



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

A report on

**Barker's Lane C.P. School
Barker's Lane
Wrexham
LL13 9TP**

Date of inspection: June 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

Barker's Lane Primary School is in Little Acton, a north-eastern suburb of Wrexham. The school has 230 pupils aged 3 to 11 years on roll, including 30 who attend the nursery on a part-time basis. There are eight single-age classes.

Around 8% of pupils are eligible for free school meals, which is well below the national average (20%). Nearly all pupils are of white British ethnicity. Very few pupils are from a minority ethnic background. Very few pupils are new to the English language. Very few pupils come from Welsh speaking families. The school has identified about 14% of pupils as having additional learning needs. No pupil has a statement of special educational needs.

The last inspection of the school was in September 2009. The current headteacher took up the post in September 2011.

The individual school budget per pupil for Barker's Lane Primary School in 2015-2016 means that the budget is £3,070 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,199 and the minimum is £2,778. Barker's Lane Primary School is 53rd out of the 60 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	Good

Current performance

The school's current performance is good because:

- Most pupils make strong progress and achieve well
- Most pupils achieve good standards of literacy and use these skills well in other areas of learning and subjects across the curriculum
- Most pupils behave very well and have a positive attitude towards learning
- Pupils' attendance has placed the school in the top 25% of similar schools for the past four years
- Pupils have a strong voice in the running of the school and regularly make valuable contributions to school life
- The school provides a wide range of interesting and engaging learning experiences that meet nearly all pupils' needs well
- The ethos of care, respect and trust is successful in raising pupils' awareness of how to be safe, take responsibility and respect others

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior leaders provide clear strategic direction for the school, with a strong focus on raising standards and improving learning opportunities for pupils, and they communicate this vision effectively to all staff
- Staff work together well as a close, efficient team
- The governing body supports the school well and holds leaders to account effectively
- Self-evaluation processes are robust and well established
- School leaders focus clearly on a taking forward a suitable number of priorities that bring about improvements in pupils' standards and wellbeing
- It has a beneficial range of partners that help improve pupil outcomes and wellbeing effectively

Recommendations

- R1 Improve the performance of boys in key stage 2
- R2 Extend opportunities for pupils to apply their numeracy skills across the curriculum
- R3 Create more opportunities for pupils in key stage 2 to practice and enhance their Welsh language skills outside of Welsh lessons
- R4 Ensure consistency in teachers' written feedback to enable pupils to identify the next steps in their learning

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

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

Nearly all pupils listen very well to adults and each other. In the Foundation Phase, most pupils enjoy talking about their work, and ask and answer questions confidently. In key stage 2, most pupils use their speaking and listening skills well to collaborate with each other and this supports their learning successfully. They are attentive to their teachers and listen carefully to each other when working in pairs and small groups. By Year 6, most pupils converse articulately and offer considered opinions on a range of subjects, for example when explaining the roles and responsibilities they hold within the school.

In the Foundation Phase, pupils read well at a level appropriate for their ability. Many pupils in Year 2 read confidently, use their knowledge of letter sounds to help them to read unfamiliar words and correct themselves when they make an error. They talk knowledgeably about the books they enjoy and their favourite authors. In key stage 2, most pupils read well using a range of suitable strategies. By Year 6, many are avid and interested readers and make well-informed choices about the types of books they like. They empathise with characters in the books they read well and they apply these skills effectively to interpret the text beyond its literal meaning, for example when reading a poem about a child's journey from the Caribbean in the late 1940s. Most pupils use their literacy skills well to research topics on the internet. They skim text quickly to extract specific, relevant pieces of information.

As they move through the Foundation Phase, pupils' writing skills develop well. By the end of the phase, nearly all pupils write independently with increasing fluency. Pupils in Year 2 who are more able include interesting, descriptive vocabulary, for example in their acrostic poems on summer. Most form their letters well, use basic punctuation accurately and spell simple words correctly. They use their literacy skills well to support their work in many areas of learning. In key stage 2, most pupils build on these skills strongly; creating pieces of writing that are imaginative and appealing to the reader. Most pupils spell accurately, use punctuation appropriately and present their work neatly. By Year 6, many pupils use a rich range of vocabulary to paint vivid pictures of events through their writing. For instance, they show real empathy when writing about their experiences as evacuees during the Second World War.

