



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

A report on

**Penycae Community Primary School
Afoneitha Road
Penycae
Wrexham
LL14 2PF**

Date of inspection: July 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Penycae Community Primary School has two separate sites for infant and junior pupils in the village of Penycae on the outskirts of Wrexham. It caters for 220 pupils aged from 3 to 11. There are nine classes.

The school identifies 23% of pupils as having additional learning needs, which is just below the national average. Approximately 32% of pupils are eligible for free school meals, which is well above the national average. There are no pupils who speak Welsh at home and a very few pupils with English as an additional language. A very few pupils are looked after by the local authority.

The headteacher was appointed in September 2008 following the amalgamation of the infant and junior schools. The school's last inspection was in March 2010.

The individual school budget per pupil for Penycae Community Primary School in 2015-2016 means that the budget is £3,384 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,199 and the minimum is £2,778. Penycae Community Primary School is 34th 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's current performance is good because:

- Most pupils make strong progress as they move through the school, including those with additional learning needs
- Most apply their literacy and numeracy skills effectively across the curriculum
- Most pupils' mathematical skills are good and they demonstrate good mental mathematics strategies when tackling problems and can explain their reasoning clearly
- Most pupils show respect, care and concern for others and the behaviour of nearly all pupils in classes and around the school is good
- The school council represents other pupils well and has made notable contributions to the life and work of the school
- The school provides a creative and stimulating curriculum, which engages and motivates nearly all pupils
- Most teachers use effective questioning techniques to extend pupils' thinking skills and they plan worthwhile opportunities for pupils to develop as independent learners

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior leaders provide a clear strategic direction and establish a strong team ethos across the school
- The governing body supports the school well and governors are developing their role as critical friends appropriately
- There are well-established and systematic self-evaluation and monitoring processes to identify its strengths and suitable priorities for improvement
- The school development plan is a useful tool for bringing about improvements
- Careful analysis of information on pupils' progress and wellbeing enables leaders to identify effectively those pupils who require support
- There is a wide range of effective partnerships, particularly with parents
- Informative and engaging workshops enable parents to participate and to support their children in class and at home well
- Leaders use the Pupil Deprivation Grant effectively to enhance provision effectively for pupils eligible for free school meals

Recommendations

R1 Raise levels of attendance

R2 Develop outdoor learning opportunities for older Foundation Phase pupils

R3 Improve the consistency of pupils' involvement in evaluating their own performance at key stage 2

R4 Develop the strategic role of middle leaders and governors

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils enter the school with skills, knowledge and understanding below the expected level for their age. By the time they leave school, most pupils make good progress and achieve well, including pupils with additional learning needs.

In the Foundation Phase, most pupils listen well and talk confidently to visitors about their learning. In key stage 2, nearly all pupils listen with interest to adults and each other and sustain their level of concentration and engagement in learning well. Many use their speaking skills effectively, for example when discussing the issue of child labour in India.

Pupils throughout the school respond positively to the guided reading programme, resulting in notable improvements in many pupils' reading skills. Many pupils in the Foundation Phase read confidently, talk willingly about the books they like and make sensible predictions about what they think will happen next in stories. Many older pupils in key stage 2 read fluently, using good expression and intonation. They use their research skills successfully to scan for and extract information, for example when finding out about fair trade.

The whole-school focus on improving writing skills enables most pupils to apply these effectively across the curriculum and at the same standard as work in their English lessons. Many Foundation Phase pupils write neatly with phonetically plausible spellings and use punctuation, such as speech marks and exclamation marks, to add interest to their work. More able older pupils engage the reader well through use of similes, such as when describing the ice as 'sparkly as a ballerina's dress', in their diary writing about a voyage on the Titanic.

In key stage 2, most pupils create pieces of writing that are imaginative and appealing to the reader. Many older pupils use a rich range of vocabulary and show convincing empathy when writing about their experiences as a soldier in the trenches in the First World War. Many more able pupils draft and redraft their work successfully to improve the quality of their writing.

Many Foundation Phase pupils make a strong start in developing their Welsh language skills. They understand and respond correctly to simple classroom instructions and use a suitable range of vocabulary in their everyday learning. By the end of key stage 2, pupils' Welsh oracy skills are appropriate. Many pupils ask and answer questions, sustain a simple conversation, and are able to write competently using a range of familiar sentence patterns. However, across the school, pupils' ability to read in Welsh is at an early stage of development.

