



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

A report on

**Ysgol Hiraddug
Thomas Avenue
Dyserth
Denbighshire
LL18 6AN**

Date of inspection: September 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.

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Context

Ysgol Hiraddug is a local authority maintained Community Primary School in the village of Dyserth, at the north eastern end of the vale of Clwyd in Denbighshire. The school caters for pupils between the ages of three and eleven in eight classes.

There are 210 pupils on roll, including 15 who attend the nursery on a part-time basis.

Around 14% of pupils are eligible for free school meals, which is lower than the national average. The school identifies 17% of pupils as having additional learning needs. A very few pupils have a statement of special educational needs. No pupils speak Welsh as their first language.

The headteacher took up his post in September 2003. The school's last inspection was in March 2012.

The individual school budget per pupil for Ysgol Hiraddug in 2015-2016 means that the budget is £3,590 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,860 and the minimum is £2,933. Ysgol Hiraddug is 34th out of the 46 primary schools in Denbighshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Nearly all pupils make good progress during their time in the school
- Levels of attendance are high and compare well to those of similar schools
- Nearly all pupils have a positive attitude towards learning, behave well and show respect and concern for others
- Teachers provide an interesting and engaging range of learning experiences that interest and motivate pupils
- Teachers in the Foundation Phase have a strong understanding of good Foundation Phase practice
- There are good arrangements in place to support vulnerable pupils
- The school is a very happy and caring community with a strong commitment to the wellbeing of its pupils
- Staff provide very good opportunities for pupils to develop their spiritual, social, moral and cultural education
- Pupils benefit from the many good quality resources that support their learning well
- Teachers make good use of the extensive outdoor area and the local environment to deliver interesting learning experiences for pupils
- The school has good arrangements in place to support vulnerable pupils

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a strong vision to create a powerful learning community for pupils
- Senior leaders support the headteacher effectively
- Staff understand their roles and responsibilities well and work together successfully as a team.
- Governors support the school effectively and have a good understanding of the school's strengths, shortcomings and future priorities
- The school has an effective self-evaluation system that identifies priorities for improvement accurately and these inform priorities in the school improvement plan
- The plan is an effective tool in bringing about improvements, for example in the standards boys achieve in reading
- A wide range of effective partnerships have a positive impact on pupils' achievements and wellbeing
- All staff are suitably qualified and experienced and make good use of their expertise to benefit pupils

Recommendations

- R1 Improve pupils' ability to write creatively at length
- R2 Improve pupils' Welsh reading skills and their use of Welsh outside lessons.
- R3 Enable pupils to assess their own progress against clear lesson objectives and success criteria.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils make good progress in their time at the school. They develop well as confident learners and good communicators, ready to move on to the next step of their education.

Throughout the school, the overall quality of pupils' speaking and listening skills is good. Most listen attentively to instructions and to one another's ideas during group work and discussions in pairs. Throughout the Foundation Phase, most pupils talk confidently with each other and with adults. They use interesting vocabulary such as when talking about their journeys to school. In key stage 2, many pupils express their opinions clearly and persuasively using well-developed vocabulary, for example when discussing an out of school visit. They make good use of specialist vocabulary in lessons such as geography and science.

Pupils in the Foundation Phase progress well with their reading. They show enthusiasm about their emerging skills and make good use of their developing understanding of phonic sounds. Pupils that are more able read fluently and with expression, sustaining the interest of the listener effectively. In key stage 2, many pupils discuss the character in their books with interest and recall stories well. They read fluently and expressively. Pupils that are more able skim and scan texts effectively to find information quickly.

In the Foundation Phase, most pupils write with increasing confidence and independence for a range of purposes. For example, in the reception class, many pupils are happy to have a go at writing about characters in their story. By the end of the Foundation Phase, many pupils have a good understanding of basic punctuation and sentence structure. They make good use of phonic strategies to support their spelling, and use interesting vocabulary such as when they describe the fierce, slithering slug in their paper doll story. Many pupils in key stage 2 continue to build on these skills and spell a range of basic and more complex words with developing accuracy. They use interesting vocabulary and are able to plan and redraft their work to improve the outcome. They write for a suitable range of purposes, for example, writing persuasively to apply for a job in a zoo. Many pupils in both key stages apply their literacy skills appropriately across the curriculum. However, in general, pupils do not have sufficient opportunities to write independently and creatively at length.

