**Estyn**

A report on

**Golftyn C.P. School
York Road
Connah's Quay
Deeside
Flintshire
CH5 4XA**

**Date of inspection:  April 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.

**Publication date: 23/06/2016**

## Context

Golftyn Primary School is in Connah's Quay in Flintshire local authority. Most pupils live locally. Currently, the school has 440 pupils aged from three to eleven, including 48 in the nursery who attend on a part-time basis. There are 16 classes.

Around 17% of pupils are eligible for free school meals. This is below the national average (20%). The school has a very few pupils who are looked after by the local authority. The school identifies that around 13% of pupils have additional learning needs. Two pupils have a statement of educational needs.

English is the main home language of most pupils. Very few pupils come from an ethnic minority background. No pupils use Welsh as their first language. A few pupils receive support for English as an additional language. The school has not excluded any pupils within the last year.

The headteacher took up her post in September 2012. Estyn last inspected the school in October 2010.

The individual school budget per pupil for Golftyn C.P. School in 2015-2016 means that the budget is £2,910 per pupil. The maximum per pupil in the primary schools in Flintshire is £4,838 and the minimum is £2,809. Golftyn C.P. School is 65th out of the 67 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 current performance of the school is good because:

- Most pupils make strong progress over their time in school
- Many pupils achieve well particularly in mathematics
- Standards of pupils' wellbeing are high
- Pupils who take on additional responsibility help to improve outcomes for their peers
- In nearly all lessons, teachers provide enjoyable, challenging learning experiences for pupils
- The school provides beneficial opportunities to develop pupils' literacy and numeracy skills
- The curriculum is supported well by many visits, visitors to school and extra-curricular activities
- In most lessons, teachers move pupils' learning along at a good pace

**Prospects for improvement**

The school's prospects for improvement are good because:

- The headteacher provides strong and effective leadership
- Staff work together successfully and benefit from sharing their expertise and skills
- The governing body supports and challenges the school well
- Procedures for self-evaluation are well established and allow the school to identify clearly priorities for improvement
- Effective partnerships support pupils' learning and wellbeing effectively
- The school has been effective in improving outcomes for pupils

## Recommendations

R1  Improve attendance

R2  Improve the consistency and quality of feedback so that pupils are clear about how to improve their work

R3  Use data effectively to track the progress of groups of pupils over time

R4  Ensure that self-evaluation and improvement planning focus rigorously on pupils' outcomes

**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**

Many pupils enter the school with skills, especially in reading and writing, which are below those normally expected of pupils of a similar age.  By the time they leave the school, most pupils have made good progress in their learning and a few achieve highly, especially in mathematics.

Nearly all pupils' oral skills are good.  They talk widely about what they know and have learned.  Many speak confidently in a range of situations to adults or in front of their peers.  Most pupils listen well and follow instructions accurately.

Standards of reading across the school are high.  Many Year 2 pupils enjoy reading.  They read clearly.  They sound out unfamiliar words well using phonic strategies and make good use of picture clues to make sense of what they read.  By Year 6, most pupils have a good understanding of the types of stories and authors they like.  Many read with accuracy, fluency and expression.  They use clues from the text to explain what has happened so far in a story and to predict what might occur next.  Most can skim a text to gather information successfully.

Pupils' writing skills develop quickly so that, by the end of the Foundation Phase, most pupils write clearly in sentences using full stops and capital letters correctly.  Generally, they spell common words accurately and use their knowledge of letter names and sounds to make worthwhile attempts at more complex words.  Nearly all pupils write neatly and present their work well.

Older key stage 2 pupils write well for a range of purposes and audiences, such as when presenting arguments on the value of wearing cycling helmets.  They use a lively, interesting vocabulary and make good use of alliteration, similes and metaphors to engage the reader.  Many pupils use drafting procedures successfully to develop their written work.

In Year 2, pupils' work in mathematics is generally of a slightly higher standard than would normally be expected for pupils of a similar age and ability.  By the time they reach Year 6, many pupils, especially those who are more able, achieve highly.  They use their mathematical knowledge well, in particular, to solve word problems.  Nearly all pupils present their work neatly.  This helps them to analyse their work and choose the most effective mathematical operations to solve these problems.  Most pupils use their literacy and numeracy skills well in other subjects.

