



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

**A report on**

**St John the Baptist V.A. Primary School  
Chester Road  
Penymynydd  
Flintshire  
CH4 0EN**

**Date of inspection: November 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

**© Crown Copyright 2017: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 27/01/2017**

## Context

Saint John the Baptist Voluntary Aided Primary School is in the village of Penymynydd in Flintshire. It draws nearly all its pupils from the village and surrounding area. Currently there are 106 pupils on the school roll including 11 part-time nursery pupils. The school teaches pupils in four mixed-age classes. Approximately 4% of the pupils are eligible for free school meals. This is considerably lower than the national average (19%). The school identifies that about 7% of pupils have additional learning needs. This figure is well below the national average (25%). Currently, no pupil has a statement of special educational needs. All pupils speak English as their main language.

The headteacher took up her post in June 2014. Prior to this appointment, she had been deputy headteacher since 2003. Estyn last inspected the school in May 2011.

The individual school budget per pupil for St John the Baptist V.A. Primary School in 2015-2016 means that the budget is £3,589 per pupil. The maximum per pupil in the primary schools in Flintshire is £4,838 and the minimum is £2,809. St John the Baptist V.A. Primary School is 24th out of the 67 primary schools in Flintshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's performance is good because:

- Most pupils make good progress in their literacy and numeracy skills as they move through the school
- Nearly all pupils listen attentively to adults and to each other
- Most pupils make good progress in Welsh language skills
- Nearly all pupils behave very well
- The school provides a good range of stimulating learning experiences that engage most pupils effectively
- The quality of teaching in many lessons is good
- Most pupils with additional learning needs make good progress towards meeting their individual targets
- The school is a caring community with a supportive and inclusive ethos

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has united the school community through clear and decisive leadership
- Senior leaders have a good understanding of the school's strengths and weaknesses and work as a highly effective team to target further school improvement
- The school uses the findings of the self-evaluation process well in formulating the school development plan
- Governors conduct their business comprehensively and focus well on the key priorities of the school
- The school has a suitable range of partnerships that benefit pupils' learning and wellbeing
- The school deploys its staff and manages its resources effectively

## Recommendations

- R1 Improve creative writing and presentation skills, particularly at key stage 2
- R2 Improve opportunities to develop numeracy and information and communication technology (ICT) skills across the curriculum
- R3 Strengthen arrangements for self-evaluation

### **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

Most pupils enter school with skills that are appropriate for or above those expected for their age. Overall, most pupils make good progress as they move through the school.

Nearly all pupils listen attentively to adults and to each other. In the Foundation Phase, most pupils speak clearly and use their vocabulary well to explain their ideas. For example, pupils in the Reception class suggest reasons why some objects float and others sink. By the end of key stage 2, pupils express their views with confidence and use an extensive range of vocabulary.

Across the school, most pupils read with fluency and expression. In the Foundation Phase, many pupils show enthusiasm for reading and choose to read independently. They apply their knowledge of letters and sounds to read unfamiliar words successfully. More able pupils read challenging texts with clear understanding. By the end of key stage 2, most read confidently with good levels of comprehension. Older pupils express their preferences for different authors. They talk about different features of fiction and non-fiction books. Many pupils use higher order reading skills effectively, for example to infer meaning when reading biblical text.

Standards in writing are generally good. By the end of Foundation Phase, most pupils show an appropriate understanding of basic punctuation and spelling patterns, which they apply consistently to their work. They write imaginatively with a good range of descriptive vocabulary. By the end of key stage 2, many pupils write at length and have a sound understanding of the features of different types of writing. They organise their work into paragraphs effectively, for example when writing newspaper reports relating to the Blitz. Most spell and punctuate their work accurately. They have a good understanding of the editing and re-drafting process and use this well to improve the quality of their work. However, older pupils do not write creatively often enough and a majority of pupils across the school make slow progress with their handwriting and presentation skills.