Most pupils develop their numeracy skills well in the Foundation Phase. Most pupils in Year 2 show a good awareness of money. They know which coins make up fifty pence and how to give the correct change at snack time. They measure lengths using metres and centimetres accurately, such as when they measure how far a paper aeroplane flies. Many pupils complete tally charts accurately and record data in simple block graphs and pie charts. In key stage 2, most pupils develop good mathematical skills in line with their ability. Many pupils understand fractions and

decimals and can round up numbers to the nearest hundred and thousand. They understand how to measure angles and perimeters and plot co-ordinates accurately. Many pupils apply their numeracy skills well to solve problems such as estimating how many smarties are in a box and costing items for a Chinese banquet accurately. In both key stages, many pupils apply their numeracy skills well in work across the curriculum.

In the Foundation Phase, most pupils' Welsh speaking skills are developing appropriately. They use Welsh as part of their daily routine well. They enjoy using simple phrases and greetings and answering basic questions such as describing the weather. By the end of key stage 2, pupils make appropriate progress with their spoken Welsh in lessons. However, their use of Welsh outside lessons is limited. Most pupils write competently for a variety of purposes, including simple letters, diary entries and descriptions of themselves. They use connectives to extend their sentences in the present and past tenses, in the first and third person. However, pupils' reading skills are generally less well developed.

Many pupils develop their thinking and problem solving skills well through a range of class and extra-curricular activities, including the 'Moel Hiraddug' project. Nearly all pupils with additional learning needs make good progress against their individual targets as they move through the school.

At the end of the Foundation Phase over the last four years, pupils' performance at the expected and higher outcome in literacy and mathematical development is variable but places the school generally in the lower 50% of similar schools.

At the end of key stage 2, over the same period, pupils' performance at the expected level in English and mathematics also varies above and below the average for similar schools, but performance in science is stronger. At the higher than expected level, pupil performance in all three subjects shows an overall upward trend, moving the school to the higher 50% of similar schools.

Pupils eligible for free school meals perform well in both the Foundation Phase and key stage 2.

Wellbeing: Good

Nearly all pupils are happy to come to school, having a very positive attitude to school life. In most lessons, they are enthusiastic and focus well on tasks. Almost all pupils are respectful and considerate towards one another and behave well in classes and around the school. All pupils feel safe in school and are confident to approach an adult with any concerns. Nearly all pupils have a secure understanding of how to keep healthy and they participate enthusiastically in a wide range of physical activities.

Attendance rates compare favourably with those of other similar schools, placing the school in the top 25% for the past two years. Nearly all pupils attend school regularly and arrive punctually.

Members of the school council and eco-committee are proud of their roles, taking their responsibilities seriously. They contribute appropriately to improvements in the school environment. Older pupils participate in a caring 'buddy' scheme, supporting younger pupils well. This strengthens the school community and helps build its caring ethos.

Most pupils develop their social and life skills well. Older pupils extend their skills effectively through the contributions they make to the local community, such as their involvement in the 'Moel Hiraddug' project. Younger pupils are developing a valuable understanding of respect, care and concern for others, both within the school and in the wider world.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide range of learning experiences that interest and engage nearly all pupils. Most planning in the Foundation Phase is particularly effective in supporting pupils' active learning, both indoors and outside. However, the school's approach to supporting pupils' phonic development is not fully in keeping with its strong Foundation Phase ethos. In key stage 2, a range of interesting educational visits and visitors helps put pupils' learning into context and deepens their understanding. Many pupils benefit from an impressive variety of after school clubs, promoting different interests and skills including gardening, singing and sport.

The school focusses successfully on ensuring that there is continuity and progression in developing pupils' literacy, numeracy, and information and communication technology (ICT) skills. Effective planning ensures that pupils have good opportunities to develop these skills across the curriculum, including pupils from disadvantaged backgrounds and those with additional learning needs.

