



Report on

**Ysgol Plas Coch
Ffordd Stansty
Plas Coch
Wrexham
LL11 2BU**

Date of inspection: September 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

Ysgol Plas Coch is a designated Welsh-medium primary school in the town of Wrexham. Since September 2013, the school has been part of a federation with Ysgol Gymraeg Bro Alun in Gwersyllt. There are 363 pupils on roll at present, which includes 45 nursery age children who attend on a part-time basis. The school admits pupils full-time to the reception class in the September following their fourth birthday. There is one nursery class, 12 general classes and one mixed-age class at the school at present.

About 7% of pupils are eligible for free school meals at present, which is considerably lower than the average for Wales. Thirty-three per cent of pupils come from Welsh-speaking homes. However, the school indicates that 22% of pupils speak Welsh at home. Welsh is the medium of teaching and learning in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, with the aim of ensuring that they are bilingual by the time they transfer to the secondary school. About 9% are on the additional learning needs register, including a very few pupils who have an educational statement. There are very few pupils from an ethnic background at the school at present. The school was last inspected in October 2008. The headteacher has been in post since January 2013. The school's new senior management team was established in April 2013.

The individual school budget per pupil for Ysgol Plas Coch in 2014-2015 is £2,876. The maximum per pupil in primary schools in Wrexham is £9,653, and the minimum is £2,876. Ysgol Plas Coch is in the 60th position of the 60 primary schools in Wrexham in terms of the school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Adequate

Current performance

The school's current performance is good because:

- almost all pupils make good progress in their learning;
- most pupils use and apply the numeracy skills they learn in mathematics lessons successfully across the curriculum; and
- the school's attendance rate is consistently good and places it in the upper 50% in comparison with similar schools.

However:

- a few pupils' literacy skills across the school have not developed fully; and
- the school's performance at the higher outcome (outcome 6) over the last three years has declined in all areas of learning at the end of the Foundation Phase.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher, with the support of two deputy headteachers, has established a robust vision that has a clear focus on working as a team in order to raise standards;
- leaders' understanding of how well various groups of pupils perform is comprehensive; and
- the school has established probing procedures for self-evaluation that include analysing data thoroughly and collecting direct evidence.

However:

- the information that arises from the self-evaluation procedures is not used effectively enough in order to prioritise and plan for improvement;
- the school does not set quantitative enough targets or criteria to measure success effectively enough; and
- the governing body's understanding of the school's performance in comparison with that of similar schools has not developed sufficiently.

Recommendations

- R1 Improve pupils' use of their literacy skills across the subjects of the curriculum
- R2 Raise the school's performance at the higher outcome at the end of the Foundation Phase in all areas of learning
- R3 Ensure that leaders make effective use of issues that arise from the self-evaluation procedure to determine priorities for improvement
- R4 Develop the governors' strategic role in order to enable them to monitor and challenge the school's performance effectively
- R5 Ensure that the school's self-evaluation systems lead to identifying clear priorities in the school development plan that are linked to raising standards

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

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

During their time at the school, nearly all pupils make good progress in their learning. Pupils with additional learning needs make considerable progress from their starting point. Across the school, most pupils participate enthusiastically in their learning and are prepared to venture to offer suitable answers.

Most pupils in the Foundation Phase listen attentively and talk confidently about their work, using suitable syntax and vocabulary that is appropriate to their age and ability. By the end of the phase, many discuss their ideas clearly and enthusiastically and use sound sentence patterns. Many pupils enjoy discussing books and make appropriate progress, reading meaningfully, with a firm understanding of the text. A few more able pupils are able to discuss the content of the story in detail and refer to particular parts of the book when discussing their favourite character.

Many pupils in key stage 2 communicate clearly and confidently in both languages and join in class discussions enthusiastically. By the end of the key stage, most discuss aspects of their work intelligently and a few more able pupils discuss in a mature manner, using extended vocabulary. Many pupils read confidently in English and show a good awareness of the audience. However, at the end of key stage 2, the standards of reading of a few pupils have not developed as well in Welsh. A few read with uncertainty and a lack of understanding of the text. Many pupils are able to glean relevant information in various subjects including information and communication technology (ICT) effectively. At the top end of the school, a majority of pupils use both languages confidently. An example of this is pupils discovering facts in English reference books and presenting the main points in Welsh confidently.

