



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

A report on

**Ysgol Rhos Helyg
Rhosesmor
Mold
Flintshire
CH7 6PJ**

Date of inspection: June 2017

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

Rhos Helyg Community Primary School is in the small hamlet of Berthddu near Holywell in Flintshire. The school draws pupils from a wide rural area including the villages of Rhosesmor, Rhes y Cae, Halkyn and Pentre Halkyn. There are 158 pupils aged three to eleven on roll including 19 who attend the nursery. There are six classes, four of which are mixed-age.

Nearly all pupils are of white British ethnicity. A very few speak English as an additional language. The school identifies 20% of pupils as having additional learning needs, which is below the national average of 25%. Very few pupils have a statement of special educational needs. Around 6% of pupils are eligible for free school meals, which is lower than the average for Wales of 19%. No pupil is looked after by the local authority.

The last inspection of the school was in March 2010. The headteacher took up the post in January 2007.

The individual school budget per pupil for Rhos Helyg School in 2016-2017 means that the budget is £3,703 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,718 and the minimum is £2,944. Rhos Helyg School is 33rd out of the 66 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make strong progress and achieve well during their time in the school
- Most pupils achieve good standards of literacy and numeracy and use these skills well in work across the curriculum
- Nearly all pupils behave well and have a positive attitude towards learning
- Pupils have a strong voice in the running of the school and make valuable contributions to school life regularly
- Teachers deliver a wide range of interesting learning experiences that engage and motivate most pupils to succeed
- Staff make very good use the well-developed school gardens and forest school areas to support pupils' understanding of the natural world and to develop their independent learning skills effectively
- There is a strong caring and welcoming ethos, which creates a positive learning environment

Prospects for improvement

The school's prospects for improvement are good because:

- School leaders work together well to provide purposeful direction and clear vision for the development of the school
- All members of staff are clear about their roles, work well as a team and take a full part in school improvement activities
- Self-evaluation processes are robust and well established and enable school leaders to focus clearly on developing teaching and learning strategies that bring about improvements in pupils' standards and wellbeing
- A beneficial range of partnerships help to improve pupil outcomes and wellbeing effectively

Recommendations

- R1 Improve pupils' Welsh oral skills
- R2 Strengthen planning and provision for developing pupils' information and communication technology (ICT) data-handling and modelling skills across the curriculum
- R3 Ensure that learning tasks challenge all pupils, particularly the more able
- R4 Raise pupils' understanding of what they need to do to improve their work
- R5 Strengthen the role of the governing body in holding the school to account for the standards it achieves

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, the majority of pupils have knowledge, understanding and skills that are at or above the level expected for their age. During their time in school, most pupils, including those with additional needs, make strong progress and achieve well. However, pupils of higher ability do not always achieve as well as they should. In classes, most pupils recall previous learning well and they use this information effectively to acquire new skills. Most show good knowledge and understanding of their learning.

Most pupils listen well to adults and to each other. In the Foundation Phase, most pupils enjoy talking about their work, and ask and answer questions confidently, for example when discussing their work in the outdoors. In key stage 2, most pupils use their speaking and listening skills well to collaborate with each other and this supports their learning successfully. They are attentive to their teachers and listen carefully to each other when working in pairs and small groups. By Year 6, most pupils converse articulately and offer considered opinions, for example when discussing the language used by the author of their class book.

Across the school, most pupils make good progress in their reading skills. By Year 2, nearly all pupils enjoy reading and talk about their favourite books enthusiastically. Most read aloud fluently and with good expression. More able pupils express their views about character and plot confidently. Nearly all pupils use their phonic skills and other strategies to read unfamiliar words successfully. In key stage 2, nearly all pupils have positive attitudes to reading. By Year 6, many pupils are avid and interested readers and make well-informed choices about the types of books they like. They use text skilfully to explain characters and events in a story. They talk readily about favourite authors and have a good understanding of characters and storylines. Most pupils use their literacy skills well to research topics on the internet. They skim text quickly to extract specific, relevant pieces of information, for example when researching information about different types of air raid shelters used during the second world war.