Provision for developing pupils' Welsh language skills in the Foundation Phase is good. In key stage 2, teachers make good use of interesting and varied strategies to support pupils' language development. However, older pupils have limited opportunities to read in Welsh and use their speaking skills outside the classroom. Pupils have good opportunities to learn about the geography, history and culture of Wales, for example during visits to Cardiff and Snowdonia.

The school develops pupils' understanding of sustainability issues successfully, for example by involving pupils in recycling activities, monitoring energy consumption and growing their own produce. Very interesting links with India and China help pupils develop valuable knowledge and understanding of other cultures and customs. This enriches the caring and respectful ethos of the school.

Teaching: Good

All teachers have good, up to date subject knowledge and use this well to provide a wide range of interesting and engaging learning activities. Teachers in the Foundation Phase have a particularly strong understanding of good Foundation Phase practice. As a result, they provide many highly effective practical learning

experiences indoors and outside, giving pupils a strong start to their education. Across the school, staff establish positive relationships with pupils and manage their behaviour well. Many lessons move at a good pace and teachers use an interesting variety of strategies and resources, including technology, to help pupils learn. Although teachers plan clear objectives for lessons, they do not share these consistently with pupils, limiting their ability to assess their own progress. Pupils throughout the school benefit from the very high standard of support provided by teaching assistants.

All teachers mark work regularly and provide positive feedback. In the best instances, teachers identify what pupils need to do to improve their work. Most pupils are aware of their personal targets for improvement and these are broken down into helpful small steps in the Foundation Phase. Although teachers provide regular opportunities for pupils to assess their own work, they do not make it clear enough what pupils need to do to succeed. This limits pupils' ability to improve their own learning. Pupils' opportunities to assess their peers' performance meaningfully are underdeveloped. The school makes thorough use of assessment information to track effectively the progress of different groups of pupils, including pupils from disadvantaged backgrounds.

Parents value the high quality and individual nature of the written reports and feedback that they receive from the school. Reports fully meet statutory requirements.

Care, support and guidance: Good

The school is a very happy and caring community with a strong commitment to the wellbeing of its pupils. Worthwhile arrangements are in place to promote healthy eating and drinking. A wide range of after school clubs ensures that pupils have useful opportunities to participate in activities that promote an active and healthy lifestyle.

Pupils have highly beneficial opportunities for spiritual, moral, social and cultural development. For example, the school's strong international links develop pupils' spiritual and cultural understanding effectively. The high quality provision for personal and social education in the Foundation Phase leads to pupils developing a strong understanding of the values of honesty, fairness and respect for others. They have exemplary opportunities to develop their social skills, such as during a special dinner party at a carefully laid table with invited guests. Pupils of all ages have good opportunities to take responsibility and show initiative and they have strong links with the local community.

The school makes good use of advice and support from specialist services. This joint working makes a valuable contribution to the progress, health and wellbeing of specific pupils, especially those who may be vulnerable to underachievement.

The provision for pupils with additional learning needs is good. Staff identify pupils needing support at an early age. An effective system is in place to track and monitor the progress pupils make. Learning support assistants and teachers implement intervention programmes well and this has a positive impact on pupil attainment. All

identified pupils have worthwhile individual education plans, which teachers review regularly with parents and pupils.

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

Learning environment: Good

The school has a very caring and welcoming ethos, where all pupils feel included. Teachers encourage pupils to treat each other fairly. They promote an environment where staff and pupils show each other mutual respect and consideration. The school places a clear emphasis on recognising and celebrating diversity and promotes equal opportunities well. This creates a happy school, where pupils enjoy learning and benefit from the positive working relationships with staff, parents and the wider community.