In the Foundation Phase, most pupils develop good mathematics skills. Most Year 2 pupils are confident in compiling simple block graphs to represent data, for example when recording daily temperature. Many add and subtract accurately using numbers

to 100. More able pupils understand simple multiplication and division well. They solve simple problems using money, measure and weight accurately and identify aspects of symmetry correctly. In key stage 2, most pupils show a good understanding of a range of mathematical concepts and they use the correct mathematical vocabulary when talking about their work. By Year 6, most pupils have a good understanding of number and place value. They use a wide range of mental and written methods confidently and accurately to solve problems. They present their work systematically and explain the strategies they use clearly. They use their data handling skills well in science lessons, for example when investigating how the size of a parachute affects the rate of its fall. However, pupils' ability to apply their numeracy skills in other areas of learning and subjects is underdeveloped.

Many pupils make good progress in their spoken Welsh and use Welsh confidently as part of class routines, for example in the role of Helpwr Heddiw. In the Foundation Phase, many pupils ask and respond to simple questions independently following basic patterns. Most write simple words and phrases accurately, for example when writing about what they do on different days of the week. By Year 2, many pupils write at length when writing about clothing to wear for a Christmas party. In key stage 2, many pupils read at an appropriate level, have a reasonable understanding of their texts and can answer simple questions. They write using good vocabulary to describe their likes and dislikes. By Year 6, many write accurately at length in the past tense, for example when writing a postcard. However, pupils in key stage 2 do not use their Welsh language skills enough in other areas of the curriculum and around the school.

Pupils who have support for additional learning needs make good progress. Most make valuable gains against their personal targets. Over the last four years, the group of pupils eligible for free school meals is small and this makes comparisons with the performance of other pupils unreliable. The gap in performance between boys and girls is generally greater than that in similar schools.

At the end of the Foundation Phase, over the last four years, pupils' performance in literacy and mathematical development at both the expected and higher outcome has varied when compared with that in similar schools and there is no overall pattern. Pupils' performance in English, mathematics and science at the end of key stage 2 at the expected and higher levels, over the same period, has tended to place the school in the upper 50% when compared with similar schools.

Wellbeing: Good

Nearly all pupils are happy in school and they are confident that staff will treat their concerns seriously and act upon them quickly and fairly. They have positive attitudes to healthy living, including eating a healthy diet and having an active lifestyle. Nearly all pupils behave very well in lessons, around the school and in the outside areas at playtime. They interact well together and show courtesy and respect for other pupils and adults. Nearly all pupils have a positive attitude towards learning. Most recognise the benefits of homework and, by Year 6, many can explain how their work in school has improved as a result. Most pupils sustain their concentration well in lessons and demonstrate enjoyment and engagement in their learning.

Pupils have a strong voice in the running of the school. The school council and other pupil groups represent the opinions of other pupils well. They regularly make valuable contributions to school life, for example by devising and implementing a reading reward scheme, which has led to improvement in pupils' enjoyment of reading. The e-safety group provides valuable advice to pupils and parents about how to keep safe when using the internet. Members of other pupil groups show empathy by fundraising for different charities, and exercise responsibility through organising and promoting events. This promotes pupils' understanding of their role in society well. A good example of this is the work of the eco-committee in raising money for Nightingale House Hospice.

Pupils' attendance has placed the school in the top 25% of similar schools for the past four years. Nearly all pupils arrive at school punctually.

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

The school provides a wide range of interesting and engaging learning experiences that meet nearly all pupils' needs well. Teachers' planning builds well on pupils' previous learning. Regular and engaging homework builds purposefully on what pupils are learning in class. Teachers make good use of the outdoor environment to provide worthwhile learning experiences. Many educational visits and visitors enhance the curriculum. For example, the Poppy Picnic held for local residents enables them to share their childhood experiences with the pupils. There is a good range of well-attended extra-curricular activities that supports pupils' learning effectively, for example the Pro Skills club, which has a positive impact on pupils fitness levels.

