



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

**A report on**

**Ysgol Maesglas Greenfield  
Greenfield  
Holywell  
Clwyd  
Flintshire  
CH8 7JW**

**Date of inspection: March 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.

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**Publication date: 13/05/2016**

## Context

Ysgol Maesglas is in Greenfield in Flintshire. Most pupils live locally. Currently, the school has 249 pupils, including 32 in the nursery who attend on a part-time basis. The school admits pupils to the nursery class at the age of three. There are 10 classes. The school has resource base provision for 10 pupils from across the local authority. These pupils experience behaviour, social or emotional difficulties.

Around 27% of pupils are eligible for free school meals. This is above the national average (20%). The school has a very few pupils who are 'looked after' by the local authority. The school identifies that around 28% of pupils have additional learning needs. A few pupils have a statement of educational needs.

English is the main home language of most pupils. Very few pupils come from an ethnic minority background, use Welsh as their first language or receive support for English as an additional language. The school has excluded pupils for a fixed-term of five days or less on 24 occasions within the last year. This figure is much higher than in most other schools.

The headteacher was appointed in April 2014. Estyn last inspected the school in March 2010.

The individual school budget per pupil for Ysgol Maesglas in 2015-2016 means that the budget is £3,591 per pupil. The maximum per pupil in the primary schools in Flintshire is £4,838 and the minimum is £2,809. Ysgol Maesglas is 23rd 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 current performance is good because:

- Most pupils make strong progress from their starting points
- Outcomes at the end of key stage 2 are improving
- Pupils use their literacy skills well across the curriculum
- Standards of pupils' Welsh language are rising
- Nearly all pupils have high standards of wellbeing
- Staff plan an interesting and engaging curriculum, which includes many worthwhile trips and visitors to school
- Staff have effective working relationships with pupils
- Most teaching helps pupils to move forward rapidly in their learning
- The care and support given to all pupils are outstanding, especially for pupils with social and emotional needs

### Prospects for improvement

The school's prospects for improvement are good because:

- Senior leaders provide a clear sense of direction and focus for the school
- Staff work together effectively to improve outcomes for pupils
- There are strong systems for self-evaluation
- Leaders and managers identify well issues for improvement that are likely to have the most impact on raising standards and quality of provision
- The work of the school's family liaison officer has a very positive impact on the outcomes and wellbeing of many pupils with social and emotional needs and their families
- There is effective use of the staff expertise and experience
- There is a good track record of improving pupil standards and the quality of provision in the school

## Recommendations

- R1 Narrow the gap in performance between pupils eligible for free school meals and other pupils
- R2 Improve attendance
- R3 Develop the monitoring role of the governing body to enable it to challenge the standards in the school more effectively
- R4 Set targets for improvement in the school development plan in terms of measurable pupil outcomes

### **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.'

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Many pupils begin school with language and literacy skills that are below those expected for their age. A minority also have weak numeracy skills when they enter the nursery class. Most pupils make good progress as they move through the school.

In the Foundation Phase, most pupils listen carefully. They speak clearly and respond to questions appropriately. By the end of key stage 2, most pupils have suitable speaking and listening skills. They speak with increasing confidence to adults and each other. Nearly all pupils maintain good concentration during lessons.

Many Year 2 pupils read appropriately for their age and ability. They read with a good level of fluency and accuracy, using their knowledge of the names and sounds of letters to help them tackle more difficult words. Nearly all talk confidently about the types of books they like and know the difference between fiction and non-fiction.

Most pupils in key stage 2 read competently, using a range of suitable strategies. They make well-informed choices about the types of stories or authors they like. A minority use appropriate expression to bring out the meaning of the text. More able pupils make good use of more advanced reading techniques, such as inference, to gain a clear understanding of more difficult texts. Many pupils skim and scan passages successfully to find information and nearly all use an index correctly.

Throughout the Foundation Phase, pupils make strong progress with their writing. By the time they get to Year 2 they can spell common words accurately, use a wide vocabulary and write at length for a range of purposes. Pupils generally present their handwriting well, but too many do not pay enough attention to the correct use of full stops and capital letters.

