



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

A report on

**Ysgol Y Llan, Whitford V.P.
Whitford
Holywell
Flintshire
CH8 9AN**

Date of inspection: June 2017

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 Y Llan Church in Wales Primary School is in the small village of Whitford, in Flintshire. A few pupils live locally with the majority attending from the surrounding area. There are currently 105 pupils on roll from the ages of 3 to 11. Numbers have risen significantly since September 2013. There is a nursery and four mixed aged classes.

Over the last three years the average number of pupils eligible for free school meals is around 5%. This is well below the national average of 20%. About 16% of pupils have additional learning needs, which is below the national average of 25%. No pupils speak Welsh as a first language at home and very few pupils speak English as an additional language. A very few pupils are in the care of the local authority.

The headteacher took up his post in September 2014. The school's last inspection was in March 2013.

The individual school budget per pupil for Ysgol Y Llan Va Primary School Whitford in 2016-2017 means that the budget is £3,758 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,718 and the minimum is £2,944. Ysgol Y Llan VA Primary School Whitford is 29th out of the 66 primary schools in Flintshire 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 through the school in developing their literacy, numeracy and information and communication technology (ICT) skills
- Nearly all pupils behave very well during lessons and at other times of the school day
- Consistently good teaching and learning in the Foundation Phase ensure that pupils have a very good start to their education
- There is a wide range of stimulating learning experiences, that meet most pupils' needs successfully
- Standards and provision in Welsh second language are good
- There is a strong supportive ethos where everyone is valued
- Regular reviews of the progress of all pupils ensures that teachers identify and support quickly pupils who are underachieving
- The effective use of well-qualified support staff is a strength at the school
- The school building and grounds are of a very high quality and provide pupils with a stimulating and exciting place to learn and play

Prospects for improvement

Prospects for improvement are good because

- The headteacher provides strong, purposeful and effective leadership
- The headteacher and staff have a clear vision, which they share well with all members of the school community, to nurture pupils' wellbeing and to promote a positive learning environment
- The school has a robust and systematic approach to gather self-evaluation evidence and identifies strengths and areas for development accurately
- The governing body knows, supports and challenges the school effectively
- Governors take an active part in decision-making and the life of the school and work closely with the headteacher to determine its strategic direction
- There are very beneficial partnerships with parents, the local community and other organisations that support pupils' learning and wellbeing effectively

Recommendations

- R1 Improve the quality of pupils' spelling, punctuation and handwriting in key stage 2
- R2 Raise attendance levels
- R3 Provide greater challenge for more able pupils
- R4 Ensure that the marking of pupils' work contributes effectively to raising standards

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

During their time in the school, nearly all pupils, including those with additional learning needs, make good progress in developing their literacy, numeracy and ICT skills from their starting points.

Pupils in the Foundation Phase develop their speaking and listening skills well. Most pupils use their skills effectively to explain their ideas and communicate clearly with friends and adults. Nearly all pupils read with confidence and a few begin to read with expression. Most pupils are confident to write at length and adapt their writing for different purposes, for example when writing letters to the class fairy. They make very effective use of descriptive vocabulary, such as when they write about the Creation. Nearly all make good progress in developing their handwriting, spelling and use of basic punctuation.

Most pupils in key stage 2 are confident speakers who express themselves eloquently. Most pupils read with fluency and accuracy and more able pupils develop their higher order reading skills well. Nearly all pupils talk confidently about their favourite authors and the types of books they enjoy. Most pupils write effectively for a range of purposes, including presenting a balanced argument and writing persuasive letters. Older pupils use the features of a playscript successfully, for example when they adapt the story of 'The Gruffalo'. However, many pupils in key stage 2 do not develop a consistent style of handwriting. Many make careless errors in spelling and do not use punctuation accurately.

Throughout the school, pupils use their literacy skills effectively to support their work across the curriculum. For example, key stage 2 pupils use their literacy skills well when they record science investigations and Foundation Phase pupils compile useful fact files to record their work on mini beasts.

Most pupils make good progress in their spoken Welsh and use Welsh confidently as part of class routines, for example in the role of 'Helpwr Heddiwr' and 'C'mon Cymraeg'. In the Foundation Phase, many pupils ask and respond to simple questions independently following basic patterns. Many write short pieces well using familiar vocabulary and sentence patterns. In key stage 2, most pupils read at an appropriate level, have a good understanding of their texts and answer simple questions appropriately. They write using good vocabulary in scripts and recounts. By Year 6, most write accurately at increased length in the past tense, for example when writing a book review. However, pupils do not use their Welsh language skills enough around the school.

In both key stages, pupils develop their numeracy skills across the curriculum well. For example, in the Foundation Phase, by Year 2, most pupils count to 100 confidently, double and halve numbers correctly and begin to understand place value and the four rules of number. They also measure accurately in basic standard units, know the properties of two and three-dimensional shapes and gather and represent data successfully in different forms.