Most pupils make good progress in their mathematical knowledge and understanding. By the end of the Foundation Phase, their number skills are well developed. For example, more able pupils apply their knowledge of adding and subtracting money confidently in the shop role play area. By the end of key stage 2, most pupils have a secure understanding of place value and have developed a wide range of numeracy skills. They apply their knowledge of probability well to solve problems. However, pupils in key stage 2 do not use their numeracy skills often enough in subjects across the curriculum.

Nearly all pupils have positive attitudes to learning Welsh. They make good progress in practising their oral skills in short daily sessions and use Welsh outside of the classroom with enthusiasm. More able pupils, at the end of Foundation Phase, develop effective questioning skills and extend their vocabulary well. By the end of key stage 2, many pupils write well at length using a range of tenses and varying sentence structures.

Many pupils develop appropriate ICT skills in a limited range of contexts. For example, pupils in the Foundation Phase use tablet devices effectively to create graphs. In key stage 2, pupils communicate and present information well using word processing and digital cameras.

Due to the small number of pupils at the end of both key stages, performance outcomes have to be treated with care because one pupil's results can have a significant impact on overall school performance.

At the end of the Foundation Phase, pupils' performance at the expected outcomes in literacy and mathematical development has largely placed the school in the lower 50% when compared with similar schools over the last four years. At the higher outcomes, pupils' performance has tended to place the school in the higher 50% or top 25% when compared with similar schools in both areas of learning.

In key stage 2, performance at the expected level in English, mathematics and science is consistently strong. It has placed the school in the top 25% of similar schools in three of the last four years. At the higher levels, pupils' performance normally places the school in the higher 50% or top 25% of similar schools in English, mathematics and science.

Most pupils with additional learning needs make good progress towards meeting their individual targets. The school has very few pupils who are eligible for free school meals. This means that it is not possible to make a valid evaluation of performance of this group of learners in comparison with other pupils. Overall, there is no difference in the comparative performance of boys and girls over time.

### **Wellbeing: Good**

Most pupils have a clear understanding of the importance of leading a healthy lifestyle. They are aware of the need to make sensible choices about food and drink and value opportunities to take regular exercise to maintain their health and wellbeing. Nearly all pupils feel safe in school. Pupils know whom to approach if they have any worries and have confidence that staff will resolve difficulties. Many pupils support one another well at play times through a scheme that helps to develop effective social skills.

Standards of behaviour across the school are very good. Nearly all pupils are kind and courteous to their peers and adults. They show respect towards others at play times and sustain their concentration well in lessons. Most pupils engage in tasks enthusiastically and cooperate effectively with each other on activities to promote their learning. Many pupils evaluate their progress accurately and show a good understanding of how to improve their work. This helps them to make independent progress successfully.

The school council make an important contribution to school life. For instance, their decisions on the redesign of the outdoor play area have enhanced provision for outdoor learning well. Staff value pupils' views and support them to develop their ideas effectively.

Pupils' attendance rates have placed the school in the higher 50% of similar schools in two of the last four years. Nearly all pupils arrive in school punctually.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

**Learning experiences: Good**

Teachers provide a good range of stimulating learning experiences that engage the interest of most pupils well. The curriculum is suitably broad and balanced and meets the requirements of the Foundation Phase and the National Curriculum effectively. Overall, teachers plan lessons that build successfully on pupils' prior learning and ensure that most pupils make good progress as they move through the school.

In the Foundation Phase, there are good opportunities for pupils to make choices about how and what they would like to learn and to participate in a range of exciting tasks both inside and outdoors. There is a suitable balance between activities that staff lead and pupils experimenting for themselves.

Teachers provide pupils with relevant opportunities to speak, read and write for a variety of purposes across the curriculum. Teachers' planning for the development of pupils' numeracy skills ensures that most pupils acquire good skills in using number. The school's provision for ICT has improved recently and this is having a positive impact on developing pupils' confidence in using a range of technology devices. For example, teachers plan well for pupils to use digital video cameras to help compare different viewpoints during a class debate. Overall, however, there are too few opportunities to develop pupils' ICT and numeracy skills progressively across the range of subjects.

