



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 Derwen
Higher Kinnerton
Flintshire
CH4 9AJ**

Date of inspection: May 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Derwen Foundation Primary School is in the village of Higher Kinnerton in Flintshire. There are 209 pupils aged 3 to 11 years at the school, including 19 children in the nursery. There are eight single-age classes.

Very few pupils are eligible for free school meals. This is significantly below average for primary schools in the local authority and in Wales.

The school has identified 10% of pupils as having additional learning needs. This is below the average for primary schools in Wales.

Almost all pupils come from English-speaking homes. A very few pupils speak Welsh at home. Very few are from a minority ethnic background or have English as an additional language.

The last inspection was in September 2009. The headteacher has been in post since January 2008

The individual school budget for Ysgol Derwen Foundation School in 2014-2015 means that the budget is £2,942 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,111 and the minimum is £2,838. Ysgol Derwen Foundation School is 59th out of 68 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make at least expected progress and achieve good or better standards during their time at the school
- Most pupils have high standards of literacy and numeracy and use these skills well in other subjects
- Pupils' attitudes to learning are positive and nearly all participate enthusiastically in the wide range of activities the school offers
- Stimulating learning experiences and teaching of good quality ensure that pupils are well motivated and engaged in their learning
- The good quality of care, support and guidance provided to pupils has a positive impact on their standards and wellbeing

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides clear strategic direction in leading and managing the school
- The governing body supports and challenges the school effectively
- Self-evaluation processes are secure and enable school leaders to focus clearly on developing teaching and learning strategies that bring about improvements in pupils' standards
- All members of staff are clear about their roles, work well as a team and take a full part in school improvement activities
- Positive partnership arrangements contribute well to the standards and wellbeing of pupils

Recommendations

- R1 Raise the attainment of boys at the higher-than-expected outcomes and levels
- R2 Ensure that learning tasks challenge all pupils effectively, particularly the more able
- R3 Improve the effectiveness of marking by ensuring that pupils respond purposefully to suggestions for improvement
- R4 Extend opportunities for teachers to share good practice beyond the local area

What happens next

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils who enter the nursery class have skills that are at or above the expected level for their age. Most pupils make at least expected progress and achieve good or better standards during their time at the school. Most pupils recall previous learning well and they use this information effectively in order to acquire new information and skills. Most show good knowledge and understanding of what they have learnt.

Pupils' literacy skills develop well throughout the school and they use them effectively to move their learning forward. Nearly all pupils in the Foundation Phase and key stage 2 listen attentively during lessons. Most pupils of all ages contribute effectively in lessons, often giving extended answers to questions and making relevant contributions to classroom discussions. By Year 6, most pupils are articulate and speak confidently with their friends and with adults in formal and informal situations.

Standards of reading are good. Nearly all pupils have a positive attitude to reading. Most pupils in the Foundation Phase read with increasing fluency, accuracy and understanding. Nearly all use a suitable range of strategies to read familiar and unfamiliar words well. In key stage 2, most pupils read a wide range of texts with fluency, accuracy and good expression. They talk readily about books and authors they like or dislike and have a good understanding of characters and storylines. They apply their reading skills well in different subjects and can locate and use reference books effectively. By Year 6, most skim and scan texts for information very effectively and use inference and deduction skills skilfully when creating a reasoned argument.

Nearly all Foundation Phase pupils make good progress in their early writing skills. By Year 2, many pupils in the Foundation Phase write well for a range of purposes, such as recalling the story of Gelert or drawing up a series of rules for visiting a castle. Most use capital letters and full stops correctly. In key stage 2, most pupils make good progress in developing their writing skills. They consolidate and extend their writing skills well to produce extended pieces of writing of good quality across the curriculum. By Year 6, they write neatly in paragraphs in a good range of styles for different audiences and purposes, for example when writing information about the school for its web page or reporting on activities linked to the development of Cardiff Bay since 1833.