Throughout the school, most pupils' mathematical skills are good and they apply their numeracy skills consistently well in their work across the curriculum. By the end of the Foundation Phase, most pupils can add, subtract, multiply and divide numbers

confidently. Most draw and interpret bar graphs and tally charts correctly, for example when discussing their favourite fruit. In key stage 2, many pupils apply their numeracy skills well when solving mathematical problems. They record and extract information from data in a variety of ways confidently, for example when comparing climate and population in South American countries, and they draw neat and accurate line graphs. Many pupils demonstrate good mental mathematics strategies and can explain their reasoning clearly. This is raising pupils' standards of mathematics and their confidence when tackling often complex problem-solving challenges. Pupils' ability to apply their thinking skills successfully across areas of learning is a strong feature of the school's provision and encourages them to be independent learners.

At the end of the Foundation Phase, over the last four years, pupils' performance in mathematical development at both the expected and higher outcome and in literacy at the expected outcome has varied when compared with that in similar schools. At the higher outcome 6, performance in literacy has consistently placed the school in the bottom 25% when compared to similar schools.

At the end of key stage 2, performance in English, mathematics and science over the last four years at the expected level has shown a fluctuating trend. At the higher level over the same period, performance in English and mathematics has generally placed the school in the lower 50%. Performance in science has varied, placing the school in the top 25% or upper 50%.

In the Foundation Phase, girls as a group tend to perform better than boys at the expected outcome in literacy and mathematical development, but boys generally outperform girls at the higher outcome. In key stage 2, girls have tended to outperform boys in English, mathematics and science at the expected and higher levels. The school has worked hard to narrow the gap in performance between girls and boys. As a result, boys outperformed girls at the expected level in mathematics and at the higher level in English last year.

Pupils eligible for free school meals generally perform less well than other pupils. However, by the end of key stage 2, the gap is narrowing and pupils eligible for free school meals performed better than their peers in English and mathematics at the expected level last year.

Wellbeing: Adequate

Nearly all pupils know how to remain healthy and safe, including when using the internet. They know the importance of a balanced diet, with many choosing to eat fruit at break times. Many enjoy an active lifestyle, for example participating in regular physical activity on the school's trim trail. Nearly all feel safe in school and know what to do if they are worried or upset. They are confident that the school deals well with any rare incidents of unacceptable behaviour.

Throughout the school, nearly all pupils enjoy learning and co-operate well with one another in their lessons and during other activities. Most pupils show respect, care and concern for others. The behaviour of nearly all pupils in classes and around the school is good.

The school council represents other pupils well and has made notable contributions to the life and work of the school. For example, members took a leading role in the school's revision of its behaviour policy. The school council recruits older pupils to act as peer mentors at playtimes, dealing with any disagreements that might occur.

Despite strenuous efforts to promote good attendance, the school's attendance rates have tended to place the school in the lower 50% or bottom 25% when compared with similar schools. The number of pupils who fail persistently to attend school has fallen notably over recent years. Nearly all pupils are punctual.

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

The school provides a creative and stimulating curriculum, which engages and motivates nearly all pupils very well. Arrangements to involve pupils in choosing topics and making decisions about what they would like to find out are developing appropriately. This allows pupils to build upon their prior learning, understanding and skills successfully as they move through the school. Effective provision for the development of pupils' literacy, numeracy, information and communication technology (ICT) and thinking skills ensures that pupils use these skills well across areas of learning. However, on occasions, teachers do not plan enough for the use of the outdoors to enhance the learning experiences of older pupils in the Foundation Phase.

The school promotes the Welsh language positively. There are regular opportunities for pupils to learn the language and to use it in everyday activities. The school provides a good range of opportunities for pupils to learn about the culture and history of Wales, for example through the study of Welsh artists and Welsh folk tales, such as Rhitta Gawr. The school band also competes in the national Urdd eisteddfod.

The school makes good use of educational visits and has a wide range of extra-curricular activities to enhance pupils' learning. A trip to Cardiff and residential visits to an outdoor education centre raise pupils' social skills effectively.

