



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

A report on

**Bryn Deva C.P. School
Linden Avenue
Connah's Quay
Flintshire
CH5 4SN**

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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Context

Bryn Deva County Primary School is in Connah's Quay in Flintshire local authority. Most pupils come from the immediate vicinity. The school has 273 pupils aged three to eleven years on roll, including 30 who attend the nursery on a part-time basis. There are ten classes, including nine that are mixed-age.

Many pupils are of white British ethnicity. A few pupils are from a minority ethnic background. Approximately 15% of pupils are new to the English language. Very few pupils come from Welsh speaking families. The school has identified about 34% of pupils as having additional learning needs. This figure is above the national average for primary schools (25%). A very few pupils have a statement of special educational needs. Around 26% of pupils are eligible for free school meals. A very few pupils are looked after by the local authority. There were four fixed-term exclusions during the last academic year, 2014 to 2015.

The last inspection of the school was in March 2013. The current headteacher took up the post in November 2013.

The individual school budget per pupil for Bryn Deva County Primary School in 2015-2016 means that the budget is £3,086 per pupil. The maximum per pupil in the primary schools in Flintshire is £4,838 and the minimum is £2,809. Bryn Deva County primary School is 51st out of the 67 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's current performance is good because:

- Most pupils make good progress and achieve well, and more able pupils achieve particularly well by the end of key stage 2
- Pupils with additional needs, and in particular those that access the nurture provision, make valuable gains against their personal targets
- Most pupils achieve good standards of literacy and numeracy and use these skills well in other subjects
- Most pupils behave very well and show high levels of respect, care and concern for others
- Pupils have a strong voice in the running of the school and regularly make valuable contributions to school life
- Teachers and support staff provide a wide and well-balanced variety of learning experiences that engage pupils successfully
- The school provides exceptionally high levels of care, support and guidance for pupils that have a measurable impact on pupils' achievement and wellbeing
- The learning environment is stimulating and supports teaching and learning well

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has established a very clear vision for the school, which ensures that all pupils have equal access to quality learning experiences that enhance their life chances
- The headteacher communicates this vision successfully and all members of the school community support her well
- Self-evaluation processes are robust and well established and enable school leaders to focus clearly on developing teaching and learning strategies that bring about improvements in pupils' standards and wellbeing
- All members of staff are clear about their roles, work well as a team and take a full part in school improvement activities
- There are highly effective partnerships with parents and other stakeholders that have a notable impact on pupils' wellbeing and contribute strongly to raising their standards of achievement

Recommendations

- R1 Improve pupils' extended writing skills in the Foundation Phase
- R2 Improve the performance of boys in key stage 2, particularly in writing
- R3 Continue to improve attendance
- R4 Further develop the ability of the governing body to challenge the school effectively

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to school, many pupils have knowledge, understanding and skills below the level expected for their age. During their time in school, most pupils make good progress and achieve well.

Most pupils in the Foundation Phase make good progress in their oracy skills and by Year 2 communicate effectively with adults and each other. They respond confidently to questions and instructions. Many are eager to talk about their work and the more able use mature vocabulary when discussing what they are going to write. Most pupils in key stage 2 have well-developed oracy skills and listen very well. They are attentive to their teachers and listen carefully to one another when working in pairs and small groups, for example when discussing a science investigation. By Year 6, most pupils are articulate and speak confidently with their friends and with adults in formal and informal situations.

Most pupils make good progress in developing their reading skills. By the end of the Foundation Phase, many pupils read competently in line with their age and ability. They use picture clues well to help gain the meaning of a text and they take note of punctuation successfully to aid reading fluency. More able readers decode difficult, unfamiliar words swiftly and correct themselves as they read. In key stage 2, most pupils read accurately and with understanding. They tackle unfamiliar words systematically and deduce their meanings from their place within a text. By the time they reach Year 6, many can draw inferences when reading and use evidence from the text to support their deductions, for example when discussing how the different characters in their reading book feel about the river. Most pupils use their literacy skills well to research topics using the internet, make notes and access activities across the curriculum.

