



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Yr Hafod
Bangor Road
Johnstown
Wrexham
LL14 2SW**

Date of inspection: November 2016

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 Yr Hafod Johnstown Primary School, situated over two sites, is in Wrexham. The school opened in September 2015 following the amalgamation of Johnstown Infants School and Johnstown Junior School.

Currently, the school has 347 pupils, including 34 in the nursery, who attend on a part-time basis. The school admits pupils to the nursery class at the age of three. There are 12 classes including resource base provision for 10 pupils from across the local authority. These pupils experience moderate learning difficulties.

Around 20% of pupils are eligible for free school meals. This is very slightly above the national average. The school has a very few pupils who are 'looked after' by the local authority. Around 19% of pupils have additional learning needs. Very few pupils have a statement of educational needs. English is the main home language of most pupils. Very few pupils come from an ethnic minority background or receive support for English as an additional language. The school excluded two pupils for a fixed-term during the last year.

The headteacher took up his post in January 2016. The school's key stage 2 deputy headteacher has been acting headteacher since June 2016. This is the school's first inspection since amalgamation.

The individual school budget per pupil for Ysgol Yr Hafod in 2016-2017 means that the budget is £3,390 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,755 and the minimum is £2,924. Ysgol Yr Hafod is 32nd out of the 58 primary schools in Wrexham in terms of its 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:

- Most pupils make strong progress in their learning and many attain well
- Standards of reading are high and contribute well to pupils' progress
- Pupils use information and communication technology (ICT) skilfully for a wide range of purposes and activities
- Almost all pupils achieve good levels of wellbeing
- The school supports the taught curriculum successfully with many out-of-school activities, trips and visits
- Teachers plan activities and use worthwhile resources that engage and challenge many pupils successfully
- Staff promote the school's core values of 'care, courage, aspiration and respect' very effectively, encouraging pupils to work hard and motivating them to succeed

Prospects for improvement

The school's prospects for improvement are adequate because:

- Senior leaders are making good progress in establishing common practices over the two sites following amalgamation
- All staff are clear about the school's vision and are keen to move the school forward
- Senior leaders make effective use of national data to identify trends in pupil performance
- The current school improvement plan successfully identifies initiatives to raise standards
- The school has a wide range of partnerships that work effectively to improve provision and outcomes for pupils

However:

- The current leadership team does not have the capacity to undertake all management requirements effectively
- Governors do not challenge the school robustly enough regarding pupil outcomes
- Since amalgamation there is limited evidence of the school introducing initiatives that have a measureable impact on improving pupil outcomes

Recommendations

- R1 Improve outcomes for pupils who receive extra help with their learning and those who are eligible for free school meals
- R2 Make more effective use of support staff
- R3 Provide pupils with clear guidance on how to improve their work and opportunities for them to act upon the advice
- R4 Develop the role of the governing body as a critical friend
- R5 Ensure that senior leaders have effective roles that reflect clearly the needs of the school
- R6 Base self-evaluation on a wide range of first hand evidence to establish the most important priorities for improving pupil outcomes

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

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

Many pupils enter the school with skills that are slightly below those normally expected of pupils of a similar age. In the Foundation Phase and in key stage 2, most pupils make strong progress in their learning and many attain well especially in reading.

In the Foundation Phase, most pupils listen carefully. They speak clearly and respond to questions appropriately. By the end of key stage 2, many pupils speak confidently and clearly using a mature vocabulary. They speak with increasing confidence to adults and each other. Nearly all pupils maintain good concentration during lessons.

Most pupils in the Foundation Phase make rapid progress in reading. Year 2 pupils enjoy reading and talk about the books they like. They use phonic clues to sound out unfamiliar words successfully. Key stage 2 pupils maintain this enthusiasm and interest in reading. By Year 6, most pupils read fluently and with a high level of expression. They talk knowledgeably about authors and characters in books. Most are able to skim a text accurately to pinpoint information. This aspect of pupils' learning is a real strength and contributes well to pupils' attainment.