Pupils in key stage 2 continue to make strong progress. By the end of Year 6, they use stylistic techniques, like simile, metaphor and alliteration, to improve their work effectively. Most write neatly and use paragraphing well. They use their literacy skills well in other subjects.

In the Foundation Phase, nearly all pupils' work in mathematics is at an appropriate level for their age and ability. Most use their knowledge of number bonds well. They can tell the time accurately, work with money correctly up to one pound, know the name and properties of shapes and measure successfully in centimetres. Year 6 pupils achieve well in mathematics. Nearly all work confidently with number, measures and shape. More able pupils do particularly well, for example, to calculate the mean, mode and median of data or to plot positive and negative co-ordinates. They use their skills successfully to solve word problems, such as finding out how many cans of a well-known drink would fill a bath. Most pupils in both key stages use their numeracy skills appropriately in other subjects.

Most pupils across the school respond appropriately to a range of simple questions and instructions in Welsh. In the Foundation Phase, many pupils communicate well using familiar sentences. For example, most pupils are able to converse simply during 'Helpwr y Dydd' weather activities. By the end of Year 6, many pupils write widely and purposefully following basic patterns. They have good oral and reading skills in these Welsh lessons. Pupils are beginning to use the Welsh language outside the classroom successfully.

Pupils from the resource base class make good progress, both in their own class and when they work in mainstream classes. Nearly all pupils who have extra help with their learning do well in school and make strong progress.

Girls, as a group, consistently perform more strongly than boys. The gap is slowly reducing in key stage 2, but shows little change in the Foundation Phase. Outcomes for pupils eligible for free school meals are lower than those for other pupils. Although the gap is reducing slowly in key stage 2, it remains too wide, especially in English and mathematics, at the expected level 4.

Over the last four years, outcomes for pupils at the expected outcome 5 at the end of the Foundation Phase fluctuate, but place the school largely in the lower 50% when compared with similar schools. For the higher outcome 6, there is no consistent pattern of performance with results varying, moving the school between the top 25% and lower 50% of similar schools.

Over the last four years, outcomes for pupils at the end of key stage 2 at the expected level 4 show an upward trend, but vary greatly, moving the school between the top 25% and bottom 25% of similar schools. At the higher level 5, results have risen slowly over the last four years with pupil outcomes moving the school from the lower to the higher 50% of similar schools.

### **Wellbeing: Adequate**

Nearly all pupils understand how to stay fit and to keep healthy. Most pupils feel happy and safe in school. Most pupils work well on their own, in pairs and in groups. They are motivated to learn and speak confidently about what they do and discover. Almost all pupils' behaviour in lessons, about the school and on the playground is good. Nearly all are courteous and polite and relate well to adults and each other. Occasionally, a very few pupils demonstrate behaviour that does not meet expectations.

Older pupils work successfully as peer mediators to support others who may sometimes feel sad or unhappy. Many older pupils act responsibly as e-cadets, helping others with issues, such as internet safety and internet use. Play leaders from upper key stage 2 organise games and activities at break times to engage younger pupils successfully.

Most pupils express their opinions confidently through the school council. The council has been successful in helping develop both the indoor and outdoor environment for pupils. Nearly all pupils are proud of their school and many make a significant contribution to the community through a wide range of organised activities, often led by the school's family liaison officer. These include fundraising, attending local community events, visiting nursing homes and tidying the local country park.

Pupils' overall attendance rates have improved slowly over the last three years, but the rise is not as fast as in similar schools. Over the last two years, the school has slipped into the lower 50% and then bottom 25% of similar schools. Generally, most pupils are punctual.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school provides a broad and well-balanced curriculum with interesting learning experiences that match pupils' needs successfully. Curriculum plans develop pupils' skills effectively as they move through the school. Visitors to school and trips to places of interest, such as Flint Castle, Greenfield Valley and Nant Bwlch Yr Haearn residential centre, enhance the curriculum effectively. Visits for Year 5 and Year 6 to local industries allow them to see the process of manufacturing and learn about the world of work well.

The school integrates pupils from the resource base into mainstream classes and communal activities very successfully. This helps them to make strong progress in their learning and in developing their social skills significantly.

