



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

**Ysgol Cae'r Nant
Mold Road
Connah's Quay
Deeside
Flintshire
CH5 4QL**

Date of inspection: June 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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

Ysgol Cae'r Nant is in the town of Connah's Quay in the Flintshire local authority. The school opened in September 2012 as the result of the amalgamation of Dee Road Infant School and Custom House Lane Junior School. The school's accommodation is a new building on the site of the two previous schools.

There are 310 full-time pupils between the ages of four and 11 on roll, taught in 11 classes. An additional 46 pupils attend the nursery on a part-time basis.

Around 19% of pupils are entitled to free school meals. This is just below the national average, but above the local average. Around 90% of pupils are of white British ethnic origin with a few from other ethnic backgrounds who have English as an additional language. No pupils come from homes where Welsh is the first language.

The school identifies that about 21% of pupils have additional learning needs, which is about average for Wales. Very few pupils have statements of special educational needs. A very few pupils are looked after by the local authority. There have been seven fixed-term exclusions in the past year.

The headteacher was appointed in September 2012. She was the head of the junior school prior to the amalgamation. This is the school's first inspection.

The individual school budget per pupil for Ysgol Cae'r Nant in 2013-2014 means that the budget is £3,531 per pupil. The maximum per pupil in the primary schools in Flintshire is £15,097 and the minimum is £2,912. Ysgol Cae'r Nant is 41st 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	Good

Current performance

The school's current performance is good because:

- most pupils achieve good standards;
- attendance is good and pupils enjoy being at school;
- nearly all pupils are courteous and polite;
- the curriculum offers an exciting range of opportunities for pupils to learn about topics that interest them;
- the quality of teaching is consistently good;
- teachers and teaching assistants support pupils with additional learning needs well and ensure that they make good progress; and
- the school makes very effective use of the indoor and outdoor environment to enhance pupils' learning.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides excellent strategic leadership;
- the amalgamation of the two schools has proved very successful and standards have improved;
- governors provide a good level of support and challenge;
- self-evaluation processes are rigorous and take suitable account of the views of all stakeholders;
- school improvement plans identify appropriate priorities;
- there are very effective partnerships with parents; and
- the school makes good use of its funding to ensure good standards for pupils.

Recommendations

- R1 Improve outcomes for pupils eligible for free school meals
- R2 Improve the planning for literacy skills in English and across the curriculum
- R3 Provide more opportunities for pupils to write at length independently
- R4 Ensure that all teachers apply the marking policy consistently to provide the next steps in learning for pupils

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

A majority of pupils enter the school with skills, knowledge and understanding at the expected level for their age, while a minority have literacy and numeracy skills below the expected level. Most pupils, including those with English as an additional language and those with additional learning needs, make good progress as they move through the school.

In the Foundation Phase, nearly all pupils listen well and speak clearly. In key stage 2, nearly all pupils listen with interest to adults and other pupils and speak with confidence to adults and to other pupils.

Many pupils in the Foundation Phase read well. They use their phonic knowledge to help them read unfamiliar words and can say what they think will happen next in stories. More able pupils read non-fiction books confidently, using the index to locate information they find interesting. Most pupils in key stage 2 read fluently, using punctuation for emphasis when reading aloud. They vary their expression appropriately, for example when reading the parts of different characters. They can say what they think will happen in a text based on their understanding of what they have already read. Many pupils read regularly for pleasure and talk confidently about their reading preferences, which include books, children's newspapers and the internet.

Younger pupils in the Foundation Phase are confident emergent writers. They use their growing phonic knowledge to write simple words and short phrases independently. By the end of the Foundation Phase, nearly all pupils form their letters well and use capital letters and basic sentence punctuation appropriately in their writing. The more able pupils use a suitable range of punctuation accurately, including speech marks and ellipses. They write for a good range of purposes across the curriculum, for example writing instructions to make Welsh cakes, and are beginning to redraft their writing appropriately. In key stage 2, the majority of pupils write effectively at length in their English work and across the curriculum, for example writing arguments for and against building a hotel in Snowdonia. However, a minority of pupils throughout the key stage do not produce enough extended writing. More able pupils use a wide range of punctuation accurately and structure their writing well using paragraphs.