Most pupils show a very positive attitude towards learning Welsh.  They use it naturally in the classrooms as part of their daily routines.  Many pupils speak with a growing confidence as they progress through the school, using clear pronunciation.  Many pupils develop well as independent readers of Welsh and respond well in role play and dramatic activities.  By Year 6 many pupils develop their writing skills well.

In the Foundation Phase and at the expected level in key stage 2, boys and girls achieve similarly. At the higher level, girls generally perform better than boys in English and mathematics. Pupils eligible for free school meals largely perform less well than other pupils. However, in many areas the difference in outcomes between the two groups is reducing. Most pupils who receive extra help with their learning, or whose main language is other than English, make good progress. More able pupils achieve well.

Over the last four years, outcomes for pupils in the Foundation Phase at the expected outcome 5 have varied, moving the school between the upper 50% and top 25% when compared with similar schools. At the higher outcome 6, performance in literacy has placed the school consistently in the top 25%, with performance in mathematical development placing it generally in the upper 50%.

Outcomes for pupils in key stage 2 at the expected level 4 in English and science have consistently placed the school in the upper 50% when compared with similar schools for the previous four years. Results for mathematics show an upward trend, placing the school in the top 25% of similar schools for the last two years. At the higher level 5, results fluctuate in English and mathematics with no particular pattern. In science, the school is consistently in the top 25% of similar schools.

**Wellbeing: Good**

Nearly all pupils feel safe in school. They believe that the school teaches them to be healthy and there are frequent opportunities for them to exercise. Many pupils regularly attend school clubs where they participate in choir, chess and sports related activities such as football and street dance.

Nearly all pupils know whom to go to if they need advice and support. They feel that the school deals with rare instances of bullying well.

The behaviour of nearly all pupils both in and out of lessons is very good. They take part in classroom discussions with maturity and sustain their concentration whilst engaging in classroom activities. Nearly all pupils are good at taking turns and are willing to listen to other pupils' opinions. They take good account of the suggestions of their classmates. Pupils are extremely courteous to each other, staff and visitors.

Members of the school council are highly motivated and effective in providing a voice for all pupils at the school. They seek the views of pupils on a number of issues of importance, leading to them devising playground rules and the school motto, "Happy and respectful, we aim high". The motto reflects pupils' attitude to school well. Many pupils take on additional responsibility through being members of the eco-council, Criw Cymraeg, and literacy and numeracy squad, playground buddies and 'digital wizards'.

Pupils take an active part in the local community, for example through work projects involving local senior citizens and a nearby supermarket.

Nearly all pupils have a good understanding of the importance of attending school. However, attendance rates have fluctuated slightly over the last three years. When compared with similar schools, pupils' attendance has placed the school above the average for two out of the past three years. Most pupils are punctual.

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

**Learning experiences:  Good**

The school provides an extensive range of challenging and stimulating learning experiences, which enthuse pupils and meet all statutory requirements.  In their planning, staff ensure that pupils' skills in literacy, numeracy and information and communication technology (ICT) develop effectively as they move through the school.   Many pupils enjoy participating in the extensive range of extra-curricular and sporting clubs on offer.  These are of high quality and enhance pupils' wellbeing and their enjoyment of school life greatly.  The school makes good use of ability groups for mathematics to challenge pupils and raise standards.

Pupils acting as 'Digital Wizards' support the staff and other pupils to raise awareness of new technologies.  This helps staff to plan a wider range of ICT applications, which support curriculum delivery effectively.

Provision for outdoor learning in the Foundation Phase is a strong feature.  Well-organised timetabling allows all pupils to experience rich learning opportunities, leading to improved standards of literacy and numeracy.

Staff provide regular opportunities for pupils to hear the Welsh language and to speak Welsh regularly.  The school works successfully to promote Welsh traditions and culture and to establish a Welsh identity amongst the pupils.  Pupils have many worthwhile opportunities to learn about their Welsh heritage, such as appearing in the opening of the National Eisteddfod and visiting local sites of interest such as Ewloe and Conwy castles and the Greenfield Heritage Park.

There are a range of worthwhile opportunities to allow pupils to develop their understanding of global citizenship through learning about other countries and religions.  Pupils have good opportunities to learn about recycling, re-using and conservation in lessons.  The eco-committee is enthusiastic in promoting and practising energy conservation and recycling of paper.

