



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

A report on

**Ysgol Maes Y Mynydd
Pentredwr
Rhosllanerchrugog
Wrexham
LL14 1DD**

Date of inspection: June 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 Maes y Mynydd was established as a result of the amalgamation of three local schools in September 2008. The school is in the village of Rhosllanerchrugog on the outskirts of Wrexham. It caters for pupils aged between three and 11 years, most of whom live in the village.

Currently, there are 360 pupils on roll, including 38 nursery children on a part-time basis. Around 36% of pupils are eligible for free school meals. This figure is above the local and national averages. Nearly all pupils are of white British ethnicity. Around 6% of pupils speak English as an additional language and no pupils speak Welsh at home. The school identifies around 22% of its pupils as having additional learning needs and around 1% of pupils have a statement of special educational needs.

The headteacher has been seconded from the school since January 2014. Including the acting headteacher, there are 15 full-time teachers and one part-time teacher at the school. Estyn last inspected the school in February 2010.

The individual school budget per pupil for Ysgol Maes y Mynydd in 2014-2015 means that the budget is £3,411 per pupil. The maximum per pupil in the primary schools in Wrexham is £9,101 and the minimum is £2,820. Ysgol Maes y Mynydd is 35th out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils make appropriate progress during their time at the school
- Most pupils demonstrate an enjoyment of reading and become good readers
- Most pupils develop sound writing skills by the end of key stage 2
- Most pupils make suitable progress in mathematics
- Most pupils are well behaved, polite and courteous to each other and staff
- The school provides a suitable range of learning experiences that engage most pupils well
- The school's provision for pupils with additional learning needs is comprehensive and ensures individuals make strong progress

However:

- Pupils' ability to apply their literacy and numeracy skills across the curriculum is underdeveloped across the school
- A majority of pupils' oral, reading and writing skills in the Welsh language are weak
- The inappropriate behaviour of a very few pupils is having a negative impact on the learning of their peers
- Teacher assessments at the end of the Foundation Phase are not always accurate

Prospects for improvement

The school's prospects for improvement are adequate because:

- All senior leaders have suitably high expectations and carry out their individual roles conscientiously
- Governors are developing a stronger awareness of their role and beginning to challenge the school more effectively
- The school has a beneficial range of self-evaluation processes and leaders have a generally accurate picture of the school's strengths and areas for improvement
- The school has a suitable development plan that draws well on the findings of the self-evaluation procedures
- The school has a wide range of effective and supportive partnerships that benefit pupils and their families successfully
- The school has a good number of well-qualified staff and a worthwhile range of resources that allow it to deliver the curriculum suitably

However:

- A lack of focus on the National Literacy and Numeracy Framework means that pupils do not have sufficient opportunities to develop these important skills well enough
- All leaders, including the governing body, and teachers are not given suitable opportunities to contribute effectively to the strategic direction of the school
- Important areas for improvement highlighted in the school's last inspection are still areas in which the school needs to improve
- School leaders do not allocate and monitor finances appropriately in all cases

Recommendations

- R1. Improve pupils' ability to apply their literacy and numeracy skills across the curriculum effectively
- R2. Improve standards in Welsh
- R3. Improve standards of behaviour
- R4. Ensure teacher assessments at the end of the foundation Phase are accurate
- R5. Ensure all leaders, including the governing body, and teachers contribute to the strategic direction of the school effectively
- R6. Ensure that the school focuses consistently on the priorities in its school improvement plan and reviews progress regularly
- R7. Ensure that school leaders allocate and monitor the school budget effectively
- R8. Address the health and safety issues raised during the inspection

What happens next?

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

Insert text

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils begin at the school with skills, knowledge and understanding that are around those expected for their age. They make appropriate progress during their time in the Foundation Phase and a majority achieve good standards by the end of key stage 2.

Across the school, most pupils have good speaking and listening skills. In the Foundation Phase, they follow instructions well and respond enthusiastically to teachers' questions using appropriate vocabulary. In key stage 2, they listen well to the views of others during group work and speak articulately to present their views, for example when identifying the best value for money for groceries when planning a party.

Most pupils demonstrate an enjoyment of reading and a clear understanding of the importance of developing reading skills. In the Foundation Phase, the majority of pupils read at a level appropriate for their age and apply their phonics strategies well when reading challenging words. They talk with increasing confidence about the stories they enjoy reading. More able pupils read with accuracy and fluency and respond well to questions about the text. By the end of key stage 2, most pupils' reading skills are good. They read with accuracy in lessons to support their learning well. Many pupils read complex sentences accurately and use punctuation well to add expression and meaning. Many pupils are able to scan text to find information quickly, for example when researching facts in order to write a report on Mount Snowdon.

