



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

**Sandycroft C.P. School
Leaches Lane
Mancot
Deeside
Flintshire
CH5 2EH**

Date of inspection: May 2014

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

Sandycroft Primary School is in Mancot in Flintshire local authority. The school currently has 319 pupils on roll including 37 who attend the part-time nursery class. The school has 11 classes, with pupils from years one to six in mixed age classes. The school has 13 full-time and two part-time teachers.

Around 28% of pupils are eligible for free school meals, which is above the Welsh average, of around 21%. Fifteen per cent of pupils come from ethnic minority backgrounds and have English as an additional language. Currently, around 10% of pupils are members of the gypsy traveller community. The school has identified around 22% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs. No pupils speak Welsh as their first language.

The school was last inspected in 2008. The current headteacher has been in post since 2004.

The individual school budget per pupil for Sandycroft C.P. School in 2013-2014 means that the budget is £3,366 per pupil. The maximum per pupil in the primary schools in Flintshire is £15,097 and the minimum is £2,912. Sandycroft C.P. School is 56th out of the 72 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 school's performance is good because:

- most pupils make good progress in developing their skills across the curriculum;
- most pupils achieve good standards;
- most pupils demonstrate good engagement in lessons and have a very positive attitude to their learning;
- the overall quality of teaching is good;
- all pupils receive very good care and support;
- support for pupils with additional needs is excellent; and
- the learning environment, both inside and outside the school, supports learning well.

Prospects for improvement

Prospects for improvement are excellent because:

- the headteacher provides excellent leadership;
- the senior leadership team share a strong vision and promote a culture of continual improvement;
- leadership responsibilities are effectively distributed throughout the staff;
- the school makes very good use of a wide range of first-hand evidence for self-evaluation;
- the school makes very good use of data to ensure that all pupils are on track and receive the most appropriate support when they are not;
- the governing body supports and challenges the school effectively;
- the school has a wide range of effective partnerships that support the school very well in achieving its aims; and
- the school deploys staff effectively and supports their professional development very well to improve outcomes for pupils.

Recommendations

- R1 Raise the attainment of more able pupils
- R2 Improve opportunities for pupils to write extensively across the curriculum
- R3 Ensure that assessment for learning strategies are clearly focused on the next steps pupils need to take to improve

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

Standards: Good

Nearly all pupils make good progress in learning from a wide range of starting points as they move through the school.

By the end of the Foundation Phase, most pupils speak clearly and express their ideas confidently. Most pupils enjoy reading and they have a good understanding of the different texts they read. Most read aloud with fluency and expression. They use their phonic skills and other strategies well to help them work out the sound and meaning of unfamiliar words. Most pupils make good progress in developing their writing skills. They write using an increasing range of interesting vocabulary to express their ideas using simple sentences accurately. Although they write for a range of different purposes, pupils' skills in writing at length are more limited.

By the end of key stage 2, nearly all pupils express their ideas clearly and confidently. They explain their work and give valid reasons for their choices, for example when describing which organ of the body they think is the most important. Overall, most pupils read well and have a good understanding of texts. They use higher order reading skills effectively in different subjects, for example when researching topics and looking for specific information in science and in mathematics to identify the key information required to solve problems. Most pupils develop good writing skills across different genres of writing, but they do not write at length to develop ideas or arguments sufficiently well. Most older pupils use complex sentences effectively to vary the structure of their writing and maintain the interest of the reader. They structure their writing in well organised paragraphs, pay good attention to punctuation and use paragraphs well to present ideas coherently to the reader.

Most pupils solve mathematical problems enthusiastically and make good progress in mathematics lessons across the school. By the end of the Foundation Phase, many pupils use their knowledge of numbers well to solve problems involving money, shape and measurement. They use a range of practical apparatus appropriately to support them in their calculations and record their results accurately. By the end of key stage 2, nearly all pupils work out complex multiplication and division problems accurately in their heads. Most pupils can use a range of methods when adding, subtracting, multiplying or dividing and have effective strategies for checking the accuracy of their calculations. Many pupils are able to use their mathematical skills well across the curriculum, for example when deciding what to use to measure parts of the body and changing from using millimetres to centimetres and meters. Across the school, most pupils are enthusiastic about learning Welsh. Most pupils make good progress in developing their speaking skills in Welsh. They understand the Welsh used by staff well, and most respond appropriately. In the Foundation Phase, pupils use familiar patterns to ask and answer questions about the weather, express their likes and dislikes and respond to commands correctly. Older pupils hold sustained conversations on a range of topics. They use a good range of vocabulary

and are able to ask and reply to questions using extended sentences. Many pupils read simple texts with confidence and understanding. Many older pupils use correct pronunciation, and are beginning to apply their knowledge of the Welsh alphabet to help them to pronounce unfamiliar words. However, pupils' writing skills in Welsh across the school are generally less well developed.