Many nursery and reception pupils enjoy writing and make good progress in developing early mark making and writing skills. In literacy lessons, most Year 2 pupils write well for many different audiences. However, few write well at length in other areas of learning. In key stage 2, pupils' writing is now good having recently shown improvement in presentation and in the use of techniques such as alliteration, simile and metaphor. Many pupils spell accurately, write neatly and use an interesting vocabulary. Only a few older pupils use paragraphs successfully or punctuate speech correctly.

On both sites, most pupils do well in mathematics lessons and, when given the opportunity, they use their numeracy skills successfully in many subjects. Pupils books show that older Foundation Phase pupils, tell the time accurately; work readily with halves and quarters; and use addition and subtraction methods correctly. Year 6 pupils calculate the mean, mode, median and range of data appropriately. They know how, using pen and paper methods to add, subtract, multiply and divide properly. A minority of pupils have a weak recall of multiplication tables and this, at times, slows their progress in lessons. Many pupils apply their problem solving skills well in their work.

Pupils in the Foundation Phase use ICT well for example, to make stop/start animations, to take photographs and videos, make pictograms or write about information they have found out. By the end of key stage 2, pupils have highly developed skills. For instance, they make presentations containing video, sound, and graphics successfully. Year 5/6 pupils use information from spreadsheets

skilfully to produce line graphs comparing the length of a string to the pitch of its vibrations. They make interesting, short, high quality movies relating to topics on recycling. Nearly all pupils are very aware of the need to be safe online and the importance of not sharing information.

Most pupils develop good standards of spoken and written Welsh as they progress through the school. Pupils in the Foundation Phase use Welsh enthusiastically and correctly in their numeracy lessons. By the end of key stage 2, pupils are confident in using the past tense in Welsh to ask and answer questions, particularly on Welsh football. Pupils are making satisfactory progress in using the Welsh outside of Welsh lessons.

In the Foundation Phase, boys perform more strongly than girls but this is not the case in key stage 2. Over the last four years pupils eligible for free school meals perform less well than other pupils in end of key stage assessments and the gap in results is not reducing. Pupils who receive support for English as an additional language and pupils in the resource base make satisfactory progress. Around half of pupils who receive extra help with their learning make suitable progress with their literacy skills.

Outcomes for pupils in the Foundation Phase at the expected outcome 5 and the higher outcome 6 for mathematical development vary considerably with no identifiable trend. This is also the case for performance in literacy at the expected outcome. At outcome 6, performance in literacy places the school mainly in the top 25% of similar schools. Pupil performance in key stage 2 at the expected level 4 is improving slowly in English, mathematics and science but results generally place the school in the lower 50% of similar schools. At the higher level 5, outcomes have placed the school consistently in the higher 50% of similar schools over the last two years.

Wellbeing: Good

Nearly all pupils display positive attitudes to learning. They engage purposefully in class and are well motivated. Most sustain good levels of concentration for suitable periods in lessons and many display good levels of perseverance.

Most pupils' behaviour in classrooms, on the schoolyard and around the school is good. Pupils co-operate well with teachers, teaching assistants and each other in learning activities and during play and show particularly good levels of respect and care for others.

Nearly all pupils feel safe, and are confident in approaching adults for help when they face difficulties. Most pupils have very positive attitudes to healthy living and eating and many enjoy and participate well in a range of physical activity in school time. Around half attend a good range of after school activities. They speak confidently about making the right food choices and about the benefits of physical exercise.

A few pupils help make decisions, which influence the work of the school. For example, the school council participated in the appointment of the headteacher and deputy headteacher. In addition, they have written a policy on keeping the school

smoke free. The newly established eco committee has a focus on energy saving and litter picking in the community and have helped to organise a school eco-day. Most pupils play a valuable part in the local community through activities such as support for local and national charities, attending local musical and cultural events and services in the nearby church.

Nearly all pupils feel that staff listen well to their views. Many pupils talk about their learning but they do not influence their learning experiences on a day-to-day basis. Pupils take on valuable roles such as librarians, e-wizards, playground buddies or eco-warriors and perform their duties well and with pride and enthusiasm.