In key stage 2, most pupils develop a relevant range of mental calculation strategies to reach correct answers quickly. By Year 6, they recognise relationships between numbers up to one million. They multiply and divide decimals and use equivalent fractions knowledgeably. They convert between different units of measurement successfully and begin to understand basic geometry and algebra. In particular, by the end of key stage 2, most pupils acquire good problem-solving skills related to real-life situations, such as when planning holidays and designing gardens.

Most pupils have good ICT skills commensurate with their age and ability. For example, in reception they use tablet computers to enhance their literacy skills and, by the end of key stage 2, pupils use a wide range of electronic devices confidently to create and to present their work, such as when constructing irregular shapes. Across the school, all pupils use the internet and a variety of software appropriately and most have a good awareness of e-safety. Older pupils in key stage 2 apply their ICT skills well. They use a variety of devices to research, present work and to construct simple databases, for example by creating purposeful graphs and charts to illustrate their findings in science. Many pupils use coding successfully to design their own games.

Nearly all pupils with additional learning needs make good progress towards achieving their learning targets.

As the school has very few pupils eligible for free school meals, the evaluation of the performance of this group in comparison with other pupils is unreliable. However, nearly all pupils eligible for free school meals make strong progress from their individual starting points. Over time, girls generally perform better across the school, when comparing their performance with that of boys.

The school has a comparatively low number of pupils in year groups at the end of the Foundation Phase and key stage 2. This affects the overall pattern of performance year-on-year in the end of key stage assessments in comparisons with levels in similar schools. In the Foundation Phase, over the last four years, performance at the expected and higher outcomes in literacy and mathematical development has placed the school generally in the lower 50% in comparison with similar schools. In key stage 2, at the expected and higher levels, the school's performance over the same period in English, mathematics and science shows no consistent pattern when compared with that of similar schools.

Wellbeing: Adequate

Nearly all pupils feel safe and well cared for in school. Through their active participation in a range of physical activities, most pupils demonstrate a good appreciation and understanding of the importance of adopting a healthy lifestyle.

Nearly all pupils are polite and courteous, demonstrating good behaviour throughout the school day and showing a good level of respect for each other and adults. They are enthusiastic about their learning and work with one another happily. Pupils are represented well by their school council. The council makes valuable contributions to school life, for example by implementing a school saving bank. This has improved pupils' knowledge and understanding of money.

Most pupils play a valuable part in the local community through activities such as support for local charities and links with the church.

Over the last three, years attendance has placed the school in the lower 50% or bottom 25% when compared with similar schools. Most pupils arrive at school on time in the mornings.

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

The school provides a broad and balanced curriculum that meets the needs of nearly all pupils. Teachers plan thoroughly to provide learning experiences that are rich and varied. They identify good opportunities to develop pupils' literacy, numeracy, and ICT skills across the curriculum. Teachers make good use of the outdoor environment to provide worthwhile learning experiences.

There is a good range of well-attended extra-curricular activities that support pupils' learning effectively, for example the 'Playful Futures' club, which has a positive effect on pupils' creativity and imagination.

There is good planning for the development of pupils' Welsh language skills. The 'Criw Cymraeg' successfully improve pupil voice and increase participation of Welsh in the school. The school provides a wide range of activities that promote the culture and history of Wales, for example through the school eisteddfod, visits to Beddgelert and the study of local evacuees in the Second World War.

The school promotes education for sustainable development well. Nearly all pupils are aware of the importance of recycling and caring for the environment. Most pupils have a good understanding of aspects of the wider world through the study of other countries, faiths and cultures. For example, they compare religions such as Islam to Christianity, and link with a school in India, which helps pupils to understand life in the wider world.

Teaching: Good

Most teaching enables pupils to learn effectively and to make good progress. In most classes, teachers provide interesting and enjoyable learning activities that motivate pupils. Teachers encourage pupils to focus well on their learning and to develop perseverance when they face difficulties. Working relationships between staff and pupils in all classes are positive and strong.

Teachers organise the learning environment carefully to enable pupils to access resources easily and to become independent learners. This is particularly the case in the Foundation Phase, where skilful teachers and support staff lead challenging activities that develop pupils' understanding of new concepts well. Staff encourage pupils to choose their own activities to consolidate their learning in carefully planned and resourced areas of the classroom. As a result, most pupils are keen to learn and make good progress in relation to their starting points.

In most classes there are clear learning objectives and nearly all pupils understand what they need to do to be successful. Teachers generally plan work well to meet the different needs of pupils. However, work is not always challenging enough for more able pupils. Most teachers provide positive and supportive comments on pupils' written work but these do not always give pupils a clear enough idea of what they need to do to improve.