Most pupils develop their mathematical skills systematically in mathematics lessons as they move through the school. Nearly all pupils in the Foundation Phase use their numeracy skills well throughout the areas of learning. By Year 2, most make good use of number bonds and their developing knowledge of place value to calculate. They use a variety of measuring equipment correctly to apply their skills in practical contexts, for example when estimating and comparing the capacity of a variety of containers. Most pupils collect and present data appropriately and can solve mathematical problems confidently. In key stage 2, nearly all pupils' standards of

numeracy are good. They make good use of times tables to aid division and apply these skills to solve word problems accurately. By Year 6, nearly all pupils use a good range of written methods to calculate accurately. They present their work systematically and explain the strategies they use to solve problems clearly. Most pupils calculate fractions and decimals well and have a good knowledge of place value. Most pupils apply their numeracy skills well across the curriculum.

Pupils have positive attitudes to learning Welsh. They are enthusiastic and make good progress as they move through the school. Foundation Phase pupils use an appropriate range of vocabulary and basic sentence patterns to answer simple personal questions and to talk about the weather. Many pupils in key stage 2 understand, ask and answer more complex questions confidently, often giving reasons to extend their answers. By Year 6, many communicate effectively in writing, for example when e-mailing information about themselves to pupils in a nearby school.

In the Foundation Phase, over the last three years, pupils' performance at the expected outcome 5 in literacy has varied, moving the school between the lower 50% and the top 25% when compared to similar schools. In mathematical development, pupils' performance has consistently placed the school in the top 25% of similar schools. During the same period, pupils' performance at the higher-than-expected outcome 6 in literacy and in mathematical development has placed the school in the upper 50% or the top 25% of similar schools.

In key stage 2, over the last four years, pupils' performance in English and science has varied, moving the school between the lower 50% and the top 25% of similar schools. Pupils' performance in mathematics has placed the school in the upper 50% or the top 25%. During the same period, pupils' performance at the higher-than-expected level 5 in English and mathematics has placed the school in the upper 50% or the top 25% of similar schools. Pupils' performance in science has moved the school from the lower 50% to the top 25% of similar schools.

Generally, boys' performance at the expected level compares favourably with that of girls over time. However, girls do better than boys at the higher-than-expected outcomes and levels. Most pupils with additional learning needs, and others who receive specific support, make good progress. There is no significant difference between the end-of-key-stage outcomes of pupils eligible for free school meals and other pupils.

Wellbeing: Good

Nearly all pupils have a good understanding of a healthy lifestyle. They show a positive attitude towards being healthy and understand their responsibility in making choices about what they eat and their physical activity. All pupils feel safe within the school and are confident that staff will listen to them if they feel upset or worried.

Nearly all pupils behave very well in lessons, around the school and in the outside areas at playtime. They interact well together and show courtesy and respect to their peers and adults. Most pupils sustain their concentration well in lessons and demonstrate enjoyment and engagement in their learning.

The school council contributes effectively to decision-making and has led a number of initiatives which have improved pupils' wellbeing, for example, through the introduction of fruit bags at playtime and the provision of a lunch time games club. Members show empathy by fundraising for different charities, and exercise responsibility through organising and promoting events. As a result, they develop pride in their community and represent it enthusiastically.

Attendance rates over the last two years have placed the school in the top 25% of similar schools. Nearly all pupils arrive at school punctually.

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

The school provides a good range of stimulating learning experiences, which engage the interest of most pupils and meet the requirements of the Foundation Phase, the National Curriculum and religious education. These experiences build systematically on most pupils' prior knowledge and understanding, enabling them to acquire and develop new skills with confidence. Pupils in the Foundation Phase and key stage 2 have worthwhile opportunities to develop their learning through use of the outdoor environment. This supports the development of their independence and social skills well. An extensive range of visits and extra-curricular activities enrich pupils' cultural understanding and promote their physical wellbeing successfully.

The school has made good progress in implementing the National Literacy and Numeracy Framework. Teachers plan effectively to provide worthwhile opportunities for most pupils to develop their literacy, numeracy and information and communication technology (ICT) skills progressively as they move through the school.