Pupil attendance is generally good. Nearly all pupils arrive punctually at the start of the school day.

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

Planning for learning is generally effective and meets the needs of nearly all pupils well. The recent revision of whole-school approaches to teaching and planning the curriculum provides suitable opportunities for pupils to make progress in developing their literacy and numeracy skills. Provision to develop pupils' reading skills is strong. Provision for ICT is comprehensive and allows pupils to develop a wide range of digital competencies.

The school provides a wide range of worthwhile learning experiences, enhanced by a good range of visits and visitors to support the curriculum. For example, a visitor from Wrexham museum provided interesting workshops linked to the Second World War. Older pupils enjoy the school's residential visits to Glan-Llyn outdoor centre.

The impact of the school's provision within the resource base is appropriate, providing full access to the curriculum and meeting the needs of the pupils well. Where appropriate, pupils join the mainstream school for many activities including assemblies, lunchtime and a range of lessons.

The Welsh language is visible throughout the school on many notices and displays. Staff provide good opportunities for pupils to hear and respond to Welsh. Provision for developing the Welsh dimension is effective through a range of well-planned activities that reflect both the local community and Welsh culture. In particular, the study of Welsh castles has provided pupils with a worthwhile understanding of Welsh history.

The school provides pupils with good experiences to learn about sustainability and recycling. Opportunities to learn about other countries and cultures are more limited. However, a recent study of the 'United Nations Convention on the Rights of the Child' is raising pupils' awareness successfully of wider issues.

Teaching: Adequate

In most classes, pupils make good progress as teachers plan activities and use worthwhile resources that engage and challenge them appropriately. Lessons build well on pupils' previous learning. Staff promote the school's core values of 'care, courage, aspiration and respect' very effectively. This encourages pupils to work hard and motivates them to succeed. Staff use a good range of questions that deepen pupils' thinking and develops their language successfully. Teachers make effective use of a wide range of classroom management techniques. Scrutiny of pupils' books identifies that teachers are beginning to reduce the number of worksheets pupils complete. This helps them to challenge pupils more effectively and allows pupils to use their literacy skills in other subjects appropriately.

In a minority of teaching in the Foundation Phase staff are over directive and do not allow pupils enough chance to work independently. In many of these sessions, pupils spend too long sitting, listening passively. In a few lessons, on both sites, teachers do not always make effective use of additional adults in the classroom.

When marking pupils' work, although all teachers provide pupils with plenty of praise they have only recently begun to give pupils advice on how to improve their work. However, few pupils are aware of any targets for improvement and they lack opportunities to reflect upon their work to improve their shortcomings. Peer and self-assessment are in the early stages of development.

The school's recently implemented whole-school tracking system allows staff to monitor the progress of pupils appropriately. The school generally uses this data well to identify pupils who need extra help with their learning. However, staff do not use data well enough to diagnose pupils' specific needs and to plan the next steps in their learning. As a result, teaching and support practices do not always challenge these pupils highly enough. Around half of pupils who receive extra help with their learning do not always make the progress of which they are capable.

Reports to parents are informative and meet requirements.

Care, support and guidance: Good

The school has worked effectively to improve attendance and reduce lateness. It pays good attention to developing pupils' understanding of appropriate behaviour, including the recent implementation of a consistent behaviour management system on both sites. Staff promote pupils' knowledge of the benefits of a healthy lifestyle, including taking regular exercise effectively.

Worthwhile learning experiences promote pupils' spiritual, moral, social and cultural development successfully. These link well to the school's core values

The school liaises effectively with a wide range of external agencies, such as the designated education social worker, education welfare officers, health services and education psychology teams. These links provide useful additional information and guidance and support for staff, pupils and parents.

There are relevant systems in place to identify pupils who require additional support. Individual educational plans and behaviour plans include clear targets for improvement. The school involves parents and pupils in reviewing progress appropriately. These help pupils to make sound progress.