In the Foundation Phase, many pupils use their thinking skills well, for example when deciding what they need to pack to go on a bear hunt, linked to the class topic, and discussing the harmful effects of pollution on the environment. Pupils use their independent learning skills successfully to create their own shapes, which they then use to measure area.

At key stage 2, pupils use their thinking skills successfully when, for example, deciding what to use to measure parts of the body. When researching topics pupils use a range of information and communication technology (ICT) applications and books independently and use the information well to create fact-files and books.

Almost all pupils with additional learning needs make good or better progress by the end of key stage 2 against their targets.

Over the past two years, when compared with that in similar schools, the performance of pupils at the end of the Foundation Phase has improved at the expected outcome 5. In 2013, this placed the school in the top 25% of similar schools for literacy and the higher 50% for mathematical skills. At the higher outcome 6, pupils' performance in literacy and mathematical skills placed the school in the top 25% in 2012 and the higher 50% in 2013 when compared with similar schools.

In key stage 2, pupils' performance at the expected level 4 placed the school in the top 25% when compared with similar schools in the core subject indicator, English and mathematics in 2013. This is an improvement on previous years when performance placed the school in either the lower 50% or the higher 50%. Pupils' performance in science has placed the school in the top 25% of similar schools over the past two years. At the higher level 5, pupils' performance over the last three years has generally placed the school in the top 25% or higher 50% for English, mathematics and science when compared with similar schools. The exception to this was English in 2012 when pupils' performance placed the school in the lower 50% of similar schools.

Wellbeing: Good

Most pupils have a good awareness of how to lead healthy lives. They understand the need for a healthy diet and regular exercise. Many take advantage of the opportunities for physical activity available to them. Nearly all pupils are happy and feel safe and secure in school. Most behave very well in class and are courteous and polite. Most pupils have a very positive attitude to learning and participate actively in the life of the school. Nearly all listen attentively in lessons.

The school council is highly effective. It represents the views of all pupils successfully, through for example, helping to design the school's anti-bullying policy,

initiating cycle proficiency lessons and providing play equipment in response to class bids. The school council recognises the importance of the Welsh language and asks staff to answer the phone in Welsh. Excellent use is made of a blog on the school website that promotes the school council's work and invites comments from all pupils. These are discussed at meetings, put in order of priority and acted upon.

The way in which pupils show care and concern for each other is a strong feature of the school. Older pupils care for younger pupils through an effective buddy system. Welsh monitors supervise corridors and cloakrooms, encouraging the use of the Welsh language.

When compared with similar schools, pupils' attendance has placed the school in the bottom 25% over the past four years. However, the school has a number of gypsy traveller pupils, who do not attend consistently throughout the year and, as a result, have a significant impact on overall attendance rates. Most pupils arrive at school on time.

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

The school provides a broad, balanced and relevant curriculum that offers pupils a range of stimulating learning experiences. It contributes effectively to their achievement, taking good account of the literacy and numeracy framework and ensuring the effective development of pupils' skills. Weekly departmental meetings ensure planning focuses on continuity and progression in skills development throughout the school.

The Foundation Phase provides good opportunities for pupils to learn purposefully through play. Activities engage all pupils successfully and provide a good range of experiences for outdoor learning such as asking children to find bears hidden around the outdoor areas linked to a class story.

A good range of educational visits enrich the curriculum successfully. Pupils enjoy and benefit from the extensive range of extra-curricular activities including sports and sewing clubs. The chess club is particularly popular and successful with pupils competing at national level.

Staff provide appropriate opportunities for pupils to learn about the history and culture of Wales. An example of this is the work about the Aberfan disaster in the 1960s topic. Planning for the development of Welsh as a second language is good. Almost all staff use Welsh regularly in and out of classrooms. The project introduced in lower key stage 2, is beginning to have a significant impact on the use of Welsh around the school.

The school is currently working towards providing pupils with more opportunities to learn about sustainability and environmental issues, but this is at an early stage of development.

Teaching: Good

Teachers have good subject knowledge. Teachers and teaching assistants work very effectively together to support pupils' learning and they have high expectations of all pupils. Most teachers set interesting tasks that build effectively on previous learning. Activities engage pupils' interest well, link successfully to topics and motivate pupils to learn. Staff ask challenging questions that develop pupils' skills well. All teachers use ICT in lessons regularly to develop pupils' skills incrementally and to provide pupils with a wide range of interesting resources. Nearly all teachers have a clear understanding of what they want pupils to achieve, and ensure that pupils are aware of the learning objectives of the lessons. However, these are not always specific enough for pupils to identify exactly what they need to do.