Most pupils develop their numeracy skills well as they move through the Foundation Phase. For example, they learn to multiply by 2, 5 and 10 and they can round numbers to the nearest 10. More able pupils tell the time using digital and analogue clocks and can measure length using centimetres. In lower key stage 2, pupils solve problems using bus timetables and can convert simple fractions to percentages. By the end of key stage 2, many pupils use their numeracy skills well. They interpret line graphs and plot co-ordinates in four quadrants.

In the Foundation Phase, most pupils develop their ICT skills well. They use tablet computers to research and record information and can use word processing software to produce text. Pupils in key stage 2 use the internet for research and use desktop publishing programmes well to make posters and presentations.

Pupils on intervention programmes make good progress in developing their literacy and numeracy skills.

Most pupils' Welsh language skills develop well as they move through the Foundation Phase. Nearly all pupils in the Foundation Phase respond with understanding to instructions in Welsh and many can write simple words and phrases. Many pupils read simple Welsh texts well with good expression and show a good understanding of what they have read. By the end of key stage 2, nearly all pupils' Welsh skills are appropriate. They can talk about a range of topics, for example about their favourite books and authors. The more able can extend their sentences by giving reasons for their preferences. Most pupils write Welsh texts accurately using the present and past tense. However, a minority of pupils pronounce words incorrectly when reading aloud in Welsh.

In the Foundation Phase, pupils' performance at the expected outcome 5 in literacy and mathematical development in 2013 places the school in the higher 50% when compared with similar schools. Performance of pupils at the higher than expected outcome 6 in 2013 places it in the higher 50% of similar schools for literacy and in the lower 50% for mathematical development.

In key stage 2, pupils' performance at the expected level 4 in 2013 places the school in the higher 50% for mathematics and science when compared with similar schools, but in the lower 50% for English and the core subject indicator. At the higher level 5, pupils' performance in 2013 places the school in the top 25% for English, mathematics and science when compared with similar schools.

Pupils eligible for free school meals do not perform as well as other pupils in end of Foundation Phase or end of key stage 2 assessments.

Wellbeing: Good

Nearly all pupils have a good understanding of how to keep healthy. They are aware of the need to eat a healthy diet and nearly all are active at playtime and lunchtime using the zoned play areas. Many participate well in a wide range of after-school clubs, including those that help them to be active, such as cheerleading and basketball. Pupils trained as 'e-cadets' help to ensure that all pupils are aware of the safe use of the internet.

Attendance rates for the past four years have placed the school in the higher 50% or top 25% when compared with similar schools. Nearly all pupils' attitudes to school are very good. They enjoy their learning and demonstrate good participation in lessons. Most pupils make choices about what they learn appropriately in their topic work, using what they already know to inform their decisions.

The school and eco councils meet regularly and are actively involved in making improvements to the school. All pupils had a say in the colours of the new school uniform during the recent amalgamation of the infant and junior school. Some members of the school council are also members of a local pupils' federation. This group involves itself in projects to improve the local community, including one to clean the river Dee.

Nearly all pupils behave well and are polite and respectful. They show suitable concern for each other, staff and visitors. They are confident in approaching staff and other pupils for support when needed.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a good range of learning experiences that meet the needs of pupils well through interesting topics, such as 'awesome Australia'. Teachers plan a good range of visits and visitors to enhance topics, for example a visit to the Liverpool Maritime Museum.

Teachers and teaching assistants plan together well and devise interesting and challenging work for pupils. The school has begun to adapt plans to develop pupils' literacy and numeracy skills in line with national requirements. These are at an early stage of development and the provision for numeracy is clear in the planning, but less so for literacy. Nearly all teachers help pupils to identify and understand the skills they use. To help younger pupils with this, teachers use characters they have created called 'Literacy Lennie' and 'Numeracy Nellie'. These are effective in helping to ensure that pupils are aware of the skills they use when working independently.

Provision for developing the Welsh language is effective and ensures that pupils make appropriate progress as they move through the school. Teachers provide a good range of opportunities for pupils to learn about the culture and history of Wales. For example, they research the work of famous Welsh people, including local photographers and pianists, and study places of interest within their locality, including Wepre Park.

