A report on

Ysgol Emmanuel
Victoria Road
Rhyl
Sir Ddinbych
LL18 2EG

Date of inspection: January 2015

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: 31/03/2015

Context

Ysgol Emmanuel is on the outskirts of the coastal town of Rhyl. The catchment area is socially and economically deprived, with high levels of unemployment and considerable seasonal employment. This affects the numbers of pupils entering and leaving the school over an academic year. Between September 2013 and July 2014 44 pupils joined Ysgol Emmanuel and 40 pupils left the school. The area is designated as one of the most deprived in Wales and in Europe. The school has 470 pupils, including 58 pupils who attend the nursery on a part-time basis. There are 16 single-age classes and a resource provision for pupils with moderate learning difficulties. An independently run playgroup is also on site.

Around 48% of pupils are eligible for free school meals, which is significantly above the local and national averages. The school identifies 40% of pupils as having additional learning needs, which is also significantly above the national average. Very few pupils have statements of special education needs. No pupils speak Welsh as their first language at home. A very few pupils are looked after by the local authority and very few speak English as an additional language.

The headteacher took up his post in September 2002. The school's last inspection was in October 2010.

The individual school budget per pupil for Ysgol Emmanuel in 2014-2015 means that the budget is £3,737 per pupil.   The maximum per pupil in the primary schools in Denbighshire is £9,103 and the minimum is £2,902.   Ysgol Emmanuel is 32nd out of the 47 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	Excellent

Current performance

The school's current performance is good because:

- Most pupils make good progress from their differing starting points on entry and achieve good standards
- Pupils' oracy and reading skills are consistently of a good standard throughout the school
- Most pupils across the school make good progress with their spoken Welsh
- Attendance compares well with that of similar schools and punctuality is good
- The school provides a wide range of interesting indoor and outdoor learning experiences, which contribute effectively to raising pupil outcomes and their high levels of wellbeing
- Teachers engage and motivate pupils successfully using a wide range of teaching and learning approaches
- The school identifies vulnerable pupils and those with additional needs well and provides extensive high quality support to engage and motivate them to achieve to the best of their ability
- The school provides an extremely caring and welcoming environment, which is beneficial in supporting the differing learning needs of all pupils

Prospects for improvement

The school's prospects for improvement are excellent because:

- Senior leaders provide clear strategic direction and successfully share this vision with staff, governors and the wider community
- Governors are supportive and have a sound knowledge of the school's strengths and areas for development
- The school deploys teaching and support staff very effectively to meet the needs of pupils and to make the best use of staff expertise
- A strong culture of improvement permeates the school, with procedures that place improving outcomes, wellbeing and provision for all pupils at the centre
- The school works highly effectively with the local cluster and its wider family of schools to share valuable training on the National Literacy and Numeracy Framework
- All staff participate enthusiastically in decision-making in order to take the school forward and have high expectations of themselves and others
- The school has well-established and very effective partnerships that have a significant impact upon pupils' attainment and wellbeing
- The highly beneficial partnership with parents is sector leading and creates a community environment in which understanding, trust and respect flourish

- The school successfully raises pupils' expectations about what they can achieve in school and in life, resulting in high levels of participation in learning, pride in the school and solid foundations for lifelong learning

Recommendations

R1 Improve pupils' ability to write at length for different purposes and audiences

R2 Provide meaningful opportunities for key stage 2 pupils to apply their numeracy and problem solving skills across the curriculum

R3 Ensure that teachers use marking more consistently to follow up on common errors in pupils' work and to help pupils to know how to improve

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

The school's baseline assessment indicates that, on entry to school, many pupils have knowledge, understanding and skills below the level expected for their age. Many pupils who receive support to improve their literacy and numeracy skills make suitable progress in intervention groups. Many pupils who have support for additional learning needs make good progress in relation to their individual targets and starting points. Nearly all pupils in the resource provision make good progress, particularly in developing their communication skills, both in the resource base and when working in mainstream class lessons. They achieve well in line with their abilities.