**Teaching:  Good**

Teachers help pupils to make good progress through a range of effective strategies.  These include lessons that engage and challenge pupils of all abilities, questioning that extends pupils' thinking, learning activities that meet pupils' needs successfully and high expectations of what pupils can and should achieve.  Most lessons build well on pupils' previous learning.  Teachers and teaching assistants work together well to move pupils' learning forward purposefully.  Staff prepare and make use of many worthwhile resources to support pupils' understanding.

Teachers provide pupils with helpful feedback on what they have done well.  However, comments do not always give pupils a clear understanding of how they need to go about improving their work.  Pupils in both key stages have many valuable opportunities to assess their own and others' work.  For example, pupils in Year 2 assess their writing against success criteria, while pupils in Years 5 and 6 assess their own performance in their 'reflection journals'.  These are having a positive effect on helping pupils to improve their work.

Pupils have appropriate individual targets for improvement.  In many lessons teachers encourage pupils to take note of these in their work successfully.  Nearly all pupils know their targets.

The school keeps useful records on pupil progress.  Teachers make good use of the information to plan lessons that meet pupils' needs successfully.  They also use the information well to identify pupils in need of additional help with their learning and to place pupils in teaching groups in key stage 2 for mathematics.  Staff track individual pupil progress efficiently.  The tracking of the performance of groups of pupils is at an early stage of development.

Annual reports to parents keep them well informed about their child's progress.

**Care, support and guidance:  Good**

The school has a comprehensive range of procedures that contribute well to pupils' wellbeing and attainment.  It has appropriate arrangements to promote healthy eating and drinking.  The school's procedures to address attendance issues are not yet having enough impact.

The school provides many beneficial experiences for pupils to develop their spiritual, moral, social and cultural understanding well.  Visiting speakers and visits to, for example, local places of worship provide pupils with invaluable opportunities to broaden their understanding of different beliefs, values and cultures.  These play a significant role in developing pupils that are tolerant of others.

The school liaises well with a wide range of specialist services to support pupils who need extra help.  The school's family partnership co-ordinator works with pupils from families with complex needs.  She provides effective support and advice for parents on a range of important issues.  This helps to maintain good relationships between the school and families and this has contributed to improving the wellbeing and attendance of this group of pupils.

The school gives effective support to pupils with additional learning needs.  However, in a few instances, provision is made without a thorough enough understanding of pupils' needs, and therefore pupils' targets are not those that may have the most impact in raising outcomes.  The school consults regularly with parents over individual learning plans.

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

**Learning environment:  Good**

Golftyn is an inclusive learning community where all learners have equal access to all aspects of the school's provision.  It is a happy school, which has a welcoming and caring ethos.  The school offers a safe, secure and welcoming environment for all pupils, where they feel free from harassment.  This has been developed through a range of policies and practices, which give everyone a fair chance to extend and develop themselves regardless of their backgrounds.

The school is on a large site, with the buildings and grounds being well maintained. The accommodation and, in particular, the outdoor areas support pupils' learning well. There are attractive displays in the corridors and classrooms that concentrate mostly on pupils' creative work and enhance the learning environment well. Resources are of a good quality and meet pupils' needs well.

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

**Leadership:  Good**

The headteacher provides strong leadership.  She has a clear vision that she communicates effectively to staff, governors, pupils and parents.  This promotes a strong feeling of community and wellbeing throughout the school.

Roles and responsibilities are distributed effectively in line with the school's aims and objectives.  The senior management team and curriculum leaders understand their roles and responsibilities clearly and carry out their roles enthusiastically.  There are established structures and systems to support all staff appropriately in order to secure improvement.

Well-established communication links and regular meetings provide suitable opportunities for all staff to contribute to the strategic direction of the school.  There is a clear emphasis on improving outcomes through strong parental involvement and the development of a wide range of learning experiences for all pupils.

Governors have a sound understanding of the school's strengths and areas for development.  They visit the school frequently and their skills are matched appropriately to their different roles.  This enables the governing body to challenge effectively and to hold the school to account for the standards and quality it achieves.

The school works closely with other schools and the local authority to implement national and local priorities successfully, particularly in alleviating the effects of disadvantage and in improving numeracy and literacy attainment.

**Improving quality:  Good**

The school has robust arrangements for self-evaluation and planning for further improvement.  There is an established programme of monitoring and reviewing appropriate first hand evidence in order to raise standards.

The school self-evaluation procedures involve a wide range of stakeholders, including staff, governors, pupils and parents.  For example, the school responded positively to parental requests for information about the role of governors.  A governing body questionnaire resulted in changes to their organisation and training, allowing them to challenge the school's performance more effectively.

