A report on

**Bodfari C.P. School
Bodfari
LL16 4DA**

Date of inspection: May 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.

Publication date: 19/07/2017

Context

Bodfari Primary School is in the small village of Bodfari, three miles from the town of Denbigh. Pupils live in the village and the surrounding rural areas.

The school caters for pupils aged 3 to 11. There are currently 37 pupils from nursery to Year 6. There are two mixed age classes, one for Foundation Phase pupils and the other for pupils in key stage 2. There is nursery provision in the Foundation Phase classroom in the mornings. Busy Bods Playgroup, run separately to the school, takes place in the school hall each day. The playgroup staff also provide daily after-school care for school-age pupils on the school site.

All pupils come from homes where English is the first language. The proportion of pupils currently eligible for free school meals (21%) is broadly in line with the average for Wales. A very few pupils are in the care of the local authority.

The school has identified that around 27% of pupils have additional learning needs. This is slightly above the national average. No pupils have a statement of special educational needs.

The present headteacher took up her post in 2011. The school was last inspected in October 2009.

The individual school budget per pupil for Bodfari Primary School in 2016-2017 means that the budget is £5,658 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,267 and the minimum is £3,066. Bodfari Primary School is sixth out of the 46 primary schools in Denbighshire 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:

- Nearly all pupils across the school develop good skills in oracy and this helps to support their progress in reading and writing effectively
- Most pupils achieve at least the expected level for their age in mathematics
- They have particularly well-developed thinking and reasoning skills
- The school provides rich opportunities to engage pupils purposefully in their learning
- Pupils take an active role in their school community
- Pupils value and respect each other and nearly all behave extremely well and attend school very regularly
- Teachers are skilled and enthusiastic and they engage learners well in imaginative, exciting classroom activities
- Adults care for their pupils extremely well and provide effective support for any pupils who experience difficulties

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for school improvement that focuses well on raising standards and ensuring the wellbeing of all pupils
- All staff have clearly defined roles and they undertake their work conscientiously and competently
- Governors are effective as critical friends and have a secure role in setting the strategic direction of the school in order to secure further improvements
- There is a clear link between self-evaluation, priorities for improvement, staff performance management targets and training opportunities
- All staff know the school's improvement priorities and have the skills necessary to their roles in implementing the development plan
- The school is active in collaborating with others to improve outcomes for pupils and to develop its own capacity

Recommendations

R1 Improve pupils' handwriting and written presentation skills

R2 Ensure that teachers' planning enables pupils to build their literacy, numeracy and information and communication technology (ICT) skills systematically as they move through the school

R3 Ensure that teachers consistently match the level of challenge in lessons to pupils' needs

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

Nearly all pupils across the school develop good skills in oracy from their individual starting points. For example, in the Foundation Phase, pupils use their role-play skills to create a performance that retells the story of Rumpelstiltskin. In key stage 2, older pupils devise thought-provoking questions to ask their peers about the books they are reading. Most pupils use their speaking and listening skills well in a wide range of contexts, and this helps them to develop their confidence. As a direct result, from this firm foundation, most pupils make good progress during their time at school.

Pupils' good oracy skills support their progress in reading effectively. For example, many pupils in the Foundation Phase talk enthusiastically about their favourite books and stories. They use good expression and intonation to reflect the meaning of the text when reading aloud. As pupils make progress through key stage 2, most become independent readers. They make deductions from the text, offer opinions about the characters and predict what might happen next. They select their own books carefully, on their friends' recommendations or to follow their personal interests.

Most pupils make good use of their extensive vocabulary to write imaginatively, for example to describe the ingredients of invisibility potions. Pupils across the school are able to plan, draft and redraft their work successfully. In English, many pupils punctuate their work accurately. However, in other subjects, a minority of pupils forget to use full stops and capital letters correctly. In addition, across the school, many pupils' handwriting is poorly formed and too few pupils write in a neat, joined, legible script.