Many teachers use assessment for learning strategies well. Many make good use of peer and self-assessment to enable pupils to evaluate their own work and the work of others with confidence. However, this good practice is not consistent across the school. All teachers mark pupils' work regularly. Their comments are constructive, but they do not always refer specifically to the learning outcome or success criteria. As a result, a few teachers do not always provide pupils with clear enough guidance on how to improve their work.

The tracking of pupil progress is a strength of the school. Detailed data analysis and subsequent actions ensure that all pupils make good progress and receive appropriate support when required.

Reports to parents are clear and informative, and indicate areas for improvement. They provide useful opportunities for pupils to review their own progress and for parents and carers to respond.

Care, support and guidance: Excellent

The school understands the needs of its pupils very well. There are very effective policies and arrangements in place to support pupils' wellbeing. The school places a strong emphasis on teaching pupils about values and this develops pupils' spiritual, moral and social awareness well. The school has a rigorous system in place to identify and support vulnerable pupils. All staff have a very good understanding of the pupils' emotional needs and respond to these in a highly effective and innovative way. Many staff have undertaken extensive training in order to develop their skills to support these pupils. Trained staff share their expertise effectively to ensure that many pupils benefit from the specialist support.

The good standards of behaviour and the strong relationships between staff and pupils are very effective in developing a highly positive ethos of respect within the school. Almost all pupils value the role the older pupils show in leading playground activities and supporting younger pupils around the school. The extensive outdoor area is used very successfully to provide pupils with opportunities to be involved in physical activities outside the classroom.

The school has a highly effective team, led by the additional learning needs co-ordinator, to support pupils with additional learning needs. Appropriate targets are

in place to monitor and evaluate the progress of individual children and these are monitored and reviewed regularly. This is having a significant impact on pupils' standards of attainment and behaviour. The high quality support provides pupils with the skills they need for lifelong learning. Very good use is made of data and assessment to ensure that almost all pupils make good progress. There are strong links with a range of specialist agencies and support services to ensure that pupils have access to professional support when necessary.

The extensive and varied range of learning experiences provided, including pupil visits and visitors to the school, contribute effectively to pupils' spiritual, moral, social and world-wide cultural development.

The school has effective strategies to promote good attendance.

The school makes appropriate arrangements for promoting healthy eating and drinking. It promotes the importance of healthy living successfully through class work and a wide variety of extra-curricular activities.

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

Learning environment: Good

The school is a fully inclusive community where pupils have equal access to the provision on offer. There is a clear focus on respecting and celebrating diversity.

The internal accommodation is spacious, well utilised and maintained in good condition. Classrooms are a good size and are resourced and furnished well. ICT is particularly well resourced throughout the school. Displays are attractive and informative and there are a number of comfortably furnished quiet areas situated around the school that are used well for small group interventions and as additional classroom space for pupils to work independently. Staff make very effective use of classrooms and display areas to provide stimulating and motivating spaces for learning.

The extensive outdoor space is an outstanding feature of the school. The outdoor areas are very well resourced. The playgrounds provide opportunities for pupils to take part in a very good range of activities, such as football tennis and outdoor chess.

The school has recently refurbished a large area of waste ground to create an exciting area for pupils to explore as part of their lessons and at break-times. Younger pupils in particular enjoy going on 'bear hunts' and 'teddy bear' picnics as part of their learning about the outdoors. A walking track supports pupils' healthy living effectively. The arboretum of a thousand British trees contributes very effectively to the development of pupils' knowledge and understanding of ecological issues and sustainable development.

The school complies with disability access and has appropriate disabled facilities. It has suitable objectives to promote equality and diversity successfully.

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

Leadership: Excellent

The headteacher provides excellent leadership to the school. He has a clear vision for the school that strongly promotes the wellbeing and achievement of all pupils. Together, the headteacher, staff and governors are fully committed to providing high quality education and support in a calm, happy and welcoming environment, and to reducing significantly the barriers to learning, for all pupils.