In the Foundation Phase, most pupils make good progress in their writing skills. By Year 2, most pupils write sequences of sentences independently, using full stops and capital letters with a reasonable degree of accuracy. They write for a range of purposes well, for example when composing a letter of complaint to the Gruffalo and creating an advert to describe their ideal friend. They spell familiar words accurately and the majority form their letters correctly. By Year 6, most pupils adapt their writing styles for different purposes successfully, for example when creating a film script or writing a diary. They use a full range of punctuation and paragraph their work correctly. Most pupils present their work neatly. Across the school, pupils apply their writing skills well in all areas of the curriculum. They choose vocabulary carefully to suit their audience, for example when responding to a query about osprey migration.

In the Foundation Phase, nearly all pupils use a range of appropriate number skills successfully. By Year 2, most pupils use their measuring skills accurately, for example when using natural materials to make a model boat. They use a range of appropriate data handling skills including tally charts and block graphs, for example to record information about their friends' favourite animals. In key stage 2, most pupils show a good understanding of a range of mathematical concepts and they use the correct mathematical vocabulary when talking about their work. By Year 6, most pupils apply their numeracy skills systematically and confidently in other subjects, for example when comparing how population in cities changed during the Victorian period.

In both key stages, most pupils develop their ICT skills well across the curriculum. They have a sound knowledge of e-safety and use the internet safely and effectively to search for information. They use ICT packages well to create good presentations of their work. For example, pupils in the Foundation Phase take pictures and videos of their work in the outdoors and produce interesting presentations for other pupils. Most pupils in key stage 2 use word processing programs confidently, such as when writing a biography on a famous person and a fact file on Second World War leaders. Older pupils develop their coding skills successfully. Many pupils gain an appropriate understanding of how to feed a data base to create graphs and charts, for example to find the most economical way to travel to Africa. However, very few develop a good understanding of how to handle data or create spreadsheets to model real life situations.

Most pupils have positive attitudes to learning Welsh. By the end of the Foundation Phase, most pupils understand the Welsh spoken by staff. Many use an appropriate range of vocabulary and basic sentence patterns to answer simple questions, for example when talking about their hobbies, their family and the weather. The majority of pupils in key stage 2 understand, ask and reply to questions successfully, often using extended sentences. However, a minority of pupils lack sufficient grasp of a range of patterns and vocabulary to communicate confidently in different situations. Many read a range of appropriate texts with good pronunciation and understanding. By Year 6, more able pupils apply their knowledge of sentence structures and Welsh vocabulary well, for example when writing an imaginary letter from an evacuee during World War Two. However, few pupils, particularly in key stage 2, use the Welsh language in situations other than in Welsh lessons.

Generally, outcomes of teacher assessments of pupils over the past four years at the end of the Foundation Phase and key stage 2 have tended to place the school in the bottom 25% when compared with similar schools. Trends over the past three years show a slow but steady rise, particularly in the percentage of pupils achieving the higher level 5 in key stage 2.

The gap in performance between boys and girls in the Foundation Phase varies and there is no overall pattern. Generally, girls do better than boys in key stage 2.

Because the number of pupils eligible for free school meals is so small, comparisons of the performance of pupils who are eligible for free school meals with that of their peers are not reliable.

Wellbeing: Good

Nearly all pupils have a good understanding of how they can stay healthy by eating a balanced diet and taking regular exercise. They feel safe and happy in school. They know how to use the internet safely.

Nearly all pupils behave well and are polite and courteous. Most pupils take pride in their achievements and relate well to staff and to each other in classes and at break and lunch times. Most pupils enjoy learning, engage well with classroom activities and demonstrate a desire to improve their work. They work effectively in pairs and small groups. Many pupils sustain concentration for appropriate periods and persevere when they find work hard. Many pupils respond positively to opportunities to reflect on their own work. However, pupils' ability to evaluate what they have achieved is limited.

Pupils have a strong voice in the running of the school. The school council and other pupil voice groups represent the opinions of other pupils well. They make valuable contributions to school life regularly, for example carrying out a reading survey, which has resulted in changes to reading corners, library provision and the range of books available to pupils. Members take responsibility for organising and promoting events, such as fundraising for charities. This promotes pupils' understanding of their role in society well.

Overall attendance has improved over the past three years. Attendance has placed the school in the upper 50% of similar schools in two of the past four years. Most pupils arrive punctually at the start of the school day.

