



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Hawarden Village Voluntary Aided Church In Wales Primary
School
Cross Tree Lane
Hawarden
Deeside
Flintshire
CH5 3PY**

Date of inspection: April 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

Hawarden Village Voluntary Aided Church in Wales Primary School is in the local authority of Flintshire. The school opened in September 2013 following the amalgamation of Hawarden Infants Community Primary School and Rector Drew Voluntary Aided Junior School. Prior to the amalgamation, the current headteacher was the headteacher at Hawarden Infants Community Primary School.

The school has 461 pupils aged 3 to 11 years on roll, including 58 pupils who attend the nursery part-time. The school has 16 classes. Around 5% of pupils are eligible for free school meals. This figure is well below the national average of 21%.

Nearly all pupils come from homes where English is the main language. A very few pupils speak Welsh as a first language. Most pupils are of white British ethnicity. The school identifies around 22% of pupils as having additional learning needs. A very few have a statement of special educational needs. A very few pupils are looked after by the local authority.

The individual school budget per pupil for Hawarden Village Voluntary Aided Church in Wales Primary School in 2014-2015 means that the budget is £2,838 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,111 and the minimum is £2,838. Hawarden Village Voluntary Aided Church in Wales Primary School is 68th out of the 68 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	Excellent

Current performance

The current performance of the school is good because:

- Most pupils achieve good standards by the end of the Foundation Phase and key stage 2
- Standards of writing across the school are very good
- Nearly all pupils display exemplary behaviour in classrooms and around the school
- Most pupils respond well to opportunities to take on additional responsibilities
- Teachers work collaboratively to provide a wide range of engaging learning experiences
- In most lessons, the pace of learning is lively and the level of challenge matches pupils' abilities well
- The school makes highly effective use of the outdoor learning environment

Prospects for improvement

The school's prospects for improvement are excellent because:

- The strategic processes which supported the amalgamation of the two schools are very strong
- The headteacher provides outstanding leadership
- The governing body is extremely effective
- Senior leaders have established exemplary procedures for self-evaluation and quality improvement
- Leaders have demonstrated the capacity to implement change swiftly and effectively and have a very good track record of making improvements
- There is an extensive range of outstanding partnerships, particularly with other schools
- The school provides excellent support to other schools in developing standards and the quality of provision

Recommendations

- R1 Improve standards of reading across the school
- R2 Improve the quality and impact of teachers' marking
- R3 Share the most effective practice in teaching and learning more consistently across the school to improve standards further

What happens next?

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

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
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Standards: Good

Most pupils begin school with literacy, numeracy, personal and social skills that are appropriate to or slightly above those expected for their age. Overall, they achieve good standards by the end of the Foundation Phase and key stage 2.

Most pupils have well-developed speaking and listening skills. By the end of the Foundation Phase, they speak confidently in front of their peers and use lively and exciting language. In key stage 2, they communicate effectively with each other in pair and group work to discuss answers to questions or methods to solve problems, for example when identifying the most suitable sentences to include in a mystery story.

In the Foundation Phase, most pupils develop their reading skills appropriately. They use phonic strategies well from an early age. More able pupils read fluently with suitable expression. They are able to use features of non-fiction books, such as the index, to locate information successfully. By the end of key stage 2, most pupils read with fluency and understanding. They are able to describe key events and outline the roles of characters within stories. However, across the school, a minority of pupils do not make the progress they are capable of in developing their reading skills.

Standards of writing across the school are very good. In the Foundation Phase, most pupils write with good levels of independence from an early age. They form letters accurately and use their knowledge of phonics to spell common words correctly. They sustain interest in their writing for extended periods, for example when re-telling the story of the 'The Smartest Giant in Town'. By the end of key stage 2, most pupils write at length for a wide range of purposes. They present their work particularly well, use punctuation effectively and organise their work into paragraphs successfully. They have a sound understanding of how to write for particular purposes and audiences. Most pupils apply their writing skills effectively across the curriculum, for example when writing to evaluate the quality of the board games they have created.