Teachers provide good opportunities to develop pupils' Welsh language skills. They act as strong role models for the spoken language and plan activities carefully to provide continuity and progression in the growth of pupils' skills. This has a positive impact on pupils' confidence and enjoyment in using Welsh in lessons and around the school. Teachers develop pupils' knowledge of the heritage and culture of Wales appropriately. For example, they organise residential visits to the Urdd centre in Cardiff to develop their Welsh language skills and to study the historical changes that have taken place in the capital city.

The school develops pupils' awareness of their role as global citizens appropriately. For example, regular topic work and specific projects such as the school's charitable support for a child's education in Africa are beneficial. Teachers develop pupils' understanding of sustainability effectively. This ensures, for example, that pupils understand the importance of conserving water.

**Teaching: Good**

The quality of teaching in many lessons is good. Teachers plan sequences of lessons with a suitable focus on developing pupils' skills, knowledge and understanding in interesting contexts. Usually, teachers ensure that learning progresses at a good pace. This engages and motivates most pupils to make good progress and to achieve well. Most teaching assistants have good professional skills



and support pupils' learning successfully. There is a respectful rapport between all staff and pupils. This helps to create a positive climate for effective teaching and learning.

Many teachers use a good range of resources to enhance learning experiences. For example, they use the outdoor environment well in the Foundation Phase to develop pupils' numeracy skills. However, in a few less effective lessons, teachers do not always match tasks well enough to the varying needs of pupils. Most teachers use questioning skills successfully to help pupils recall prior learning experiences.

In many lessons, teachers use an appropriate range of assessment for learning strategies well. For example, they support pupils to evaluate the quality of their work and that of their peers. Most teachers mark work regularly and give good written and oral feedback. This helps most key stage 2 pupils to reflect on first drafts of their written work and to improve these as part of a re-drafting process.

There are effective arrangements to track and monitor pupils' progress, and to identify which pupils require additional support. The school works well with the local cluster of schools to ensure that end of key stage teacher assessments are accurate.

Parents receive useful information about their children's achievements, wellbeing and progress in detailed end-of-year reports and through regular parents' meetings.

### **Care, support and guidance: Good**

The school has effective arrangements for the care support and guidance of its pupils. All adults promote high expectations of pupils' behaviour both in lessons and at play times. Regular acts of collective worship support pupils' spiritual, moral, social and cultural development successfully. The school makes appropriate arrangements to promote healthy eating and drinking.

Teachers work together effectively with professionals from a range of specialist services, such as speech therapists, educational psychologists, and the local police service, to support pupils' wellbeing. The school collaborates well with these agencies to enhance its provision for the benefit of pupils in its care.

Provision for pupils with additional learning needs is effective. Teachers identify and respond to pupils' needs at an early stage and adapt provision carefully so that pupils make good progress in line with their individual education plans. The school places strong emphasis on improving pupils' literacy skills and meeting identified emotional needs. Teaching assistants support pupils effectively in class and through a coordinated programme of targeted intervention. This ensures that pupils with additional needs gain appropriate access to the curriculum. The individual education targets are reviewed regularly in collaboration with pupils and parents.

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

### **Learning environment: Good**

The school is a caring community with a supportive and inclusive ethos. It provides equal access for all pupils to all aspects of its provision. The school demonstrates an

appropriate commitment to respecting diversity and developing tolerance amongst all staff and pupils. The school places a high priority on developing pupils' values. This has a notable impact on school life and creates a calm and purposeful learning environment.

The school site is safe, secure and well maintained. The accommodation is sufficient for the number of pupils. Teachers make good use of the available space. For example, they use small rooms off the main teaching areas for reading and creative activities. They use the small outdoor area well to enhance pupils' learning experiences. In the Foundation Phase, displays support pupils' learning and celebrate their achievements well. Across the school, there are plenty of good quality resources to support teaching and learning successfully.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
--	-------------

### **Leadership: Good**

Following a period of instability prior to 2014, the headteacher has brought clear and decisive leadership to the school. As a result, staff feel valued and the school is a happy and confident community with realistic plans and targets for further school improvement.