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

Learning environment: Good

The school has a strong and inclusive ethos that values all pupils. Core values of care, courage, aspiration and respect are evident throughout the school and underpin many activities. The school celebrates pupils' achievements and encourages them to persevere and aim high through their 'aspire' motto, which promotes a 'can do' attitude to learning successfully. All pupils have equal opportunity to participate in lessons and the wider life of the school.

Both school sites are secure. Accommodation is in good order on both sites and is appropriate for the number of pupils on roll. Displays throughout the school are of good quality and enhance the learning environment.

Resources in classrooms and other learning areas are generally good and match well to learning needs. The school has extensive and attractive grounds that support learning and play appropriately.

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

The senior leaders have responded well to the challenges facing the school following amalgamation and the recent temporary management arrangements. They have introduced successfully a worthwhile range of common practices across both sites. These include a pupil tracking system, codes of behaviour and the school's core values. Leaders are beginning to work well together to use data to monitor performance and plan for improved practice.

All staff feel valued and informed about school issues. They are involved increasingly in making decisions that affect them and the pupils. For example, they have contributed to the newly agreed vision, values and purpose, designed to move the school forward.

The current leadership team does not have sufficient capacity to undertake effectively all management requirements. Leadership roles lack enough definition to ensure effective distribution of responsibilities across the school. This means that too few staff take part in strategic planning for improvement and the day-to-day management of the school. Performance management systems for teachers are appropriate but it is too early to measure the impact of these on improving teaching and learning. There are no systems in place to evaluate the effectiveness of support staff.

The governors have steered and supported the school well through a period of significant changes in senior leadership following amalgamation. They have a developing knowledge of the performance of the school. However, governors do not currently have systematic and regular procedures for challenging and supporting senior managers on the provision and standards achieved by pupils.

The acting headteacher has led work recently to establish relevant priorities for school improvement. These include measures to improve literacy, numeracy and pupils' ICT skills. However, it is too early to judge the effect of the changes on outcomes for pupils, except in standards of ICT.

Improving quality: Adequate

The school's self-evaluation report is a useful document and it provides the school with a helpful framework for planning for improvement. However, parts of it are too descriptive and the plan does not always draw enough on a wide range of first hand evidence. This limits leaders' ability to identify the most important priorities for improving teaching and learning.

Recently, leaders have scrutinised pupils' work and created pupil focus groups. The work scrutiny correctly identified shortcomings in pupils' written work and current work shows improvements in aspects of writing. Through the pupil focus groups, the school has established a common reward system, which pupils appreciate. However, as both initiatives are new, the real impact on standards and wellbeing is not yet fully apparent.

The current school improvement plan, developed by the acting headteacher, is a useful document and sets appropriate priorities for improving outcomes for pupils. Progress against targets is now a regular item in staff meetings, helping to keep staff informed of progress.

Partnership working: Good

Partnership activities make a strong contribution to improving pupil standards and wellbeing.

Enrichment opportunities provided for pupils through clubs and music tuition are having a positive effect on broadening the range of provision available to pupils. For example, several local sports associations visit school regularly to extend provision for sport and healthy lifestyles. Pupils also visit the local high school to make beneficial use of their sports facilities. As part of the 'aspire' aspect of the school's core values, Year 5 and Year 6 pupils meet with local businesses to explore job opportunities allowing them to broaden their views on future careers.

The strong relationships with the local pre-school setting and the high school make a useful contribution to the smooth transition for pupils at all stages.

The partnership with parents is strong. Parents value the regular information about their children's progress and opportunities to join lessons. The school's parent group provides funds to support pupils' learning through, for example, the purchase of a

new handwriting scheme and ICT equipment. For the youngest pupils the school has produced a helpful storybook about starting school, which parents are encouraged to share with their child.

Resource management: Adequate

The school has sufficient well-trained staff to deliver an interesting and engaging curriculum for all pupils. Current training plans link effectively to the school's priorities for improvement. Many staff have access to useful training and support but these have not been evaluated effectively to see any impact on pupil outcomes. Teachers make good use of time together to plan interesting work for pupils and to share their expertise.

Very few staff are involved in direct classroom observations or have opportunities to visit or work in classes in a different key stage. However, the school has made good use of visits to other local schools and this has helped, for instance, to develop the new code of behaviour.