Most pupils have good mathematical skills. By the end of the Foundation Phase, they have a sound understanding of number bonds to 100. They use strategies such as counting on and counting back to add and subtract successfully. By the end of key stage 2, most pupils have good number skills and use a range of methods to solve number problems correctly. More able pupils use a broad range of skills in combination to complete complex challenges, for example when working out the length of a stick, without measuring it, using Pythagoras's theorem. Most pupils apply their numeracy skills well across the curriculum in subjects such as science.

In the Foundation Phase, many pupils use the Welsh language enthusiastically when singing songs and rhymes. They follow instructions well and respond appropriately to basic questions. In key stage 2, many pupils apply their Welsh writing skills

effectively in subjects such as history to write character profiles about Henry VIII. They demonstrate a sound understanding of a suitable range of vocabulary within Welsh lessons. Many pronounce Welsh words clearly when reading independently.

In the Foundation Phase, most pupils usually attain at least the expected outcome 5 in literacy and mathematical development. In literacy, pupils' performance at outcome 5 has placed the school in the lower 50% of similar schools in each of the last three years. In mathematical development, pupils' performance has fallen, moving the school from the higher 50% of similar schools to the bottom 25% during the last three years. At the higher-than-expected outcome 6, the school has been in the lower 50% of similar schools in two of the last three years in both literacy and mathematical development. However, the most recent teacher assessment data places the school in the higher 50% for literacy and the top 25% for mathematical development.

In key stage 2, pupils' performance in English at the expected level 4 and the higher-than-expected level 5 usually places the school in the lower 50% of similar schools. However, pupils' performance in 2014 places the school in the top 25% at level 4 and the higher 50% at level 5. In mathematics and science, pupils' performance is consistently good at both the expected and higher-than-expected levels. The school is regularly in the higher 50% or top 25% when compared with similar schools.

In the Foundation Phase and at key stage 2, girls as a group usually attain better than boys in most subjects and areas of learning. The school's most recent data shows that the performance of more able pupils has improved considerably, including a few who have attained level 6 in English or mathematics. Pupils eligible for free school meals usually make good progress towards their individual learning goals.

Wellbeing: Good

Nearly all pupils feel happy and safe in school. They know where to turn if they are worried or upset in school. Most pupils understand the importance of living a healthy lifestyle, including the need to eat a healthy diet and to take regular exercise. Many pupils participate enthusiastically in a variety of extra-curricular sporting activities.

Nearly all pupils display exemplary behaviour in classrooms and around the school. They are polite, well-mannered and respectful of adults and each other. They work and play well independently and in collaboration with others. Rates of pupil attendance are consistently good and usually place the school in the higher 50% when compared with similar schools. Most pupils arrive punctually at the start of the school day. Across the school, most pupils take an active role in deciding what and how they would like to learn. This helps to ensure high levels of pupils' motivation.

Most pupils respond well to opportunities to take on additional responsibilities. The members of the school council represent their fellow pupils well, for example by creating a child-friendly behaviour policy. The e-cadets are an innovative group who support pupils in understanding how to stay safe on the internet. The school's eco-council is effective in promoting sustainability issues, for example designing the outside area to create habitats for butterflies and bees.

Learning experiences: Good

Teachers work collaboratively to provide a wide range of engaging learning experiences that build successfully upon pupils' prior learning and cover the requirements of the National Curriculum and religious education. The school successfully implements the philosophy of the Foundation Phase of learning. A variety of visits and visitors that enhance the curriculum well. In particular, the school uses the outdoor environment and the locality effectively to develop pupils' skills, knowledge and understanding of the natural world. The school provides a wide range of after-school activities, such as sports clubs, which successfully promote positive attitudes to exercise and healthy lifestyles.