Teachers and senior leaders track pupils' progress systematically and use this information well to identify pupils who are underachieving. Termly reviews of progress for all pupils provide teachers with good opportunities to share information and to target interventions appropriately.

The school keeps parents well informed about their children's progress through detailed reports that cover all required aspects.

Care, support and guidance: Good

The school provides good levels of support and guidance for pupils to raise their awareness of healthy living and wellbeing. This means that nearly all pupils are happy and safe in school and display appropriate levels of self-confidence. There is a strong emphasis on good behaviour, positive values and respect for others. Arrangements for safeguarding meet requirements and give no cause for concern.

The school's arrangements to promote good attendance through regular newsletters and incentives ensure that parents and pupils are very aware of the educational and social implications of absence.

Staff promote pupils' cultural development well through a range of visits and visitors. The support for pupils' spiritual, moral, social and cultural development is successful, particularly through effective collective worship and personal and social education.

The school makes good use of a wide range of specialist services, such as the educational psychologist and speech and language therapy, in order to provide appropriate support for identified pupils and their families.

Provision for pupils with additional learning needs is good. Staff identify pupils' needs at an early stage and plan a suitable range of programmes to support learning. Teaching assistants provide valuable support in delivering programmes to develop pupils' literacy and numeracy skills. Staff review targets in individual educational plans regularly and evaluate the impact of provision. This ensures that nearly all targeted pupils make good progress in relation to their abilities.

Learning environment: Good

The school provides a very caring, inclusive and welcoming environment for all pupils, based on its Christian values. The wellbeing of all members of the school community is a high priority. Staff treat all pupils equally and with respect. Pupils have ready access to all aspects of the school's curriculum and to the good range of extra-curricular activities provided.

The site and buildings are safe and secure. Effective use is made of all available space, including the outdoors, to support pupils' learning and play.

A good range of resources supports teaching and learning. For example, the well-stocked library and sufficient ICT equipment support the development of pupils' skills effectively. The colourful displays in communal areas, corridors and classrooms celebrate pupils' work well.

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

The headteacher provides strong leadership for the school. He has high expectations of staff and pupils and provides a clear sense of direction with a strong focus on raising standards.

All staff have clear roles and responsibilities that they fulfil diligently. Team work is a strong feature and the introduction of school improvement teams is having a positive effect, particularly in developing outdoor learning and raising standards of behaviour. The headteacher ensures that meetings are well organised and that effective systems of communication keep all staff fully informed. There are well-established processes for the performance management of teaching staff. The setting of performance management targets supports school improvement successfully.

The school focuses well on national and local priorities. For example, staff place a high priority on developing pupils' ICT skills systematically.

The governing body provides highly effective support for the school. Through the involvement of governors in the review of its own procedures, the governing body has a clear understanding of its role. Governors are well informed through, for example, detailed reports from the headteacher. They monitor the work of the school through their involvement in learning walks and discussions related to the school's data. They use their knowledge well to challenge the school appropriately, for example requesting information about the provision for more able pupils, and on the improvements in Welsh across the school.

Improving quality: Good

The school has a well-established system to support planning for improvement. All staff and governors are involved fully in the self-review process and make valuable contributions. Leaders seek the views of parents annually through questionnaires and the school acts on the information appropriately. The development of more extensive communication systems for parents is a direct response to their suggestions. Pupils express their views confidently through well-established systems including the school council. Leaders use a good range of first hand evidence and the detailed analysis of data to inform self-review effectively. The self-evaluation report provides an accurate overview of the school and highlights clearly strengths and areas for development.

Priorities in the school improvement plan link clearly to the outcome of self-review. Main priorities have a clear focus on raising standards and improving provision. The improvement plan is appropriately detailed and progress in addressing priorities is monitored rigorously. All staff are fully involved in aspects of school improvement, particularly through their work in school improvement teams. This has raised standards and wellbeing in many areas, for example by improving pupils' literacy and numeracy skills and supporting their personal and social development.

Partnership working: Good

The school has a strong partnership with parents, whom it keeps very well informed about the life and work of the school. Well-established links with the village community and local estate are particularly effective in supporting the development and upkeep of the school grounds for the benefit of pupils.

The school uses partnerships well to develop and extend the curriculum, including close work with the church, and effective links with the group of local schools. The use of outside providers enables the school to offer a wide range of engaging extra-curricular activities. Staff have well-established links with services that support pupils' creative development successfully, particularly through their work as part of a lead creative school and through their links with music specialists.

Joint working with local schools supports teachers in the accurate assessment of pupils' work and the development of resources. Links with schools outside the local area, and further education colleges, enable the school to share good practice effectively. Leaders use the advice offered by advisory staff to implement positive changes, particularly in the development of teaching strategies. The school liaises well with a number of high schools to ensure that nearly all pupils transfer confidently to secondary education. Staff have good links with the local playgroup that meets onsite, and this ensures that pupils settle quickly into the nursery class.

