A report on

**Park Community Primary School
School Road
Llay
Wrexham
LL12 0TR**

Date of inspection: October 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: 15/12/2015

Context

Park Community Primary School is in the village of Llay in the Wrexham local authority. The school moved to its current location in 2012.

The school caters for pupils between the ages of three and eleven. Currently, there are 351 pupils on roll, including 40 who attend the nursery part-time. There are 12 mainstream classes, six of which have a mixed age range. The school has a specialist resource class for pupils with moderate learning difficulties. The resource class caters for up to 12 key stage 2 pupils from a wider catchment area than the mainstream school.

The three-year average for the proportion of pupils eligible for free school meals is around 25%. This is slightly above the average for Wales of 20%. The school identifies about 19% of pupils as having additional learning needs, which is below the Wales average. A few pupils have statements of special educational needs. Nearly all pupils are of white British ethnicity and a few pupils speak English as an additional language. No pupils speak Welsh as a first language.

The last inspection of the school was in June 2009. The headteacher took up her post in September 2007.

The individual school budget per pupil for Park Community Primary School in 2015-2016 means that the budget is £3,437 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,199 and the minimum is £2,778. Park Community Primary School is 29th out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils, including those with additional learning needs, make good progress from their starting points
- Pupils build on their skills successfully and achieve well at the end of the Foundation Phase and key stage 2 as evidenced from pupils' work
- Pupils use their literacy and numeracy skills effectively to support their work in a range of curriculum areas, particularly through challenge activities in all classes
- Nearly all pupils have a very positive attitude to learning, participate enthusiastically in lessons and make good progress in developing their independent learning skills
- Pupils' behaviour is of a high standard both in and out of lessons
- Pupils show respect, care and concern for other pupils and adults
- All teachers plan interesting learning experiences that engage pupils fully
- The school provides a caring, supportive environment that meets pupils' individual needs successfully

Prospects for improvement

The school's prospects for improvement are good because:

- Senior leaders provide strong and effective management for the school, with a clear focus on raising standards and improving provision
- They have the support of all staff, who work together as a close and effective team
- There is a sound process of self-evaluation that draws appropriately on a wide range of evidence
- Leaders identify clear and detailed priorities for school improvement and can demonstrate progress in making improvements, for example in raising standards in numeracy and personal development in the Foundation Phase
- The strong partnerships with parents, the community and other local schools have a positive impact on outcomes for pupils
- The school uses its resources skilfully to ensure that pupils achieve well

Recommendations

R1 Improve the performance of pupils in the Foundation Phase eligible for free school meals

R2 Raise levels of attendance

R3 Ensure that teachers consistently provide a good level of challenge for pupils, particularly those who are more able

R4 Develop more effective use of marking and assessment for learning strategies, so that pupils have a better understanding of how to improve their work

R5 Develop the strategic role of the governing body and ensure that governors challenge the school appropriately

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

The majority of pupils enter school with knowledge and understanding that are at the expected level for their age. Most make good progress, recall previous learning successfully and apply their skills effectively in a range of situations. However, a few pupils who are more able do not always make as much progress as they could.

Pupils in the Foundation Phase make sound progress in developing their speaking and listening skills. Most pupils use their skills effectively to explain their ideas and communicate well with friends and adults. Nearly all pupils read with confidence and a few begin to read with expression. Nearly all pupils know that their knowledge of sounds helps them to read and spell unknown words. Most pupils write well for different purposes, including writing short reports and letters. For example, pupils in Year 2 write good fact files about the author Julia Donaldson. Most pupils' handwriting develops appropriately and many pupils start to join their handwriting in Year 2.

At the end of key stage 2, pupils' oracy skills are good. Most pupils are confident speakers who frequently use extended sentences to explain their ideas. Most pupils read with fluency and accuracy. Nearly all pupils are able to express a preference for fact or fiction books, and explain the differences between them. Many are able to answer higher order questions using inference. Most pupils write successfully for different purposes and attain expected outcomes. Their handwriting is neat and legible and they spell most words accurately. They have a good understanding of spelling strategies, including spelling books, dictionaries and the use of tablet computers. However, not all pupils who are more able achieve as well as they could in developing the content of their written work.