In the Foundation Phase, the majority make good progress in their writing skills. By the end of Year 2, the majority of them use their literacy skills suitably and write sensibly and independently. The few more able pupils use the concise form of the verb consistently and punctuate their work appropriately. In key stage 2, many pupils write intelligently in a variety of forms in both languages. At the top end of the school, a majority of more able pupils produce extended written work in English and use wide vocabulary to enrich their work. An example of this is work on portraying imaginary characters that are based on historical facts. Many pupils show a fairly firm grasp of form when writing in Welsh, develop their ideas imaginatively and consistently spell correctly. Presentation of work across the school is neat.

Although many pupils' standards of literacy are good in language lessons, not enough progress is seen in their use of these skills across the other aspects and subjects.

In the Foundation Phase, most pupils use and apply their numeracy skills appropriately in a variety of situations. The majority are able to describe the properties of 2D and 3D shapes and use mathematical vocabulary successfully.

Most are able to find a fraction of a shape confidently. By the end of the phase, most use their numeracy skills successfully to solve mathematical problems in a variety of areas of learning. In the context of their theme work on animals, many are able to collect and record data on a block graph independently. In key stage 2, most pupils' mathematical skills in lessons and books are good. Many pupils use a range of calculation methods accurately when solving problems. They use appropriate strategies to find the perimeter of a 2D shape and the majority of more able pupils calculate the area of irregular shapes confidently. Most pupils develop their numeracy skills successfully across the curriculum. In their geography work, most read a scale effectively when finding the distance between the local area and other countries in Europe. Most pupils use and apply the numeracy skills that they learn in mathematics effectively to an appropriate standard across the curriculum. Across the school, many pupils use their thinking skills successfully in a variety of contexts.

In the Foundation Phase over the last three years, the school's performance at the expected outcome has varied, moving the school between the lower 50% and the higher 50% in comparison with similar schools for literacy and communication in Welsh. The school's performance in mathematical development has placed it in the bottom 25% of similar schools for two of the three years over the same period. The school's performance at the higher outcome, over the last three years, has declined in all areas of learning. In 2014, the school's performance places it in the bottom 25% of similar schools for language, literacy and communication in Welsh and in the lower 50% for mathematics development.

At the end of key stage 2, the school's performance at the expected level over the last four years has varied, moving the school between the lower 50% and the upper 50% in all core subjects in comparison with similar schools. In 2014, good progress can be seen in the outcomes of pupils who attained the expected level in English, in which the school's performance places it in the top 25% in comparison with similar schools.

In 2014, the school's performance at the higher than expected level places it in the lower 50% of similar schools in English, mathematics and science, and in the upper 50% in Welsh. Over time, performance at the higher level has varied, with no obvious trend. The school's performance in science has placed it in the lower 25% of similar schools in three of the last four years.

There is no obvious pattern in the achievements of pupils who are eligible for free school meals in comparison with pupils who are not, at the end of the Foundation Phase at the expected outcome and the higher outcome. Overall, at the end of key stage 2, the achievements of pupils who are eligible for free school meals are as good, if not better, in comparison with those of pupils who are not eligible for free school meals at the expected levels.

Overall, the standards that were seen in pupils' books and in the classroom are better than the school's performance data suggests.

Wellbeing: Good

Nearly all pupils enjoy school and know whom to turn to for advice or to discuss with if they have any concern. Many pupils are aware of the importance of keeping healthy by eating fruit and vegetable regularly, drinking water and taking regular physical exercise through various sports activities.

Across the school, the behaviour of almost all pupils is good and they show respect and courtesy towards each other. Many pupils work successfully together and remain on task for specific periods. However, a few pupils across the school are not confident in making choices that lead them to making decisions about their own learning.

The school council and the eco council meet regularly and ensure that the learner's voice contributes effectively to the life and work of the school. The school council keeps detailed minutes of its meetings and makes valuable decisions, such as choosing to raise money in order to purchase useful equipment to reinforce pupils' wellbeing. They develop awareness of the local community through visits and raising money for particular charities.

The school's attendance is consistently good. In comparison with similar schools on the basis of the percentage of pupils who are eligible for free school meals, the school has been in the upper 50% over the last four years.