The senior leadership team promote a strong vision and culture of continual improvement. They provide effective leadership and they communicate high expectations to all staff, pupils and parents. Leadership responsibilities are distributed effectively throughout the school. All leaders have a clear focus on raising standards through monitoring of teaching and learning and the effective use of performance data, particularly in literacy and numeracy. The monitoring of pupils on intervention programmes is highly effective and ensures that almost all pupils make good or better progress. There is a high level of openness, trust and professional respect among senior leaders, teachers and support staff, which has led to a robust culture of support, challenge and shared professional development. Staff are supported well to improve their performance through sharing good practice amongst themselves and show a willingness to learn from one another. As a result, senior leaders and staff work very effectively together to realise the school's aspirations for its pupils.

The headteacher has a wider vision and strategy to develop leadership skills in all staff. This is used very effectively to underpin consistency and accountability for the school's work, and to prepare staff as leaders. As a result, staff feel valued and they develop the necessary skills and confidence to lead aspects of the school's work very effectively.

The senior leadership team have a very good balance of experience and skills. They monitor learning and teaching and analyse school data rigorously. Regular, focused meetings are minuted and actions tracked until they are completed.

The school has responded to national initiatives very well, for example to improve the standards achieved by pupils who suffer from any form of deprivation. These pupils' achievements are monitored closely and the school provides effective interventions to ensure that they reach the standards of which they are capable.

The governing body has a very good understanding of its role. It is very effective in monitoring, supporting and robustly challenging the school. Governors have undertaken appropriate training and they undertake regular visits to learn first-hand about the school. They have a good understanding of the performance of pupils and the school's strengths and areas for improvement. They hold the school to account very effectively for standards and quality.

Improving quality: Good

The school gathers a good range of first-hand information from a wide range of sources, which feeds directly into the self-evaluation process. Parents are encouraged to express their views and the school regularly seeks pupils' opinions. The school invites a group of 'challenge partners' from other schools and the local authority to review the school's work. The senior leadership team takes very good account of these views to challenge and validate their own judgements about the school's progress. The senior leadership team monitors pupils' standards and teaching regularly through lesson observations and the scrutiny of pupils' work.

Senior leaders, teaching and support staff analyse school data very effectively. The school's robust, systematic procedures for self-evaluation provide the school with a clear picture of its strengths and areas for improvement. Priorities identified in the self-evaluation report feed directly into the school development plan. Both documents are comprehensive and provide accurate and honest assessments of the school's current position and the targets for improvement.

The school development plan identifies appropriate targets with suitable costs and timescales. There is a clear focus on national priorities such as the literacy and numeracy framework and raising pupils' standards of achievement.

Partnership working: Excellent

The school makes excellent use of a number of highly effective partnerships that have a significant impact on pupils' learning and wellbeing. The school works in close partnership with parents through a well-established and highly successful parents group. They provides a valued forum for parents to support and challenge the school, for example by reviewing the anti-bullying policy and the school development plan and taking part in learning walks around the school. The school keeps parents well informed about its work through newsletters, its website and workshops. There are good opportunities for parents to influence decisions about the strategic direction of the school. This is an outstanding feature of the school.

Pupils benefit from a variety of visits and visitors to school, for example sports coaches during a health week. Partnership arrangements between the school and the local high school are effective in ensuring a smooth transition from primary to secondary education.

Links with the community church are particularly strong. The school makes good use of opportunities for pupils to learn about celebrations such as baptisms and weddings. The staff and children in the school benefit significantly from pastoral support they receive and their involvement with a church café provides the pupils with an active role in bringing the community together.

The school has strong links with local businesses. For example, one business supported the school in the development of the new arboretum and others support successful enterprise initiatives, which enrich pupils' learning. One such initiative involved a class planning and organising fundraising events for a trip to the zoo.

The school works in close partnership with the local authority and provides training and support for many teachers and support staff from other schools. The challenge and support that the school receives from a local group of school leaders enable it to develop highly effective strategic school improvement strategies. Close links with other local schools ensure a high standard of moderation of pupils' work, and accuracy and consistency in the way that teachers level work.

Resource management: Good

All staff are well qualified and many have readily taken on additional qualifications to improve their knowledge understanding and skills in education and teaching.

The headteacher deploys teachers very effectively making best use of their skills to deliver the curriculum successfully. Support staff contribute effectively to many aspects of the school's life and work. Staff work well as a team to plan stimulating activities and experiences for pupils and to raise standards. There is a clear career pathway for support staff, who benefit from opportunities to receive training and further education.

Arrangements for planning and preparation time are comprehensive and allow staff good opportunities to work together and to share expertise. Performance management systems are robust and the supportive culture of the school allows excellent opportunities for peer observations and the sharing of good practice. The professional debates that follow have a very positive impact on the quality of teaching. The school is involved in a variety of projects across the local authority and regional consortium, sharing its effective practice and leading research projects. It makes good use of training offered by industries to reflect on and improve its management practices.