Through its topic work, the school promotes an understanding of sustainable development and global citizenship actively. Work about Patagonia and South America helps pupils to develop their knowledge about other cultures. Pupils understand that they can have a positive impact on the world around them. They have participated successfully in activities to raise funds to save the rainforest. The school acts sustainably in its daily life. For example, staff encourage pupils actively to recycle plastic and paper.

Teaching: Good

In all classes, teachers have strong working relationships with pupils. They have created an atmosphere in which pupils feel confident to contribute in lessons. Most teachers use a wide range of effective questioning techniques to extend pupils' thinking skills and they plan worthwhile opportunities for them to develop as

independent learners. Nearly all teachers make sure that pupils understand the aims of lessons and give clear explanations of tasks and activities. Most lessons proceed at a good pace and teachers generally plan activities that motivate pupils successfully. As a result, nearly all pupils engage well with their learning and have very positive attitudes to their work.

Most teachers adapt lessons well to meet the different needs of learners and the use of 'chilli challenges' stretches pupils that are more able successfully. Teaching assistants make beneficial contributions to the progress pupils make in lessons and during separate intervention sessions. They support pupils who require additional help with spelling, reading and mathematics work effectively. As a result, these pupils make good progress and achieve the targets set for them.

Teachers' written and oral feedback informs pupils about what they have done well. In the majority of instances, they indicate successfully what pupils need to do next to improve their work. However, this is not consistent enough across key stage 2. As a result, pupils do not always have a clear understanding of how to improve in their learning. Many teachers are beginning to provide worthwhile opportunities for pupils to assess the work of others. This has a positive impact on raising standards of writing in particular.

The school tracks the progress of pupils effectively. Leaders use this information well to plan suitable provision for pupils in need of additional support or to challenge and to adapt future planning. This is having a positive impact on raising standards, particularly for pupils who are more able. Annual reports to parents are of good quality and contain useful information about the progress pupils make and they suggest suitable targets for improvement.

Care, support and guidance: Good

The school makes appropriate arrangements for promoting healthy eating and drinking. Staff encourage pupils to eat healthily and to become physically active at break and lunchtimes. Pupils enjoy using the wide range of apparatus, such as bats, balls and mini stilts, and they play co-operatively.

The provision for pupils' spiritual, moral, social and cultural development is good. Assemblies provide worthwhile opportunities for pupils to reflect on relationships, their own beliefs and those of others. The school has an effective approach to behaviour management, which successfully develops pupils' understanding of fairness, accepting responsibility and tolerance. As a result, there are very few incidents of poor behaviour. All pupils participate in the wide range of music, sports and creative activities on offer.

The school has beneficial relationships with a wide range of specialist agencies, which provide useful guidance and support for staff, pupils and parents. The school works skilfully alongside these professionals to support the most vulnerable families and this has a positive impact on pupils' wellbeing and attitudes to school. .

Provision for pupils with additional learning needs is good. Teachers identify pupils with additional needs at an early stage. Targets in individual education plans are

specific and address pupils' needs clearly. Teachers monitor the progress of these pupils against their individual targets regularly and, as a result, most make good progress. Teachers also identify more able and talented pupils, and provide good levels of challenge for these pupils. This is beginning to raise standards at the higher-than-expected-outcomes.

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

Learning environment: Good

The school is a very caring and welcoming community where pupils feel valued and safe. It has a fully inclusive ethos and treats everyone fairly and with respect. The school promotes equal opportunities well. Extra-curricular activities are open to all pupils from year 1 to year 6, and both girls and boys attend these regularly.

The accommodation is in a suitable condition given the age of the buildings. There are well-developed plans scheduled to start in the autumn term to extend the infant site to enable the school to be located on one site. Both sites are safe and secure.

The school has a wide range of resources of good quality that match pupils' needs well. Teachers use classroom displays effectively to support pupils' learning and to create colourful and informative learning environments, which celebrate a wide range of pupils' work. The school uses its outdoor areas effectively in most respects to provide worthwhile opportunities for physical activity. Large play equipment and team games, such as football, engage pupils' interests purposefully and promote good levels of teamwork and co-operation.