Teachers plan many worthwhile opportunities for pupils to develop and apply their literacy and information and communication technology (ICT) skills across the curriculum. For example, the study of the Second World War in Year 6 provided useful opportunities for pupils to use their ICT skills to research information and to write extended pieces about the challenges faced by children during this time. Teachers provide purposeful opportunities for pupils to develop their numeracy skills in mathematics lessons. However, the curriculum does not provide enough opportunities for pupils to apply their numeracy skills in other areas of learning and subjects.

Provision for pupils to develop their Welsh language skills during specific Welsh language lessons is good. The planned programmes of work include purposeful Helpwr Heddiw sessions and ensure that most pupils build their skills well as they move through the school. However, provision to enable pupils to practise and enhance these skills outside of Welsh lessons is inconsistent. As a result, few pupils, particularly in key stage 2, use the Welsh language independently and naturally. The school provides a wide range of activities that promote Welsh history, culture and their local environment well, for example through study of the area's coal mining heritage.

The school raises pupils' awareness of recycling and energy conservation successfully through worthwhile activities, such as the school's 'recycle or reuse' project. The school has effective links with schools in other countries, such as in Germany, which promotes their understanding of other cultures and societies successfully.

Teaching: Good

Teachers use their curriculum knowledge well to provide an interesting and stimulating range of lessons that engage nearly all pupils fully. They share clear learning objectives for their lessons to provide a clear purpose to the learning taking place. Teachers use stimuli well at the start of most lessons to engage pupils from the outset. They sequence activities well and ensure that pupils' learning proceeds at an appropriate pace. They adapt work to meet the different needs and abilities of pupils effectively and this ensures that they receive an appropriate level of challenge. Most lessons move at a suitably brisk pace and teachers use questioning well to help pupils recall previous learning and to extend and assess their understanding. As a result, nearly all pupils work purposefully and enthusiastically.

Assessment for learning is developing well across the school. All teachers mark pupils' work carefully, offering positive comments to motivate and encourage pupils. However, in a few instances, teachers' marking does not identify clearly enough what pupils need to do to improve. Teachers successfully involve pupils in assessing their own work and that of other pupils. As a result, by the time they reach Year 6, many pupils can make helpful, insightful comments on the quality of their own work and on the work of other pupils.

Senior leaders and class teachers track pupils' progress effectively to plan future lessons, to provide suitable support for pupils and to help pupils to meet their individual targets. The school works well with other local schools to assess pupils' outcomes accurately.

The school keeps parents well informed about their children's progress. Annual reports to parents are detailed and informative and set clear targets for improvement.

Care, support and guidance: Good

There is a strong ethos of care, respect and trust throughout the school. This is successful in raising pupils' awareness of how to be safe, take responsibility and respect others. The school has appropriate arrangements to promote healthy eating and drinking and encourages regular exercise through varied activities during and after school, for example the healthy body and healthy mind club.

Staff develop pupils' spiritual, moral, social and cultural needs effectively through daily collective worship and a comprehensive personal and social education programme. The emphasis on positive values throughout the school is strong. This contributes well to the caring ethos and the very good behaviour of nearly all pupils. The school has very effective strategies to ensure regular attendance.

The school makes suitable use of specialist agencies. Partnership working with specialists, such as the educational psychologist, is effective in providing care and support of high quality for pupils and parents.

There is worthwhile support for pupils with additional learning needs. The school identifies pupils who require additional help at an early stage. Targets in pupils' individual educational plans match their needs well. Staff, parents, pupils and specialist services collaborate effectively to plan the next steps in pupils' learning. Teaching assistants provide valuable support for targeted pupils in class and in withdrawal groups. As a result, most pupils receiving support make valuable gains against their personal targets.

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

Learning environment: Good

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

The school building and grounds are of high quality. They are well maintained, safe and secure. Staff make good use of all available indoor and outdoor space. The learning environment is stimulating and supports teaching and learning well. For example, the outdoor forest and garden sensory areas provide an interesting environment to attract wildlife for pupils to monitor and to study their behaviour. Classrooms and corridors are bright and attractive, with consistently good displays that celebrate pupils' achievements and support learning well. Classrooms are well equipped with resources of good quality that match pupils' needs well.

