



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

**Cornist Park C.P. School
Ffordd yr Ysgol
Flint
Flintshire
CH6 5ET
United Kingdom**

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

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Context

Cornist Park Community Primary School is in Flint, North Wales. Most pupils live locally. Around 17% of pupils are eligible for free school meals. This is slightly below the average for Wales.

There are currently 316 pupils on roll, including 41 in the nursery class. There are 11 mixed-age classes, taught by 12 full-time and one part-time teacher.

The school has identified that around 14% of pupils have additional learning needs. This is below the average for Wales. A very few pupils have a statement of special educational needs. A very few come from ethnic minority backgrounds or receive support for English as an additional language. A very few pupils speak Welsh at home.

The headteacher was appointed in February 2014, and the deputy headteacher in June 2014.

The individual school budget per pupil for Cornist Park Community Primary School in 2014-2015 means that the budget is £3,016 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,111 and the minimum is £2,838. Cornist Park Community Primary School is 56th out of the 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 school is good because:

- Most pupils make strong progress and a few achieve very well
- Most pupils have high standards of literacy and numeracy and use these skills well in other subjects
- Standards in information and communication technology (ICT) are outstanding
- Almost all pupils have good levels of wellbeing
- Teachers plan a wide range of effective learning experiences
- Most teaching contributes successfully to pupil outcomes
- Staff provide a beneficial level of care and support for pupils

Prospects for improvement

The school's prospects for improvement are good because:

- Leadership is effective and makes effective use of staff skills and expertise
- Staff work well together to bring about the school's vision, 'Living and learning'
- There are well-established and suitable process for self-evaluation
- Governors fulfil their roles effectively
- Training supports the development of all staff well and helps to raise standards
- The school has a proven track record of making improvements

Recommendations

- R1 Provide support programmes of high quality for pupils who have extra help with their literacy skills so that they make rapid progress
- R2 Improve the effectiveness of marking so that pupils' targets for improvement have more impact on raising standards
- R3 Set school improvement targets in terms of pupil outcomes so that leaders can measure effectively the impact of all initiatives on standards

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

Around half of pupils enter the school with the skills expected of pupils of a similar age. Other pupils have skills lower than would be expected. Over time, most pupils make strong progress and a few of these achieve very well.

Most pupils have good listening skills, paying due attention to staff and other pupils. Many speak clearly and confidently about their work, for example when explaining how the impact on one member of a food chain will affect the others or when evaluating class members' dance performances.

Most pupils read well for their age and ability. Pupils in the Foundation Phase use their knowledge of letter names and sounds effectively to work out unfamiliar words. They use picture clues well to help gain meaning of a text and they use punctuation successfully to aid fluency. Many Year 6 pupils have a good understanding of the texts they read using a range of strategies successfully to infer and deduce meaning. They read widely and talk readily about books and authors they like. Throughout the school, many pupils enjoy reading. Many pupils use their literacy skills well in other subjects, although a few older pupils do not always pay enough attention to basic punctuation in their writing.

Most pupils write well for their age and ability. They use these skills effectively across all subjects. For instance, nursery and reception pupils use their early writing skills successfully to communicate the challenges they face in designing a route for Goldilocks to follow. Pupils in Years 3 and 4 write effectively about their recent visit to Glan Llyn and Years 5 and 6 pupils produce interesting descriptions of how people felt at the outbreak of World War Two.

Many Foundation Phase pupils spell common words accurately and use their skills successfully to tackle unfamiliar words. Their handwriting is neat and they generally form their letters correctly. More able pupils use interesting words to improve their vocabulary. Pupils in key stage 2 continue to build upon these skills successfully.

Most pupils make good progress in mathematics. Pupils in the Foundation Phase use their number and measuring skills well to find, for instance, the distance to 'Red Riding Hood's Grandma's cottage. Year 5 and Year 6 pupils find the median and mode of data and more able pupils decide which average is most appropriate to use in different situations. Most pupils use their numeracy skills well in other subjects, such as in science and geography.

Standards in ICT are outstanding. Almost all pupils use a range of techniques highly successfully in different subjects, such as databases, spreadsheets, modelling, control and video. Many pupils make multimedia, interactive posters that include hyperlinks, video, and audio links. Foundation Phase pupils use ICT successfully to present a range of information about the Titanic that uses both text and images

accurately. Year 3 pupils program simple video games cleverly. Year 5 and Year 6 pupils make 'stop-motion' videos that are creative and skilful, and use databases and spreadsheets effectively to analyse costs and information for a class project.