The school uses the national literacy and numeracy framework well to inform teachers' planning. There are many stimulating opportunities for pupils to develop their literacy and numeracy skills through rich tasks across the curriculum. In many cases, these tasks challenge pupils to combine a variety of skills to solve problems that relate well to real life situations. Opportunities for pupils to apply their writing skills are a strong feature of the school's provision and they help to support consistently good standards of writing across the school. Well-planned and creative homework tasks enable pupils to develop their skills independently.

Provision for the development of the Welsh language is developing well. Pupils receive many valuable opportunities to gain a sound understanding of the culture and heritage of Wales, for example through a study of famous Welsh artists and authors. Residential visits to Glan Llyn also provide pupils with an insight into Welsh cultural activities and the opportunity to develop their competency using the Welsh language.

The school develops pupils' awareness of sustainability issues well through the taught curriculum and a range of practical activities. For example, they learn about sustainable energy sources, such as solar power, during lessons and they recycle waste in their roles as eco council members. There are many opportunities for pupils to develop a sound understanding of their place in the wider world through studies of foreign countries and international links, for example with a school in Nepal.

Teaching: Good

Most teaching is effective and ensures that pupils make good progress as they move through the school. Most teachers have good, up-to-date, professional knowledge and skills. They use a range of approaches and resources that motivate and engage pupils to sustain their interest and enjoyment in learning. Most teaching assistants contribute well to the learning process, for example by intervening in play activities at appropriate points within the Foundation Phase.

Most teachers ensure that pupils understand how to be successful in lessons by sharing learning intentions appropriately at the beginning of each session. Normally, the pace of learning is lively and the level of challenge matches pupils' abilities well. For example, the level of challenge provided for the most able Year 6 pupils in mathematics lessons enables a majority of them to make accelerated progress.

However, in the few instances where teaching is less successful, the pace of learning is too slow and the levels of challenge in the work do not meet pupils' needs well enough.

Nearly all teachers mark pupils' work regularly. They often provide useful written feedback for pupils. However, teachers' written comments usually refer to what pupils have done well and do not identify precisely what they need to do to move on to the next stage of their learning. Overall, there are too few opportunities for pupils to respond purposefully to teachers' marking to improve their work. Across the school, teachers and teaching assistants provide useful verbal feedback and question pupils effectively during learning activities.

The school's assessment and tracking procedures are effective. Recently, these arrangements have contributed significantly to raising standards. It has also promoted a shared sense of accountability for the standards that pupils achieve among all teachers. Assessment systems support the school in providing well for pupils who require additional support or challenge in their learning. Arrangements to standardise and moderate pupils' work are comprehensive. They support teachers' assessments of standards at the end of the Foundation Phase and key stage 2 successfully.

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

Care, support and guidance: Good

The school provides a happy and secure environment for pupils and promotes their confidence and self-esteem well. It supports pupils' spiritual, moral, social and cultural development successfully, particularly through its close links with the local church and through daily acts of collective worship. The school promotes positive behaviour and attitudes effectively, for example through carefully planned circle time activities. This ensures that nearly all pupils manage their own behaviour very well and have a good understanding of the need to respect others. The school provides worthwhile opportunities for pupils' cultural development, such as through working with a Welsh artist to create a tapestry based on Celtic saints.

The school identifies and supports pupils with additional learning needs successfully from an early age. Individual educational plans are thorough and set out suitable targets for improvement. Comprehensive systems are in place to review these plans in consultation with the pupils and their parents. There are effective links with specialist services, such as the educational psychologist, that improve provision for identified pupils. As a result, most pupils that require additional support make good progress.

The school makes appropriate arrangements for promoting healthy eating and drinking. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Excellent

The school is an inclusive learning community where learners have equal access to all aspects of the school's provision. It promotes positive Christian values and celebrates diversity effectively. As a result, nearly all pupils co-operate well with each other at work and at play and make positive contributions to school life, for example by showing care for others in their roles as 'Friendly Faces' at break times. The school actively promotes tolerant attitudes, where staff and pupils are free from any form of harassment.