The senior management team observe lessons and scrutinise books on a regular basis.  However, there is a tendency to focus too much on provision rather than the standards that pupils achieve.

Staff and governors use end of key stage data efficiently to identify specific targets in order to raise standards. The findings from this self-evaluation process link effectively to the school development plan. However, when staff review the effectiveness of plans, they concentrate largely on end of year scores rather than analysing trends over time.

The school has been effective in improving pupil outcomes. Recent initiatives to raise standards in Welsh language, numeracy and ICT have proved successful.

**Partnership working:  Good**

The school has many partnerships that have a beneficial impact on pupils' learning and wellbeing. Partnerships with parents are strong. The Parent Council works effectively with the school to develop policies and procedures. The school keeps parents well informed about its work through newsletters, its website and a range of mobile phone applications. Parents take part in curriculum workshops, allowing them to help their children to learn.

Flint Music Service provides increasing numbers of pupils with tuition in a range of instruments, for example strings, clarinet, brass and guitar. This enriches the curriculum considerably and raises pupils' self-esteem. The partnership with Flintshire Festival of Youth Sport encouraged many pupils to participate more fully in sport and to gain level 1 cheerleading and cricket coaching qualifications.

Links with the community church and local residents help to improve community cohesion and develop the spiritual dimension of the curriculum. Funding from a local business has been used to support awards for attendance.

The school works well with a local pre-school setting via a school mentor, who visits the setting on a regular basis to collate and feed back information about pupils. This results in a better understanding about new pupils entering the school and helps nursery pupils to settle into school quickly.

Joint working within the local primary and secondary schools has resulted in effective moderation and standardisation of assessments at the end of key stage 2 and the production of detailed and high quality portfolios of work. They add appropriate rigour to the process of assessment and inform all partner schools successfully about the standards that pupils should achieve. Consistently good transition plans exist between the school and the high school, especially for more vulnerable pupils. These are very effective in preparing pupils for the next stage in their education. More able pupils from Year 6 attend half-termly Year 7 mathematics lessons at the local high school, which helps in raising their standards.

Partnerships with other schools are beginning to have a positive impact on teaching and learning. The school shares its own good practice with, and learns from, other schools. For example, staff in Golftyn have made beneficial changes to Foundation Phase practice through their visits to other schools.

**Resource management:  Good**

The headteacher and staff manage the school resources appropriately.  The school has a suitable range of qualified teachers and teaching assistants to deliver an interesting and stimulating curriculum for all pupils.

All staff access relevant training, which is linked closely to the school's priorities for improvement.  For example, staff training in ICT and Welsh has helped to raise standards.  Teachers engage in local networks of professional practice where they have suitable opportunities to share and observe good practice.  There is also an effective peer observation system in the school, where teachers and teaching assistants undertake appropriate observations of colleagues, helping to improve the quality of teaching.  Staff value these opportunities.

Governors and senior managers manage school finances carefully to improve provision.  Overall, the Pupil Deprivation Grant is used effectively to support pupils who are eligible for free school meals, including those of higher ability.  It works effectively with a group of local schools to pool funds to make best use of money available.  Consequently, the gap between the performance of pupils eligible for free school meals and that of other pupils is reducing.  The school has suitable plans to deal with its budget surplus.

In view of the outcomes for pupils and the quality of provision and leadership, the school gives good value for money.

# Appendix 1:  Commentary on performance data

**6642077 - Golftyn CP School**

Number of pupils on roll                                    446
Pupils eligible for free school meals (FSM) - 3 year average    17.3
FSM band                                                    3 (16%<FSM<=24%)