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. Leaders make good use of staff experience and expertise, for example in the teaching of Welsh in key stage 2.

Teachers use their planning, preparation and assessment time effectively. The headteacher ensures that all staff have regular opportunities to undertake relevant professional development. For example, staff training to improve aspects of digital competence has led to an increase in most pupils' standards of ICT. Close team working supports the introduction and development of new initiatives successfully, for example when implementing the lead creative school programme and the introduction of a new initiative to improve pupil behaviour.

The headteacher and governors monitor the school's finances rigorously. They ensure that the school has a suitable contingency fund. Staff use the pupil deprivation grant effectively so that pupils eligible for free school meals achieve well.

Leaders makes extensive use of grant funding from a range of sources to enhance further the school's provision, buildings and grounds.

In view of pupil outcomes and the quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6643320 - Ysgol y Llan VA Primary School Whitford

Number of pupils on roll	120
Pupils eligible for free school meals (FSM) - 3 year average	4.8
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	15	16	17	14
Achieving the Foundation Phase indicator (FPI) (%)	93.3	93.8	100.0	92.9
Benchmark quartile	2	2	1	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	15	16	17	14
Achieving outcome 5+ (%)	93.3	93.8	100.0	92.9
Benchmark quartile	3	3	1	3
Achieving outcome 6+ (%)	33.3	50.0	29.4	42.9
Benchmark quartile	3	2	4	3
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	15	16	17	14
Achieving outcome 5+ (%)	93.3	100.0	100.0	92.9
Benchmark quartile	3	1	1	3
Achieving outcome 6+ (%)	26.7	43.8	29.4	21.4
Benchmark quartile	3	2	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	15	16	17	14
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	60.0	50.0	47.1	42.9
Benchmark quartile	2	3	4	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.

6643320 - Ysgol y Llan VA Primary School Whitford

Number of pupils on roll	120
Pupils eligible for free school meals (FSM) - 3 year average	4.8
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	14	5	12	15
Achieving the core subject indicator (CSI) (%)	92.9	100.0	91.7	100.0
Benchmark quartile	3	1	3	1
English				
Number of pupils in cohort	14	5	12	15
Achieving level 4+ (%)	92.9	100.0	91.7	100.0
Benchmark quartile	3	1	4	1
Achieving level 5+ (%)	42.9	20.0	58.3	53.3
Benchmark quartile	3	4	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	14	5	12	15
Achieving level 4+ (%)	92.9	100.0	91.7	100.0
Benchmark quartile	3	1	4	1
Achieving level 5+ (%)	57.1	40.0	66.7	53.3
Benchmark quartile	1	3	1	2
Science				
Number of pupils in cohort	14	5	12	15
Achieving level 4+ (%)	92.9	100.0	91.7	100.0
Benchmark quartile	4	1	4	1
Achieving level 5+ (%)	42.9	20.0	58.3	60.0
Benchmark quartile	3	4	2	2

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

* 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.	56		56 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	56		55 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	56		54 96%	2 4%	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	56		54 96%	2 4%	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.	56		56 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	56		55 98%	1 2%	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.	56		56 100%	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.	56		56 100%	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.	56		51 91%	5 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%	
I have enough books, equipment, and computers to do my work.	56		52 93%	4 7%	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.	56		53 95%	3 5%	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	56		55 98%	1 2%	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.	69	25 36%	35 51%	3 4%	6 9%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	70	42 60%	18 26%	3 4%	7 10%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	70	43 61%	23 33%	3 4%	1 1%	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.	70	25 36%	29 41%	8 11%	4 6%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	70	15 21%	38 54%	9 13%	6 9%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	70	24 34%	35 50%	4 6%	1 1%	6	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	70	28 40%	34 49%	4 6%	2 3%	2	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.	69	14 20%	33 48%	8 12%	4 6%	10	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	70	28 40%	33 47%	5 7%	4 6%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	70	30 43%	30 43%	7 10%	1 1%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	70	37 53%	26 37%	2 3%	3 4%	2	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'.	70	15 21%	33 47%	6 9%	4 6%	12	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	70	11 16%	36 51%	20 29%	1 1%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	70	31 44%	28 40%	7 10%	3 4%	1	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.	70	18 26%	38 54%	3 4%	2 3%	9	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.	70	22 31%	38 54%	7 10%	1 1%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	69	13 19%	29 42%	8 12%	3 4%	16	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.	69	18 26%	43 62%	4 6%	2 3%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	70	20 29%	36 51%	6 9%	5 7%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Jeffrey John Beecher	Reporting Inspector
Mrs Linda Jane Williams	Team Inspector
Mr James Jones	Lay Inspector
Mr Huw Rowlands	Peer Inspector
Mr Bryan Griffiths (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.