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

The headteacher provides strong leadership for the school and has the support of an effective leadership team. Senior leaders provide clear strategic direction with a strong focus on raising standards and improving learning opportunities for pupils. They communicate this vision effectively to all staff.

Leaders at all levels promote an inclusive and collegiate approach to team working. Staff have clearly defined roles and value the opportunities given to them to take the lead on initiatives. They discharge their responsibilities well. Leaders ensure that staff meetings focus well on school priorities. They make effective use of extensive monitoring, performance management and the analysis of performance data to support the school's strategic direction and to maintain high standards. The school focuses well on local and national priorities, particularly developing pupils' basic skills and promoting the Welsh language.

The governing body is committed to the development of the school and undertakes its role effectively. Governors are knowledgeable about the school's performance. Regular visits to classes and a sound understanding of the school's performance data support this well. There is a 'buddy system', which pairs individual governors with specific classes. This is particularly effective in enabling governors to evaluate the impact of the school's provision. They play a full role in the process of planning for improvement and have a clear understanding of the school's strengths and areas for development. They hold leaders to account effectively and work closely with them to secure improvements.

Improving quality: Good

The school has well-established and rigorous procedures to identify its strengths and areas for improvement. An effective monitoring timetable is in place to ensure that the school reviews all areas of its work regularly. Leaders use an extensive range of first-hand evidence effectively, including lessons observation, discussions with pupils and the scrutiny of pupils' work, to inform the self-review process. They take full account of the rigorous analysis of performance data in order to identify specific areas for improvement. Leaders seek the views of all staff, governors, parents and pupils regularly as part of self-evaluation. This ensures that the school has a good understanding of what it does well and what it needs to do to improve. The self-evaluation report provides a concise, evaluative and accurate overview of the school, with areas for development clearly highlighted.

Leaders use the outcomes of self-evaluation well to inform priorities in the school improvement plan. The plan provides a clear framework of action to address a suitable number of key priorities. It includes challenging targets for improvement and has specific responsibilities distributed well across all staff. Staff evaluate the progress they are making in addressing the priorities regularly. The school has a good track record of actions leading to improvements for learners. For example, the whole-school approach to the teaching of writing has had a positive impact on the quality of pupils' writing across the curriculum.

Partnership working: Good

The school has a beneficial range of partners that help to improve pupil outcomes and wellbeing. It has a strong partnership with parents and keeps them well informed, for example through regular newsletters, parent workshops and the school's website. Extensive links with the local community and businesses strengthen learning opportunities for pupils, including their knowledge of the world of work. Close working with a range of agencies enables the staff to support pupils' wellbeing effectively.

The school makes good use of external specialists to support staff in addressing school improvement priorities. Staff have established a number of partnership groups with other schools that have supported the sharing of good practice effectively, particularly in enhancing provision in the Foundation Phase and developing pupils' involvement in assessment. Effective links with the cluster of local schools have recently focused successfully on improving provision for more able pupils and developing the school's provision for Welsh. The sharing of resources

with the local high school has provided key stage 2 pupils with valuable access to different facilities and supported the work of a 'Grow £5' enterprise project. The school works closely with the regional consortium advisory staff and uses the advice constructively in order to raise standards and improve provision.

The school works in close partnership with the nearby playgroup. The sharing of information and expertise helps children to transfer confidently to the nursery class. Partnership working with a number of high schools ensures pupils are confident to move to their new school at the end of Year 6. Teachers work constructively with staff from other local schools to ensure consistency in the school's end-of-key-stage assessments.

Resource management: Good

There are sufficient, well-qualified teaching and support staff to ensure the successful delivery of the curriculum. Leaders deploy them carefully to make best use of their experience and expertise. For example, staff expertise supports the Forest School, a drama club and provision for sports well.

Arrangements for performance management are effective and ensure that all staff have access to relevant training that supports school improvement priorities successfully. Purposeful opportunities for teachers to observe each other's lessons and to share good practice have led to improved quality of provision for pupils. Staff work closely in teams as internal networks, and this has led, for example, to the development of a consistent approach to involving pupils in the assessment process and improved provision for pupils to build on their Welsh language skills as they move through the school.