Throughout the school, many pupils listen well to one another and to adults and sustain their concentration for appropriate lengths of time. In the Foundation Phase, most pupils talk enthusiastically about their work and answer questions readily, using appropriate vocabulary. Many older pupils, in key stage 2, express their opinions confidently and articulately, for example when sharing their findings from their history work where they act as archaeologists.

Many pupils across the school have a positive attitude towards reading and discuss their favourite authors with enthusiasm. Most pupils in the Foundation Phase read with growing fluency and with a sound awareness of simple punctuation. In key stage 2, many pupils discuss their books with appropriate detail and can scan ahead for information well. A few pupils who are more able empathise with characters in the books they read and they apply their skills effectively to interpret the text beyond its literal meaning. This supports their extended writing effectively, as seen in their work on 'The Boy in the Striped Pyjamas'.

The presentation of written work throughout the school is generally neat, legible and of suitable quality. Most pupils in the Foundation Phase produce short pieces of writing using their knowledge of phonics to help them to spell commonly used words correctly. They are beginning to use capital letters and full stops accurately. By the end of key stage 2, many pupils achieve good standards in their writing, for example when writing a newspaper report as part of their Victorian topic. A majority of older key stage 2 pupils are starting to draft and redraft their work and to use paragraphs appropriately. However, pupils across the school do not always write at length across a range of subjects.

In the Foundation Phase, many pupils apply their numeracy skills successfully in mathematical development lessons and across other areas of the curriculum. Younger pupils have a good understanding of the language of mathematics and use this confidently when talking about shape and measures within their play. For example, a majority of pupils could identify heavy and light on the scales. Most pupils in Year 2 are developing good mathematical skills. Most count confidently in twos, fives and tens and demonstrate good mental skills to add and subtract numbers within ten. Pupils who are more able compare, order and subtract two digit numbers correctly, and understand the concept of half and a quarter.

In key stage 2, many pupils make sound progress in mathematics lessons. Older pupils read, write and order larger numbers, including those with decimal places, accurately. Many can work out simple fractions and percentages, but are not always confident to explain their reasoning. They have appropriate data handling skills and can record data on a bar chart and line graph accurately. However, pupils' ability to solve problems and to apply their numeracy skills in other curriculum subjects is underdeveloped.

Most pupils across the school make good progress with their spoken Welsh. Most are able to use Welsh confidently as part of the school routine. Most Foundation Phase pupils ask and respond to simple questions independently following basic patterns about common themes, and many key stage 2 pupils extend their answers appropriately. Many pupils across the school have reading and writing skills of a suitable standard and use Welsh in lessons and around the school consistently.

Performance in the Foundation Phase over the last three years, at the expected outcome 5, places the school consistently in the top 25% for literacy and mathematical development, when compared to similar schools. At the higher than expected outcome 6 over the same period, performance in literacy has fluctuated, moving the school between the top 25% and the lower 50%, and performance in mathematical development has moved it between the lower 50% and the bottom 25% of similar schools.

In key stage 2, over the last four years, in English and mathematics, the school has generally performed in the top 25% when compared to similar schools. In science at the expected level 4, performance has risen, moving the school from the lower 50% to the top 25%, when compared to similar schools. At the higher than expected level 5, performance in all three subjects has shown an upward trend, moving the school from the lower 50% to the top 25% of similar schools.

In the Foundation Phase, the gap between the performance of pupils who are eligible for free school meals and their peers has reduced over the last two years and there is no notable difference in performance at the expected and higher than expected outcomes. In key stage 2, over the last four years at the expected level 4, pupils eligible for free school meals have performed less well than their peers in English, but there is no notable difference in mathematics and science. However, at the higher than expected level 5, pupils who are eligible free school meals perform significantly less well than their peers in all three subjects.

Wellbeing: Good

Nearly all pupils understand the importance of a healthy lifestyle, including the need for regular exercise. Pupils feel safe and know how to seek help in school with any problems. Many pupils take part in school clubs and teams during lunch times and at the end of the day, which contributes significantly to improving their confidence and wellbeing. Behaviour during lessons and at play times is good. Many pupils are courteous, respect the opinions of others, take turns, and co-operate well. Many pupils contribute effectively to their learning, for example during 'the living planning' process, which allows them to share their preferences about what they would like to find out more about. This approach develops a positive attitude to and engagement in their learning.