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

The school delivers a wide range of interesting and engaging learning experiences that meet the needs of most pupils well. Teachers plan imaginative themes that provide meaningful opportunities for pupils to develop their skills. Staff make very good use of the well-developed school gardens and forest school areas to support pupils' understanding of the natural world and to develop their independent learning skills effectively. The school provides a wide range of educational visits and extra-curricular activities that enhance pupils' learning experiences successfully. These include, for example, canoe building on the Llyn Brenig, which supports the development of pupils' thinking and communication skills.

Teachers have adapted their programmes of work to include the requirements of the literacy and numeracy framework successfully. They provide valuable opportunities for pupils to develop their literacy and numeracy skills across the curriculum. For example, Year 6 pupils use their literacy and numeracy skills effectively to track the migration pattern of osprey birds from Africa to North Wales. However, teachers' planning for the development of ICT skills is not rigorous enough. As a result, provision does not provide enough opportunities for pupils to develop their data-handling and modelling skills in ICT across the curriculum.

Provision for pupils to develop their Welsh language skills is effective during specific Welsh language sessions. The planned programmes of work include useful 'Helpwr Heddiw' sessions where pupils focus on developing language patterns that they build on as they move through school. However, there are few opportunities for pupils to develop their skills in other situations. This limits the progress they make. Teachers provide a wide range of activities that promote Welsh history, culture and the local environment well, for example through the study of the how the Celts lived at the local hill fort on Moel Y Gaer.

Provision to promote pupils' understanding of sustainable development and global citizenship is effective. This ensures that pupils are aware of environmental issues and sustainability and they understand the positive impact of reducing waste. The enthusiastic eco-committee makes a valuable contribution to improving the outdoor learning environment. Teachers provide good opportunities through topic work for pupils to develop their understanding of different cultures and their role as global citizens, such as when comparing the lives of people in Africa and Wales.

Teaching: Good

Most teaching supports pupils' learning effectively. Nearly all teachers plan interesting lessons that build positively on pupils' prior learning and make good use of a wide range of resources. They use a wide range of effective teaching approaches to engage most pupils in their learning. Teachers create a positive atmosphere that ensures that nearly all pupils feel valued and are keen to learn. Additional adults contribute well to the learning and wellbeing of the individual and groups of pupils that they support. In most classes, teachers structure the learning well and this proceeds at a brisk pace. They use skilful questioning to promote pupils' understanding and intervene at appropriate times and provide effective support to all groups of pupils. However, in a few instances where teaching is less effective, the pace of learning is slow and teachers do not adapt learning well enough to challenge all pupils at an appropriate level, particularly the more able.

All teachers give pupils helpful, constructive written and oral feedback. This advice, however, is not always specific enough for pupils to be clear about the improvements they need to make. Many teachers provide pupils with worthwhile opportunities to assess their own work. This is developing pupils' ability to identify what they need to do to improve. However, overall, the quality of feedback and opportunities for pupils to act upon it are inconsistent across the school. Staff track pupils' progress effectively to identify and support pupils in need of additional help with their learning. The school works well with other local schools to assess pupils' outcomes accurately. Annual reports to parents are detailed and informative and set clear targets for improvement.

Care, support and guidance: Good

The school is a caring community that supports pupils' spiritual, moral, social and cultural development well. This strong ethos is successful in raising pupils' awareness of how to be safe and respectful to others. There are good opportunities for pupils to take on responsibilities and influence the life of the school and the wider community, for example working collaboratively with the local church to knit items for refugees. The school makes appropriate arrangements for promoting healthy eating

and drinking through varied activities during and after school, such as the school cooking club. There are effective strategies to ensure regular attendance. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Staff make good use of a wide range of specialist agencies to support pupils' specific needs well, including an educational psychologist, speech therapists and specialist teachers. This is instrumental in providing support of high quality for targeted pupils and their parents.

Provision for pupils with additional learning needs is effective and well organised. Teachers identify pupils who require additional help at an early stage and provide good quality intervention strategies, which meet pupils' needs well. Individual education plans contain detailed, practical targets. Skilled teaching assistants deliver specific interventions to support these targets and work well with teachers and parents to review pupils' progress at regular intervals. As a result, most pupils who receive support make good progress in relation to their individual targets.

Learning environment: Good

The school is a welcoming, inclusive and caring community that celebrates the successes of its pupils well. There is a calm and purposeful ethos. Adults and pupils treat each other with respect and this supports pupils' learning and wellbeing appropriately. Acts of collective worship promote tolerance and fairness effectively. The school promotes pupils' awareness of other cultures well through the study of world religions and life in other countries, such as China.