Over the last two years, the headteacher has implemented good procedures for the strategic and day-to-day management of the school. These are generally effective and leaders work together very well. They have clear roles and job descriptions and understand their shared responsibility in working together towards agreed goals. Senior leaders manage change confidently as a highly effective team.

Teaching staff meet weekly to plan strategic priorities. Recently, they have analysed where there are gaps in the coverage of literacy and numeracy skills across foundation subjects. This work has resulted in clear plans for improvement. However, these plans are in their initial stages and have yet to make a measurable impact.

The headteacher makes satisfactory arrangements for managing the performance of teachers and support staff. The agreed actions for staff improvement are generally in line with school development plans, but they do not always focus well enough on individual professional needs.

Governors conduct their business comprehensively and concentrate well on the key priorities of the school. They have good first-hand knowledge of the standards of work at the school through their regular visits and valuable reports from the headteacher. They provide both a strong challenge and support to the school as it continues on its improvement journey. For example, the school's financial position has improved significantly as a result of the challenge and support from the governing body.

### **Improving quality: Good**

The school has developed an effective culture of working towards improvement in a relatively short time scale. All planned improvements have a clear focus on

improving pupils' experiences and outcomes. For example, over the last two years teachers have been successful in improving pupils' standards in Welsh across the school.

Overall, school leaders have an accurate picture of the schools' strengths and weaknesses. They consider the views of pupils and parents regularly in order to make school improvements. The headteacher and senior leaders analyse a wide range of data accurately to gain a comprehensive understanding of trends in the school's performance. Governors also make a valuable contribution to the school's review process following their learning walks across the school. However, staff do not always record activities well enough to inform future work. For example, teachers do not always use their purposeful monitoring findings systematically when evaluating aspects of standards and provision.

The school uses the information from the self-evaluation process well to create the school development plan. There is a close match between the areas for development identified in the self-evaluation report and the five priorities of the school development plan. The development plan sets out clear timescales and costed responsibilities for targeted improvements in a manageable range of areas. Targets for the current year focus on national priorities, such as ICT and developing numeracy reasoning skills. The plan has clear links to the staff development programme.

### **Partnership working: Good**

The school has a suitable range of partnerships that benefit pupils' learning and wellbeing. The recently established parents' forum make helpful observations about the school's work that lead to improvements, for example in home school communication. The home school association funds valuable resources for pupils. These include an online reading scheme and play equipment that support pupils' learning and wellbeing successfully.

The school is proactive in developing collaborative work with other local schools. This practice has led to notable improvements recently, for example to the quality of teachers' written marking and feedback to pupils. This supports pupils to make strong progress in developing their writing skills. The school is extending this collaborative work to improve provision for numeracy and ICT. However, this work is in the early stages of development.

Well-established links with the local high school ensure that pupils move smoothly to the next stage of their education. There are effective processes within the local cluster of schools to support accurate teacher assessments at the end of each key stage.

The local church plays an important role in the life of the school. Pupils visit the church regularly, for example as part of a numeracy topic and for special occasions such as carol concerts. Representatives from the church lead acts of collective worship at the school regularly. These help promote pupils' spiritual and moral development appropriately. The school has established worthwhile links with local businesses, for instance to improve the outdoor learning areas for Foundation Phase pupils. Links with specialist agencies such as the police broaden the school provision successfully, for example in helping pupils to learn about internet safety.

### **Resource management: Good**

The school has a suitable range of skilled, experienced teachers and teaching assistants who meet its needs well. They are highly committed to the success of the school.