Most pupils make suitable progress in mathematics. They use and manipulate numbers efficiently, and have a good understanding of weights and measures, shape and space. For example, pupils in the Foundation Phase can estimate with increasing accuracy how much liquid will fill or partly fill a range of containers. Pupils have particularly strong thinking and reasoning skills, which receive further support through their confident speaking skills. Many can work through mathematical problems logically, and consider different possible outcomes to a puzzle or conundrum. However, pupils do not always use their numeracy skills to the same level in other subjects, such as design technology or geography. For example, they do not always present scale drawings accurately.

Nearly all pupils use their skills in ICT to communicate information effectively. For example, in the Foundation Phase, nearly all pupils can use a mouse to select tools efficiently from a palette and create drawings electronically. By the end of key stage 2, most pupils use presentation software confidently to share their ideas and research. They correspond electronically with their pen pals at neighbouring schools using a secure platform. Older pupils blog coherently about local issues, such as the decision to close the village pub temporarily, during refurbishment. Most pupils use

simple coding to construct two-dimensional shapes and designs accurately. However, pupils do not use technology to manipulate data through spreadsheets or to manage and interrogate a database.

Most pupils make good progress in learning Welsh. In the Foundation Phase, most respond to familiar greetings, discuss the weather and order fruit from the tuck shop confidently. Most pupils in key stage 2 communicate successfully with adults. They engage in discussion about their feelings and many use extended sentence patterns to express their likes and dislikes. Older pupils in key stage 2 write with a good degree of accuracy for a range of purposes, including a dialogue between friends and a menu for a café. Most pupils make sound progress in their reading skills in Welsh, and read familiar books with good understanding.

The school has small numbers of pupils and this can significantly affect the school's benchmarked performance when compared with that of similar schools. In lessons and over time, boys and girls achieve equally well and pupils eligible for free school meals tend to achieve as well as other pupils. Pupils with additional needs make appropriate progress against their individual targets.

Wellbeing: Good

Nearly all pupils behave very well. They are polite and considerate, and show strong levels of respect for each other and adults. Nearly all pupils are happy at school. They play very well together at break time and co-operate successfully with one another in their lessons.

Nearly all pupils understand the importance of a healthy diet and the benefits of taking regular exercise. They undertake physical activities in school with enthusiasm. They have a suitable understanding of safety, for example knowing how to cross the local roads carefully and how to stay safe online.

Nearly all pupils across the school contribute successfully to their local community. For example, they work with the local church to plan events, such the harvest festival. They raise funds for local charities, for example in supporting the local special care baby unit. This firmly embeds their sense of belonging and self-worth.

All pupils in key stage 2 have a purposeful responsibility that they take seriously. For example, they represent other pupils on the eco-council or act as buddies at playtime. Pupils organise their own clubs and activities very efficiently. For instance, older pupils run a lunchtime book club for younger pupils. The school council meets fortnightly. They make worthwhile decisions and improvements to the school, for example in improving the outdoor play areas.

Nearly all pupils contribute their ideas to their classroom topics, and make decisions about what they would like to learn. They enjoy their learning and find it interesting. Attendance levels over the past four years have been consistently high and place the school in the higher 50% or top 25% when compared with similar schools.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school organises pupils' learning through a range of exciting and imaginative topics that help to fulfil the broad requirements of the National Curriculum and the Foundation Phase. Pupils have the opportunity to attend a range of worthwhile after-school clubs, including a STEM (science, technology, engineering and mathematics) club, cookery club and football.

The school provides rich opportunities to engage pupils purposefully in their learning. For example, the recent community café provides all pupils with worthwhile reasons to write and to use their numeracy skills, together with the chance to engage face to face with members of the local community. Pupils practise their food technology skills and social skills while developing their financial and entrepreneurial acumen well.