Throughout the school, pupils use their literacy skills effectively to support their work across the curriculum. In Year 6, for example, pupils write good newspaper reports and eyewitness accounts of the Blitz, as a part of their history topic. Pupils in the Foundation Phase compile useful fact files to record their work on insects.

Pupils in the Foundation Phase make sound progress in the development of their numeracy skills. In Year 2, most pupils work confidently with numbers to 100, correctly identify and subtract two-digit numbers and count accurately in twos, fives and tens. They solve problems accurately using money, use data confidently to create simple bar graphs and develop their knowledge of simple shapes appropriately.

In key stage 2, most pupils have a comprehensive understanding of a range of mathematical concepts. Pupils in Year 6, for example, use data successfully to create line graphs and pie charts, and develop a sound knowledge of the properties of complex shapes.

Pupils in the Foundation Phase and key stage 2 apply their numeracy skills across the curriculum at a similar level to their work in mathematics lessons. For example, Year 2 pupils make effective use of their measuring skills to calculate the length and width of the models they make in the building area. Year 6 pupils use their knowledge of standard measurements to explore the use and importance of water. Pupils develop their problem-solving skills consistently and apply these to real-life situations well.

Most pupils throughout the school have positive attitudes to learning Welsh. Many pupils in the Foundation Phase make good progress and write simple sentences accurately by Year 2. They respond well to regular opportunities to use Welsh in songs, simple instructions and when writing basic phrases and sentences. Their use of simple Welsh greetings outside formal lessons is effective.

In key stage 2, many pupils are eager to talk to adults and ask questions confidently. Reading skills are developing well and Year 6 pupils read with increasing fluency. Most pupils' writing skills are good and they write in a range of styles, including personal profiles, factual writing and simple narratives. They vary the beginning of sentences and use different tenses appropriately.

Most pupils with additional learning needs, including those in the resource class, make steady progress in line with their ability. Current assessments show that pupils eligible for free school meals generally achieve as well as other pupils at the end of key stage 2. However, pupils eligible for free school meals in the Foundation Phase do not consistently achieve as well as others.

Performance at the end of the Foundation Phase at both the expected outcome and the higher outcome shows steady improvement over the past four years in literacy and mathematical development. Recent performance compares well with that of similar schools, with most results in the top 25%.

At the end of key stage 2, at the expected level, performance has shown a recent trend of improvement from below the average for similar schools for three of the last four years. At the higher level, after a period of improvement in all subjects, standards fell slightly and most recently placed the school in the lower 50% of similar schools.

Wellbeing: Adequate

Most pupils have a good understanding of how to keep fit and healthy. Pupils feel safe in school and are confident that staff will deal promptly with any concerns. Older key stage 2 pupils work as 'eCadets' and develop effectively other pupils' understanding of how to stay safe when they use the internet.

Nearly all pupils' behaviour in lessons and around the school is consistently good. Pupils enjoy school, are motivated to learn and are keen to participate in lessons. They work well in pairs and groups, showing respect for their peers as they share views and ideas.

Pupils make good progress in developing their independent learning skills. In the Foundation Phase, pupils confidently make decisions about their own learning in discovery time. Key stage 2 pupils contribute actively to their learning at the start of topics through 'knowledge harvests', when they share what they already know and what they would like to learn. Many pupils use their literacy and numeracy targets effectively to improve their work. However, they are not sufficiently involved in assessing their own work and that of others.

Many pupils have a prominent voice in the school's decisions through the work of the school council and the eco committee. They make decisions that have a positive effect on the wellbeing of others, for example by purchasing play equipment for the playground and contributing to charitable work. Pupils develop a good awareness of the local community through visits out of school and through activities such as the growing and harvesting of vegetables with the local garden society.

Most pupils arrive punctually at the start of the school day. However, attendance has remained at about 94% for the last four years and recently this has placed the school in the lower 50% when compared to similar schools.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a suitable range of worthwhile learning experiences that meet the needs of nearly all pupils successfully. Foundation Phase planning ensures a good balance between structured and free choice activities. In both key stages, teachers engage pupils effectively by ensuring that they base activities on pupils' interests. For example, in a recent review of topics staff ensured that themes appealed to both boys and girls.