The school building is of good quality, secure and well maintained. Pupils benefit from a plentiful range of resources that support their learning well. These include an extensive selection of high quality books available throughout the school, and a wide range of ICT resources that pupils use regularly and purposefully. The Foundation Phase accommodation is set out particularly well, providing a stimulating learning environment that promotes a very high standard of Foundation Phase practice. Teachers make regular and extensive use of the well-planned and carefully resourced outdoor area to stimulate and support pupils' learning very successfully. For example, they create imaginative scenarios such as investigating a mysterious footprint, which support pupils highly effectively in developing their measuring, problem solving and information technology skills.

Interesting and attractively presented displays throughout the school celebrate pupils' work and support their learning well. For example, high quality displays document pupils' progress with their literacy and numeracy skills in the Foundation Phase. Displays in key stage 2 celebrate pupils' learning effectively.

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

The headteacher has a very strong vision for school improvement. He is committed to providing all pupils with a comprehensive range of meaningful learning experiences enabling them to achieve their full potential in life. The rich variety of learning experiences provided, both in and out of the classroom, reflect this. The headteacher communicates this vision well to all staff, pupils, governors and parents, successfully creating a happy and industrious school where all are valued.

Staff understand their roles and responsibilities well and work together successfully as a team. Senior leaders provide valuable support to the headteacher, for example in implementing the school's effective performance management system. This identifies appropriate improvement targets, linked clearly to the priorities set out in the school development plan, such as improving standards in reading.

The school addresses national priorities well, such as implementing the National Literacy and Numeracy Framework and working to reduce the impact that deprivation has on educational attainment.

Governors support the school effectively and have a good understanding of the school's strengths, shortcomings and future priorities. They meet regularly and have a clear understanding of their responsibilities. Presentations on the school's performance data ensure that the governors have a sound knowledge of how the school's performance compares with that of similar schools. They are beginning to challenge the school appropriately as critical friends.

Improving quality: Good

The school has an effective system in place to evaluate its performance and identify areas for development. The headteacher makes good use of national test results and assessment information to identify trends and progress over time for all groups of pupils. There are useful arrangements in place, including scrutiny of pupils' work, to monitor standards of teaching and learning. As a result, the school identifies appropriate priorities leading to measurable improvements, such as improving boys' reading skills. The school pays good attention to the views of pupils and parents, for example reviewing the school rules in response to feedback from pupils.

The school has a worthwhile development plan in place for the three years ahead, which links clearly to its self-evaluation. The development plan identifies a manageable number of priorities and realistic time scales. It allocates funding appropriately to take forward the actions within the plan and focusses well on the needs of pupils from disadvantaged backgrounds. The school regularly monitors the progress made towards the agreed, strategic priorities, ensuring continuous improvement. This is evident from the worthwhile evaluation of last year's development plan, which shows that there have been measurable improvements against the targets identified for both reading and mathematics and numeracy.

Partnership working: Good

The school enjoys a wide range of effective partnerships that have a positive impact on pupils' achievements and wellbeing, including pupils from disadvantaged backgrounds.

There is a strong partnership with parents, who support the school well through sharing their expertise and by fundraising. For example, the 'Friends of Hiraddug School' recently raised money to buy additional outdoor storage for the Foundation Phase and new reading books.

Pupils benefit from the school's well-established involvement with the local community. For example, taking part in an annual public speaking competition and in a singing competition increases pupils' confidence and helps develop their strong communication skills.

Valuable links with the on-site playgroup enable the youngest pupils to settle quickly when they move to the nursery. The school has a constructive partnership with the

local secondary school providing beneficial support to pupils as they move to the next stage of their education.

The school makes a very valuable contribution to its local cluster of schools, for example, sharing its effective performance management procedures. It has productive links with schools across a wider area, providing useful ICT training. The school makes good use of the advice and support it receives from the local authority and consortium, for example contributing to accurate assessment of pupils' work and the implementation of interesting strategies for teaching Welsh in key stage 2.

Resource management: Good

All staff are suitably qualified and experienced to deliver the curriculum effectively. The school deploys teaching and support staff well to make the most of their time and expertise. For example, teaching assistants deliver worthwhile intervention programmes, having a positive effect on the attainment and wellbeing of targeted pupils, including pupils from disadvantaged backgrounds.