There are carefully planned strategies to improve pupils' skills in certain areas, for example in mathematical reasoning, through a series of well-planned and engaging puzzle activities. Teachers use paired and small group activities effectively to support pupils' oracy skills. Leaders are beginning to co-ordinate the coverage of pupils' skills across the school. However, in literacy, numeracy and ICT, this is at an early stage of development, and not all pupils build their skills systematically as they move through the school.

There is good provision to develop pupils' Welsh language skills. All teachers use conversational Welsh consistently during lessons and around the school. They are good role models, who encourage pupils to respond in Welsh as often as possible. The school promotes pupils' sense of Welsh identity and their knowledge and understanding of Welsh culture and history well. For example, pupils learn about the achievements of prominent Welsh people, such as the Olympic rower Victoria Thornley and the artist Huw Davies. Pupils participate in eisteddfodau, study local castles, such as Bodelwyddan, and enjoy residential visits to the Urdd centre in Glan Llyn.

Most pupils have a good understanding global citizenship and their place in the wider world. The eco council work diligently to help the school community to promote and to practice sustainability for example through growing herbs, fruits and vegetables in the gardening club.

Teaching: Good

Teachers are enthusiastic and energetic in delivering their lessons. They have good subject knowledge and use technology effectively to support their teaching. They manage pupils' behaviour well and engage learners well in imaginative, exciting classroom activities. However, there is a very wide range of ages and abilities in the mixed age classes, and teachers do not always match the tasks precisely enough to the needs of individual pupils.

Across the school, very positive and respectful working relationships between adults and pupils contribute to purposeful learning and progress. Adults promote pupils' independent learning well and ensure that most pupils are active in their learning. For example, in the Foundation Phase, the teaching assistant challenges the youngest pupils skilfully to experiment when trying to build a high-speed downhill ramp in order to move pretend meatballs swiftly.

Teachers provide helpful feedback to pupils, which gives them clear guidance about how to improve their work. This good practice is generally consistent across the school, although teachers too readily accept pupils' work that is untidy and poorly presented.

Teachers assess pupils' work accurately and regularly. They use a comprehensive system to record individuals' achievements and milestones. They take appropriate action to accelerate the progress of any individual pupil they identify who is at risk of underachievement. Teachers' annual reports to parents provide a detailed, comprehensive picture of each pupil's achievements over the year.

Care, support and guidance: Good

The school supports pupils' personal development well. It makes appropriate arrangements for promoting healthy eating and drinking. The provision of adventure-play equipment in the school grounds encourages all pupils to be physically active. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Staff promote pupils' social and moral development successfully through lessons and collective worship. Regular opportunities to sing together enthusiastically as a whole school also provide valuable opportunities to enhance pupils' spiritual development. Pupils have frequent opportunities to develop their cultural awareness, for example through themed weeks and topics about other countries.

Staff identify pupils with additional needs at an early stage through thorough and detailed tracking systems. Pupils with individual education plans receive beneficial support through interventions and individualised support in the classroom. Staff ensure that they keep parents fully informed and involve them in reviewing the progress their child has made. Consequently, pupils with additional learning needs make sound progress towards meeting their individual targets.

Specialist services make a beneficial contribution to supporting pupils' learning development and wellbeing. For example, the school works with a range of agencies to support vulnerable pupils and, as a result, pupils eligible for free school meals tend to attend school more regularly than other pupils.

Learning environment: Good

The school provides a welcoming, family-focused environment for all pupils. Pupils and adults treat each other with respect. All pupils have ready access to all aspects of the school's curriculum and to the range of extra-curricular activities provided.

The Foundation Phase outdoor area is well equipped, carefully designed and makes a valuable contribution to the learning of the youngest pupils. The school buildings and designated play areas are safe and secure. There is sufficient classroom accommodation for the number of pupils currently on roll. Teachers make effective use of the available space to support pupils' learning. The school buildings and the large outside areas are well maintained. However, a few areas of concern relating to storage were brought to the school's attention.

The school has a good range of resources, including recently purchased ICT equipment, that support teaching and learning well. The colourful displays in communal areas, corridors and classrooms enhance the learning environment well.