Staff meet the needs of pupils through the effective use of class arrangements, small group work and individual support. Senior leaders arrange lunchtime groups for the most able to develop specific skills such as music and literacy.

The school enriches the curriculum with regular visitors to school and visits out of school. A suitable range of extra-curricular activities, including sporting clubs, provides valuable opportunities for pupils to enhance their learning.

Staff effectively plan for pupils to develop their literacy, numeracy and information and communication technology (ICT) skills. They use the National Literacy and Numeracy Framework skilfully to plan suitable opportunities for pupils to consolidate their skills across the curriculum. This includes the use of 'challenge' areas in all classes where pupils have a wide range of tasks to complete using specific skills.

There is good provision to develop pupils' Welsh language skills. The school promotes pupils' understanding of Welsh culture and heritage well in topic work, for example through the study of the Rebecca Riots. Teachers develop pupils' knowledge and understanding of Welsh culture and traditions successfully through visits to the Llangollen Eisteddfod and the Welsh Assembly in Cardiff.

The school provides pupils with appropriate opportunities to learn about sustainability. The eco committee actively promotes the importance of reducing waste and recycling. Pupils have a good understanding of global citizenship through, for example, topic work linked to life in Kenya and through exploring the importance of clean water in other countries.

Teaching: Good

In all classes, teachers have good working relationships with pupils and use a consistent approach successfully to maintain high standards of behaviour. Nearly all ensure that lessons proceed at a lively pace and fully engage pupils. Teachers support pupils to learn successfully through play and practical discovery activities in the Foundation Phase. All teachers ensure that pupils make good progress in developing their independent learning skills. All teachers share the learning objectives with pupils at the start of lessons. In most lessons, this gives pupils a clear focus for their learning. In a few lessons, the learning outcome does not provide a sufficently clear focus for pupils' learning. In most classes, teachers plan a suitable range of activities to cater for pupils of different abilities. In a few classes, the level of challenge does not extend pupils consistently, particularly a few pupils who are more able. Teaching assistants support pupils' work well in lessons and small group sessions.

Teachers assess pupils' work accurately and regularly. They maintain clear, informative records for each pupil and use the information from assessments well to set clear and challenging targets for each pupil.

Senior leaders use a wide range of data systematically to track the progress that pupils are making. They use the information well to identify pupils who need additional support or challenge. Class teachers have begun to meet regularly with a senior leader to review pupils' progress. This is having a positive impact on raising standards, particularly for those who are more able.

Teachers plan opportunities for pupils to be involved in the assessment of their work and they mark pupils' work regularly. However, comments do not focus sufficiently on ensuring that pupils have a clear understanding of how to improve.

Annual reports to parents are detailed and informative.

Care, support and guidance: Good

The school is a welcoming community that ensures pupils are well cared for and feel safe. Staff develop pupils' understanding of a healthy lifestyle and how to stay safe effectively, including when they use the internet. They encourage pupils to participate in regular physical exercise by, for example, providing opportunities for them to be involved in sporting activities after school. The school has appropriate arrangements to promote healthy eating and drinking.

Pupils have many opportunities to develop their understanding of moral and social issues. The school promotes pupils' cultural development well through a range of visits and visitors. Daily acts of collective worship provide opportunities for pupils to reflect and develop their spiritual awareness appropriately.

The school liaises effectively with a wide range of specialist agencies to provide suitable support and guidance to parents and pupils with individual needs. This includes work with the local hospice, social services and the speech and language service. Staff make good use of professional advice to provide a culture of support and guidance.

Provision for pupils with additional learning needs is very comprehensive. Staff provide highly effective support and guidance for these pupils, including those in the resource base class. The school's arrangements for the early identification of pupils needs are comprehensive. Pupils' individual education plans are of good quality. Teachers set pupils clear targets for improvement and monitor their progress successfully. Staff use a range of beneficial support programmes to ensure that pupils make good progress in line with their abilities.

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

Learning environment: Good

The school promotes a calm, inclusive and purposeful atmosphere successfully. The caring ethos encourages pupils to have respect and tolerance for others. Staff treat all pupils equally and promote diversity well. All pupils have equal access to every aspect of school life. For example, both boys and girls play netball and football.