The school has suitable arrangements in place to provide planning, preparation and assessment time for teachers. Nearly all teachers and support staff have access to a good range of training opportunities, which the school identifies and monitors effectively through regular appraisals. For example, recent training ensures that the school provides a consistent approach to behaviour management and teaching phonic skills.

The school makes effective use of the pupil deprivation grant to provide additional support for individual pupils and to support their wellbeing. This has led to good levels of attainment for pupils eligible for free school meals compared with other pupils.

The headteacher, with support from the local authority and the governing body, manages the budget appropriately to meet the priorities in the school improvement plan.

In view of the progress made by most pupils and the consistent quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6632011 - Ysgol Hiraddug

Number of pupils on roll	231
Pupils eligible for free school meals (FSM) - 3 year average	14.1
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	27	27	24
Achieving the Foundation Phase indicator (FPI) (%)	92.6	92.6	87.5
Benchmark quartile	1	2	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	27	27	24
Achieving outcome 5+ (%)	92.6	92.6	91.7
Benchmark quartile	2	2	3
Achieving outcome 6+ (%)	25.9	29.6	33.3
Benchmark quartile	3	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	27	27	24
Achieving outcome 5+ (%)	92.6	92.6	87.5
Benchmark quartile	2	2	4
Achieving outcome 6+ (%)	29.6	29.6	29.2
Benchmark quartile	2	3	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	27	27	24
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	37.0	37.0	58.3
Benchmark quartile	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.

6632011 - Ysgol Hiraddug

Number of pupils on roll	231
Pupils eligible for free school meals (FSM) - 3 year average	14.1
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	28	34	24	30
Achieving the core subject indicator (CSI) (%)	92.9	85.3	91.7	90.0
Benchmark quartile	1	3	2	3
English				
Number of pupils in cohort	28	34	24	30
Achieving level 4+ (%)	92.9	88.2	95.8	90.0
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	25.0	26.5	41.7	30.0
Benchmark quartile	3	4	2	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	28	34	24	30
Achieving level 4+ (%)	100.0	94.1	91.7	93.3
Benchmark quartile	1	2	3	3
Achieving level 5+ (%)	32.1	32.4	37.5	36.7
Benchmark quartile	3	3	3	3
Science				
Number of pupils in cohort	28	34	24	30
Achieving level 4+ (%)	100.0	94.1	95.8	100.0
Benchmark quartile	1	3	2	1
Achieving level 5+ (%)	39.3	29.4	37.5	33.3
Benchmark quartile	2	3	3	3

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

* 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.	108		108 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	108		108 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	108		108 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	108		108 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	108		108 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	108		108 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	108		108 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	108		108 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	108		105 97%	3 3%	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.	108		107 99%	1 1%	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.	108		108 100%	0 0%	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	107		107 100%	0 0%	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.	83	66 80%	17 20%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	83	75 90%	8 10%	0 0%	0 0%	0	Mae fy mhentyn 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.	83	74 89%	9 11%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	83	66 80%	16 19%	1 1%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	82	50 61%	28 34%	4 5%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	82	61 74%	21 26%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	83	62 75%	20 24%	1 1%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	78	43 55%	29 37%	5 6%	1 1%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	82	62 76%	20 24%	0 0%	0 0%	1	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.	82	63 77%	17 21%	2 2%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	82	65 79%	15 18%	2 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	69	42 61%	23 33%	3 4%	1 1%	6	Mae fy mhentyn 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.	83	47 57%	28 34%	7 8%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	80	58 72%	21 26%	0 0%	1 1%	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.	80	50 62%	25 31%	5 6%	0 0%	3	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.	82	58 71%	23 28%	1 1%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn 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.	61	39 64%	20 33%	2 3%	0 0%	14	Mae fy mhentyn 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.	82	60 73%	21 26%	1 1%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	82	67 82%	15 18%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Sheila Margaret Birkhead	Reporting Inspector
Rosemarie Wallace	Team Inspector
Peter Duncan Haworth	Lay Inspector
Rachael Sian Connell	Peer Inspector
Gary Hulson	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.