Most pupils' writing develops successfully as they move through the school. In the Foundation Phase most pupils write well for a range of purposes. By Year 2 most use their developing writing skills well across areas of learning for example when writing a letter linked to their class reading book. However, few pupils write at length independently. By the time they reach Year 6, most pupils write extensively for a range of purposes using different genres. They write in paragraphs using mature, imaginative vocabulary to engage the reader. More able pupils choose words carefully to add impact and to evoke an emotional response, for example when writing about the lives of children in Victorian Britain.

Most pupils' number skills are good. In the Foundation Phase, most pupils select and use the suitable number operation to solve number problems accurately. By Year 2, most apply their numeracy skills successfully across the curriculum, for example when measuring the distance travelled by cars down a ramp. They use their data handling skills well, for example when recording a traffic survey and creating bar charts to show the types of vehicles that pass the school gate. By Year

6, most pupils have a good understanding of number and place value. They use a good 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 apply the skills learned in mathematics lessons competently and accurately across other areas of the curriculum to solve a range of real-life problems, for example when investigating the lives of children in Victorian Times using census information. They use measuring and data handling skills well in other subjects. They record their findings logically and systematically and explain their reasoning articulately, for example when investigating how the size of a parachute affects the rate of fall.

Pupils have positive attitudes to learning Welsh. By the end of the Foundation phase, most pupils understand the Welsh used by staff and use an appropriate range of vocabulary and basic sentence patterns to answer simple questions, for example when discussing small creatures. Many pupils in key stage 2 understand, ask and reply to questions successfully using extended sentences. By Year 6, many communicate effectively in writing, for example when writing about their favourite book. Higher ability pupils write accurately at length using the past tense, for example when creating a diary entry about a visit to a local shopping centre.

Most pupils who have support for additional learning needs make good or very good progress in relation to their individual targets. Pupils who learn English as an additional language make good progress from their different starting-points. More able pupils achieve particularly well by the end of key stage 2. Over the last four years, pupils eligible for free school meals tend to perform less well than other pupils, particularly at the higher levels. However, the gap in performance is decreasing. The gap in performance between boys and girls is generally greater than that in similar schools, particularly at the higher level in writing.

At the end of the Foundation Phase, over the last four years, pupils' performance in literacy and mathematical development at both the expected outcome 5 and the higher outcome 6 has varied when compared with that in similar schools. Pupils' performance in English, mathematics and science at the end of key stage 2 at the expected level 4 over the same period has tended to place the school in the upper 50% when compared with similar schools. At the higher level 5, performance in all three subjects has improved. This has generally placed the school in the upper 50% when compared with similar schools.

Wellbeing: Good

Nearly all pupils recognise the importance of healthy eating and understand what they need to do in order to stay fit and healthy. Most participate enthusiastically in a wide range of activities on offer to them. A notable example is the Touching the Sky project that includes the pupils running 100 miles over a period. This has led to measurable improvements in pupils' fitness levels.

Nearly all pupils feel safe and secure in school. They know where to turn if they have worries or concerns. Most 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 their peers and adults. 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 voice groups represent the opinions of other pupils well. They regularly make valuable contributions to school life, for example by devising and implementing an outdoor play project at lunchtime which has led to improvement in levels of enjoyment and has a positive impact upon engagement in afternoon lessons. A notable example is the work of the e-safety group in helping pupils and parents keep safe when using the internet. Members of the school council show empathy by fundraising for different charities, and exercise responsibility through organising and promoting events. As a result, they develop pride in their community and represent it enthusiastically.

Pupils' attendance has placed the school in the upper 50% of similar schools for three out of 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 and well-balanced variety of learning experiences that engage pupils successfully. Teachers plan well and provide an imaginative curriculum that builds on pupils' prior learning effectively. Teachers ensure that, across the age range, pupils contribute effectively to how and what they learn. Provision in the Clwb Seren Bach is highly effective in ensuring that pupils with emotional and behavioural needs make very good progress. Active involvement in a creative project, in collaboration with other schools, is beginning to have a positive impact on the achievement of boys. A varied range of educational visits and visitors to school, together with well-attended extra-curricular activities, support pupils' learning well.