Accommodation is of very good quality and sufficient for the number of pupils. Classrooms and corridors have stimulating, colourful and informative displays that provide an attractive learning environment. There are safe, secure areas for outdoor learning in the Foundation Phase. The school has sufficient resources to support pupils' learning, including ICT equipment. There are extensive outdoor areas that include hard surface play areas, grassed playing fields, a millennium garden forest area and vegetable plot, which staff use well to support teaching and learning

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

Leadership: Good

The headteacher sets a clear strategic direction for the school's development. She has high expectations and a purposeful vision that she shares successfully with the whole school community. She allocates responsibilities effectively and has a positive role in promoting co-operation and teamwork. A strong senior management team is beginning to have a significant impact on raising pupils' standards through, for example, the more rigorous use of data to set individual pupil targets.

All members of staff are aware of their roles and responsibilities and fulfil them effectively. They work closely together to create a supportive whole school ethos, based on good teamwork. They share a common understanding of the school's priorities for improvement and meet regularly to discuss pupils' work. This provides a strong foundation for delivering a stimulating curriculum and for raising standards.
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The school is making good progress in introducing initiatives that meet local and national priorities, such as developing sound opportunities for pupils to use their literacy and numeracy skills in many aspects of their learning. These developments are having a positive impact on the standard of pupils' work.

Governors are supportive of the school. They have a growing understanding of school priorities for development. The governing body approves the self-evaluation report and the school improvement plan but governors do not contribute sufficiently to the overall planning for improvement. The headteacher ensures that the governors are conversant with the school's performance, as well as the standard of work in pupils' books. However, governors are not sufficiently involved in the first-hand monitoring of the school's performance. As a result, they do not challenge school leaders effectively about standards and attainment.

Improving quality: Good

The headteacher has put in place effective systems to evaluate the school's performance. Procedures make good use of a range of first-hand evidence from lesson observations, scrutiny of pupils' work and detailed analysis of performance data. Evidence from regular staff meetings, questionnaires sent to parents and the views of the school council inform the process successfully. As a result, senior leaders have a clear understanding of the school's strengths and areas for development and these inform the self-evaluation report closely.

The senior management team use the findings of the self-evaluation process well to identify priorities for improvement. As a result, the school is effectively setting attainable targets to improve standards, for example in personal development in the Foundation Phase. The school improvement plan includes a broad range of suitable actions, identifies staff responsible for their delivery and has realistic timescales. Senior leaders have thorough monitoring arrangements for evaluating progress towards priorities. Recent initiatives have raised standards successfully, for example in numeracy and personal development in the Foundation Phase.

Partnership working: Good

The school has a strong partnership with parents and keeps them well informed through, for example, weekly newsletters and the school's website. Many parents participate in family learning activities that make a valuable contribution, by enabling parents to support their children at home more effectively. There are close links with local businesses, voluntary groups and churches and these enhance the range of activities pupils' experience.

There are effective links with the pre-school provision on site. This ensures that children settle quickly in school and receive additional support when needed. There are strong transition arrangements with the secondary school. This provides good support for pupils as they move from one phase of their education to the next.

The school works closely and effectively with other local schools to share good practice and to combine resources to enhance learning and teaching. For example, schools share expertise in the teaching of ICT and senior leaders work in partnership with the local high school to enhance the support for most able pupils.

Teachers meet regularly with staff from local schools to work together to ensure the accurate assessment of pupils' work. Staff work effectively with external advisers and act constructively on their advice in order to raise standards and improve provision.

Resource management: Good

The school has a sufficient number of qualified teachers and teaching assistants to deliver the curriculum and to ensure the wellbeing of all pupils. Staffing arrangements ensure that teachers and support staff use their personal expertise well to improve standards and provision, for example in Welsh and ICT.

Staff use the accommodation and the wide range of learning resources effectively to enhance pupils' learning. They manage the outside areas well to provide stimulating learning experiences for pupils.

Thorough performance management arrangements contribute to improvements in teaching and learning and provide valuable opportunities to promote professional development through an effective programme of training.

The school is a rich learning community that provides a wide range of opportunities for staff to work together and develop their professional skills. Teaching staff work in groups within the school on activities that include improving strategies to support the teaching of reading and developing pupils' involvement in the process of assessment. The work supports the sharing of good practice across the school well.