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

The school provides rich experiences that meet the requirements of the curriculum fully. Teachers co-operate effectively to create detailed schemes of work that set a firm basis for learning in both key stages.

Provision for developing pupils' literacy and numeracy skills is planned appropriately to ensure progression across the school. The school has incorporated the Literacy and Numeracy Framework fully into the school's plans. Teachers plan robust experiences in order to develop pupils' investigative skills well. However, the school's plans do not always offer enough of a challenge for more able pupils.

Through theme work, the school develops pupils' understanding of their role in society well, as well as fostering a suitable awareness of the way of life in other countries. Issues involving the environment and sustainability are promoted successfully through the work of the school council and the eco council. This enables pupils to play a central part in recycling, composting and saving energy.

Provision for developing the Welsh language and the Welsh dimension is robust across the school. Good attention is paid to developing the Welsh language during pupils' early years. The school ensures regular opportunities for pupils to perform, compete and participate in extra-curricular activities that enrich the curriculum and reinforce pupils' understanding of Welsh culture.

Teaching: Good

Across the school, teachers plan lessons carefully and stimulate pupils' interest successfully. Teachers introduce new concepts clearly, and ensure pupils' understanding of tasks. Teachers use a range of resources effectively to support pupils' learning. Most teachers question probingly in order to extend pupils' understanding and check what they understand. Assistants are used effectively in order to support individuals and specific groups of pupils. In most lessons, teachers have high expectations. However, in a very few of the remainder, there is not enough of a challenge for more able pupils.

Across the school, teachers ensure that pupils are aware of learning objectives. They set success criteria consistently and use praise effectively to encourage less confident pupils. Pupils benefit from their teachers discussing the quality of their work in a sensitive and constructive way with them. Pupils' written work is marked regularly and teachers' comments inform pupils clearly about what they need to do to improve their work. However, there are not regular opportunities for pupils to act on the teacher's comments in order to improve their first attempts.

The school has clear systems for assessing and tracking pupils' progress. It uses the results of standard tests and a range of other appropriate assessment tasks as a basis for planning suitable activities that meet pupils' needs.

Written reports for parents on their children's progress meet statutory requirements.

Care, support and guidance: Good

The school is a happy and caring community that ensures that pupils feel safe. It promotes pupils' health and wellbeing and there are robust policies in place. The school provides varied opportunities to promote pupils' health and fitness effectively within and outside school hours. The school makes appropriate arrangements to promote healthy eating and drinking. Nearly all pupils play an active part in school life and are pleased to have opportunities to contribute to helping each other and to work towards improving the school.

Pupils' moral and spiritual development is developed successfully across the school through regular assemblies, periods of reflection and circle time.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school has beneficial links with specialist agencies, such as the speech and language service, and welfare services and health agencies. Provision for pupils who have additional learning needs is good. The co-ordinator identifies pupils' particular needs at an early stage, and provides strong support that has contributed to improving pupils' standards of achievement. Pupils' individual educational plans include clear targets that are discussed regularly with parents. Under the firm leadership of the additional learning needs co-ordinator, plans are monitored regularly.

Learning environment: Good

A happy and welcoming ethos exists at the school, in which pupils show positive attitudes towards their peers. The school ensures equal opportunities for all its pupils, staff, parents and carers. The school's older pupils take good care of younger pupils during play time and lunch time, and operate the "Mêts Grêt" (Great Mates) system. This co-operation has a positive effect on developing pupils' personal and social skills. Values such as tolerance and racial equality are promoted effectively through theme work and circle time.

The school has a range of effective resources to support teaching and learning. The buildings are maintained to an appropriate standard and the outdoor site is kept tidy. The Foundation Phase areas are used successfully to promote rich and interesting experiences for the youngest pupils at the school. Although the main building is restrictive for the number of pupils, the school organises this aspect suitably under difficult conditions.

Displays around the school celebrate pupils' work and successes and support their learning well.

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

The headteacher, staff and governors work appropriately to foster a supportive whole-school ethos in which pupils feel that they are appreciated. This is beginning to have a positive effect on standards of pupils' wellbeing. The headteacher, with the support of two deputy headteachers, has established a robust vision with a clear focus on working as a team in order to raise standards. In the last academic year, the school's leadership structure has been adapted appropriately in order to respond to the challenge of federating with a nearby school.