Most pupils enjoy learning Welsh and make good progress in developing their Welsh language skills. They understand clearly the Welsh used by staff, and most respond appropriately. In the Foundation Phase, pupils use familiar patterns to ask and answer questions about the weather, express their likes and dislikes and respond to commands correctly. Pupils in key stage 2 use a good range of vocabulary and correct pronunciation. They ask and reply to questions successfully using extended sentences. Many pupils read simple texts with confidence and understanding. However, pupils' writing skills in Welsh across the school are generally less well developed. Many pupils use their Welsh language appropriately outside of Welsh lessons.

Most pupils with additional learning needs achieve well and a few achieve very well. However, a minority of pupils who have extra support for their literacy skills fail to make as much progress as they could.

The school has made good progress in raising the attainment of pupils eligible for free school meals. In 2014, they generally achieved more highly in assessments at the end of the Foundation Phase and key stage 2 than other pupils.

Overall, girls perform more highly than boys in the Foundation Phase, although the gap is narrowing. They also do better as a group than boys in key stage 2 assessments where the gap fluctuates from year to year.

Over the last three years, for the expected outcome 5 and higher outcome 6 at the end of the Foundation Phase, the school attains highly and continues to improve its performance compared with similar schools. In 2014, for both outcome 5 and outcome 6, pupils' performance placed the school in the top 25% of similar schools in literacy and mathematical development.

Over the last four years for the expected level 4 at the end of key stage 2, the school has performed well against similar schools in English, mathematics and science. Its performance fell slightly in 2014 and placed the school in the higher 50% of similar schools for these subjects. At the higher level 5, pupils' performance is generally improving. In 2014, it also placed the school in the higher 50% of similar schools for English, mathematics and science.

Wellbeing: Good

Nearly all pupils have a good understanding of how they can become healthy by eating a balanced diet and taking regular exercise. Pupils feel safe in school and say that staff deal promptly with problems on the rare occasions when they arise.

Most pupils are keen to learn and listen carefully in lessons. Standards of behaviour are consistently high and many pupils speak confidently and courteously to adults and their peers. Most pupils co-operate well and show consideration for others. Pupils provide helpful suggestions regarding what they would like to learn and teachers include these ideas in their planning.

The pupil internet safety group provides very effective support for other pupils through a range of innovative services, such as a lunchtime advice centre for those who have concerns about e-safety and games for Foundation Phase pupils to develop their understanding of safe internet use.

The school council and eco group are beginning to make decisions about their school and feel that adults in the school consider their views seriously. However, they have made little progress recently other than a pupil review of the school's anti-bullying policy that has led to the introduction of a new school code of conduct.

Pupils' overall attendance rates have remained at about the same level for the last four years. In 2014, the attendance rate of around 95% placed the school in the higher 50% compared with similar schools. Most pupils are punctual.

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

The school provides a wide range of learning experiences that meet many pupils' needs well. These cover the full range of Foundation Phase areas of learning and National Curriculum requirements successfully.

Staff plan collaboratively and well to deliver a topic-based approach to learning. They plan effectively to develop pupils' literacy and numeracy skills in ways that build successfully on pupils' previous knowledge and understanding. Teachers set out clear learning objectives for lessons. In most cases, they share these effectively with pupils to ensure that they know what they are to learn and how to achieve well. Provision for ICT is exceptionally good. Teachers plan the ICT work well and embed it successfully into the experience of pupils in classrooms. This enables pupils to make rapid progress. There are good opportunities for pupils to develop their problem-solving skills in different subject areas. Support for pupils who need extra help with their literacy skills does not consistently allow these pupils to make enough progress.

The opportunity to attend a range of after-school clubs, as well as school visits to the locality and further afield, enriches pupils' learning. These include residential trips to Glan Llyn and Nant Bwlch yr Haearn and class visits to Dangerpoint, Greenfield Heritage Park and Chester Zoo.

There is good provision for developing pupils' Welsh language skills across the school. The school promotes the development of pupils' cultural and historical knowledge and understanding of Wales well and there is a strong Welsh ethos at the school. Studies of Kyffin Williams, Snowdonia and Urdd activities feature well in this provision.

Opportunities for pupils to learn about recycling, energy conservation and minimising waste are appropriate and the school's eco committee supports these initiatives suitably. Pupils have worthwhile opportunities to learn about other countries and cultures through online research and communication, and studies of other countries, such as Australia and Spain, within their topic work.

Teaching: Good

Teachers use a wide range of effective 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. Almost 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. They use skilful questioning to promote pupils' understanding. They intervene at appropriate times and provide effective support to all groups of pupils. Overall, support staff contribute well to pupils' learning. In a few lessons, tasks lack challenge and work does not precisely match the different needs of all pupils.

All teachers mark pupils' work regularly and give pupils useful comments on what they have done well. Teachers set pupils targets for improvement, but pupils do not always get sufficient opportunities to respond to them. The targets do not always provide pupils with the next steps that will have the most impact on moving their learning forward.