Over the last two years, the school's arrangements for improving the skills of the staff match the priorities in the school development plan well. These are reflected closely in the plans and targets for improving the skills of individual teaching staff, for example in training to improve their teaching of ICT skills. Teachers make good use of their planning and preparation time to monitor provision and standards. They have very useful opportunities to observe each other's teaching practices.

After a long period when the school had a deficit budget, the current headteacher and the governors have sound arrangements for the full repayment of the deficit and ensuring that the school's finances are secure in the future. They have appropriate arrangements for the use of the Pupil Deprivation Grant. In view of the standards achieved by pupils and the overall quality of provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6643331 - St John the Baptist VA School

Number of pupils on roll	103
Pupils eligible for free school meals (FSM) - 3 year average	4.0
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	13	13	13	15
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	92.3	100.0	92.3	93.3
Benchmark quartile	2	1	3	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	13	13	13	15
Achieving outcome 5+ (%)	92.3	100.0	92.3	93.3
Benchmark quartile	3	1	3	3
Achieving outcome 6+ (%)	38.5	53.8	46.2	53.3
Benchmark quartile	3	1	2	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	13	13	13	15
Achieving outcome 5+ (%)	92.3	100.0	92.3	93.3
Benchmark quartile	3	1	3	3
Achieving outcome 6+ (%)	46.2	46.2	46.2	60.0
Benchmark quartile	1	2	2	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	13	13	13	15
Achieving outcome 5+ (%)	92.3	100.0	92.3	100.0
Benchmark quartile	4	1	4	1
Achieving outcome 6+ (%)	76.9	61.5	69.2	80.0
Benchmark quartile	2	3	3	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.

**6643331 - St John the Baptist VA School**

Number of pupils on roll	103
Pupils eligible for free school meals (FSM) - 3 year average	4.0
FSM band	1 (FSM<=8%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	18	16	14	9
<b>Achieving the core subject indicator (CSI) (%)</b>	88.9	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
<b>English</b>				
Number of pupils in cohort	18	16	14	9
Achieving level 4+ (%)	88.9	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	38.9	62.5	57.1	77.8
Benchmark quartile	3	1	2	1
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	18	16	14	9
Achieving level 4+ (%)	88.9	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	66.7	56.3	57.1	66.7
Benchmark quartile	1	2	2	1
<b>Science</b>				
Number of pupils in cohort	18	16	14	9
Achieving level 4+ (%)	88.9	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	50.0	43.8	57.1	66.7
Benchmark quartile	2	3	2	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.	48		45 94%	3 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	48		41 85%	7 15%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	47		41 87%	6 13%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	48		42 88%	6 12%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	47		44 94%	3 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	48		45 94%	3 6%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	48		47 98%	1 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	48		45 94%	3 6%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	48		44 92%	4 8%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	48		46 96%	2 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	48		29 60%	19 40%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	47		42 89%	5 11%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	58	33 57%	24 41%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	58	46 79%	12 21%	0 0%	0 0%	0	Mae fy mhentyn 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.	58	42 72%	16 28%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	57	32 56%	24 42%	1 2%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	57	37 65%	20 35%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	54	29 54%	25 46%	0 0%	0 0%	4	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	58	37 64%	21 36%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	55	27 49%	25 45%	3 5%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	58	34 59%	22 38%	2 3%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	55	18 33%	30 55%	6 11%	1 2%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	56	40 71%	16 29%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	43	23 53%	18 42%	2 5%	0 0%	14	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	57	26 46%	27 47%	3 5%	1 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	58	38 66%	20 34%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	53	24 45%	27 51%	2 4%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	57	28 49%	28 49%	1 2%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoledb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	38	17 45%	18 47%	3 8%	0 0%	20	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	51	9 18%	28 55%	13 25%	1 2%	7	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	56	34 61%	22 39%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

## Appendix 3

### The inspection team

Paula Vaughan	Reporting Inspector
Richard Lloyd	Team Inspector
Eleanor Davies	Team Inspector
Peter Haworth	Lay Inspector
Andrew Brasington	Peer Inspector
Anna Stephens	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.