There is good provision for developing pupils' Welsh language skills across the school. Teachers promote pupils' understanding of the culture and heritage of Wales well. There is a strong Welsh ethos at the school. Studies of famous Welsh sportsmen and artists together with studies of how other areas in Wales have changed over the years feature well in this provision.

The school promotes education for sustainable development well through a wide variety of activities. Pupils learn the importance of acting sustainably through conserving energy, recycling and suggesting ways of improving the school grounds. There are good opportunities for pupils to develop their understanding of global citizenship, for example through focusing on aspects of culture in African countries. Pupils of all ages have opportunities to learn German or Spanish in after-school clubs. This enables them to learn about life in other European countries and further develops their linguistic skills.

Teaching: Good

Teachers use a wide range of teaching approaches to interest and engage pupils. They have up-to-date knowledge of the subjects they teach. There are effective working relationships between staff and pupils. All teachers establish effective classroom routines that use individual, pair and group work successfully. In most lessons, teachers plan effectively and have clear objectives for learning experiences.

However, in a few lessons, teachers do not plan learning tasks well enough to challenge all pupils at an appropriate level, particularly the more able. Teachers' presentations to pupils at the start of lessons are enthusiastic and engage pupils from the outset. They sequence activities well and ensure that most lessons proceed with appropriate pace. They use skilful questioning to promote pupils' understanding. They provide effective support to pupils and intervene at appropriate times.

In most lessons, adults provide valuable feedback to pupils through questioning, self-assessment and evaluating work in relation to success criteria. This helps them to understand what they do well and what they need to do to improve. Teachers mark pupils' work regularly, often providing pupils with clear targets for improvement. However, this is not consistent across the school and teachers do not always build in enough time for pupils to respond purposefully to suggestions for improvement.

The school uses systematic procedures for assessing, monitoring and recording pupils' progress effectively. Staff analyse performance data rigorously to monitor pupils' progress carefully. This gives them a clear understanding of the strengths and areas for improvement for individual pupils.

The school works effectively with other local schools to assess pupil outcomes accurately. Annual reports to parents are detailed and give them clear information about their child's progress.

Care, support and guidance: Good

There is effective provision for pupils' spiritual, moral, social and cultural development. The provision is successful in raising pupils' awareness of how to be safe, to take responsibility and to respect others. Staff know their pupils well and provide appropriate support to them if they are worried or have any concerns. Collective worship sets a Christian and moral tone and provides suitable opportunities to create a reflective ethos. All staff promote good behaviour successfully. The school has appropriate arrangements to promote and encourage healthy eating and drinking. Pupils receive frequent opportunities to take regular exercise, supported by a wide range of well-attended extra-curricular sporting activities.

The school makes good use of a range of external support services. They provide useful advice and guidance for staff, pupils and parents, for example to discuss welfare issues as appropriate or providing support on aspects of health issues.

The school has effective systems to identify pupils who have additional learning needs. Individual education plans contain specific targets, which staff review regularly in collaboration with parents and pupils. A range of specific intervention strategies support these pupils well. This ensures that they make good progress against their targets during these sessions. However, in a few classes, learning tasks do not always precisely match the needs of these pupils.

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

Learning environment: Good

The school is a welcoming and inclusive community that celebrates the successes of pupils well. There is a calm and purposeful ethos, which includes and values all pupils and staff. This supports pupils' learning well. Staff treat all pupils fairly and give them equal access to all areas of the curriculum. There is a clear emphasis on recognising, respecting and celebrating the diversity of pupils' backgrounds and within society as a whole.

The school building and grounds are of high quality and help to create a positive learning environment. They are well maintained, safe and secure. Staff make very good use of all the available space, both indoors and outdoors, to enhance the experience of Foundation Phase and key stage 2 pupils. Classrooms and corridors are bright and attractive, with consistently good displays that celebrate pupils' achievements and support learning well. Classrooms are well equipped with resources of good quality that match pupils' needs well.