Most pupils develop sound writing skills as they move through the school. By the end of the Foundation Phase, many pupils write for a useful range of purposes when provided with structured support. They use a variety of interesting vocabulary that matches the style of the writing appropriately. For example, they use adjectives and time connectives consistently when retelling familiar stories. However, most pupils do not use a range of punctuation, such as full stops and speech marks, accurately enough and many pupils' letter formation is inconsistent. Overall, the school's assessment judgements of reading and writing are over-generous and do not reflect pupils' standards in the Foundation Phase.

By the end of key stage 2, most pupils present their written work neatly. In their English writing books, most sustain interest in their written work well and can write at length in a range of styles. They often make thoughtful vocabulary choices, use an appropriate range of punctuation effectively and organise their work into paragraphs well, for example when writing a biography of Alexander Graham Bell. However, in both key stages, most pupils' ability to apply their writing skills in work across the curriculum is under-developed.

Most pupils make suitable progress in mathematics. By the end of the Foundation Phase, they count confidently in multiples of 2, 5 and 10, and double and halve 2-digit numbers successfully. Many can add and subtract numbers up to 100 and use standard units of time and measurement appropriately.

By the end of key stage 2, most pupils use the four rules of number in a suitable range of contexts successfully. For example, they multiply and add numbers to work out the area of basic and complex shapes. Most record answers correctly using the correct unit of measure and accurate decimal notation. Most pupils apply mathematical problem solving skills appropriately in a limited range of tasks. However, in key stage 2, a few pupils do not reach their full potential in mathematics and their progress is inconsistent. Most pupils do not consistently apply their numeracy skills at an appropriate level across the curriculum.

Across the school, most pupils understand and respond appropriately to simple greetings and instructions in Welsh during lessons, collective worship and in informal situations. Pupils demonstrate good attitudes to learning the language but lack a sufficient grasp of a range of patterns and vocabulary to communicate confidently in different situations. Overall, the oral, reading and writing skills in the Welsh language are weak.

Many pupils with additional learning needs make strong progress against their targets.

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

In key stage 2, pupils' performance at the expected level 4 has varied over the last four years. In English, pupils' performance has placed the school in the top 25% for three of the last four years. In mathematics, pupils' performance generally places the school in either the top 25% or higher 50%. In science, performance has varied, moving the school between the higher 50% or the lower 50% over the same period. At the higher-than-expected level 5, pupils' performance in English has placed the school in the top 25% for the last two years. In mathematics, pupils' performance has varied, moving the school between the top 25% and the bottom 25% over the last four years. In science, the school is usually in the top 25% or higher 50% of similar schools.

At the end of the Foundation Phase and key stage 2, girls generally outperform boys in literacy and numeracy at both the expected outcomes and higher-than-expected outcomes. There is no pattern of significant difference between the outcomes of pupils eligible for free school meals and those of other pupils.

Wellbeing: Adequate

Nearly all pupils have a good understanding of how they can sustain and improve their health by eating healthily and taking regular exercise. Many feel safe and free from physical and verbal abuse at school. Most pupils are well behaved, polite and courteous to each other and staff. However, this is not consistent across the school. The inappropriate behaviour of a very few pupils has a negative impact on the learning of their peers. The rate of fixed term exclusions is high due to the behaviour of these very few pupils.

In 2011 and 2012, pupils' attendance placed the school in at least the higher 50% when compared with similar schools. The rate of persistent absenteeism has decreased over the last three years. However, for the last two years, pupil attendance has placed the school in the bottom 25% or lower 50% respectively. Most pupils arrive punctually at the start of the school day.

Many pupils have positive attitudes to learning. They show an interest in their work and are able to sustain concentration well. This is particularly evident in the lower Foundation Phase, where all pupils engage well in their learning and are keen to share their achievements. Many pupils in key stage 2 display valuable social skills through their work with younger pupils. For example, they act as playground buddies to support Foundation Phase pupils when playing on the yard. A few older pupils in key stage 2 offer beneficial support to younger pupils with their reading and spelling.

Members of the school council and eco council contribute to decision-making, for example by arranging a fundraising pyjama day to buy new play equipment for use during playtimes. They represent pupils' views successfully. However, the school council is mostly adult led and has only a limited influence on school life.