There is good provision to promote pupils' understanding of sustainability and global citizenship. Teachers promote these through suitable activities, such as learning about countries taking part in the football world cup and holding a European week to explore aspects of life in Europe. The eco-committee helps to ensure that the school acts sustainably, for example through monitoring the school's energy use.

Teaching: Good

Nearly all teaching ensures that pupils make good progress. Teachers make sure that pupils understand the aims of lessons and give clear explanations of tasks and activities. Most teachers use a suitable range of strategies to support pupils' learning. These include providing opportunities for pupils to work in pairs and small groups. Many teachers, including those of the youngest pupils, use what pupils already know about topics to plan the next steps in their learning. Most teachers

adapt work appropriately to meet the needs of all pupils. However, there are not enough opportunities for all pupils to write at length independently. Nearly all lessons proceed at a suitable pace and maintain the interest of the learners. The school deploys teaching assistants very well to provide consistently good support to all pupils, including those who are identified as being more able and talented. All teaching assistants have good subject knowledge and use this well to contribute effectively to the progress pupils make in lessons and, during intervention programmes, to develop the literacy and numeracy skills of identified pupils who require support.

All teachers mark pupils' work regularly. Their written comments help pupils to see how well they have done. In the Foundation Phase, many teachers write comments that show pupils how to improve their work. However, this happens less consistently in key stage 2. A majority of teachers provide opportunities for pupils to assess their own and others' work. This helps pupils to have a good understanding of their targets, which they set regularly with their teacher. Teachers make accurate assessments of pupils' achievements. The school tracks the progress of individuals and groups of learners well and uses this information effectively to ensure that nearly all make good progress. Annual reports are of good quality and inform parents of pupils' achievements and the next steps in their learning appropriately.

Care, support and guidance: Good

The school provides a wide range of activities to promote pupils' physical health and wellbeing. Many pupils engage in these activities both within school and during after-school clubs. Staff use rewards well to encourage pupils to eat a healthy and varied diet. The school makes appropriate arrangements for promoting healthy eating and drinking and provides good opportunities for regular exercise.

The recent forest school initiative is successful in supporting pupils to develop good personal and social skills. The school recognises and celebrates cultural diversity within its community and beyond well. For example, the school library is developing a multilingual section to meet the needs of learners with English as an additional language. Regular school assemblies promote pupils' spiritual and moral development well.

Teachers identify pupils' additional learning needs well using a comprehensive process that includes analysing the outcomes from standardised tests. They implement a good range of intervention programmes skilfully to ensure pupils with additional learning needs make good progress towards meeting their personal learning targets. Worthwhile links with specialist services provide valuable support for pupils and staff. For example, the school makes use of counselling services to support vulnerable pupils. Teachers apply consistent strategies to manage pupils' behaviour effectively.

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

Learning environment: Good

The school succeeds in operating as a very inclusive community where everyone receives a high degree of mutual respect. The school has a few pupils from different cultures and it draws on their experiences and that of their families and other adults in the community well to explore and to celebrate diversity. For example, pupils regularly share their experiences of their own cultures with other pupils in school assemblies.

The school promotes equal opportunities well. All extra-curricular activities are open to all and are well attended by both girls and boys. The school regularly reminds pupils in assemblies and in discussions of the importance of treating each other with consideration and respect. The school is fully accessible and the curriculum is adapted to make sure that all pupils have access to the full range of opportunities on offer.

The school has outdoor and indoor accommodation of good quality that supports effective teaching and learning. The school grounds are extensive and provide good opportunities for pupils to participate in a range of physical activities. In addition, pupils learn about the natural environment and develop collaborative skills well in areas such as the forest school. Resources of good quality match pupils' learning needs well.