The senior management team, which is comparatively new, has ensured that teachers introduce a number of robust strategies to provide wide-ranging and regular experiences across the curriculum in order to raise pupils' standards. Each member of the senior management team has specific aspects to lead in order to develop the school as an effective learning community. However, their awareness of their responsibilities is not clear enough. They monitor performance data effectively and they have a wide range of direct evidence of teaching across the school. However, the information that arises is not used effectively enough in order to prioritise and plan for improvement.

The governing body, that was formed after the federation, is supportive of the school's work. Governors receive regular information about performance data and pupils' achievement through the headteacher's reports and through visiting classes occasionally. However, governors' understanding of the school's performance in comparison with that of similar schools has not developed appropriately. This limits their ability to operate strategically in order to challenge the school effectively as critical friends.

Staff meetings are used purposefully in order to address whole-school priorities, for example assessment for learning. Due attention is paid to national priorities such as the Literacy and Numeracy Framework.

Improving quality: Adequate

The headteacher has set up a suitable programme for monitoring and evaluating a wide range of aspects of school life over time. Staff strive constantly to improve upon the school's previous performance and the school maintains and raises standards in specific aspects of the curriculum.

The school's self-evaluation report, although descriptive at times, is a comprehensive document that encompasses an appropriate range of suitable evidence, including staff's contribution and the views of pupils and parents. It identifies the school's strengths but does not pay detailed enough attention to aspects that need improvement, especially in relation to pupils' achievements. The school has established probing methods for self-evaluation that make suitable use of direct evidence of teaching. However, leaders do not analyse the outcomes of monitoring in enough detail in order to plan strategic steps for improvement.

The school analyses data thoroughly, and staff's understanding of how well various groups of pupils are performing is comprehensive. This information is of assistance in creating the school's development plan. The previous development plan pays due attention to funding and staff responsibilities in addition to appropriate time limits. However, the school does not set quantitative enough targets or criteria to measure success effectively enough. This hinders the ability of leaders and governors to set a strategic direction based on the outcomes of the self-evaluation system.

Governors observe lessons, monitor pupils' books and receive detailed reports on performance data. As a result, their understanding of the school's strengths is beginning to develop.

The school has not made sufficient progress against a few recommendations from the previous inspection, especially in relation to formalising the role of the management team and governors.

Partnership working: Good

The school has effective strategic partnerships that contribute well to improving pupils' standards and wellbeing. It has a strong relationship with parents and they contribute considerable sums of money regularly in order to purchase useful resources and equipment, such as ICT hardware. Appropriate information is shared effectively with parents through regular newsletters.

Links with the community are effective and offer valuable experiences to pupils. An example of this is the way in which the school has co-operated with a local business to hold a week of science activities for pupils.

The school has a good partnership with nursery groups, which ensures that pupils settle quickly when they begin in the Foundation Phase.

By working closely with schools in the cluster and beyond, the school has shared good practice on projects based on raising standards of literacy and numeracy. Effective co-operation with schools in the cluster to standardise and moderate tasks jointly has ensured teachers' sound understanding when levelling pupils' work. Robust partnerships exist with local secondary schools. Transition arrangements are effective and ensure smooth transfer as pupils move from the primary to the secondary sector.

Resource management: Good

Leaders and managers at the school manage resources well and ensure appropriate staffing to teach the curriculum effectively. The best possible use is made of the resources available to enrich the curriculum, including the outdoor area. Staff have worked together effectively to create a stimulating and attractive learning environment for pupils.

Teachers make appropriate use of their time for planning, preparation and assessment. The school has an appropriate performance management system, which now offers regular opportunities for continuous professional development for teachers. Responsibility for managing teachers' performance is shared appropriately between members of the senior management team and they have objectives to improve their professional practices within the context of the school.

A minority of staff are members of networks of professional practice, which develop a valuable culture of co-operation with other schools in order to raise standards. The school co-operates effectively with nearby schools and the family in order to raise standards of literacy and numeracy.

Decisions on the school's expenditure link appropriately with priorities for raising pupils' standards and improving their wellbeing. The deprivation grant is used to ensure appropriate support for a cohort of pupils. Expenditure is monitored appropriately.