All teachers use a suitable range of data to track pupil performance successfully. This gives them a clear understanding of the strengths and areas for improvement for individual pupils. Staff make good use of this knowledge to identify pupils in need of additional support but do not consistently make use of this knowledge to provide effective support for these 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

The school provides a safe, caring and orderly environment for pupils. It has appropriate arrangements to promote and encourage healthy eating and drinking, but does not report to parents on this area of its work. Pupils receive plenty of opportunities to take regular exercise, supported by a wide range of well-attended extra-curricular sporting activities.

The school provides good opportunities for pupils' spiritual, moral, social and cultural development. Staff know pupils well and provide appropriate support to help them to manage their feelings and to seek out appropriate support if they are worried or have any concerns. The school has an effective system of rewards that supports the high standards of pupils' behaviour well.

Teachers identify pupils in need of additional support as a result of careful tracking of pupils' progress. Pupils' individual education plans usually contain appropriate targets. These are reviewed by parents and meet requirements. The school works with specialist support agencies successfully, such as the speech and language team and occupational health, to improve pupil outcomes appropriately.

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

Learning environment: Good

The school is a close-knit and welcoming community that celebrates the successes of pupils well. Staff treat all pupils fairly and give them equal access to all areas of the curriculum. Pupils move around the school in a calm, orderly manner, showing respect to each other and the staff. This supports their learning well.

The accommodation and grounds are of good quality. They are well maintained, safe and secure. Staff make very good use of all the available space, both indoors and outdoors. Displays are of a very high standard and enhance the learning environment very well. Staff make effective use of the school's wide range of resources that match pupils' needs well. The recent investment in ICT resources has helped improve standards in ICT and on pupils' learning overall.

The school does not meet the requirements given in guidance for the number of toilets available for pupils under five years of age.

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

The headteacher provides effective leadership. She has a clear vision that focuses strongly on promoting the wellbeing and achievement of all pupils. Together, the headteacher, staff and governors sustain a calm, happy and welcoming school for pupils and parents.

Leaders have developed a high level of openness, trust and professional respect among all staff. There is an effective culture of support, challenge and shared professional development. The senior leadership team have a good balance of experience and skills. They monitor the quality of learning and teaching and analyse school data carefully. Regular, focused meetings enable leaders and managers to monitor and track the progress of action plans effectively.

The headteacher develops the leadership skills of staff at all levels well. This ensures consistency and accountability among staff for the quality of the school's provision. As a result, staff feel valued and develop the necessary skills and confidence to take forward agreed priorities for improvement. The leadership of ICT has resulted in significant improvements in standards and provision. A group of experienced teachers have worthwhile opportunities to monitor the implementation of literacy and numeracy across the school.

The school responds well to national initiatives. For example, progress in introducing the literacy and numeracy framework is effective and outcomes for pupils eligible for free school meals are rising.

The governing body carries out its duties energetically. It supports the school strategically and practically. Governors have an appropriate understanding of the

progress of the school improvement plan and how well the school is doing in terms of its performance data compared with similar schools. They challenge leaders and managers appropriately for the quality of provision and the standards achieved by pupils.

Improving quality: Good

The school has established a thorough self-evaluation system based on first-hand evidence of teaching and learning. The self-evaluation report provides a clear picture of the school's strengths and areas for development.

Most staff make a valuable contribution to the self-evaluation process through a wide range of effective monitoring processes, which include lesson observations and the scrutiny of teachers' planning and pupils' books. The school takes good account of the views of parents and pupils by means of questionnaires. Leaders use data appropriately to monitor the performance and wellbeing of pupils. This allows the senior management team to gain an accurate understanding of the strengths of the school and the areas where it needs to improve.

The school improvement plan is based suitably on information from self-evaluation procedures and sets a wide range of targets for improvement. The plan sets out appropriate resources and responsibilities for the implementation of each target. There are good opportunities for all staff to take part in the plan's delivery. The plan contains success criteria, but these do not always focus well enough on pupil outcomes. Leaders monitor the progress of the plan carefully, but they are not always able to judge effectively the impact on the standards pupils achieve.

The school has a good track record of making improvements in standards and the quality of provision, especially in ICT and Welsh.

Partnership working: Good

The school has a range of effective partnerships that help support pupils' wellbeing and the standards they achieve. It communicates efficiently with parents. It keeps them very well informed regarding both school events and children's learning via social media linked to the school website. The school has helped parents to support their child's reading better by providing extra-curricular reading workshops. The pupil internet safety group has led training sessions for parents on internet use and safety. The parents fund-raising group has helped improve resources for the outdoor area. The school has worthwhile links with a local internet provider to support its ICT development.