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

The headteacher provides clear strategic direction in leading and managing the school. The senior leadership team provides effective support. Together, senior leaders sustain a supportive, caring community that encourages pupils to attain high standards and wellbeing. Leaders have established specific priorities to secure further improvement in pupil achievement. These focus clearly on further improving pupils' literacy and numeracy skills. Staff have clearly-defined roles in achieving these priorities and work well as a team. This has led to improvements in standards and provision. Sound performance management procedures enable leaders to challenge and to support staff, and to set them targets that address school priorities and meet their professional development needs.

The school responds well to national and local priorities. For example, the Foundation Phase is firmly established and there is effective progress in introducing the literacy and numeracy framework. The school shares its good practice with other schools within the local authority, for example through the Foundation Phase partnership groups.

School governors have a clear understanding of their role. They consider data and other information carefully to evaluate the school's performance in comparison with that of similar schools. This enables them to challenge the school effectively and to contribute purposefully to the self-evaluation process. Members of the governing body visit the school regularly to evaluate the effectiveness of resources and teaching strategies. This helps them to gain a clear understanding of areas for improvement and the standards achieved by pupils. They carry out their duties well and hold the school to account effectively.

Improving quality: Good

The school has established secure self-evaluation processes that enable school

leaders to focus clearly on developing teaching and learning strategies that bring about improvements in pupils' standards. The self-evaluation process draws on a wide range of evidence, including the views of staff, pupils, governors and parents. Leaders monitor pupils' learning and progress effectively through classroom observations, scrutiny of work and listening to learners. They analyse data carefully to compare the school's performance with that of similar schools. All teachers contribute effectively to the process by carrying out audits of specific subject areas within the regular cycle of monitoring. As a result, the school is clear about what it needs to do to improve.

The self-evaluation report highlights progress made against previous priorities. As a result, the report provides an accurate picture of the school's strengths and areas for further development. Leaders use this information well to determine clear priorities and targets for school improvement, such as extending the attainment levels of more able pupils. The school development plan is concise and clear with a manageable number of priorities for improvement. These focus clearly on raising standards in literacy and numeracy, and provide a clear direction for further improvement.

Partnership working: Good

The school has a good range of strategic partnerships that contribute purposefully to its provision and enhance pupils' experiences. Parents are very supportive of the school and appreciate the way it takes account of their views. Many have a positive impact on the school's life and work through their support for the 'Friends of Derwen', which raises significant funds to develop the school's facilities. Recent examples include contributing to the cost of improved ICT resources, providing more reading books and the development of the school grounds. The school hosts a popular breakfast and after-school club, which further enhances its capacity to provide effectively for the wellbeing and progress of pupils.

The school maintains a close link with the village play group, which enables new pupils to become well acquainted with the school and eases their transition into the nursery class. Teachers collaborate closely with colleagues in other local primary and secondary schools to ensure that effective transition projects support continuity in pupils' learning as they move on to the next phase in their education. These arrangements have enabled the school to assure the quality of its procedures for teacher assessment and to strengthen its provision for developing pupils' literacy and numeracy skills. Recent initiatives include pupil participation in workshops for the more able and joint planning to improve pupils' writing. The school works well with its regional and local authority partners and uses them constructively to challenge its performance. The school works effectively with community groups to enhance its provision for developing pupils' understanding of sustainability.

Resource management: Good

There are sufficient staff to enable all pupils to have full access to the Foundation Phase and the National Curriculum. Teaching support staff make a significant contribution to pupils' learning. Teachers make effective use of their planning, preparation and assessment time, for example to ensure accurate assessments and careful planning of lessons to enable pupils to make good progress.

Effective performance management procedures, which include teachers and support staff, lead to suitable and relevant training and development opportunities for all staff.

Teachers work well within networks of professional practice with teachers from other local schools, for example in developing approaches to develop the writing skills of more able pupils and to use email to develop pupils' Welsh skills. These networks have had a positive effect on the quality of provision and on pupils' standards and attainment. However, there are few opportunities for teachers to share practices in schools beyond the local area.