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

Leadership: Good

The headteacher has a clear vision for school improvement that focuses securely on raising standards and ensuring the wellbeing of all pupils. She shares her vision successfully with teachers, support staff, parents and governors. Under her purposeful leadership, the staff work effectively as a team, promoting a caring, inclusive community with a shared sense of purpose.

All staff have clearly defined roles and they undertake their work conscientiously and competently. They manage their time particularly well. The headteacher prioritises actions to secure improvement well and plans their implementation in a timely manner. Regular staff meetings focus suitably on improvement planning and pupil achievements. There are effective systems in place for the performance management of all staff, and their performance targets link well to school improvement priorities.

Governors are supportive and they know the school and the community it serves very well. They recognise and celebrate the school's achievements and understand their role in setting the strategic direction of the school in order to secure further improvements. They are effective critical friends and have the skills and confidence to hold leaders to account for the standards pupils achieve and the quality of the school's provision.

Leaders pay due attention to national and local priorities. For example, they successfully promote the development of pupils' Welsh language skills. The school is making suitable progress in implementing the National Literacy and Numeracy Framework.

Improving quality: Good

The school has effective and robust systems for self-evaluation. Leaders gather information from a range of sources, including lesson observations, test results and teacher assessments. Teachers work in partnership with other local schools to scrutinise pupils' books and to add rigour to the process of self-evaluation. Leaders make good use of the information gathered to identify strengths in standards and provision, and to set priorities for improvement. Governors, pupils and parents

inform the process suitably and the school gives due consideration to their views when prioritising actions to secure improvement. For example, parents requested that the school establish a gardening club. This is now in the school development plan, led by the pupils' eco council.

A particularly strong feature of strategic planning is the link between self-evaluation, priorities for improvement, performance management targets for staff and training opportunities. The clear links ensure that all staff know the school's improvement priorities and their roles in implementing the development plan. The plan has a manageable number of priorities with realistic timescales. The school makes good use of a variety of funding sources to achieve its priorities, and specific success criteria enable leaders to measure the impact of actions on outcomes for pupils.

The school has met most of the recommendations from the previous inspection. However, the need to improve the presentation of pupils' work remains a priority.

Partnership working: Good

There are very positive partnerships with parents and the community, which have a beneficial impact on pupils' learning and wellbeing. Parents are extremely supportive of the school and their full engagement with the school has supported high levels of pupil attendance and a positive learning ethos among the pupils. The Friends of Ysgol Bodfari have recently purchased ICT equipment that provides pupils with a broader range of experiences in technology.

The school has a prominent place within the local community and leaders ensure that staff make effective use of local facilities and amenities. Pupils have designed the play equipment in the local park, and the school has provided a story-telling chair which pupils visit and use regularly, for example to listen to stories from local authors.

In response to local demand, the school has established after-school and holiday childcare provision. In addition, the newly established playgroup links closely with the school's nursery provision, which enhances the transition of the youngest pupils into the school. Effective links with local high schools support pupils to transfer easily to the next stage of their education.

Staff work closely and successfully with other local schools to share good practice and enhance learning, for example in moderating pupils' work. Leaders collaborate with other schools within the local authority, for instance to develop their use of new technologies in readiness for the digital competence framework.

Resource management: Good

The school manages its staff and resources well. Leaders deploy teachers effectively and make good use of their particular areas of expertise to enrich the learning experiences of pupils, for example exchanging classes to teach science and Welsh. The organisation has had a positive impact on pupil outcomes.

There are suitable arrangements for teachers' planning, preparation and assessment time. Staff have access to a good range of professional development opportunities

that link well with performance management targets and school improvement plans. Training opportunities contribute effectively to improving the quality of teaching and learning. Staff work well as a learning community with colleagues from other schools, for example sharing good practice in the teaching of mathematics. This has resulted in significant improvement in pupils' standards in mathematical reasoning throughout the school.

