell key words correctly. Many pupils in the lower stages of key stage 2 do not read as fluently as they should. By the end of key stage 2, a majority of pupils improve their reading skills. With help, they can analyse well an argument presented in written form. Pupils at the end of key stage 2 learn to write in different styles, but they do not write extensively in subjects other than English. As a result of the limited progress made by pupils overall in key stage 2, English remains an important area for improvement.

Pupils are beginning to tackle a limited range of numerical problems in subjects across the curriculum. In the Foundation Phase, pupils show a growing understanding of numerical and mathematical ideas. In the lower stages of key stage 2, pupils' progress in mathematics is too slow because too many pupils do not complete their work. In the later stages of key stage 2, pupils' standards in mathematics improve and, by the end of the key stage, most pupils make adequate progress in mathematics.

Pupils make good progress in speaking and understanding Welsh in the Foundation Phase, but at key stage 2 pupils' standards are only adequate. Very few pupils across the school use incidental Welsh and most pupils have only a very limited understanding of Welsh heritage and culture.

Across the school, pupils' skills in listening, ICT, thinking and independent learning are underdeveloped. This hinders their ability to learn effectively.

Pupil achievements at the expected level at the end of the Foundation Phase rose in 2013. Pupils' outcomes placed the school in the upper 50% when compared to

similar schools in language, literacy and communication and mathematical development. Pupils' achievements at the higher level placed the school in the upper 50% when compared to similar schools in language, literacy, communication and mathematical development. When compared with the performance levels of other schools in its family, pupils' achievements at the expected level were in line with or above the average for the family. Attainment at the higher level in all three assessed areas of learning was above the average for family.

Pupils' achievements at the end of key stage 2 at the expected and higher levels have shown a fluctuating trend over the last five years with outcomes mostly below all comparators. In 2013, when compared to that of similar schools, pupils' achievement at the expected level in English shows little improvement since the last inspection and remains in the lower 50%. Pupils' achievements at the expected level in mathematics and science place the school in the upper 50%. Pupils' achievements at the higher level place the school in the upper 50% in English, mathematics and science when compared to similar schools.

Overall, pupils not in receipt of free school meals achieve better than those pupils who are in receipt of free school meals.

### **Wellbeing: Unsatisfactory**

Nearly all pupils feel safe and nearly all pupils agree that the school deals well with any bullying. Nearly all pupils have positive attitudes to keeping healthy and safe and they understand the importance of taking regular exercise.

Most pupils enjoy learning. However, many pupils do not have good levels of concentration. This limits the time they focus fully on learning activities and consequently their progress. Many pupils do not have the skills needed to improve their own learning or solve problems. Many pupils have poor social skills in classes and on the school yard. This hinders their ability to learn and work with others effectively.

Pupils' skills in making decisions and taking responsibility are underdeveloped because the opportunities for them to do so are limited. Many pupils attend the school breakfast club and they benefit from socialising with other pupils at the start of the school day. Few pupils regularly take advantage of the extra-curricular clubs offered by the school.

Pupils' rates of attendance are good. When compared to similar schools, pupils' attendance rates have placed the school in the upper 50% over the last three years. Nearly all pupils arrive at school punctually. There have been no exclusions in the past year

<b>Key Question 2: How good is provision?</b>
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<b>Unsatisfactory</b>
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### **Learning experiences: Unsatisfactory**

Overall, the curriculum provides a suitable range of learning experiences that meets the statutory requirements.



The school has recently grouped pupils by ability for English and mathematics lessons. This organisation is beginning to have an impact on improving pupils' standards in these subjects. However, planning for the teaching of literacy and numeracy across the curriculum is at an early stage of development. The overarching planning contains appropriate opportunities, but teachers do not consistently build these opportunities into their lessons.

Whole-school planning to develop pupils' independent learning, thinking, communication and social skills is limited and there is little consistent planning to develop pupils' skills in these areas.

There is appropriate planning in place for the delivery of Welsh second language, but there is no effective planning in place to develop incidental Welsh across the school. The school runs an Eisteddfod on St David's Day every year, but overall planning for the inclusion of Welsh culture and heritage across the curriculum is underdeveloped.