**Foundation Phase**

|  | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| **Number of pupils in Year 2 cohort** | 57 | 54 | 52 | 57 |
| | | | | |
| **Achieving the Foundation Phase indicator (FPI) (%)** | 87.7 | 94.4 | 94.2 | 93.0 |
| Benchmark quartile | 2 | 1 | 1 | 2 |
| | | | | |
| **Language, literacy and communication skills - English (LCE)** | | | | |
| Number of pupils in cohort | 57 | 54 | 52 | 57 |
| | | | | |
| Achieving outcome 5+ (%) | 89.5 | 96.3 | 94.2 | 94.7 |
| Benchmark quartile | 2 | 1 | 1 | 2 |
| | | | | |
| Achieving outcome 6+ (%) | 42.1 | 48.1 | 48.1 | 47.4 |
| Benchmark quartile | 1 | 1 | 1 | 1 |
| | | | | |
| **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 | 57 | 54 | 52 | 57 |
| | | | | |
| Achieving outcome 5+ (%) | 87.7 | 98.1 | 94.2 | 96.5 |
| Benchmark quartile | 3 | 1 | 2 | 1 |
| | | | | |
| Achieving outcome 6+ (%) | 28.1 | 40.7 | 28.8 | 38.6 |
| Benchmark quartile | 2 | 1 | 3 | 2 |
| | | | | |
| **Personal and social development, wellbeing and cultural diversity (PSD)** | | | | |
| Number of pupils in cohort | 57 | 54 | 52 | 57 |
| | | | | |
| Achieving outcome 5+ (%) | 100.0 | 98.1 | 100.0 | 98.2 |
| Benchmark quartile | 1 | 2 | 1 | 2 |
| | | | | |
| Achieving outcome 6+ (%) | 29.8 | 57.4 | 61.5 | 57.9 |
| Benchmark quartile | 3 | 1 | 2 | 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.

**6642077 - Golftyn CP School**

| | |
|---|---|
| Number of pupils on roll | 446 |
| Pupils eligible for free school meals (FSM) - 3 year average | 17.3 |
| FSM band | 3 (16%<FSM<=24%) |

**Key stage 2**

| | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| **Number of pupils in Year 6 cohort** | 56 | 56 | 47 | 57 |
| | | | | |
| **Achieving the core subject indicator (CSI) (%)** | 82.1 | 89.3 | 93.6 | 93.0 |
| Benchmark quartile | 3 | 2 | 2 | 2 |
| | | | | |
| **English** | | | | |
| Number of pupils in cohort | 56 | 56 | 47 | 57 |
| | | | | |
| Achieving level 4+ (%) | 82.1 | 92.9 | 93.6 | 93.0 |
| Benchmark quartile | 3 | 2 | 2 | 2 |
| | | | | |
| Achieving level 5+ (%) | 30.4 | 26.8 | 44.7 | 36.8 |
| Benchmark quartile | 3 | 3 | 1 | 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 | 56 | 56 | 47 | 57 |
| | | | | |
| Achieving level 4+ (%) | 91.1 | 92.9 | 95.7 | 98.2 |
| Benchmark quartile | 2 | 2 | 1 | 1 |
| | | | | |
| Achieving level 5+ (%) | 30.4 | 51.8 | 38.3 | 33.3 |
| Benchmark quartile | 2 | 1 | 2 | 3 |
| | | | | |
| **Science** | | | | |
| Number of pupils in cohort | 56 | 56 | 47 | 57 |
| | | | | |
| Achieving level 4+ (%) | 91.1 | 96.4 | 95.7 | 98.2 |
| Benchmark quartile | 3 | 2 | 2 | 2 |
| | | | | |
| Achieving level 5+ (%) | 41.1 | 50.0 | 48.9 | 50.9 |
| Benchmark quartile | 1 | 1 | 1 | 1 |

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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

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

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

# Appendix 2

## Stakeholder satisfaction report

## Responses to learner questionnaires

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

| | Number of responses Nifer o ymatebion | | Agree Cytuno | Disagree Anghytuno | | |
|---|---|---|---|---|---|---|
| I feel safe in my school. | 106 | | 106 | 0 | | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 100% | 0% | | |
| | | | 98% | 2% | | |
| The school deals well with any bullying. | 106 | | 104 | 2 | | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 98% | 2% | | |
| | | | 92% | 8% | | |
| I know who to talk to if I am worried or upset. | 106 | | 105 | 1 | | Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n   poeni neu'n gofidio. |
| | | | 99% | 1% | | |
| | | | 97% | 3% | | |
| The school teaches me how to keep healthy | 106 | | 106 | 0 | | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | | 100% | 0% | | |
| | | | 97% | 3% | | |
| There are lots of chances at school for me to get regular exercise. | 106 | | 104 | 2 | | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 98% | 2% | | |
| | | | 96% | 4% | | |
| I am doing well at school | 106 | | 106 | 0 | | Rwy'n gwneud yn dda yn yr ysgol. |
| | | | 100% | 0% | | |
| | | | 96% | 4% | | |
| The teachers and other adults in the school help me to learn and make progress. | 106 | | 106 | 0 | | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd. |
| | | | 100% | 0% | | |
| | | | 99% | 1% | | |
| I know what to do and who to ask if I find my work hard. | 106 | | 105 | 1 | | Rwy'n gwybod beth I'w wneud a gyda phwy i siarad  os ydw I'n gweld fy ngwaith yn anodd. |
| | | | 99% | 1% | | |
| | | | 98% | 2% | | |
| My homework helps me to understand and improve my work in school. | 106 | | 99 | 7 | | Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol. |
| | | | 93% | 7% | | |
| | | | 91% | 9% | | |
| I have enough books, equipment, and computers to do my work. | 106 | | 102 | 4 | | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith. |
| | | | 96% | 4% | | |
| | | | 95% | 5% | | |
| Other children behave well and I can get my work done. | 106 | | 91 | 15 | | Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith. |
| | | | 86% | 14% | | |
| | | | 77% | 23% | | |
| Nearly all children behave well at playtime and lunch time | 106 | | 102 | 4 | | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio. |
| | | | 96% | 4% | | |
| | | | 84% | 16% | | |