There are strong links with other local schools. Foundation Phase staff have worked effectively with staff from other schools to improve literacy and numeracy provision through joint training and the sharing of good practice. Effective links have been established with other cluster schools, including the local high school. The school's staff has lead workshops for staff from local schools on a reading initiative and ICT. Teachers regularly take part in moderation and standardisation projects to help ensure consistency in assessing standards at the end of Foundation Phase and key stage 2.

Resource management: Good

The school deploys teaching and support staff well and uses their knowledge and expertise to deliver all aspects of the curriculum appropriately. In particular, the use of specialist teaching for ICT in key stage 2 has had a big impact on raising pupils' standards. There are sound arrangements for planning, preparation and assessment time, which enable teachers and support staff to work together on planning issues. This is having a positive effect on standards.

The school manages its budget effectively and has good systems in place to monitor spending and to review the impact on teaching and learning. Its spending decisions relate well to priorities for improvement. It makes good use of performance management and staff appraisal procedures to plan and to deliver a wide range of valuable training. This has had a positive impact, for example on developing staff skills in Welsh alongside those of the pupils.

Leaders spend the pupil deprivation grant well to support improvements in literacy and numeracy and to raise outcomes for pupils eligible for free school meals.

In view of the good progress made by pupils, the high quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6642091 - Cornist Park CP

Number of pupils on roll	315
Pupils eligible for free school meals (FSM) - 3 year average	16.8
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	44	34	41
Achieving the Foundation Phase indicator (FPI) (%)	86.4	91.2	97.6
Benchmark quartile	2	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	44	34	41
Achieving outcome 5+ (%)	86.4	91.2	97.6
Benchmark quartile	2	2	1
Achieving outcome 6+ (%)	36.4	32.4	36.6
Benchmark quartile	1	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	44	34	41
Achieving outcome 5+ (%)	93.2	97.1	97.6
Benchmark quartile	2	1	1
Achieving outcome 6+ (%)	38.6	38.2	48.8
Benchmark quartile	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	44	34	41
Achieving outcome 5+ (%)	95.5	97.1	100.0
Benchmark quartile	2	2	1
Achieving outcome 6+ (%)	70.5	88.2	87.8
Benchmark quartile	1	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.

6642091 - Cornist Park CP

Number of pupils on roll 315
 Pupils eligible for free school meals (FSM) - 3 year average 16.8
 FSM band 3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	37	43	28	46
Achieving the core subject indicator (CSI) (%)	94.6	93.0	92.9	87.0
Benchmark quartile	1	1	1	3
English				
Number of pupils in cohort	37	43	28	46
Achieving level 4+ (%)	94.6	93.0	96.4	91.3
Benchmark quartile	1	1	1	2
Achieving level 5+ (%)	21.6	37.2	42.9	43.5
Benchmark quartile	4	2	1	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	43	28	46
Achieving level 4+ (%)	97.3	95.3	96.4	93.5
Benchmark quartile	1	1	1	2
Achieving level 5+ (%)	24.3	41.9	32.1	43.5
Benchmark quartile	3	1	3	2
Science				
Number of pupils in cohort	37	43	28	46
Achieving level 4+ (%)	97.3	93.0	96.4	95.7
Benchmark quartile	2	2	2	2
Achieving level 5+ (%)	24.3	39.5	39.3	39.1
Benchmark quartile	3	1	2	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

Primary questionnaire (overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	99	99 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	101	84 83%	17 17%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	101	97 96%	4 4%	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	100	92 92%	8 8%	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	96 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	101	99 98%	2 2%	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.	100	100 100%	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.	101	97 96%	4 4%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	100	86 86%	14 14%	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.	101	97 96%	4 4%	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.	92	67 73%	25 27%	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	97	83 86%	14 14%	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.	24	18 75%	5 21%	1 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	24	19 79%	5 21%	0 0%	0 0%	0	Mae fy mhlentyn 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.	24	18 75%	6 25%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	24	16 67%	7 29%	1 4%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	24	11 46%	11 46%	1 4%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	23	18 78%	4 17%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	23	18 78%	5 22%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	23	13 57%	9 39%	1 4%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	23	16 70%	7 30%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	24	17 71%	6 25%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	24	14 58%	9 38%	0 0%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	22	14 64%	5 23%	0 0%	0 0%	3	Mae fy mhlentyn 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.	24	16 67%	6 25%	1 4%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	24	20 83%	4 17%	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%		
I understand the school's procedure for dealing with complaints.	24	14 58%	8 33%	1 4%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	24	17 71%	6 25%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn 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.	24	13 54%	4 17%	2 8%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	23	17 74%	5 22%	1 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	23	17 74%	6 26%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Richard Hawkley	Reporting Inspector
Lowri Evans	Team Inspector
Justine Elaine Barlow	Lay Inspector
Sian Margaret Lewis	Peer Inspector
Nicola Jayne Price	Peer Inspector
Nicola Thomas	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.