The provision for the development of pupils' skills in ICT is better in the Foundation Phase than in key stage 2. Planning for key stage 2 does not build effectively on the skills pupils develop in the Foundation Phase.

A good range of educational visits to relevant locations and visits from local clergy, local business and the police enrich pupils' experiences. The school offers a limited range of after-school clubs, including football, music and gardening.

The school plans effectively for sustainable development and global citizenship within the curriculum, but there is little opportunity for pupils to put their learning into practice outside of lessons through, for example, an eco-committee.

### **Teaching: Unsatisfactory**

Teaching and assessment are inconsistent across the school.

Overall, most teachers have good subject knowledge, which they apply well.

In around half of classes, teaching is good. In these cases, teachers plan a range of activities that have an appropriate level of challenge to meet pupils' learning needs. They use questioning techniques effectively to help pupils understand their work. They develop pupils' thinking and independent learning skills well.

Where teaching is least successful, the pace of lessons is too slow. Pupils are not always clear when to move on to a new activity. Teachers do not plan effectively for the wide range of pupils' learning needs and learning activities do not challenge pupils enough. Teachers do not make explicit to pupils what good communication and learning skills are. As a result, pupils do not make enough progress in their learning.

Many teachers do not apply the agreed marking policy robustly. As a result, in many cases written feedback does not show pupils clearly enough how well they are doing and what they need to do to improve.

Most teachers do not routinely provide good opportunities for pupils to evaluate their own learning or set pupils appropriate targets. In most lessons, teachers do not make explicit the skills that pupils need in order to evaluate their work successfully.

The school has recently introduced an electronic system to track pupil progress. As yet, teachers are not using the system effectively. This means that teachers do not always match learning activities closely enough to pupils' learning needs.

The school provides reports for parents that meet statutory requirements.

Although teaching and assessment were identified as an important area for improvement at the last inspection, the school has made little progress in improving this area.

### **Care, support and guidance: Unsatisfactory**

The school provides good opportunities for pupils to develop spiritually and morally through regular assemblies, which provide time for pupils to reflect on a range of issues. However, overall, the school does not provide enough opportunities for pupils to develop decision-making skills, nor does it focus systematically enough on helping pupils to develop good social and communication skills. This results in pupils not having a clear understanding of how to behave appropriately in certain situations with their peers and adults.

The school makes appropriate arrangements for promoting healthy eating and drinking. It places an appropriate emphasis on encouraging pupils to adopt good hygiene routines such as taking care of their teeth. The school provides good care and support for pupils with additional and special educational needs. There are effective processes in place for the early identification of pupils with additional learning needs. The additional learning needs co-ordinator liaises well with specialist agencies to put suitable support in place to meet individual pupils' needs and she tracks pupils' progress carefully. Teaching assistants deliver a number of intervention programmes for individual pupils well. The programmes have a positive effect on raising pupils' self-esteem and involvement in learning.

The school's arrangements for safeguarding meet the requirements, but there are a few areas that give cause for concern. The inspection team has raised these with the headteacher and the chair of governors.

### **Learning environment: Unsatisfactory**

Overall, the school takes appropriate account of the pupils' different backgrounds and it promotes an inclusive ethos. It is a caring community where pupils feel happy. However, the school has not reviewed the equal opportunities policy regularly enough to ensure it meets effectively the changing pupil profile and the organisation of the school. This has resulted in a few pupils not having regular enough access to qualified teaching staff for core subjects.

School buildings are clean and generally well maintained. They provide an appropriate learning environment for pupils. The school has taken reasonable steps

to ensure that pupils with disabilities have equal access the buildings and resources. There are enough toilets for pupils and staff, but the poor state of the toilets reduces levels of hygiene. The school has spacious grounds that the school maintains well. There are suitable areas for pupils to learn and play outdoors. Displays throughout the school support and celebrate pupils' learning and achievements appropriately.

<b>Key Question 3: How good are leadership and management?</b>	<b>Unsatisfactory</b>
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### **Leadership: Unsatisfactory**

The school has a stated vision and mission, but there is no shared understanding among staff and governors of how the school is developing in relation to the vision.

Leadership roles are distributed appropriately across the staff. However, a minority of staff are unaware of the content of their job description or the areas for improvement for which they are responsible. As a result, they do not fulfil their roles effectively and the school does not make quick enough progress towards its strategic objectives. Teaching staff meet on a regular basis, but meetings do not lead to clear actions that are understood and implemented by all staff.