The school's use of the pupil deprivation grant has not been effective in reducing the gap between the performance of pupils eligible for free school meals and other pupils.

School leaders monitor the schools funding successfully. They have managed to reduce the deficit budget significantly whilst keeping staff morale high and minimising detrimental cuts, which may affect the quality of teaching and learning.

In view of the standards that pupils achieve, and the quality of provision and leadership, the school provides adequate value for money overall.

Appendix 1: Commentary on performance data

6652280 - Ysgol Yr Hafod, Johnstown

Number of pupils on roll	348
Pupils eligible for free school meals (FSM) - 3 year average	15.5
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	*	*	*	46
Achieving the Foundation Phase indicator (FPI) (%)	*	*	*	78.3
Benchmark quartile	*	*	*	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	46
Achieving outcome 5+ (%)	*	*	*	87.0
Benchmark quartile	*	*	*	4
Achieving outcome 6+ (%)	*	*	*	34.8
Benchmark quartile	*	*	*	3
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	*	*	*	46
Achieving outcome 5+ (%)	*	*	*	82.6
Benchmark quartile	*	*	*	4
Achieving outcome 6+ (%)	*	*	*	26.1
Benchmark quartile	*	*	*	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	*	*	46
Achieving outcome 5+ (%)	*	*	*	87.0
Benchmark quartile	*	*	*	4
Achieving outcome 6+ (%)	*	*	*	63.0
Benchmark quartile	*	*	*	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.

6652280 - Ysgol Yr Hafod, Johnstown

Number of pupils on roll	348
Pupils eligible for free school meals (FSM) - 3 year average	15.5
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	*	*	*	37
Achieving the core subject indicator (CSI) (%)	*	*	*	94.6
Benchmark quartile	*	*	*	2
English				
Number of pupils in cohort	*	*	*	37
Achieving level 4+ (%)	*	*	*	94.6
Benchmark quartile	*	*	*	3
Achieving level 5+ (%)	*	*	*	45.9
Benchmark quartile	*	*	*	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	*	*	*	37
Achieving level 4+ (%)	*	*	*	94.6
Benchmark quartile	*	*	*	3
Achieving level 5+ (%)	*	*	*	51.4
Benchmark quartile	*	*	*	2
Science				
Number of pupils in cohort	*	*	*	37
Achieving level 4+ (%)	*	*	*	94.6
Benchmark quartile	*	*	*	3
Achieving level 5+ (%)	*	*	*	51.4
Benchmark quartile	*	*	*	2

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.	99	99 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	97 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	99	98 99%	1 1%	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	99	99 100%	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.	99	98 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	99	99 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	99	99 100%	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.	99	99 100%	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.	98	97 99%	1 1%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	99	97 98%	2 2%	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.	99	89 90%	10 10%	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	99	98 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.	55	23 42%	30 55%	2 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	55	35 64%	19 35%	1 2%	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.	55	30 55%	25 45%	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.	53	26 49%	27 51%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	49	12 24%	34 69%	3 6%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	54	26 48%	26 48%	2 4%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	53	29 55%	23 43%	1 2%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	52	25 48%	20 38%	7 13%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	47	22 47%	20 43%	5 11%	0 0%	8	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	52	24 46%	28 54%	0 0%	0 0%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	53	28 53%	25 47%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	42	17 40%	23 55%	2 5%	0 0%	13	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	54	19 35%	27 50%	7 13%	1 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	55	29 53%	22 40%	4 7%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	52	26 50%	23 44%	3 6%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	54	28 52%	25 46%	1 2%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoledb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	42	20 48%	18 43%	4 10%	0 0%	12	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	55	23 42%	28 51%	3 5%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	53	25 47%	24 45%	2 4%	2 4%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Mr Richard Hawkley	Reporting Inspector
Ms Eleanor Davies	Team Inspector
Ms Alison Botarelli	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Ms Julie Wood	Peer Inspector
Mrs Amanda Jones (Headteacher)	Nominee

Copies of the report

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

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.