The governing body manages the school budget carefully and ensures that all areas of the school have a good supply of resources that address pupils' needs and priorities. The school uses specific grants effectively to support pupils' learning.

Considering the good outcomes by pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6645200 - Derwen Foundation School

Number of pupils on roll	209
Pupils eligible for free school meals (FSM) - 3 year average	1.4
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	27	30	23
Achieving the Foundation Phase indicator (FPI) (%)	92.6	100.0	91.3
Benchmark quartile	2	1	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	27	30	23
Achieving outcome 5+ (%)	92.6	100.0	91.3
Benchmark quartile	3	1	3
Achieving outcome 6+ (%)	33.3	46.7	60.9
Benchmark quartile	2	2	1
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	27	30	23
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	37.0	70.0	52.2
Benchmark quartile	2	1	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	27	30	23
Achieving outcome 5+ (%)	96.3	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	51.9	80.0	82.6
Benchmark quartile	2	1	1

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.

6645200 - Derwen Foundation School

Number of pupils on roll	209
Pupils eligible for free school meals (FSM) - 3 year average	1.4
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	26	28	27	32
Achieving the core subject indicator (CSI) (%)	92.3	89.3	100.0	93.8
Benchmark quartile	2	3	1	2
English				
Number of pupils in cohort	26	28	27	32
Achieving level 4+ (%)	92.3	92.9	100.0	93.8
Benchmark quartile	3	3	1	3
Achieving level 5+ (%)	38.5	53.6	44.4	50.0
Benchmark quartile	2	1	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	26	28	27	32
Achieving level 4+ (%)	96.2	96.4	100.0	96.9
Benchmark quartile	2	2	1	2
Achieving level 5+ (%)	38.5	46.4	59.3	65.6
Benchmark quartile	2	2	1	1
Science				
Number of pupils in cohort	26	28	27	32
Achieving level 4+ (%)	92.3	100.0	100.0	96.9
Benchmark quartile	3	1	1	3
Achieving level 5+ (%)	26.9	42.9	63.0	59.4
Benchmark quartile	3	2	1	1

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	146		146 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	144		135 94%	9 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	146		143 98%	3 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	144		135 94%	9 6%	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.	146		136 93%	10 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	146		144 99%	2 1%	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.	146		146 100%	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.	146		145 99%	1 1%	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.	146		136 93%	10 7%	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.	145		137 94%	8 6%	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.	137		115 84%	22 16%	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	144		128 89%	16 11%	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.

	responses Nifer o	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	disagree Anghytuno'n	Don't know Ddim yn awbod	
Overall I am satisfied with the school.	20	15 75%	3 15%	0 0%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	15 75%	5 25%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	20	17 85%	3 15%	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.	20	12 60%	6 30%	1 5%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	20	15 75%	5 25%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	20	14 70%	3 15%	0 0%	1 5%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	20	13 65%	7 35%	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.	19	13 68%	4 21%	0 0%	1 5%	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.	20	15 75%	4 20%	0 0%	0 0%	1	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.	20	15 75%	4 20%	0 0%	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.	20	17 85%	3 15%	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'.	19	9 47%	4 21%	0 0%	1 5%	5	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.	20	10 50%	4 20%	3 15%	1 5%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	20	15 75%	5 25%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		

	responses Nifer o	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	disagree Anghytuno'n	Don't know Ddim yn awbod	
I understand the school's procedure for dealing with complaints.	20	11 55%	6 30%	0 0%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	20	15 75%	2 10%	0 0%	0 0%	3	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	16	6 38%	3 19%	0 0%	1 6%	6	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.	20	13 65%	5 25%	2 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	19	15 79%	4 21%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
William Glyn Griffiths	Team Inspector
Susan Elizabeth Roden	Lay Inspector
Andrew Brasington	Peer Inspector
Richard 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
- personal and social development, wellbeing and cultural diversity

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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