Members of the school council are developing their role in representing the views and opinions of their peers. They make worthwhile contributions to the self-evaluation process by completing learning walks, questionnaires and surveys about their views on the strengths and areas for improvement in the school. Many pupils take on a variety of extra responsibilities. They complete their duties with self-assurance and take pride in these responsibilities.

The school's attendance rates have consistently placed the school in the top 25%, over the last three years, when compared to similar schools. The attendance rate for the last academic year shows a slight dip and stands at 92.5%. The number of pupils who fail persistently to attend school has fallen sharply since 2010. Most pupils are punctual and are keen to attend regularly as they enjoy all aspects of school life.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of engaging indoor and outdoor learning experiences, which meet statutory requirements and successfully build upon prior learning. These contribute effectively to raising pupil outcomes and providing high levels of wellbeing. The wide range of interesting extra-curricular activities and visits enhance and enrich pupils' learning experiences very successfully. Residential visits to Glanllyn develop pupils' social skills effectively and numerous sports clubs and teams successfully support their positive attitudes to healthy living and exercise.

Foundation Phase planning effectively ensures continuity and progression in pupils' learning. There are numerous opportunities for pupils to apply their literacy and numeracy skills within their topic work across areas of learning. Key stage 2 planning for literacy and information and communication technology (ICT) skills builds comprehensively on pupils' previous knowledge and understanding. The school uses the literacy and numeracy framework well to inform planning. However, provision in key stage 2 does not provide sufficient opportunities for pupils to apply their numeracy skills across the curriculum.

Provision for the Welsh dimension and the promotion of pupils' understanding and appreciation of the culture and heritage of Wales are good. Most staff promote the Welsh language well and pupils benefit from links to a contrasting locality within Wales.

The school develops pupils' understanding of sustainability well. The eco team members take responsibility for re-cycling paper and food waste. They recently led a successful school initiative to conserve water. All classes have worthwhile links to countries in Europe and the wider world. These highly beneficial international links support pupils well to develop their understanding of the lives of people in different countries.

Teaching: Good

In most lessons across the school, teachers engage and motivate pupils successfully using a wide range of teaching and learning approaches. They use a variety of resources, including ICT and the outdoor environment, to enhance pupils' learning

experiences very effectively. Many teachers have a clear understanding of what they want pupils to achieve and they ensure that pupils are aware of the learning objectives at the start of lessons. Teaching assistants work closely with the teacher and make valuable contributions to pupils' learning. All staff have good working relationships with pupils that foster positive attitudes to learning well.

In many classes, the effective use of open-ended questioning encourages pupils to use thinking and problem-solving skills, enabling them to express their opinions, share their ideas and work co-operatively. In the upper Foundation Phase, teachers encourage pupils to reflect well on their learning, as evidenced by their diary writing about the Fire of London. In the very few lessons where teaching is less effective, lessons lack pace and tasks do not match the needs of pupils well enough.

Teachers mark pupils' work regularly and offer supportive comments. However, written comments do not always identify clearly enough what pupils need to do to improve the quality of their work, including the correction of commonly repeated mistakes.

Most teachers use a good range of assessment for learning strategies appropriately. Younger pupils use thumbs up or down signs to signal how well they understand the tasks and older pupils evaluate their work against given success criteria well. Many teachers provide good opportunities for pupils to assess their own and other pupils' work, often using tablet computers.

Teachers assess pupils' work regularly and make suitable use of standardised tests and their own assessments to track pupil progress. Parents and carers receive good information about their child's progress and attainment through regular parents' meetings and informative annual reports.

Care, support and guidance: Good

The school is a happy, supportive and inclusive community, where the wellbeing of pupils has a high priority. Nearly all staff have clear expectations of pupils' behaviour and provide opportunities for them to resolve conflict independently in a calm and supportive manner.

There are appropriate arrangements for promoting healthy eating and drinking. Staff provide well for pupils' spiritual, moral, social and cultural development through daily acts of collective worship and an interesting range of curriculum activities. There are very good opportunities for pupils to reflect on their own beliefs, personal qualities and skills.