The headteacher, supported by the local authority and governing body, effectively manages the school budget to meet the priorities in the school improvement plan. Pupils benefit from a wide range of learning resources of high quality, in a stimulating learning environment. Examples of this include the extensive use of digital tablets throughout the school and the development of the school arboretum.

Due to the standards pupils achieve and the effective leadership provided, the school offers good value for money.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase, 90% of pupils achieved the expected level in relation to the development of their literacy skills, mathematical development skills and personal and social development in combination (the Foundation Phase indicator) in 2013. This is around the average for the family of similar schools, but above the average for schools in Wales.

The percentage of pupils achieving the expected outcome in literacy and mathematical development was just below the family average, but above the average for schools in Wales. In personal and social development, pupil achievement was around the family, and slightly above the Wales average. Results in both literacy and mathematical development at the expected outcome were higher than in 2012, but results in personal and social development were lower than in 2012.

The percentage of pupils achieving the higher outcome was below the average for the family but above the average for Wales for all three areas of learning. The results for all three areas of learning at outcome 6 were lower than in 2012.

In 2013, at the expected outcome, when compared with schools with similar proportions of pupils eligible for free school meals, pupils' performance placed the school in the top 25% for literacy skills, compared to the higher 50% in 2012. The performance of pupils has placed the school in the higher 50% of similar schools for mathematical skills over the last two years. In personal and social development, pupils' performance placed the school in the higher 50% of similar schools in 2013, compared with the top 25% in 2012. At the higher outcome, pupils' performance placed the school in the higher 50% for literacy skills, mathematical skills and personal and social development, compared with the top 25% in 2012.

In key stage 2, pupils' performance in English, mathematics and science over the last four years, at the expected level 4, has varied. When compared with schools with similar percentages of pupils eligible for free school meals, performance in English has varied, moving the school between the top 25% and the lower 50%. Performance in mathematics and science has also varied, moving the school between the top 25% and the higher 50%. In 2013, performance was above the family and Wales averages in all three areas.

At the higher level 5, performance over the last four years in English and mathematics has shown a trend of improvement, apart from a dip in 2012. Performance in science shows a trend of decline, with a very small improvement in 2013. In 2013, performance in English, mathematics and science was below the family average. When compared with similar schools, performance in English has varied, moving the school between the top 25% and the lower 50%. Performance in mathematics and science has varied, moving the school between the top 25% and the higher 50% when compared with similar schools. In 2013, performance was above the Wales average for all indicators.

In the Foundation Phase, at the expected outcome, boys performed better than girls in all areas of learning in 2013. At the higher outcome, boys performed less well than girls in both literacy and personal and social development, but boys performed significantly better than girls in mathematical development.

In key stage 2, at the expected level 4, boys performed less well than girls in both English and mathematics and there is no difference in the performance of boys and girls in science. At the higher level 5, boys performed less well than girls in all areas.

Pupils eligible for free school meals performed less well than their peers in both key stages in all areas of learning and subjects with the exception of science at key stage 2 where all pupils achieved at least level 4.

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.	124	124 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	124	123 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	123	123 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	124	124 100%	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.	124	124 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	124	121 98%	3 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.	124	124 100%	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.	124	124 100%	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.	124	123 99%	1 1%	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.	124	123 99%	1 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	124	120 97%	4 3%	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	123	120 98%	3 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.	49	40 82%	7 14%	2 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	49	41 84%	7 14%	0 0%	0 0%	1	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.	49	42 86%	7 14%	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.	49	40 82%	8 16%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	49	30 61%	16 33%	2 4%	1 2%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	49	41 84%	7 14%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	49	40 82%	9 18%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	49	33 67%	13 27%	1 2%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	49	37 76%	9 18%	3 6%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	49	35 71%	12 24%	1 2%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	49	41 84%	7 14%	1 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	45	33 73%	8 18%	1 2%	2 4%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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.	49	35 71%	13 27%	0 0%	1 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	49	41 84%	6 12%	1 2%	0 0%	1	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.	49	32 65%	13 27%	2 4%	1 2%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	49	38 78%	10 20%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	47	30 64%	13 28%	0 0%	1 2%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	49	34 69%	12 24%	1 2%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	48	39 81%	7 15%	1 2%	1 2%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Janet Rowlands	Reporting Inspector
Penny Lewis	Team Inspector
Justine Barlow	Lay Inspector
Paul Samuel	Peer Inspector
Peter Knight	Peer Inspector
Andrew Liptrot	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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.