The headteacher and governors monitor spending rigorously and allocate appropriate funding to support priorities for improvement. Leaders ensure that planned spending is in place to maintain and improve the resources of good quality available across the school. The school makes good use of the pupil deprivation grant to improve outcomes for pupils eligible for free school meals, for example by specific support to improve pupils' reading skills.

In view of the standards achieved by pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6652208 - Barker's Lane CP

Number of pupils on roll	225
Pupils eligible for free school meals (FSM) - 3 year average	6.9
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	28	29	24	30
Achieving the Foundation Phase indicator (FPI) (%)	89.3	93.1	95.8	86.7
Benchmark quartile	3	2	1	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	28	29	24	30
Achieving outcome 5+ (%)	89.3	96.6	95.8	93.3
Benchmark quartile	3	2	2	3
Achieving outcome 6+ (%)	39.3	34.5	45.8	36.7
Benchmark quartile	2	3	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	28	29	24	30
Achieving outcome 5+ (%)	89.3	93.1	95.8	93.3
Benchmark quartile	3	3	2	3
Achieving outcome 6+ (%)	32.1	34.5	37.5	23.3
Benchmark quartile	2	2	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	28	29	24	30
Achieving outcome 5+ (%)	89.3	100.0	95.8	100.0
Benchmark quartile	4	1	3	1
Achieving outcome 6+ (%)	50.0	34.5	54.2	53.3
Benchmark quartile	2	4	2	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.

6652208 - Barker's Lane CP

Number of pupils on roll	225
Pupils eligible for free school meals (FSM) - 3 year average	6.9
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	28	27	23	28
Achieving the core subject indicator (CSI) (%)	96.4	92.6	95.7	96.4
Benchmark quartile	2	3	2	2
English				
Number of pupils in cohort	28	27	23	28
Achieving level 4+ (%)	96.4	96.3	100.0	96.4
Benchmark quartile	2	2	1	3
Achieving level 5+ (%)	64.3	48.1	52.2	32.1
Benchmark quartile	1	2	1	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	28	27	23	28
Achieving level 4+ (%)	100.0	92.6	95.7	96.4
Benchmark quartile	1	3	2	3
Achieving level 5+ (%)	53.6	37.0	52.2	42.9
Benchmark quartile	1	3	1	3
Science				
Number of pupils in cohort	28	27	23	28
Achieving level 4+ (%)	100.0	100.0	100.0	96.4
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	46.4	59.3	52.2	42.9
Benchmark quartile	2	1	1	3

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to 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.	101		100 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	101		101 100%	0 0%	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		100 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	101		100 99%	1 1%	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.	101		101 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	101		98 97%	3 3%	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.	101		101 100%	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		99 98%	2 2%	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.	101		92 91%	9 9%	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		99 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.	100		82 82%	18 18%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	101		96 95%	5 5%	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.	37	31 84%	6 16%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	37	33 89%	4 11%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	37	34 92%	3 8%	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.	36	26 72%	10 28%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	36	30 83%	6 17%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	37	29 78%	8 22%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	37	29 78%	8 22%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	35	16 46%	15 43%	4 11%	0 0%	2	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.	37	28 76%	9 24%	0 0%	0 0%	0	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.	36	28 78%	8 22%	0 0%	0 0%	1	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.	37	34 92%	3 8%	0 0%	0 0%	0	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'.	34	22 65%	12 35%	0 0%	0 0%	3	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.	36	22 61%	14 39%	0 0%	0 0%	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.	37	29 78%	7 19%	1 3%	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.	35	28 80%	7 20%	0 0%	0 0%	2	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.	37	31 84%	6 16%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	28	19 68%	9 32%	0 0%	0 0%	8	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	37	24 65%	12 32%	1 3%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	37	31 84%	6 16%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
Linda Jane Williams	Team Inspector
Kenneth Elwyn Dackevych	Lay Inspector
Linda Crockett	Peer Inspector
Chris Harrison-Edwards	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.