Considering pupils' achievements, the school provides good value for money.

Appendix 1: Commentary on performance data

6652263 - Ysgol Plas Coch

Number of pupils on roll	354
Pupils eligible for free school meals (FSM) - 3 year average	7.9
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	54	59	51
Achieving the Foundation Phase indicator (FPI) (%)	83.3	96.6	86.3
Benchmark quartile	3	2	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	54	59	51
Achieving outcome 5+ (%)	92.6	96.6	94.1
Benchmark quartile	2	2	3
Achieving outcome 6+ (%)	42.6	39.0	35.3
Benchmark quartile	1	2	3
Mathematical development (MDT)			
Number of pupils in cohort	54	59	51
Achieving outcome 5+ (%)	85.2	98.3	86.3
Benchmark quartile	4	2	4
Achieving outcome 6+ (%)	29.6	32.2	19.6
Benchmark quartile	2	3	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	54	59	51
Achieving outcome 5+ (%)	98.1	100.0	94.1
Benchmark quartile	3	1	4
Achieving outcome 6+ (%)	50.0	61.0	64.7
Benchmark quartile	2	2	3

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

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

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

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

6652263 - Ysgol Plas Coch

Number of pupils on roll	354
Pupils eligible for free school meals (FSM) - 3 year average	7.9
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	25	30	26	30
Achieving the core subject indicator (CSI) (%)	92.0	86.7	92.3	93.3
Benchmark quartile	2	3	3	3
English				
Number of pupils in cohort	25	30	26	30
Achieving level 4+ (%)	92.0	90.0	96.2	100.0
Benchmark quartile	3	3	2	1
Achieving level 5+ (%)	40.0	40.0	38.5	46.7
Benchmark quartile	2	3	3	3
Welsh first language				
Number of pupils in cohort	25	30	26	30
Achieving level 4+ (%)	92.0	83.3	92.3	96.7
Benchmark quartile	2	3	2	2
Achieving level 5+ (%)	32.0	36.7	30.8	43.3
Benchmark quartile	3	2	3	2
Mathematics				
Number of pupils in cohort	25	30	26	30
Achieving level 4+ (%)	96.0	90.0	96.2	93.3
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	44.0	33.3	23.1	43.3
Benchmark quartile	2	3	4	3
Science				
Number of pupils in cohort	25	30	26	30
Achieving level 4+ (%)	96.0	86.7	100.0	96.7
Benchmark quartile	3	4	1	3
Achieving level 5+ (%)	24.0	26.7	26.9	40.0
Benchmark quartile	4	4	4	3

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Primary survey (all pupils)

Denotes the benchmark – this is a total of all responses to date 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.	105	102 97%	3 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	105	102 97%	3 3%	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	105	102 97%	3 3%	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.	105	103 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	105	101 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.	105	104 99%	1 1%	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.	105	101 96%	4 4%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	105	101 96%	4 4%	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.	105	102 97%	3 3%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	104	85 82%	19 18%	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	76 73%	28 27%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date 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.	28	23 82%	4 14%	1 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	28	27 96%	1 4%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	27	23 85%	3 11%	0 0%	0 0%	1	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.	28	23 82%	5 18%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	28	18 64%	10 36%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	28	20 71%	8 29%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	28	21 75%	7 25%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	28	15 54%	9 32%	1 4%	0 0%	3	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.	28	21 75%	7 25%	0 0%	0 0%	0	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.	28	16 57%	10 36%	0 0%	0 0%	2	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.	28	23 82%	4 14%	1 4%	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'.	26	19 73%	3 12%	0 0%	0 0%	4	Mae fy mhentyn 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.	28	16 57%	11 39%	1 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	28	24 86%	3 11%	1 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.	28	20 71%	8 29%	0 0%	0 0%	0	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.	28	22 79%	6 21%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn 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.	27	17 63%	2 7%	0 0%	0 0%	8	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	28	16 57%	9 32%	2 7%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	26	22 85%	2 8%	2 8%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Anwen Griffith	Reporting Inspector
Dyfrig Ellis	Team Inspector
David Jenkins	Lay Inspector
Hefin Jones	Peer Inspector
Gareth Owen	Peer Inspector
Osian Jones	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.