The school has thorough budgetary arrangements. The headteacher and governors monitor expenditure carefully in order to ensure that financial resources effectively support priorities for improvement. The school makes good use of the pupil deprivation grant. As a result, the performance of pupils in key stage 2 eligible for free school meals is improving in English and mathematics.

Considering pupils' outcomes and the quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6652271 - Park Community Primary School Llay

Number of pupils on roll	338
Pupils eligible for free school meals (FSM) - 3 year average	25.0
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	42	45	44
Achieving the Foundation Phase indicator (FPI) (%)	78.6	88.9	75.0
Benchmark quartile	3	1	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	42	45	44
Achieving outcome 5+ (%)	81.0	88.9	84.1
Benchmark quartile	3	2	3
Achieving outcome 6+ (%)	11.9	22.2	34.1
Benchmark quartile	4	3	2
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	42	45	44
Achieving outcome 5+ (%)	88.1	88.9	84.1
Benchmark quartile	2	2	3
Achieving outcome 6+ (%)	9.5	17.8	27.3
Benchmark quartile	4	3	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	42	45	44
Achieving outcome 5+ (%)	83.3	88.9	81.8
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	21.4	22.2	38.6
Benchmark quartile	3	4	3

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

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

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

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Number of pupils on roll	338
Pupils eligible for free school meals (FSM) - 3 year average	25.0
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	48	42	47	39
Achieving the core subject indicator (CSI) (%)	70.8	81.0	78.7	82.1
Benchmark quartile	4	2	3	3
English				
Number of pupils in cohort	48	42	47	39
Achieving level 4+ (%)	77.1	81.0	80.9	82.1
Benchmark quartile	3	3	4	4
Achieving level 5+ (%)	6.3	23.8	17.0	35.9
Benchmark quartile	4	3	4	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	48	42	47	39
Achieving level 4+ (%)	87.5	88.1	85.1	87.2
Benchmark quartile	2	2	3	3
Achieving level 5+ (%)	8.3	14.3	19.1	33.3
Benchmark quartile	4	4	4	2
Science				
Number of pupils in cohort	48	42	47	39
Achieving level 4+ (%)	75.0	88.1	87.2	87.2
Benchmark quartile	4	2	3	3
Achieving level 5+ (%)	0.0	11.9	21.3	38.5
Benchmark quartile	4	4	3	2

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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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.	99		98	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			99%	1%		
			98%	2%		
The school deals well with any bullying.	98		91	7		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			93%	7%		
			92%	8%		
I know who to talk to if I am worried or upset.	99		89	10		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			90%	10%		
			97%	3%		
The school teaches me how to keep healthy	99		98	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			99%	1%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	98		86	12		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			88%	12%		
			96%	4%		
I am doing well at school	98		96	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.	99		97	2		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			98%	2%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	99		92	7		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			93%	7%		
			98%	2%		
My homework helps me to understand and improve my work in school.	98		87	11		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			89%	11%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	99		95	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.	99		79	20		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			80%	20%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	99		78	21		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			79%	21%		
			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.	29	14 48%	15 52%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	29	23 79%	6 21%	0 0%	0 0%	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.	28	19 68%	9 32%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	29	16 55%	12 41%	1 3%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	27	9 33%	17 63%	1 4%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	26	13 50%	13 50%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	28	16 57%	12 43%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	27	10 37%	12 44%	5 19%	0 0%	1	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.	27	14 52%	10 37%	3 11%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	29	17 59%	9 31%	2 7%	1 3%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	29	22 76%	7 24%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	24	10 42%	14 58%	0 0%	0 0%	5	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.	28	9 32%	16 57%	3 11%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	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.	28	15 54%	13 46%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	26	6 23%	17 65%	3 12%	0 0%	2	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.	27	15 56%	12 44%	0 0%	0 0%	1	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.	24	9 38%	12 50%	3 12%	0 0%	5	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.	29	14 48%	14 48%	0 0%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	28	14 50%	14 50%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Jane Linda Williams	Reporting Inspector
Hazel Hughes	Team Inspector
Jayne Arthur	Team Inspector
Peter Duncan Haworth	Lay Inspector
Simon Llewellyn Thomas	Peer Inspector
Amanda Williams (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.