# Responses to parent questionnaires

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

| | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod | |
|---|---|---|---|---|---|---|---|
| Overall I am satisfied with the school. | 131 | 81<br>62% | 46<br>35% | 4<br>3% | 0<br>0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 131 | 102<br>78% | 28<br>21% | 1<br>1% | 0<br>0% | 0 | Mae fy mhlentyn 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. | 131 | 96<br>73% | 33<br>25% | 1<br>1% | 1<br>1% | 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. | 130 | 78<br>60% | 52<br>40% | 0<br>0% | 0<br>0% | 1 | Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 62% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 128 | 45<br>35% | 77<br>60% | 6<br>5% | 0<br>0% | 3 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 48% | 47% | 4% | 1% | | |
| Teaching is good. | 130 | 78<br>60% | 50<br>38% | 2<br>2% | 0<br>0% | 1 | Mae'r addysgu yn dda. |
| | | 62% | 36% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 130 | 85<br>65% | 44<br>34% | 0<br>0% | 1<br>1% | 0 | Mae'r staff yn disgwyl i fy mhlentyn 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. | 124 | 62<br>50% | 57<br>46% | 4<br>3% | 1<br>1% | 6 | 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. |
| | | 50% | 42% | 6% | 2% | | |
| Staff treat all children fairly and with respect. | 126 | 69<br>55% | 51<br>40% | 4<br>3% | 2<br>2% | 5 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 60% | 34% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 128 | 77<br>60% | 46<br>36% | 5<br>4% | 0<br>0% | 3 | Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 60% | 37% | 2% | 0% | | |
| My child is safe at school. | 130 | 80<br>62% | 48<br>37% | 2<br>2% | 0<br>0% | 0 | Mae fy mhlentyn yn ddiogel yn yr ysgol. |
| | | 67% | 31% | 2% | 1% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 111 | 56<br>50% | 49<br>44% | 6<br>5% | 0<br>0% | 19 | Mae fy mhlentyn 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. | 131 | 52<br>40% | 65<br>50% | 11<br>8% | 3<br>2% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 50% | 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. | 129 | 90 70% | 34 26% | 5 4% | 0 0% | 2 | 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. | 120 | 57 48% | 55 46% | 7 6% | 1 1% | 11 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 49% | 42% | 8% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 127 | 72 57% | 54 43% | 1 1% | 0 0% | 3 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 58% | 39% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 105 | 43 41% | 57 54% | 5 5% | 0 0% | 23 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 53% | 41% | 5% | 1% | | |
| There is a good range of activities including trips or visits. | 129 | 60 47% | 61 47% | 7 5% | 1 1% | 2 | Mae amrywiaeth dda o weithgareddau, gan   gynnwys teithiau neu ymweliadau. |
| | | 55% | 39% | 6% | 1% | | |
| The school is well run. | 129 | 73 57% | 49 38% | 6 5% | 1 1% | 2 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 62% | 33% | 3% | 2% | | |

# Appendix 3

## The inspection team

| | |
|---|---|
| Richard Hawkley | Reporting Inspector |
| Elizabeth Ann Dackevych | Team Inspector |
| Peter Duncan Haworth | Lay Inspector |
| Huw Davies | Peer Inspector |
| Jeffrey John Beecher | Peer Inspector |
| Nicola Cooper (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.