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

The headteacher has a clear vision for the school that gives a high priority to ensuring pupils' wellbeing and encouraging them to fulfil their potential. The strong senior leadership team provide a clear strategic direction to the school. They work well as a team and support good levels of co-operation between staff across the school. The role of middle leaders is developing appropriately. They make valuable contributions in encouraging parental engagement. Many lead a variety of informative workshops for parents, for example using construction equipment to develop pupils' mathematics skills. This encourages parents to play an active part in their child's learning. However, the role of middle leaders in self-evaluation processes is at an earlier stage of development.

Senior leaders have high expectations and share in the management of teachers' performance. These arrangements are robust and link well to the school's priorities for improvement and indicate opportunities for developing staff expertise clearly. They also identify underperformance, which the headteacher deals with rigorously. The school responds effectively to many national and local priorities. It has implemented the requirements of the National Literacy and Numeracy Framework successfully and is reducing the impact of social disadvantage on pupils' attainment.

The governing body supports the school diligently. Governors know the school well through the headteacher's detailed reports, their links with members of staff and regular learning walks around the school. They conduct their meetings efficiently. Governors are developing their role as critical friends appropriately.

Improving quality: Good

There are well-established self-evaluation processes. Leaders and managers use systematic monitoring procedures to identify accurately the school's strengths and suitable priorities for improvement. They base the school's self-evaluation securely on a wide range of first-hand information, including careful analysis of information on pupil performance and wellbeing. This enables leaders to identify groups of pupils who are not achieving as well as expected and to address this quickly and effectively. For example, leaders identified a need to support pupils with specific emotional and social difficulties, who were at risk of disengaging from school. As a result, a bespoke support programme has improved the listening skills and attitudes to learning of these pupils successfully.

The headteacher and senior leadership team undertake a comprehensive programme of lesson observations and scrutiny of pupils' work. Members of the governing body and the school council conduct 'learning walks' and report their findings to the headteacher. As a result, the school modified its choice of topics to match pupils' interests more closely. The school takes good note of reports from external advisers.

There is a clear link between the findings of self-evaluation and the school development plan. The plan contains a manageable number of priorities, broken down into purposeful action plans. Each of these plans has measurable targets, timescales and costs. Plans allocate lead roles to staff and identify any staff training needs. The school has a good track record of bringing about improvements, for example in relation to pupils' reading skills and the attendance of targeted pupils.

Partnership working: Good

The school has a wide range of effective partnerships that make a strong contribution to raising standards and improving the wellbeing of pupils. Many parents attend the parent project workshops, which encourage parents to participate in their children's learning. As a result, many parents become important partners in the life and work of the school. Workshops on healthy eating and using small construction equipment to develop mathematical skills give parents useful ideas on how to help their child with mathematics at home and have led to pupils bringing healthier lunchboxes to school.

There is an effective induction programme in place for new pupils, which helps them to settle quickly into the nursery class. Transition arrangements for older pupils are very good and help to prepare them for the next stage of their education. For example, pupils work with the local high school to design a robot as part of a technology project. These frequent visits help to familiarise pupils with secondary routines and their new teachers well.

Strong links between the local cluster of schools provide valuable opportunities for teachers to work together to moderate and to standardise pupils' work accurately. This supports newly qualified teachers well and raises awareness of what pupils can achieve.

The school has purposeful links with the local community. Links with a local theatre group provide pupils with worthwhile opportunities to perform concerts in a semi-professional setting. Work undertaken with Communities First provides beneficial opportunities for parents and pupils to access support from a number of local colleges and universities. This raises parent and pupil aspirations regarding life after leaving school well.

The school works in partnership with a local branch of a multi-national computer company to promote pupils' environmental awareness through factory visits and their funding of eco-projects within the locality.

Resource management: Good

There are enough suitably qualified teachers and teaching assistants. The school deploys them efficiently, making good use of their expertise and experience. Teaching assistants provide effective support for pupils, particularly those whose progress is slower than expected. Staff work closely in teams as internal networks of professional practice. This has led to the development of a consistent approach to developing pupils' thinking skills, raising pupils' application of their skills across areas of learning and developing them as independent learners. All teachers access a suitable range of professional development opportunities that link well to school development priorities. Teaching assistants also benefit from a wide range of training, for example to develop their skills to support pupils with specific speech and language difficulties. The school makes appropriate provision for teachers' planning, preparation and assessment time.