The school site and buildings provide a welcoming and well-maintained environment that supports effective teaching and learning. The premises are safe and secure. Many colourful and engaging displays throughout the school celebrate pupils' achievements and support learning well. The school has developed its outdoor spaces thoughtfully. Staff make highly effective use of these spaces to develop pupils' skills, knowledge and understanding, for example to enable pupils to develop a particularly strong awareness of sustainability issues in the eco classroom or to develop their writing skills in the forest school. The school has shared this best practice with many local schools. A varied supply of resources of good quality matches pupils' needs appropriately.

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

The strategic processes that support the amalgamation of the two schools are sector leading. In a relatively short period of time, and since the amalgamation, senior leaders have successfully established a common vision of continuous improvement among all staff and shared this vision with the school community effectively.

The headteacher provides outstanding strategic leadership based on an extensive understanding of the school's strengths and priorities for improvement. She has established a culture of trust, high expectations and accountability among all staff. Senior and middle leaders provide effective leadership, for example through high-level analysis of performance data that informs school improvement planning well. All staff understand their roles and responsibilities well.

Meetings focus well on school improvement priorities and involve all staff. Leaders monitor the impact of decisions made at these meetings robustly. Staff share good practice appropriately. They work closely in small partnerships to analyse teacher effectiveness. They work well as a team and participate fully in decision-making in order to take the school forward.

The school addresses national and local priorities very effectively with a strong commitment to ensuring that all pupils benefit fully from the school's provision. The school implements the philosophy of the Foundation Phase successfully and regularly shares its good practice with other schools at the request of the local authority.

The governing body is extremely effective and provides high levels of support and challenge to the school. It demonstrates the capacity to take strategic decisions that support school improvement, for example through the appointment of a school business manager to ensure that the headteacher raises standards of teaching and learning successfully. Governors play a prominent role in the school's self-evaluation process. They have a thorough understanding of the school's performance data and its strengths and areas for development. They use this information effectively, for example to set challenging performance management targets for the headteacher.

Improving quality: Excellent

Senior leaders have established very strong procedures for self-evaluation and quality improvement that place improved outcomes for children at the heart of the school's work. As a result, leaders know the school's strengths and areas for development extremely well. This has supported the amalgamation process particularly well. Leaders conduct a meticulous analysis of most aspects of the school's life and make excellent use of first-hand evidence and data analysis to set priorities for improvement. The pace of improvement in response to self-evaluation is rapid. For example, in 2014, the proportions of pupils attaining the higher-than-expected levels in English at the end of key stage 2 improved greatly.

The school's self-evaluation process enables pupils and parents to contribute positively to school improvement. For example, information gathered from a variety of 'pupil voice' groups has had a significant impact on improving the school's curriculum and the development of the school playground.

The school improvement plan links closely to the outcomes of self-evaluation and contains clear priorities. The plan is a useful tool to support improvement. Actions taken since amalgamation are already having a significant effect on improving pupil outcomes. For example, the implementation of a whole-school approach to teaching phonics has had a positive impact on pupils' ability to write independently from an early age.

The school has responded well to recommendations from the previous school inspections, for example by raising standards of Welsh as a second language, which was a recommendation in both of the pre-existing schools in the last round of inspections.

Partnership working: Excellent

The school has an extensive range of outstanding partnerships. These partnerships have a significant impact on supporting pupils' good standards of learning and wellbeing. The school has strong and respectful links with parents. It ensures that parents play an active role in school life, for example by inviting them to acts of collective worship and to share an annual school lunch. The Parents' Association supports the school very well and contributed substantially to the funding for the development of the impressive outdoor learning environment.

Links with the community church and the local community are particularly strong. For example, the school makes good use of opportunities for pupils to visit the church to

participate in workshops run by church members. A local historian and local walking group have worked with the school to create village trails around Hawarden village. These provide exciting opportunities for pupils to develop their skills, knowledge and understanding.