The school provides good opportunities for pupils to use their literacy and information and communication technology (ICT) skills at a suitable level in many subjects. However, opportunities for pupils to use their numeracy skills across the curriculum are limited. Out-of-school activities, such as the Media Club, Radio YMG and Eco Club, support the curriculum well, allowing pupils to improve their skills further, and many pupils take part in these activities.

Provision for the development of pupils' Welsh language skills is effective. There are many opportunities for pupils to learn about the history and culture of Wales through a range of trips and visits, for example to the Urdd Centre in Cardiff and the Celtic Groundworks. Recent St David's Day celebrations, including the school Eisteddfod, raise pupils' awareness of their Welsh identity successfully.

The school makes worthwhile provision for pupils to understand energy use, minimise waste and increase recycling through a range of topics within the curriculum. Pupils learn about the wider world through beneficial studies of other countries by, for example, comparing life in Wales with that in Cyprus, India and Kenya.

### **Teaching: Good**

A particular strength of teaching is the very effective relationships between staff and pupils, which have a positive impact on pupils' attitudes to learning. Teachers plan lessons that build well on pupils' previous learning. They provide suitable levels of challenge for most pupils, including those integrated into mainstream classes from the resource base. They extend their pupils' learning well by asking searching questions that test pupils' understanding of the lesson. Teachers use a good range of classroom management techniques and prepare many teaching resources of high quality that help to motivate pupils well. All staff make effective use of praise and encouragement. Teaching assistants support pupils of all abilities effectively and help pupils to make good progress.



All teachers mark pupils' work regularly and explain to pupils what they have done well. In a majority of pupils' books, teachers give pupils a clear understanding of what they need to do next to improve their work and opportunities to practise these skills. In many classes, pupils are beginning to assess their own work and that of other pupils against the success criteria for the lesson. This is helping them to develop a deeper understanding of how to improve what they are doing.

Staff track pupils' progress effectively and use this information well to plan pupils' next steps. They also use this information well to identify and to support pupils who need extra help with their learning.

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

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

The school is a welcoming community where pupils' wellbeing has a high priority. Staff provide outstanding support for pupils with behavioural, social and emotional needs through carefully structured programmes and individual support. The consistent use of agreed systems for managing the behaviour of pupils with social and emotional needs is very effective.

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. Learning within the curriculum and acts of collective worship provide beneficial opportunities for pupils to reflect and to develop their spiritual awareness appropriately. The school makes suitable arrangements for promoting pupils' healthy lifestyles and staff develop pupils' understanding of how to stay safe effectively, including when they use the internet. The school generally promotes healthy eating and drinking well, but the governors' annual report to parents does not provide the required information on healthy eating and drinking.

The school makes highly effective use of an extensive range of external and specialist services to access support for pupils and their families, particularly through the innovative work of the family liaison officer. Staff undertake extensive training provided by specialist services to support, for example, pupils' emotional development and literacy skills. This has a notable effect on improving pupils' wellbeing and their active participation in learning.

Provision for pupils with additional learning needs, particularly those in the resource base, is an example of sector leading practice. The highly effective inclusion team manage the support of the wide and varied needs of the school's many vulnerable pupils very successfully. This enables these pupils to receive specific support from both within and beyond the school. Staff provide pupils with individual education plans of high quality that set out specific, challenging personal and learning targets. They ensure that pupils have access to highly effective programmes and individual support that enable them to achieve well. Staff keep parents fully informed and involve them in reviewing the progress their child has made. Consequently, these pupils make strong progress in both their outcomes and wellbeing.

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

The school has put into place many worthwhile initiatives to improve pupils' attendance and punctuality. The overall attendance rates are rising overall, but these initiatives have not done enough to rates compared with those of other similar schools.

### **Learning environment: Good**

The school is a very inclusive community that values all pupils equally. The integration of pupils from the resource base into mainstream classes and communal activities is a particularly effective feature of the provision. The school promotes the importance of fair treatment, tolerance and equality well. Staff provide a calm, orderly and caring environment where pupils are happy and enjoy coming to school.

The well-maintained accommodation is of good quality and sufficient for the number of pupils. The school's extensive outdoor areas, including forest school, 'trim trail' and allotments, support pupils' learning well. The school has a wide range of resources that match pupils' needs well. Wall displays are attractive within the school, although they tend not to celebrate pupils' work enough.