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

The school provides a suitable range of learning experiences that engage most pupils well. The curriculum is organised through planned topics and ensures progression in learning to meet the needs of the Foundation Phase, the National Curriculum and religious education.

Suitable planning identifies opportunities for pupils to develop their information and communication technology (ICT) skills. For example, older pupils develop their persuasive language skills successfully whilst preparing presentations on endangered animals. The school has begun to plan the provision for the development of the Literacy and Numeracy Framework. However, there is no systematic planning to ensure that pupils develop their literacy and numeracy skills progressively as they move through the school. As a result, pupils do not apply their literacy and numeracy skills across the curriculum effectively.

There are suitable opportunities for pupils to develop an awareness of the culture and heritage of Wales. For example, pupils learn about the history and geography of their local area and Wales successfully. Recent visits to places like 'Big Pit' further

enhance these experiences. The school has plans for developing pupils' speaking, reading and writing in Welsh progressively across the school. However, a few teachers do not implement these plans effectively. As a result, a majority of pupils do not develop their Welsh language skills well enough.

In key stage 2, topics focus on important aspects of education for sustainable development and global citizenship appropriately. For example, pupils compare the climate of Wales with India and learn about the endangered flower, the Snowdon Lily. The eco council discuss environmental issues, organise litter-picking projects around the school, and are active in recycling initiatives. As a result, pupils' knowledge about sustainable living is developing appropriately.

Teaching: Adequate

Teaching in many lessons is good. It ensures that many pupils make strong progress as they move through the school. Many teachers have suitable and up-to-date subject knowledge. They plan lessons well and make effective use of teaching assistants to support pupils' learning. The staff, are good language role models and interact well with pupils during lessons.

In many lessons, teachers use an appropriate range of teaching strategies to develop pupils' skills, knowledge and understanding well. There are consistent approaches across the school that benefit most learners, such as sharing success criteria with pupils at the beginning of each session and the use of effective questioning techniques. In the majority of lessons, teachers set work at the right level to match the needs and interests of learners. This enables pupils to sustain their interest in activities and to be successful. However, the level of challenge in a minority of lessons is not always high enough and pupils do not apply their literacy and numeracy skills with sufficient independence across the curriculum.

Nearly all teachers mark pupils' work regularly. They provide useful written and oral feedback for pupils. This identifies what they have achieved, and how they can make further progress. In most classes, teachers ensure that pupils have appropriate opportunities to respond to this feedback and to evaluate their own work, and the work of others. The quality of pupils' self-evaluation of their work is developing appropriately.

The school has suitable assessment and tracking procedures, which enable staff to identify pupils who need additional support, and to plan the next steps for them. At the end of key stage 2, arrangements to standardise and moderate pupils' work are sound and these usually support teachers' end of key stage assessment judgements well. However, in too many cases, teacher assessments at the end of the Foundation Phase are over generous.

Parents receive useful information about their children's achievements and progress in detailed mid-year and end-of-year reports, and regular parents' meetings.

Care, support and guidance: Good

The school provides a caring and supportive environment. Learning experiences promote pupils' personal development well. For example, all pupils learn the importance of oral hygiene and of brushing their teeth every day. The school has appropriate arrangements for promoting healthy eating and drinking. All staff promote pupils' spiritual, moral, social and cultural development successfully. For example, through links with the community, pupils raise substantial amounts of money for local and national charities.

The school provides comprehensive individual support for both pupils and parents. This provision is suitable in addressing attendance, achievement and behaviour issues with a few specific pupils. The school has useful links with a wide range of specialist services. For example, partnerships with the Citizen's Advice Bureau and Family Support strengthen the provision for pupils who have social, emotional and academic needs.

The school's provision for pupils with additional learning needs is comprehensive. The additional learning needs co-ordinator and wellbeing manager liaise effectively with teachers, staff and parents to identify pupils in need of additional support and provide beneficial intervention. As a result, many pupils in need of emotional, social or academic support make strong progress. Individual education plans provide clear targets for pupils to improve their learning. The school ensures that parents and pupils contribute meaningfully to reviews of progress.

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

Learning environment: Adequate

The school is a caring and inclusive community. All pupils have equal access to all aspects of the school's provision and the same opportunities to participate in school life. Most pupils and staff show mutual respect to each other. There are suitable arrangements for teaching pupils about respecting and celebrating diversity, for example through acts of worship and in topic work about other cultures and faiths.