Partnerships with other schools are highly effective. These include innovative joint working to improve the teaching of Welsh across the curriculum. This has raised standards of Welsh at the school recently. Effective links with the local high school support bespoke provision for the most able pupils. This has supported a very few pupils to achieve exceptional performance in English and mathematics at the end of key stage 2. Joint funding of specialist technicians within the local cluster of schools ensures that information and communication technology (ICT) resources support teaching and learning successfully.

The school has a well-established, highly effective working partnership with the forestry commission that enhances teaching and learning in the outdoors successfully. It also shares effective Foundation Phase practice and acts as a lead school for developing circle time activities across Flintshire. As such, the school has significant wider effectiveness across the sector through its partnership work.

Joint working with the cluster schools and the local high school has resulted in comprehensive arrangements to moderate and standardise pupils' work at the end of each key stage. This supports accurate teacher assessment well. Consistently good transition plans exist between the school and the high school. These are very effective in preparing pupils for the next stage in their education.

Resource management: Good

The school deploys teachers effectively to make the best use of their professional skills, for example to provide specialist teaching of mathematics in Year 6. School leaders utilise support staff effectively so that they have a positive impact on the attainment of pupils, particularly those with additional learning needs. Support staff make a significant contribution to many aspects of the school's life.

Arrangements for teachers' planning, preparation and assessment meet requirements and allow staff good opportunities to work collaboratively. Senior leaders receive a fair allocation of time to carry out their leadership responsibilities.

The school has effective systems for the performance management and professional development of all staff. These arrangements challenge staff to achieve highly and they support the school well in achieving its improvement goals.

The school's spending decisions link clearly to its priorities for improvement. Arrangements to monitor expenditure are rigorous. The business manager is highly effective in securing additional funding from a variety of sources, for example to fund projects that enhance the learning environment. There is appropriate use of the pupil deprivation grant to support pupils eligible for free school meals to make good progress in relation to their individual learning goals. For example, the school provides a range of intervention strategies for individual pupils to boost their achievement and progress.

There are successful networks of professional practice within the school. These have led to better provision and outcomes for pupils, for example in improved literacy and numeracy skills, and they have enabled staff from both schools to work closely together during the amalgamation process.

In view of the standards of learning and wellbeing achieved by pupils, the quality of and provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data.

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

Primary Questionnaire (Overall)

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.	54	54 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	54	51 94%	3 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	54	53 98%	1 2%	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	54	54 100%	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.	54	52 96%	2 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	54	54 100%	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.	54	54 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	54	54 100%	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.	54	48 89%	6 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.	54	50 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.	53	37 70%	16 30%	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	54	46 85%	8 15%	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	53 64%	28 34%	1 1%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	84	65 77%	18 21%	1 1%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	84	69 82%	15 18%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	84	55 65%	27 32%	2 2%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	83	43 52%	32 39%	2 2%	1 1%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	83	50 60%	29 35%	1 1%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	84	53 63%	26 31%	2 2%	0 0%	3	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	81	32 40%	32 40%	6 7%	0 0%	11	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	83	54 65%	23 28%	3 4%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	83	56 67%	24 29%	1 1%	2 2%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	82	63 77%	17 21%	1 1%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	82	38 46%	24 29%	4 5%	0 0%	16	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	82	41 50%	34 41%	4 5%	3 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	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.	84	57 68%	24 29%	2 2%	1 1%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	84	42 50%	31 37%	6 7%	2 2%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	84	54 64%	24 29%	1 1%	0 0%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	82	36 44%	23 28%	1 1%	1 1%	21	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	83	33 40%	29 35%	13 16%	3 4%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	84	52 62%	27 32%	3 4%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Richard Lloyd	Reporting Inspector
Jeffrey John Beecher	Team Inspector
Sioned Hywel Thomas	Team Inspector
Glenda Jones	Lay Inspector
Deborah Eccles	Peer Inspector
Lynn Bartlett	School Nominee

Copies of the report

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

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.