The school has effectively adapted its programme of work to include the requirements of the Literacy and Numeracy Framework. Teachers provide many purposeful opportunities for pupils to develop their literacy, numeracy and ICT skills. This ensures that most pupils develop and use these skills effectively across the curriculum. However, planning for developing extended writing across the curriculum in the Foundation Phase is less well developed.

Teachers provide good opportunities for developing pupils' Welsh language skills across the school. The school promotes the development of pupils' cultural and historic knowledge and understanding of Wales well. Studies of economic and geographical aspects of the local area feature well in this provision, for example the study of the impact of the Deeside Industrial Estate on the local environment.

Education for sustainable development and global citizenship is well established. Pupils are aware of environmental issues and sustainability and they understand the positive impact of reducing waste. Teachers use the outdoor area effectively with pupils of all ages, including the garden and Forest School, to promote their understanding and appreciation of the natural world. Teachers provide good opportunities through topic work and religious education for pupils to develop their understanding of different cultures and their role as global citizens.

Teaching: Good

Effective teamwork between teachers and support staff ensures that most pupils have a positive attitude towards learning, make good progress and attain well. Working relationships between all staff and pupils are very good. Teachers use their curriculum knowledge well to provide an interesting and stimulating range of learning experiences 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 provide effective support to pupils and intervene at appropriate times using skilful questioning to promote pupils' understanding. Where teaching is at its best, teachers provide outstanding levels of challenge for all pupils. Teachers encourage pupils to take decisions about how they approach their learning and, as a result, they develop successfully as independent learners.

All teachers provide valuable feedback to pupils during lessons through questioning, self-assessment and evaluating work in relation to success criteria. This helps them to understand what they do well and what they need to do to improve. Teachers provide pupils with clear targets for improvement. As a result, by the time they reach Year 6, many pupils evaluate their progress and set their own targets for improvement maturely.

Senior leaders and class teachers make effective use of a wide range of data to track pupils' progress carefully. They analyse assessment information well to set challenging targets for pupils. They ensure that additional support for more and less able pupils meets their individual needs effectively.

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: Excellent

The school provides exceptionally high levels of care, support and guidance for pupils and parents. Provision to develop pupils' knowledge of the benefits of a healthy lifestyle, including regular exercise, is outstanding. Notable examples include the 100 miles club and the Touching the Sky project. These initiatives have a measurable impact on pupils' wellbeing, fitness levels, self-esteem and concentration. The school has very effective arrangements to promote healthy eating and drinking. Teachers provide good opportunities for pupils to learn about how different foods contribute to a healthy lifestyle.

The school has very strong links with a range of specialist services and outside agencies to support pupils' wellbeing. These links ensure support and guidance of high quality for pupils and parents. A notable example is the highly effective work of the family engagement officer. This makes a positive contribution to the good and very good progress made by vulnerable pupils as they move through the school. Recent initiatives have brought about improvement in pupils' attendance. All adults promote good behaviour consistently. This has a positive impact on the learning environment.

Staff work together very effectively to promote a positive, inclusive and caring environment throughout the school. The staff use their detailed knowledge of the local area and the families whose children come to the school to promote pupils' spiritual, moral and cultural development very successfully. Daily acts of collective worship reinforce the school's values very successfully and provide valuable opportunities for pupils to reflect on the world around them.

Provision for pupils with additional learning needs is very effective. Provision in the innovative Clwb Seren Bach is of a very high standard, which enables pupils in these settings to make good or very good progress. Other teachers visit the school regularly to learn about the highly effective provision for pupils with additional learning needs in the nurture class. The school manages and co-ordinates the provision for pupils with additional needs effectively so that all members of staff are clear about the support the pupils require. Staff assess pupils' progress regularly and use the information very effectively to plan good quality learning activities to meet their individual needs. Teachers and support assistants use a wide range of successful intervention programmes. Support staff make a significant contribution to the success of these programmes. Parents receive regular updates and take part fully in reviewing their children's progress.