The school identifies pupils with additional needs at an early stage and provides extensive high quality support for vulnerable pupils with wide ranging needs. This is strength of the school.

There are strong links with a wide range of specialist services, which support the school effectively in meeting the varied and often challenging needs of individual pupils. Many teaching assistants work closely with lead staff to deliver a range of comprehensive and specialised intervention programmes. This provision of early and high quality nurture intervention leads to improvements in attendance, behaviour, achievement and self-esteem.

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

Learning environment: Excellent

The school provides an extremely caring and welcoming environment, which is beneficial in supporting the differing learning needs of all pupils. All members of staff work closely together to celebrate pupils' talents and differences and to raise their expectations about they can achieve in school and in life. This means that pupils feel valued and have high levels of wellbeing. As a result, they develop their individual talents well in a nurturing atmosphere. The school treats all pupils equally, fairly and with respect. Pupils have access to all aspects of the curriculum and to the extensive range of engaging extra-curricular activities.

The school site is safe and secure and all staff makes very good use of the available space, both indoors and outdoors. The school has many specialist areas and dedicated rooms, such as the technology suite, library, forest school, garden area, learning plaza and designated nurture rooms. Pupils benefit greatly from using these areas. The extensive covered areas and active learning zones support the good standards of behaviour seen at lunch times and improve pupils' social skills. The school uses the outdoors and ICT very effectively to engage reluctant boy writers and to motivate vulnerable pupils who have low self- esteem, irregular attendance and poor attitudes to learning. Its success is evident in the improved levels of attendance, increased application of writing skills across the curriculum and the high standards of behaviour and enthusiasm for learning from most pupils. The school shares these ideas with other local schools very successfully and acts an example of good practice for the local authority.

There is a wide range of good quality resources to support all aspects of teaching and learning. In particular, the regular use of computer tablets and interactive displays, that include recordings of pupils' thoughts, develop pupils' oracy skills well. For example, pupils video and discuss sequences maturely in physical education lessons to improve their performance and technique. Interesting displays throughout the school celebrate pupils' achievements and provide a good focus for learning in a stimulating environment.

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

Leadership: Good

The senior leadership team lead the school very effectively and provide clear strategic direction based on a sound understanding of the strengths of the school and its priorities for development. They successfully share this vision with staff, governors, parents and pupils and there are clear lines of accountability. Over the last few years, the headteacher, with the support of the governing body and the highly effective deputy headteacher, has continued to improve provision, enhance pupils' wellbeing and raise pupil outcomes. There is a high level of openness, trust and respect between senior leaders, teachers, support staff and governors, with a good balance of challenge and support in place. All staff have a clear understanding of their roles and responsibilities and undertake these diligently.

Meetings focus well on school improvement priorities and raising standards, whilst placing the wellbeing and self-esteem of pupils at the core. All staff participate enthusiastically in decision-making in order to take the school forward and have high expectations of themselves and others.

Leaders take good account of local and national priorities and this has resulted in improvements in pupils' attendance, the promotion of healthy eating and drinking, and the use of digital technology to support pupils' literacy and numeracy skills. The school has made worthwhile progress in addressing the link between underachievement and deprivation. This benefits pupils' wellbeing and helps to raise standards in oracy, reading and writing skills, for example through the forest school initiative.

Governors are supportive and have a sound knowledge of the school's strengths and areas for development. Many attend training sessions and visit the school regularly for events and monitoring purposes. They are involved closely with the school's self-evaluation process and are developing their role as a 'critical friend' well.

Improving quality: Excellent

A culture of improvement permeates the school, with procedures that place improving outcomes, wellbeing and provision for all pupils at the centre. The school clearly prioritises actions and links these closely to the findings from the self-evaluation report. An outstanding feature is the way the school uses the self-review process to create the best possible conditions for each individual pupil to develop and flourish academically, socially and emotionally.

The self-evaluation process fully involves staff, governors, parents, pupils and the local community and focuses clearly on evidence gathered from monitoring lessons, scrutinising pupils' work, listening to learners and parents, and analysing data at whole school, cohort and individual level. Joint staff and governor training ensures consistency in the way that self-evaluation is undertaken and how this leads to judgements. A wide range of monitoring activities gives the school an accurate picture of its strengths and areas for development.