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

The headteacher sets a clear strategic direction for the school's development. He has high expectations and a purposeful vision that he shares successfully with the school community. He has allocated responsibilities effectively and established collaborative teamwork among staff well. A strong senior management team is having a significant impact on raising pupils' standards, for example by developing provision in the Foundation Phase and putting in place more rigorous use of data to set individual pupil targets for improvement.

All members of staff are aware of their roles and responsibilities and fulfil them effectively. There are regular, well-organised meetings that have a clear focus on improving standards and provision. The headteacher and senior leaders challenge underperformance appropriately and effectively to secure required improvements in standards and quality.

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 Welsh skills in many aspects of their learning. These developments are having a positive impact on raising the standard of pupils' work.

The governors share and support the headteacher's vision for the school. They understand their roles and statutory responsibilities and generally discharge them well. Governors have a good understanding of how pupils' performance compares with that of pupils in other similar schools and the aspects of the school that require improvement. They have a good grasp of the impact of recent initiatives on improving standards and quality. However, their role in monitoring and challenging the school's performance is more limited.

### **Improving quality: Good**

The school has a well-established process to support planning for improvement. The process benefits from evaluating a wide range of first-hand evidence, including the analysis of data on the performance of pupils and the direct monitoring of lessons and the work of classes. The school seeks the views of all staff, governors, parents and pupils successfully as part of the self-evaluation process.

There are regular leadership and team meetings that focus appropriately on school improvement. As a result, there is a shared understanding among staff of the school's strengths and areas for development, identified suitably in the school's self-evaluation report. The three-year school improvement plan focuses well on the priorities that are most likely to raise standards and improve provision. The plan identifies those with responsibility for actions, sets realistic timescales and assigns appropriate resources. However, plans do not always include targets that focus on pupil outcomes and, as a consequence, the school is not always able to measure the progress of initiatives accurately and reliably.

The school has a good track-record in bringing about improvement. For example, provision and support for pupils with social and emotional needs and their parents have improved significantly, standards in Welsh have risen and outcomes in literacy in key stage 2 show an upward trend.

### **Partnership working: Excellent**

The school's family liaison officer is developing very strong, supportive links with many families. She has established a wide range of very successful and well-attended family learning projects, including 'Fun Club Friday', 'School Readiness', and 'Helping your child to read'. These allow parents to support their child's learning at home effectively. She has also developed strong links for pupils with a variety of community groups. These are having a highly effective impact on improving pupils' attitudes to school, progress in learning and wellbeing. The school is beginning to share this work in training events for schools across North Wales.

The school's partnerships with parents help improve outcomes for pupils. Parents value the regular information about the life and work of the school that they receive via letters and social media. This helps them to know what is going on in school and to support their child's work. The group 'Friends of Maesglas' raises funds to improve school resources and to support school trips and visitors to school. The newly formed 'Parent Council' provides a worthwhile platform for parents to take part in school improvement.

Links with local businesses provide funds for the school to develop outdoor areas and resources. A local sports development group has provided valuable training for the school's play leaders.

The school links very well with a local pre-school group. It organises useful visits by pre-school children to school and the effective sharing of information and practice between staff and practitioners. This helps pupils to enter the nursery class confidently.

Partnerships with the local high school support mainstream pupils' entry to secondary education successfully. Joint activities between the school and the high school enable a consistent approach to teaching children across Year 6 and Year 7. There are effective arrangements to support the transfer of resource base pupils to the next stage of their education. End-of-key-stage moderation practices are appropriate and meet statutory requirements.

### **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. Senior leaders ensure effective use of staff expertise and experience, particularly through funding of the role of family liaison officer and through the work of the inclusion group in supporting provision for pupils with additional needs. The effective deployment of staff has also enabled staff to work in small groups to observe good practice and to improve provision for Welsh.

There are effective performance management processes in place for all staff, including teaching assistants. Staff targets link closely to school improvement priorities. In-house training, such as work on maintaining high levels of behaviour, supports staff development well. Senior leaders ensure that training undertaken by staff supports the delivery of priorities in the school improvement plan and takes forward the professional development needs of staff effectively.