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

The school building and grounds are of high quality and help to create a positive learning environment. They are well maintained, safe and secure. Staff make good use of all available indoor and outdoor space. Since the last inspection there have been significant improvements in the outdoor provision to enhance the experience of pupils of all ages. The learning environment is stimulating and supports teaching and learning well. 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 has established a very clear vision for the school. She is determined that all pupils have equal access to quality experiences that enhance their life chances. She communicates this vision successfully and, as a result, leaders at all levels promote an inclusive and caring ethos where everyone feels

valued and their involvement is important. The headteacher develops the leadership skills of staff well. This ensures consistency and accountability among staff for the quality of the school's provision. As a result, staff develop the necessary skills and confidence to take forward agreed priorities for improvement. For example, teaching assistants are responsible for the very successful outdoor learning area for Foundation Phase pupils. Staff meetings are purposeful and focus clearly on improving outcomes for pupils.

There are robust arrangements for managing the performance of all teachers and teaching assistants. Relevant training opportunities link to staff targets and enable staff to contribute effectively to school improvement.

Members of the governing body support the school effectively. They have improved their understanding of how the school works by making regular visits. The headteacher's detailed reports ensure that they have a broad understanding of the school's strengths and areas for improvement. Their ability to hold the school to account is developing well.

The school has made notable progress in addressing national priorities. For example, the school has introduced innovative programmes that are successful in improving pupils' fitness levels and reducing instances of persistent non-attendance.

Improving quality: Good

The school has well established, robust procedures for assessing its own performance. Many members of staff are involved in the detailed analysis of the wide range of attainment data and contribute accurate first-hand evidence to the self-evaluation process. They regularly participate in rigorously evaluating the quality of teaching and the standards of work in pupils' books. The school also takes note of the views of pupils and their parents. The successful use of social media has increased parental engagement in the process. The school responds positively to the advice of the challenge adviser, for example in improving the effectiveness of self-evaluation and improvement planning. Consideration of this comprehensive information gives leaders and staff at all levels an accurate picture of the school's strengths and areas where improvements are possible.

The findings of self-evaluation directly influence the contents of the school improvement plan. The plan has a manageable number of appropriate priorities that leaders feel will have the greatest impact on outcomes for pupils. It sets measurable targets and suitably identifies responsible personnel, timescales, costs and monitoring arrangements. Previous plans have been successful in improving provision for outdoor learning and raising standards, for example in Welsh.

Partnership working: Excellent

The school has a wide range of highly effective partnerships that enrich and support pupils' learning and wellbeing very successfully.

The school has strong partnerships with parents. This supportive partnership has a very positive impact on pupils' participation and enjoyment of learning, for example in

improving pupils' attendance in school and at after school clubs. The school provides outstanding pastoral support to vulnerable families through innovative nurture support programmes. The highly effective family engagement officer who assists vulnerable families has a very positive impact on family engagement and wellbeing. Through such initiatives as family learning programmes, barriers to engaging parents are diminishing and, as a result, parents' understanding and confidence in helping their children at home are improving. The school values the opinions of parents highly and encourages them to express their opinions through regular questionnaires and its 'open door' policy. As a result, provision of Forest School activities has been extended across the age range.

The school has forged very strong links with the local community. It works very effectively alongside a number of community organisations and places of worship. This impacts positively on pupils' wellbeing and enriches their experiences. The school's participation as a lead creative school has impacted positively on the leadership team's capacity to improve pupils' experience. As part of a project to encourage boys' literacy, staff worked with the local watermen's association to build a ship in the form of a dragon and sail it on the River Dee with smoke from a flare billowing from its prow. This dramatically inspired pupils' reading and writing.

The school has very good links with the local Flying Start provision and the pre-school setting that shares the same site. The school exploits many opportunities for joint planning and resourcing. Pre-school pupils are regularly invited to participate in school events and competitions. Staff deliver high quality school readiness programmes that help parents realise the importance of play and reading to help prepare their children for school. This early intervention enhances pupils' transfer to nursery considerably and helps secure positive outcomes in pupils' attendance, achievement and behaviour. There are sound arrangements with local secondary schools to prepare pupils appropriately for the next stage in their education. Teachers co-operate effectively and take a leading part in standardising and moderation meetings with primary and secondary schools to ensure the accuracy and reliability of teacher assessments.