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

The headteacher provides excellent leadership. She has a clear vision for the school based on pupils' achievements and has created a caring and inclusive ethos. Her highly effective and innovative management of the recent amalgamation has created a strong school community where staff work together with shared aims very well. After seeking advice on how best to approach the amalgamation, she invited schools in the region that were also facing amalgamation to work as a group. This enabled them to support and learn from each other as the process unfolded. Prior to the amalgamation, the headteacher introduced a range of strategies to help prepare for a smooth process including introducing teaching programmes that were common to both schools to ensure pupils received consistent teaching strategies and methodologies. She also appointed a leader for additional learning needs to work across both schools and ensured that teachers who had always worked in one particular phase had opportunities to observe practice in the other. This led to an ethos of mutual respect between teaching and support staff. As a result, the school is working well as a very cohesive unit.

The effective senior management team works very closely together to evaluate pupils' performance and to plan for school improvement. Members of the team have clearly defined roles. They contribute positively to decision-making in order to take the school forward. Effective performance management procedures contribute well to ensuring the identification of good practice and areas for professional development.

The governing body is well informed and governors have a useful range of skills that enable them to analyse the school's performance data effectively and to provide a good level of challenge. Governors have used their skills well to support the school through the amalgamation.

The school takes appropriate account of local and national priorities. For example, Foundation Phase leaders have recently responded well to a local initiative to set up a group working with teachers from other schools to work together to share ideas and good practice.

Improving quality: Good

Self-evaluation procedures are well established and very effective. An annual monitoring, evaluation and review cycle involves all staff. As part of this cycle, subject leaders produce evaluations indicating current developmental areas, evaluation of progress towards these and future areas of development. These are comprehensive and informative and contribute positively towards the next self-evaluation report. The senior leadership team and subject co-ordinators observe lessons regularly to monitor teaching and learning. The school undertakes a careful analysis of performance data to identify trends and to check the progress of different groups of learners. The school seeks and uses the views of pupils and parents appropriately as part of the self-evaluation process.

The self-evaluation process leads effectively to the identification of specific areas for improvement in the school's development plan. The current development plan gives priority to improving pupils' skills in literacy and numeracy in line with the literacy and numeracy framework. The plan contains suitable success criteria and realistic costs and timescales. Over time, actions have led to significant improvements, for example in tracking the progress of individual pupils, setting challenging targets and identifying and supporting vulnerable pupils and those who are more able and talented.

Partnership working: Good

The partnership with parents is very strong and has been successful in helping to raise standards, particularly in literacy for pupils and their parents. Effective family literacy sessions promote close relationships with the school and enable parents to support their children at home more successfully. The school also engages well with families whose children have English as an additional language in order to help them overcome any barriers to learning. Pupils helped to develop the new school website following the amalgamation and this has a good range of information for parents.

The school has strong links with the local community. For instance, there is a very effective partnership with the local church, which adjoins the school grounds. The vicar visits the school regularly and the school visits the church on special occasions. The school also has beneficial partnerships with colleges and training institutions, as well as with the local authority, particularly in relation to the support from specialist services.

The school's link with its local cluster of schools is particularly notable. The group has recently formed a federation to enable them to collaborate more effectively. They have worked closely together on a range of current initiatives, including the moderation and standardisation of pupils' work and the arrangements to ensure that pupils are well prepared for their move to secondary school. A feature of this collaboration is the involvement of pupils from each school working together to benefit the community. This group recently organised a celebration event to recognise the launch of the federation.

Resource management: Good

The headteacher and governors monitor the school's finances rigorously. They link spending allocations to the school's priorities for improvement well. The school has used funds effectively to enhance the new school site, for example by improving the outdoor environment through the addition of a tyre park and the forest school area. Leaders deploy teachers purposefully to deliver a rich and varied curriculum and they make good use of staff's particular talents to support extra-curricular activities. Support staff work very effectively alongside teachers to improve pupils' achievements. The school makes good use of specialist music and language teachers. As a result of this, pupils with English as an additional language make good progress and a few pupils from the school join the county orchestra. School leaders make good use of additional funding to support pupils eligible for free school meals. Recent use has been to support family learning and to develop programmes of work for pupils in the forest school area.

Arrangements for teachers' planning, preparation and assessment time are efficient and effective. All staff benefit from suitable training opportunities that support their continuous professional development and help to raise standards. Teachers' involvement in professional learning communities, both within school and within the federation, has resulted in better outcomes for pupils, for example improving behaviour in the Foundation Phase.