The school has highly effective arrangements for collecting the opinions of pupils and parents through questionnaires and via a feedback section on the school website. The school pays very close attention to their comments and includes them successfully in the self-evaluation process. Following suggestions from pupils about using digital technology as a learning tool, older key stage 2 pupils act as digital leaders to support their peers in improving their ICT skills. The recent development of a learning platform enables the school to share learning resources and pupils' work with other schools across Wales. This results in improved reading skills and application of literacy skills across the curriculum.

A close learning community enables staff to share ideas, knowledge and expertise and is pivotal in moving the school forward. This brings about improvement, for example in raising standards in ICT and in developing the Welsh oracy and reading skills of staff and pupils. Staff learn from others outside the school through cluster meetings and initiatives. Members of staff with lead responsibilities for curriculum

areas or nurture support programmes work very closely with colleagues to implement development plans. This ensures a high level of consistency in teaching and learning strategies, assessment and care, support and guidance.

Self-evaluation on all aspects of school life links closely to school development planning and the identification of priorities for improvement. The plan contains clear and measurable success criteria, realistic timescales and costings. For example, the school carefully evaluates the progress pupils make on intervention programmes and, when necessary, adapts tasks to best suit the needs of these pupils. This enables them to make very good progress.

Partnership working: Excellent

The school has well-established and highly effective partnerships that have a significant impact upon pupils' attainment and wellbeing. Many aspects of the school's partnership work is sector leading. Leaders work extremely effectively with the on-site pre-school provision. Teachers from the nursery and a designated teaching assistant provide extensive support through home visits and workshops. This early support continues seamlessly as pupils transfer to the school's nursery, resulting in significant improvements to pupils' behaviour, attendance and achievement.

There are numerous innovative partnerships with parents. The school provides high quality pastoral support for vulnerable families through effective nurture support programmes. It also promotes the development of pupils' basic literacy, numeracy and social skills well through family learning workshops. The school values the contributions of parents highly and provides a forum for them to express their views and opinions about school improvement, pastoral policies and deciding on fund raising events. This creates a community environment in which understanding, trust and respect flourish.

The school has very good links with Communities First through a highly effective joint programme to give all parents the chance to find out more about higher education opportunities. This raises aspirations for lifelong learning successfully for both pupils and parents.

Older pupils benefit from very good links with the local comprehensive school, which supports their smooth transition. English, mathematics and science teachers from the high school work regularly with small groups of more able and talented pupils in Year 6. This is highly beneficial in raising pupil outcomes at the higher than expected levels.

The school works closely with the local cluster and family of schools to share valuable training for the literacy and numeracy framework. Together, they moderate standards of English work accurately in the Foundation Phase and key stage 2. This contributes well to improving pupils' outcomes and to furthering teachers' professional development.

There are strong links with local businesses. For example, a visit to a local supermarket further develops pupils' knowledge and understanding of Fairtrade well.

The partnership with the local authority's education services is particularly strong and the school takes part in a wide range of initiatives, including providing support for other schools, speaking at conferences and welcoming other teachers to the school to share good practice.

Resource management: Good

The school deploys teaching and support staff effectively to meet the needs of pupils and to make the best use of staff expertise, for example in teaching Welsh and delivering nurture provision. There are appropriate arrangements for teachers' planning, preparation and assessment time and senior managers receive appropriate additional non-contact time for leadership duties.

Performance management processes for all staff are effective in identifying training needs and link closely to areas for development in the school improvement plan. This helps to bring about improvements in teaching and raising outcomes for learners. The school has good links with other local schools and its wider family of schools across Wales. It shares expertise well, for example through the creation of a levelled portfolio of writing in English. This creates a shared understanding and consistency of approach to levelling pupils' work, which supports teachers' understanding well.

Leaders make suitable decisions on expenditure linked to the school's priorities and monitor these carefully. Leaders make effective use of the pupil deprivation grant to improve provision, wellbeing and outcomes for targeted pupils. This successfully narrows the gap in performance between pupils eligible for free school meals and their peers by the time they leave the school.