Staff provide a stimulating environment in which pupils enjoy working and playing. Throughout the school, there are attractive displays that celebrate pupils' work and achievements well. The school building and site are secure, clean and in good order. Classrooms are well equipped with resources of good quality that match pupils' needs well. Staff have developed the outdoor area very imaginatively to provide a stimulating learning environment. This includes extensive well-stocked gardens, a forest school, a yurt and a round house. These resources support teaching and learning well.

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

School leaders share a clear vision based securely on raising standards of achievement and ensuring the wellbeing of all pupils. The coherent management structure supports this well. Leaders ensure that staff meetings at all levels focus well on securing improved provision and tracking pupils' progress. The senior management team monitors the effectiveness of initiatives thoroughly and its work is impacting positively on pupil outcomes, for example in improving standards in reading and numeracy.

Staff are clear about their roles and responsibilities and carry these out well. They work effectively as a team, showing a strong commitment to school improvement. Leaders ensure that the process of performance management involves all staff and is effective in supporting school improvement. For example, the introduction of daily guided reading sessions has led to improved standards in reading.

There is a clear focus on addressing national and local priorities. Leaders ensure that teachers plan frequent opportunities for pupils to use their literacy and numeracy skills in many aspects of their learning and the school is making suitable progress in implementing the digital competence framework. These developments are having a positive effect on pupils' ability to apply their skills independently during tasks. The school has improved attendance rates successfully over the past three years.

The governors are supportive and have sound knowledge of the school's strengths and areas for development. Many visit the school regularly, spending time in classrooms, scrutinising pupils' books and listening to learners. This helps to improve their understanding of the work of the school. However, their role as critical friends in holding leaders to account is underdeveloped.

Improving quality: Good

School leaders have developed a robust and effective approach to self-evaluation. Systems draw on a wide range of first hand evidence, including the rigorous analysis of data, lesson observations and the scrutiny of pupils' work. Leaders ensure that all members of staff are involved in the process of evaluating the effectiveness of school provision and its impact on pupil outcomes. As a result, they have a clear understanding of the school's strengths and areas for development. The school seeks the views of parents and pupils and responds suitably to their views. For example, suggestions from pupils have resulted in plans to improve the school grounds by building a gazebo as a shelter. The self-evaluation report, although repetitive at times, is an accurate evaluative document that clearly identifies priorities for improvement.

There are close links between the areas for development identified in the self-evaluation report and priorities in the school development plan. The plan focuses well on a manageable number of relevant priorities to be achieved within realistic timescales. Senior leaders involve all staff in addressing the priorities and ensure that measurable success criteria enable them to evaluate the effectiveness of actions in securing improvement. The school has successfully met nearly all targets set in the previous development plan. As a result, literacy and numeracy skills are improving and most pupils apply these skills well across the curriculum.

Partnership working: Good

The school has a range of beneficial partnerships, which support improvements well in standards and wellbeing for pupils.

Staff work successfully with most parents and responds to their suggestions well, for example by using social media as a means of improving communication. The parent teacher association organises many worthwhile events to raise funds for the school. The school uses these effectively, for example to purchase reading books for each classroom and the school library, helping to raise standards in reading. Many parents appreciate the opportunities to attend Foundation Phase workshops, which help them to support their children's learning at home more successfully.

Foundation Phase staff work closely with the local pre-school leaders to ensure that younger pupils settle quickly and happily into the nursery class. The transition arrangements from primary to secondary school are good and ensure that nearly all Year 6 pupils move on to the next phase of their education confidently.

The school works closely with the local authority and consortium advisory staff and uses their advice effectively. This has led to improvement in the quality of leadership and to more rigorous quality assurance processes. Close links with the local community and other organisations strengthen learning opportunities for pupils. Visits to the locality, for example to the nearby hospital, and visitors to the school, ensure that pupils understand and appreciate the importance of community life.

Resource management: Good

The school has enough teaching staff with suitable qualifications and experience to deliver the curriculum effectively and to deliver school improvement priorities. Teaching assistants work closely with teachers and provide valuable support to individual and groups of pupils.