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

Appendix 1

Commentary on performance data

In the Foundation Phase, pupils' performance in 2013 at the expected outcome 5 was similar to that in 2012 in literacy, but higher than in 2012 for mathematical development. Pupils' performance in both areas places the school in the higher 50% when compared to similar schools. Pupils' performance in personal and social development is lower in 2013 than in 2012 and places the school in the bottom 25% when compared to similar schools. In 2013, performance in literacy and numeracy is above the family average. However, performance in personal and social development is lower than the family average.

Pupils' performance at outcome 6 in 2013 is lower than in 2012 in literacy, mathematical development and personal and social development. Pupils' performance at this level places the school in the higher 50% of similar schools for literacy and personal and social development and in the lower 50% for mathematical development. Pupils' performance at outcome 6 is above the family average for personal and social development, but below the family average for literacy and mathematical development.

Girls tend to perform better as a group than boys in literacy and personal and social development at outcome 5. Boys tend to perform slightly better than girls in mathematical development. Girls' performance is higher than boys' in all areas of learning at outcome 6. There is a significant difference in favour of girls in personal and social development at the higher than expected level.

At outcome 5, the attainment of pupils eligible for free school meals tends to be lower than for other pupils in literacy, mathematical development and personal and social development. At outcome 6, pupils eligible for free school meals tend not to attain as well as other pupils in all three areas of learning. No pupils eligible for free school meals attained the higher than expected level for literacy in 2013 or mathematical development in 2012 and 2013.

In key stage 2, at the expected level 4, pupils' performance is higher than in 2012 for English, mathematics and science. When compared with similar schools, pupils' performance in 2013 places the school in the lower 50% for English and the core subject indicator and in the higher 50% for mathematics and science. Pupils' performance for mathematics, science and the core subject indicator is slightly above family averages while pupils' performance in English is below.

At the higher level 5, pupils' performance in all three subjects is significantly higher than in 2012. When compared to similar schools, pupils' performance at level 5 in 2013 in English, mathematics and science places the school in the top 25% for all three subjects. Performance at level 5 is also above the family averages for all three subjects.

Boys' performance tends to be slightly better than girls' in all three subjects at level 4. At level 5, girls' performance tends to be better in English and science and boys' performance tends to be better in mathematics.

Pupils eligible for free school meals do not perform as well as other pupils in English, mathematics or science at level 4 and level 5.

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.	104	104 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	104	103 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.	104	104 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	104	104 100%	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.	104	104 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	104	100 96%	4 4%	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.	104	104 100%	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.	104	104 100%	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.	102	93 91%	9 9%	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.	104	104 100%	0 0%	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.	104	86 83%	18 17%	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	104	103 99%	1 1%	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.	45	34 76%	11 24%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	44	37 84%	7 16%	0 0%	0 0%	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.	45	34 76%	10 22%	1 2%	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.	45	34 76%	11 24%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	45	25 56%	18 40%	0 0%	1 2%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	45	36 80%	8 18%	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.	45	35 78%	9 20%	0 0%	0 0%	1	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.	44	26 59%	14 32%	2 5%	1 2%	1	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.	45	34 76%	11 24%	0 0%	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.	45	31 69%	13 29%	1 2%	0 0%	0	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.	45	33 73%	12 27%	0 0%	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.	44	30 68%	11 25%	2 5%	1 2%	0	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.	45	27 60%	14 31%	3 7%	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.	45	34 76%	9 20%	2 4%	0 0%	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.	45	23 51%	15 33%	3 7%	0 0%	4	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.	45	33 73%	11 24%	0 0%	1 2%	0	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.	38	20 53%	9 24%	2 5%	0 0%	7	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.	44	29 66%	12 27%	1 2%	1 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	44	37 84%	7 16%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Jane Mccarthy	Reporting Inspector
Mary Dyas	Team Inspector
Peter Haworth	Lay Inspector
Claire Pritchard	Peer Inspector
Bernadette Thomas	Peer Inspector
Kathryn Fox-Parry	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.