In view of the good progress pupils make from low starting points and the good outcomes they achieve, the interesting learning opportunities and the strengths within leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6632060 - Ysgol Emmanuel

Number of pupils on roll	470
Pupils eligible for free school meals (FSM) - 3 year average	49.1
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	62	55	60
Achieving the Foundation Phase indicator (FPI) (%)	87.1	87.3	86.7
Benchmark quartile	1	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	62	55	60
Achieving outcome 5+ (%)	88.7	87.3	88.3
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	29.0	18.2	18.3
Benchmark quartile	1	3	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	62	55	60
Achieving outcome 5+ (%)	98.4	100.0	96.7
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	14.5	16.4	10.0
Benchmark quartile	3	3	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	62	55	60
Achieving outcome 5+ (%)	91.9	90.9	96.7
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	43.5	50.9	13.3
Benchmark quartile	1	1	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.

6632060 - Ysgol Emmanuel

Number of pupils on roll	470
Pupils eligible for free school meals (FSM) - 3 year average	49.1
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	56	56	48	56
Achieving the core subject indicator (CSI) (%)	82.1	82.1	87.5	87.5
Benchmark quartile	1	1	1	1
English				
Number of pupils in cohort	56	56	48	56
Achieving level 4+ (%)	83.9	85.7	93.8	87.5
Benchmark quartile	1	1	1	2
Achieving level 5+ (%)	16.1	30.4	35.4	37.5
Benchmark quartile	3	1	1	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	56	56	48	56
Achieving level 4+ (%)	87.5	87.5	93.8	94.6
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	23.2	25.0	39.6	37.5
Benchmark quartile	2	2	1	1
Science				
Number of pupils in cohort	56	56	48	56
Achieving level 4+ (%)	98.2	96.4	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	14.3	35.7	37.5	66.1
Benchmark quartile	3	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.

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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

Primary questionnaire (overall)

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	121		121	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	121		120	1		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			99%	1%		
			92%	8%		
I know who to talk to if I am worried or upset.	121		121	0		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			100%	0%		
			97%	3%		
The school teaches me how to keep healthy	121		121	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.	121		121	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	121		119	2		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	121		121	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.	121		121	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	121		116	5		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			96%	4%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	121		121	0		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	120		113	7		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			94%	6%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	121		119	2		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			98%	2%		
			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.	128	90 / 70%	36 / 28%	0 / 0%	2 / 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	130	107 / 82%	21 / 16%	1 / 1%	1 / 1%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	130	108 / 83%	20 / 15%	1 / 1%	1 / 1%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	130	104 / 80%	23 / 18%	2 / 2%	1 / 1%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	129	82 / 64%	41 / 32%	4 / 3%	1 / 1%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	129	99 / 77%	28 / 22%	1 / 1%	1 / 1%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	130	98 / 75%	30 / 23%	1 / 1%	1 / 1%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	125	64 / 51%	40 / 32%	5 / 4%	1 / 1%	15	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	129	94 / 73%	32 / 25%	0 / 0%	2 / 2%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	130	91 / 70%	34 / 26%	0 / 0%	1 / 1%	4	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	130	108 / 83%	19 / 15%	0 / 0%	2 / 2%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	128	94 / 73%	26 / 20%	0 / 0%	2 / 2%	6	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	130	91 / 70%	35 / 27%	2 / 2%	1 / 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	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	102 / 79%	25 / 19%	0 / 0%	1 / 1%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	130	84 / 65%	30 / 23%	5 / 4%	0 / 0%	11	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	127	93 / 73%	27 / 21%	2 / 2%	0 / 0%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	121	72 / 60%	29 / 24%	1 / 1%	2 / 2%	17	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	128	91 / 71%	28 / 22%	3 / 2%	2 / 2%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	129	99 / 77%	29 / 22%	0 / 0%	1 / 1%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Susan Davies	Reporting Inspector
Sioned Hywel Thomas	Team Inspector
Peter Duncan Haworth	Lay Inspector
Heulwen Burke	Peer Inspector
Pamela Jane Parry	Peer Inspector
Alison Matthias	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- 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.