The school is beginning to use data more consistently to identify actions for improvement and to track the progress and success of projects. However, not all teaching staff have received enough training to use the recently implemented data tracking system effectively. This limits the impact on raising pupils' standards of achievement.

Senior leaders do not communicate expectations to staff clearly enough. They do not have appropriate systems or procedures to management the performance of staff. This means that staff do not receive the support they need and that leaders do not have a clear understanding of what needs to improve.

The governors elected a new chair and vice-chair of governors in November 2013. As yet, the chair and vice-chair of governors have not been able to undertake training to inform their roles fully in leading the governing body as critical friends to the school. This limits their ability to challenge the school to improve its performance.

The role of the governing body is not well defined and its part in analysing and evaluating the performance of the school is underdeveloped. Recent governing body minutes are not effective in helping the governors to track the school's progress against identified objectives.

### **Improving quality: Unsatisfactory**

The school has made unsatisfactory progress in addressing the recommendations from the previous inspection report.

Leaders' evaluation of the school's current performance is too generous. They have placed too much emphasis on a single year's end-of-key-stage results to judge whether teaching and learning in school is of an appropriate standard. The

self-evaluation report fails to identify that, as pupils go through the school, there are year groups and subjects where pupils do not make enough progress. As a result, many pupils do not achieve or progress as well as they should.

Leaders do not carry out lesson observations or regularly scrutinise pupils' work. This means that they do not have enough reliable information about the quality of teaching and learning to have an accurate view of the school's performance. Leaders do not involve enough staff and governors in the process of self-evaluation.

There is no rigorous system in place to ensure that the assessments teachers make about the level of pupils' work at the end of key stage 2 is accurate. The school's improvement plans are not focused clearly enough on raising pupils' standards of achievement. Timescales in the plans are too long and actions are too generic to bring about the necessary improvements. Leaders do not monitor the implementation of the plans rigorously or effectively.

### **Partnership working: Adequate**

The school has recently provided accommodation for a playgroup on its site. This partnership is beginning to have a good impact on raising the numbers of pupils entering the school. It helps staff to understand pupils' needs at an early stage and to better support their successful entry to the school.

The school has good relationships with parents. It provides effective courses to help parents understand the techniques used at school to develop pupils' speaking and reading, so that parents can support their child's learning effectively at home.

Links with the local high school have increased pupils' access to music tuition. Local employers have supported reading and speaking schemes effectively. This has enriched the curriculum for the pupils involved. Well-established links with the police have provided interesting and engaging topics that teachers have used well to encourage pupils to learn and to write about how to stay safe. The parents and teachers association runs successful events during the year to raise money to enhance the school's equipment and resources. Funding from a bank has helped the school renew out-dated computer equipment to support pupils' learning in ICT.

However, partnerships to ensure pupils' effective transition to secondary schools are limited. The school has not met with the key stage 2 cluster of schools over the last 18 months to moderate pupils' attainment at the end of key stage 2. This has had an impact on reliably determining pupils' outcomes at the end of the key stage.

### **Resource management: Unsatisfactory**

Senior leaders do not manage the professional development of teachers and teaching assistants well.

Due to the lack of monitoring of pupils' achievement and staff performance, staff do not receive feedback on the quality of learning or teaching that takes place. The school does not have a culture of peer observation or of sharing effective practice. The professional development opportunities that staff receive do not link closely

enough to the school improvement plan or their roles and responsibilities. As a result, a few staff have received no professional development for extended periods. The professional development that staff receive does not represent good value for money. Leaders do not deploy staff well enough. In a few cases, teaching assistants teach large groups of pupils regularly and leaders do not monitor these sessions well enough to know the impact of this on pupils' progress.

The budget is not always targeted effectively enough to bring about improvements. Pupils do not always have enough access to resources, such as the school's internet, to support their learning. The governing body does not see the budget proposals at an early enough point in the process of setting the budget. As a result, it does not review and monitor the allocation of the budget effectively.

Due to the unsatisfactory progress made by many pupils, the poor quality of the school's quality assurance systems and the poor progress made in respect of the recommendations from the last inspection, the school provides unsatisfactory value for money.