The headteacher and governors ensure that they use the budget efficiently to support the school's priorities. There are enough resources of good quality, including books and computers, to meet the needs of pupils. Leaders use the Pupil Deprivation Grant well to improve provision for targeted pupils. Family support programmes such as 'Language and Play' increase parental engagement and improve the performance and attendance of pupils eligible for free school meals.

In view of the strong progress that most pupils make and the overall quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6652275 - Penycae Community Primary School

Number of pupils on roll	218
Pupils eligible for free school meals (FSM) - 3 year average	32.5
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	31	24	33	31
Achieving the Foundation Phase indicator (FPI) (%)	80.6	83.3	72.7	51.6
Benchmark quartile	1	1	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	31	24	33	31
Achieving outcome 5+ (%)	80.6	83.3	72.7	51.6
Benchmark quartile	2	2	4	4
Achieving outcome 6+ (%)	6.5	0.0	9.1	12.9
Benchmark quartile	4	4	4	4
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	31	24	33	31
Achieving outcome 5+ (%)	87.1	91.7	84.8	71.0
Benchmark quartile	2	1	2	4
Achieving outcome 6+ (%)	25.8	0.0	21.2	12.9
Benchmark quartile	1	4	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	31	24	33	31
Achieving outcome 5+ (%)	100.0	95.8	93.9	80.6
Benchmark quartile	1	2	2	4
Achieving outcome 6+ (%)	54.8	12.5	63.6	32.3
Benchmark quartile	1	4	1	3

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.

6652275 - Penrycae Community Primary School

Number of pupils on roll	218
Pupils eligible for free school meals (FSM) - 3 year average	32.5
FSM band	5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	34	28	24	23
Achieving the core subject indicator (CSI) (%)	82.4	64.3	66.7	78.3
Benchmark quartile	1	4	4	3
English				
Number of pupils in cohort	34	28	24	23
Achieving level 4+ (%)	94.1	71.4	83.3	87.0
Benchmark quartile	1	4	2	2
Achieving level 5+ (%)	26.5	35.7	25.0	26.1
Benchmark quartile	2	1	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	34	28	24	23
Achieving level 4+ (%)	82.4	71.4	79.2	87.0
Benchmark quartile	2	4	3	2
Achieving level 5+ (%)	29.4	39.3	25.0	30.4
Benchmark quartile	2	1	3	3
Science				
Number of pupils in cohort	34	28	24	23
Achieving level 4+ (%)	94.1	78.6	75.0	100.0
Benchmark quartile	1	3	4	1
Achieving level 5+ (%)	23.5	39.3	29.2	60.9
Benchmark quartile	2	1	2	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.	94		87 93%	7 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	93		77 83%	16 17%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	93		90 97%	3 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	94		88 94%	6 6%	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.	93		91 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	94		81 86%	13 14%	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.	94		92 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.	94		91 97%	3 3%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	94		81 86%	13 14%	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.	93		80 86%	13 14%	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.	93		54 58%	39 42%	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	94		70 74%	24 26%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	33	13 39%	17 52%	2 6%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	33	21 64%	10 30%	1 3%	1 3%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	32	20 62%	12 38%	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.	32	15 47%	13 41%	4 12%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	32	7 22%	18 56%	5 16%	2 6%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	32	16 50%	16 50%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	32	18 56%	13 41%	1 3%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	31	13 42%	14 45%	3 10%	1 3%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	29	17 59%	11 38%	0 0%	1 3%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	32	15 47%	16 50%	1 3%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	33	19 58%	11 33%	2 6%	1 3%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	30	11 37%	13 43%	5 17%	1 3%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	33	9 27%	15 45%	6 18%	3 9%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	32	21 66%	9 28%	2 6%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	30	13 43%	14 47%	3 10%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	32	16 50%	14 44%	2 6%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	26	10 38%	13 50%	3 12%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	33	15 45%	13 39%	3 9%	2 6%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	32	16 50%	15 47%	1 3%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Sue Davies	Reporting Inspector
Christopher Dolby	Team Inspector
Margaret Lonsdale	Team Inspector
Peter Haworth	Lay Inspector
Tim Newbould	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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