The building and extensive grounds are well maintained. Classrooms provide spacious, well-organised learning environments for all pupils. The school uses space creatively to support the curriculum effectively. For example, in the lower Foundation Phase, teachers make effective use of the extensive outdoor area, enabling pupils to benefit from a wide range of good learning opportunities. There is an ample supply of good quality learning resources to meet the needs of nearly all pupils well. The accommodation is of good quality. However, an issue that has a negative effect on pupils' wellbeing was drawn to the attention of the chair of governors at the time of the inspection.

Displays in both communal and classroom areas provide appropriate support for learning. However, many classrooms have only a very few examples of pupils' work on display.

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

Leadership: Adequate

The acting headteacher and the school's senior leadership team are working to develop a common vision for the school community. However, at present there is not a unified sense of purpose within the school. The senior leadership team carry out their individual roles conscientiously. However, a lack of clear and detailed job descriptions, for both them and other staff, means that exact roles are not well defined. The acting headteacher has distributed leadership roles between members of the senior leadership team suitably. However, the role of subject leaders in leading areas of the curriculum is underdeveloped.

Performance management arrangements for all teachers, and learning support staff with specific responsibilities, are undertaken effectively. As a result, the school provides suitable training to meet the needs of the school and staff efficiently.

All members of the senior leadership team have suitably high expectations and communicate these well to others. For example, they provide clear guidance to teachers, enabling them to make effective judgements on the quality of teaching within the school. School leaders have focused on a majority of local and national initiatives appropriately. However, a lack of focus on important areas, such as the National Literacy and Numeracy Framework, means that pupils do not have sufficient opportunities to develop these important skills well enough.

The governing body supports the school conscientiously. Governors have begun to take part in a suitable range of training and receive an effective range of information about the school. As a result, they are beginning to develop a stronger awareness of their role, and challenge the school more effectively. However, their role in evaluating the school's performance, helping to decide on improvement priorities and monitoring of the school's finances is underdeveloped.

Improving quality: Adequate

School leaders have embedded a beneficial range of self-evaluation processes into the life of the school. These include the analysis of performance data, regular scrutiny of pupils' work and observations of teaching. From these they are able to make useful judgements about the quality of the school's provision and highlight improvement priorities competently. The acting headteacher and senior leaders undertake these processes efficiently. As a result, they have a generally accurate picture of the school's strengths and areas for improvement. However, other important groups, such as members of staff, pupils, parents and the governing body do not contribute to these processes well enough. When compiling the school's self-evaluation report, the acting headteacher does not include all relevant information. As a result, this report does not evaluate a few areas of the school's work in sufficient detail.

The school has a suitable development plan that draws well on the findings of the school's self-evaluation procedures. This plan notes those responsible for leading actions clearly and has measurable success criteria that link well with the overall

targets in the plan. The plan takes appropriate account of national priorities. For example, it recognises the need to reduce the impact of poverty on pupils' attainment clearly. However, the school has not been successful in bringing about improvement in too many planned objectives, such as in ensuring that assessment is secure and accurate, ensuring pupils are challenged at a suitable level in all lessons and distributing leadership through subject leaders. Important areas for improvement highlighted in the school's last inspection are still areas in which the school needs to improve, such as including parents and pupils, in the self-evaluation process.

Partnership working: Good

The school works well with a range of partners to improve pupils' standards and enhance their wellbeing. Staff co-operate effectively with most parents, both informally and in planned sessions, to enable them to play an active role in their children's education. For example, families engage with the school through a wide range of clubs, such as the 'Back to School' club that focuses on helping parents to support their children's skills development effectively.

The school has a wide range of effective and supportive partnerships that benefit targeted pupils and their families successfully. This is a strength of the school. Leaders and staff work to engage families and the broader community effectively. For example, the student assistance programme helps pupils with social and emotional difficulties make strong progress.

The school plays a key role with a number of partner schools to enhance its provision. For example, partnership links with a local school have resulted in improved provision in the Foundation Phase. Active links between the school and the local nursery group prepare nursery children well for beginning their formal education. Older pupils benefit from the school's links with the local secondary school, which support their smooth transition.

Resource management: Adequate

The school has a good number of well-qualified staff and a worthwhile range of resources to deliver the curriculum suitably. Leaders deploy teachers and support staff efficiently, and make best use of individuals' skills. All teachers receive appropriate time for planning, preparation and assessment. All staff benefit from a suitable range of training opportunities, for example the whole school training on how pupils learn. As a result, improvements in provision, such as labels for marking, have a positive impact on developing pupils' understanding of what they need to do next to improve their learning.