Leaders makes good use of the Pupil Deprivation Grant to support identified pupils. Governors manage the school budget well and keep a close eye on spending decisions. Financial projections indicate that a significant budget deficit is likely next year due to fluctuations in pupil numbers. Leaders have agreed an appropriate financial recovery plan to address the deficit and to enable the school to sustain recent improvements.

In view of the standards achieved by pupils and the overall quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6632070 - Ysgol Bodfari

Number of pupils on roll   41
Pupils eligible for free school meals (FSM) - 3 year average   19.2
FSM band   3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	4	10	8	6
Achieving the Foundation Phase indicator (FPI) (%)	100.0	60.0	87.5	83.3
Benchmark quartile	1	4	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	4	10	8	6
Achieving outcome 5+ (%)	100.0	60.0	100.0	83.3
Benchmark quartile	1	4	1	4
Achieving outcome 6+ (%)	0.0	40.0	12.5	33.3
Benchmark quartile	4	2	4	3
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	4	10	8	6
Achieving outcome 5+ (%)	100.0	90.0	87.5	100.0
Benchmark quartile	1	3	3	1
Achieving outcome 6+ (%)	0.0	40.0	0.0	33.3
Benchmark quartile	4	2	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	4	10	8	6
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	0.0	30.0	12.5	66.7
Benchmark quartile	4	4	4	2

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

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

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

6632070 - Ysgol Bodfari

Number of pupils on roll	41
Pupils eligible for free school meals (FSM) - 3 year average	19.2
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	3	6	3	6
Achieving the core subject indicator (CSI) (%)	33.3	83.3	66.7	83.3
Benchmark quartile	4	4	4	4
English				
Number of pupils in cohort	3	6	3	6
Achieving level 4+ (%)	66.7	83.3	66.7	83.3
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	0.0	66.7	33.3	50.0
Benchmark quartile	4	1	3	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	3	6	3	6
Achieving level 4+ (%)	33.3	83.3	66.7	83.3
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	0.0	50.0	33.3	33.3
Benchmark quartile	4	1	3	3
Science				
Number of pupils in cohort	3	6	3	6
Achieving level 4+ (%)	100.0	83.3	66.7	83.3
Benchmark quartile	1	4	4	4
Achieving level 5+ (%)	0.0	50.0	33.3	33.3
Benchmark quartile	4	2	3	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.

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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.	23		23 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	23		23 100%	0 0%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	23		23 100%	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	23		23 100%	0 0%		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.	20		20 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	21		21 100%	0 0%		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.	23		23 100%	0 0%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
I know what to do and who to ask if I find my work hard.	23		23 100%	0 0%		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.	23		21 91%	2 9%		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.	22		20 91%	2 9%		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.	21		18 86%	3 14%		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	23		22 96%	1 4%		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.	18	14 78%	4 22%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	17	14 82%	3 18%	0 0%	0 0%	0	Mae fy mhlentyn 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.	18	16 89%	2 11%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	18	11 61%	7 39%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	18	9 50%	9 50%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	18	12 67%	6 33%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	37%	2%	0%		
Staff expect my child to work hard and do his or her best.	18	12 67%	6 33%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	18	12 67%	5 28%	1 6%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	18	16 89%	2 11%	0 0%	0 0%	0	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.	18	12 67%	5 28%	1 6%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	18	16 89%	2 11%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	18	12 67%	5 28%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	18	12 67%	5 28%	1 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	18	15 83%	3 17%	0 0%	0 0%	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.	18	15 83%	3 17%	0 0%	0 0%	0	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.	18	11 61%	5 28%	1 6%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	18	10 56%	6 33%	0 0%	0 0%	2	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.	18	11 61%	7 39%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	17	14 82%	3 18%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Ms Fiona Arnison	Reporting Inspector
Mrs Rhian Jones	Team Inspector
Mr James Jones	Lay Inspector
Ms Tamasine Croston	Peer Inspector
Mrs Sue Dick (Headteacher)	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.