Leaders use performance management arrangements well to identify the training needs of staff. All staff access a wide range of courses and work well in partnership with other schools to share good practice. These activities support their professional development well, for example in ensuring that they have improving skills to deliver the digital competency framework.

The headteacher and governing body manage and monitor the school's funds well, ensuring that expenditure links closely with priorities for improvement. Leaders plan carefully, and make effective use of the pupil deprivation grant to support the small number of pupils eligible for free school meals.

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

Appendix 1: Commentary on performance data

6642050 - Rhos Helyg School

Number of pupils on roll	147
Pupils eligible for free school meals (FSM) - 3 year average	5.5
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	15	16	15	23
Achieving the Foundation Phase indicator (FPI) (%)	73.3	93.8	66.7	78.3
Benchmark quartile	4	2	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	15	16	15	23
Achieving outcome 5+ (%)	86.7	100.0	86.7	78.3
Benchmark quartile	3	1	4	4
Achieving outcome 6+ (%)	26.7	18.8	13.3	21.7
Benchmark quartile	3	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	15	16	15	23
Achieving outcome 5+ (%)	86.7	93.8	80.0	78.3
Benchmark quartile	3	3	4	4
Achieving outcome 6+ (%)	33.3	18.8	20.0	21.7
Benchmark quartile	2	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	15	16	15	23
Achieving outcome 5+ (%)	86.7	100.0	100.0	78.3
Benchmark quartile	4	1	1	4
Achieving outcome 6+ (%)	33.3	25.0	13.3	21.7
Benchmark quartile	4	4	4	4

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6642050 - Rhos Helyg School

Number of pupils on roll	147
Pupils eligible for free school meals (FSM) - 3 year average	5.5
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	25	18	27	19
Achieving the core subject indicator (CSI) (%)	88.0	77.8	88.9	89.5
Benchmark quartile	3	4	4	4
English				
Number of pupils in cohort	25	18	27	19
Achieving level 4+ (%)	88.0	83.3	88.9	89.5
Benchmark quartile	3	4	4	4
Achieving level 5+ (%)	20.0	27.8	33.3	42.1
Benchmark quartile	4	4	4	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	25	18	27	19
Achieving level 4+ (%)	92.0	83.3	92.6	89.5
Benchmark quartile	3	4	4	4
Achieving level 5+ (%)	24.0	33.3	37.0	47.4
Benchmark quartile	4	4	4	3
Science				
Number of pupils in cohort	25	18	27	19
Achieving level 4+ (%)	92.0	88.9	92.6	89.5
Benchmark quartile	3	4	4	4
Achieving level 5+ (%)	28.0	27.8	33.3	42.1
Benchmark quartile	3	4	4	3

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.	76	74 97%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	73	67 92%	6 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	76	75 99%	1 1%	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	76	75 99%	1 1%	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.	75	71 95%	4 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	74	70 95%	4 5%	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.	76	76 100%	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.	76	75 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.	73	56 77%	17 23%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	76	75 99%	1 1%	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	33 50%	33 50%	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	71	53 75%	18 25%	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.	40	17 42%	18 45%	5 12%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	40	25 62%	12 30%	3 8%	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.	40	26 65%	11 28%	0 0%	2 5%	1	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.	40	20 50%	16 40%	2 5%	1 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	40	9 22%	22 55%	7 18%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	40	15 38%	17 42%	2 5%	1 2%	5	Mae'r addysgu yn dda.
		60%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	40	17 42%	19 48%	2 5%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	40	10 25%	24 60%	4 10%	1 2%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	40	15 38%	14 35%	7 18%	2 5%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	40	17 42%	18 45%	3 8%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	40	22 55%	18 45%	0 0%	0 0%	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'.	39	13 33%	16 41%	1 3%	2 5%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	40	11 28%	20 50%	7 18%	2 5%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		48%	41%	9%	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.	39	17 44%	16 41%	4 10%	2 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	39	8 21%	19 49%	5 13%	2 5%	5	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.	40	15 38%	20 50%	2 5%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	39	9 23%	13 33%	3 8%	1 3%	13	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.	40	15 38%	20 50%	4 10%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	40	8 20%	21 52%	5 12%	2 5%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
Rhian Jones	Team Inspector
Justine Elaine Barlow	Lay Inspector
John David Ivins	Peer Inspector
Gareth Roberts	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.