The school manages its accommodation, resources and budget well, with appropriate financial controls in place. Senior leaders ensure that expenditure supports priorities in the school improvement plan. The school's use of the Pupil Deprivation Grant has improved the wellbeing of many vulnerable pupils, including those eligible for free school meals, very successfully. However, funding has not yet had enough impact on narrowing the gap in performance between these and other pupils.

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

## Appendix 1: Commentary on performance data

### 6642018 - Ysgol Maesglas

Number of pupils on roll	239
Pupils eligible for free school meals (FSM) - 3 year average	25.2
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	20	37	30	31
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	70.0	70.3	83.3	61.3
Benchmark quartile	4	4	3	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	20	37	30	31
Achieving outcome 5+ (%)	70.0	81.1	86.7	67.7
Benchmark quartile	4	3	2	4
Achieving outcome 6+ (%)	20.0	29.7	50.0	25.8
Benchmark quartile	3	2	1	3
<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	20	37	30	31
Achieving outcome 5+ (%)	75.0	83.8	83.3	61.3
Benchmark quartile	4	3	3	4
Achieving outcome 6+ (%)	15.0	18.9	50.0	25.8
Benchmark quartile	3	3	1	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	20	37	30	31
Achieving outcome 5+ (%)	80.0	86.5	93.3	83.9
Benchmark quartile	4	4	3	4
Achieving outcome 6+ (%)	20.0	29.7	60.0	32.3
Benchmark quartile	4	3	1	4

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

## 6642018 - Ysgol Maesglas

Number of pupils on roll	239
Pupils eligible for free school meals (FSM) - 3 year average	25.2
FSM band	4 (24%<FSM<=32%)

### Key stage 2

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	17	26	27	27
<b>Achieving the core subject indicator (CSI) (%)</b>	76.5	80.8	81.5	88.9
Benchmark quartile	3	3	3	2
<b>English</b>				
Number of pupils in cohort	17	26	27	27
Achieving level 4+ (%)	76.5	80.8	85.2	96.3
Benchmark quartile	4	4	3	1
Achieving level 5+ (%)	*	23.1	29.6	37.0
Benchmark quartile	*	4	3	2
<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	17	26	27	27
Achieving level 4+ (%)	76.5	92.3	85.2	96.3
Benchmark quartile	4	1	3	1
Achieving level 5+ (%)	*	*	25.9	37.0
Benchmark quartile	*	*	3	2
<b>Science</b>				
Number of pupils in cohort	17	26	27	27
Achieving level 4+ (%)	76.5	84.6	88.9	88.9
Benchmark quartile	4	3	3	3
Achieving level 5+ (%)	35.3	26.9	33.3	29.6
Benchmark quartile	2	3	2	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.	97	94 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	95	88 93%	7 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	95	92 97%	3 3%	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	96	94 98%	2 2%	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.	95	92 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	89	84 94%	5 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.	96	94 98%	2 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.	96	92 96%	4 4%	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.	94	84 89%	10 11%	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.	94	91 97%	3 3%	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.	84	40 48%	44 52%	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	93	57 61%	36 39%	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.	20	16 80%	4 20%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	18 90%	2 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.	20	17 85%	3 15%	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.	19	18 95%	1 5%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	18	6 33%	12 67%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	20	15 75%	5 25%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	20	13 65%	7 35%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	18	12 67%	5 28%	1 6%	0 0%	2	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.	18	12 67%	5 28%	1 6%	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.	18	13 72%	5 28%	0 0%	0 0%	2	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.	20	18 90%	2 10%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	18	9 50%	9 50%	0 0%	0 0%	2	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.	20	15 75%	5 25%	0 0%	0 0%	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.	20	15 75%	5 25%	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.	18	9 50%	8 44%	1 6%	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.	17	14 82%	3 18%	0 0%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	12	6 50%	6 50%	0 0%	0 0%	7	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.	19	14 74%	4 21%	1 5%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	19	15 79%	4 21%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Mr Richard Hawkley	Reporting Inspector
Mrs Linda Jane Williams	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Mr Kevin Mc Comas	Peer Inspector
Mr Gavin Cass (Headteacher)	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.