## Appendix 1

### Commentary on performance data

Foundation Phase data is only available for two years. The Foundation Phase indicator shows significant improvement at the expected level in 2013 with outcomes rising to near the benchmarks for the family, the local authority and Wales.

When compared to similar schools, pupils' outcomes at the expected outcome 5 show the school in the upper 50% in language, literacy and communication and mathematical development. However, the school has remained in the bottom 25% in personal and social development, wellbeing and cultural development. Compared with the family, local authority and Wales benchmarks, pupils' outcomes at the expected level are near the comparators in literacy, language and communication, while mathematical development is just above the comparators. However, personal and social development, wellbeing and cultural diversity are just below the comparators.

Outcomes improved in pupils' achievements at the higher outcome 6 in 2013. When compared with the family, local authority and Wales benchmarks, pupils' achievement in language, literacy and communication, mathematical development and personal and social development, wellbeing and cultural development compares favourably, and are above or well above the benchmarks. When compared to similar schools at the higher outcome in language, literacy, communication, mathematical development and personal and social development, wellbeing and cultural diversity, the school is in the upper 50%.

Pupils' achievements at the end of key stage 2 at the expected and higher levels have shown a fluctuating trend over the last five years with outcomes mostly below all comparators. In 2013, when compared to the family, local authority and Wales benchmarks, pupils' outcomes in English have remained below the comparators. Outcomes in oracy and writing have improved, but they remain below the benchmarks when compared with the family, local authority and Wales averages. Reading at the expected level has improved and is now near to the family, local authority and Wales comparators. However, pupils' achievement at the expected level in English shows little improvement since the last inspection and the school remains in the lower 50% of similar schools.

At the end of key stage 2, pupils' achievements at the expected level in mathematics were below family, local authority and all-Wales averages. However, pupils' attainment at the expected level in science was near to the benchmarks. Pupils' attainment at the higher level in mathematics was well below the average for the family, while pupils' attainment at the higher level in science was near to the averages for the family, local authority and Wales. When compared to similar schools, pupils' achievements at the expected level in mathematics and science place the school in the upper 50%.

Overall, pupils not in receipt of free school meals achieve better than those pupils who are in receipt of free school meals.

By the end of the Foundation Phase, at the expected and higher outcomes, boys and girls achieve equally well in language, literacy and communication, mathematical development and personal and social development, wellbeing and cultural diversity. At the end of key stage 2, boys achieve better than girls at both the expected and higher levels in mathematics and at the expected level in science. However, girls achieve better than boys at the higher level in English.

## 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.	57		57 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	57		54 95%	3 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	57		57 100%	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	56		55 98%	1 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			98%	2%	
There are lots of chances at school for me to get regular exercise.	56		53 95%	3 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	55		51 93%	4 7%	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.	57		57 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	57		56 98%	1 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.	57		52 91%	5 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.	55		49 89%	6 11%	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.	50		33 66%	17 34%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			78%	22%	
Nearly all children behave well at playtime and lunch time	54		39 72%	15 28%	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.	20	14 70%	5 25%	1 5%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	15 75%	4 20%	1 5%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	19	15 79%	4 21%	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.	19	14 74%	5 26%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	20	11 55%	6 30%	0 0%	1 5%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	20	11 55%	7 35%	1 5%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	20	13 65%	6 30%	0 0%	0 0%	1	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.	20	8 40%	8 40%	1 5%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	20	13 65%	4 20%	0 0%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	20	12 60%	7 35%	0 0%	0 0%	1	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.	18	11 61%	7 39%	0 0%	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.	18	10 56%	6 33%	0 0%	1 6%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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 am kept well informed about my child's progress.	20	11 55%	8 40%	1 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	20	13 65%	7 35%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	20	8 40%	9 45%	1 5%	1 5%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	20	10 50%	7 35%	1 5%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	18	8 44%	6 33%	0 0%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	20	7 35%	11 55%	1 5%	1 5%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	18	11 61%	7 39%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	1%		

## Appendix 3

### The inspection team

Penny Lewis	Reporting Inspector
Rebecca Lawton	Team Inspector
James Jones	Lay Inspector
Susan O'Halloran	Peer Inspector
Adele Warner	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.