School leaders do not allocate resources from the Pupil Deprivation Grant appropriately in all cases. While they have focused a proportion of the grant to reduce the impact of poverty on pupil attainment beneficially, leaders have allocated a notable proportion in order to maintain the school staffing levels and to purchase resources. While these may have an indirect impact on those pupils for whom the grant is meant, the allocation does not support these pupils efficiently enough.

The governing body's overview of the school's finances is weak. It oversees the setting of the school's annual budget suitably, but does not monitor this strongly enough throughout the year.

In view of the standards achieved by pupils and the lack of financial overview by school leaders, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6652273 - Ysgol Maes y Mynydd

Number of pupils on roll	367
Pupils eligible for free school meals (FSM) - 3 year average	33.1
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	48	44	38
Achieving the Foundation Phase indicator (FPI) (%)	72.9	79.5	65.8
Benchmark quartile	2	3	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	48	44	38
Achieving outcome 5+ (%)	77.1	81.8	84.2
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	31.3	40.9	18.4
Benchmark quartile	1	1	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	48	44	38
Achieving outcome 5+ (%)	81.3	86.4	86.8
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	10.4	9.1	15.8
Benchmark quartile	3	4	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	48	44	38
Achieving outcome 5+ (%)	97.9	95.5	71.1
Benchmark quartile	1	2	4
Achieving outcome 6+ (%)	20.8	36.4	5.3
Benchmark quartile	3	3	4

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.

6652273 - Ysgol Maes y Mynydd

Number of pupils on roll	367
Pupils eligible for free school meals (FSM) - 3 year average	33.1
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	49	44	43	44
Achieving the core subject indicator (CSI) (%)	69.4	84.1	86.0	79.5
Benchmark quartile	4	1	2	3
English				
Number of pupils in cohort	49	44	43	44
Achieving level 4+ (%)	73.5	84.1	93.0	88.6
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	24.5	29.5	46.5	43.2
Benchmark quartile	3	2	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	49	44	43	44
Achieving level 4+ (%)	77.6	86.4	88.4	86.4
Benchmark quartile	4	1	2	2
Achieving level 5+ (%)	16.3	22.7	53.5	27.3
Benchmark quartile	4	3	1	3
Science				
Number of pupils in cohort	49	44	43	44
Achieving level 4+ (%)	83.7	86.4	88.4	86.4
Benchmark quartile	3	2	3	2
Achieving level 5+ (%)	26.5	22.7	51.2	34.1
Benchmark quartile	2	2	1	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.	123	99 80%	24 20%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	123	70 57%	53 43%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	124	109 88%	15 12%	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	122	111 91%	11 9%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	124	117 94%	7 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	124	99 80%	25 20%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	124	117 94%	7 6%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	124	115 93%	9 7%	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.	123	77 63%	46 37%	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.	123	98 80%	25 20%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	124	38 31%	86 69%	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	122	60 49%	62 51%	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.	58	22 38%	30 52%	4 7%	2 3%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	58	31 53%	24 41%	3 5%	0 0%	3	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.	60	32 53%	26 43%	2 3%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	58	25 43%	29 50%	3 5%	1 2%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	54	7 13%	38 70%	8 15%	1 2%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	60	20 33%	37 62%	2 3%	1 2%	2	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	62	24 39%	35 56%	3 5%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	59	16 27%	41 69%	0 0%	2 3%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	57	17 30%	34 60%	2 4%	4 7%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	60	12 20%	44 73%	4 7%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	58	24 41%	29 50%	3 5%	2 3%	3	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	54	18 33%	32 59%	3 6%	1 2%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	61	16 26%	39 64%	5 8%	1 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	61	26 43%	27 44%	7 11%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	57	22 39%	27 47%	7 12%	1 2%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	61	21 34%	36 59%	4 7%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	47	17 36%	26 55%	4 9%	0 0%	12	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	61	15 25%	41 67%	4 7%	1 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	62	19 31%	36 58%	2 3%	5 8%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mr Eifion Lloyd Watkins	Reporting Inspector
Mr Damien Paul Beech	Team Inspector
Mrs Susan Elizabeth Roden	Lay Inspector
Ms Joanne Garbutt	Peer Inspector
Mr Mark Davies (Acting Headteacher)	Nominee
Mr Andrew Thorne	Team Inspector

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.