The school works very effectively with local schools and others across Wales on many initiatives. They regularly assess the impact of previous actions on pupil outcomes. Teachers have made targeted visits to other schools to improve the quality of teaching and learning. These partnerships have raised standards in pupils' Welsh language skills, improved the provision for outdoor learning and increased the effectiveness of teachers' feedback to pupils. The school works very effectively with the local college, for example in measuring the impact of the highly successful Touching the Sky project on pupils' fitness and wellbeing. Members of staff have shared good practice with other schools concerning the innovative Clwb Seren Bach provision and the highly effective programmes for improving pupils' fitness and wellbeing.

The school works well with the local authority's specialist services. It benefits from the positive contributions to pupils' education and welfare from the learning and behaviour support services, English as an additional language support and health and social services.

Resource management: Good

The school has sufficient staff and deploys them efficiently to make best use of their expertise and experience and to meet the needs of all pupils. Arrangements to train staff and develop their skills are effective. The school manages arrangements for teachers' planning, preparation and assessment time efficiently. As a result, teachers and support staff have a very clear understanding of their role in improving the outcomes and wellbeing of pupils.

The school manages its budget and grants well. The headteacher and governors prioritise and monitor expenditure carefully and ensure that they fund improvement priorities adequately. There are ample resources of good quality to meet the needs of all pupils. Reserve funds are within recommended limits.

The school makes very effective use of the Pupil Deprivation Grant through a range of targeted intervention programmes to raise standards of literacy and numeracy and to improve attendance rates. This is particularly evident in the highly effective Seren Bach nurture provision.

As a result of the good progress achieved by most pupils in relation to their relatively low starting points and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6642052 - Ysgol Bryn Deva

Number of pupils on roll	275
Pupils eligible for free school meals (FSM) - 3 year average	28.6
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	50	32	33	35
Achieving the Foundation Phase indicator (FPI) (%)	76.0	62.5	63.6	80.0
Benchmark quartile	2	4	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	50	32	33	35
Achieving outcome 5+ (%)	78.0	65.6	84.8	80.0
Benchmark quartile	2	4	2	4
Achieving outcome 6+ (%)	14.0	9.4	24.2	14.3
Benchmark quartile	3	4	2	4
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	50	32	33	35
Achieving outcome 5+ (%)	88.0	71.9	63.6	88.6
Benchmark quartile	1	4	4	3
Achieving outcome 6+ (%)	28.0	15.6	18.2	17.1
Benchmark quartile	1	3	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	50	32	33	35
Achieving outcome 5+ (%)	90.0	84.4	100.0	94.3
Benchmark quartile	2	3	1	3
Achieving outcome 6+ (%)	24.0	25.0	36.4	34.3
Benchmark quartile	3	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.

6642052 - Ysgol Bryn Deva

Number of pupils on roll	275
Pupils eligible for free school meals (FSM) - 3 year average	28.6
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	38	29	35	38
Achieving the core subject indicator (CSI) (%)	78.9	86.2	82.9	71.1
Benchmark quartile	2	1	2	4
English				
Number of pupils in cohort	38	29	35	38
Achieving level 4+ (%)	81.6	86.2	82.9	78.9
Benchmark quartile	2	2	3	4
Achieving level 5+ (%)	21.1	27.6	31.4	36.8
Benchmark quartile	3	2	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	38	29	35	38
Achieving level 4+ (%)	84.2	89.7	85.7	81.6
Benchmark quartile	2	1	2	4
Achieving level 5+ (%)	26.3	31.0	34.3	34.2
Benchmark quartile	2	2	2	3
Science				
Number of pupils in cohort	38	29	35	38
Achieving level 4+ (%)	86.8	89.7	88.6	81.6
Benchmark quartile	2	2	2	4
Achieving level 5+ (%)	21.1	34.5	31.4	36.8
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

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.	96		94 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	100		96 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		100 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	98		98 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	93		89 96%	4 4%	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 ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	98		97 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	97		88 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.	100		88 88%	12 12%	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.	93		78 84%	15 16%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	99		96 97%	3 3%	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.	30	16 53%	13 43%	0 0%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	30	18 60%	11 37%	1 3%	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.	28	19 68%	9 32%	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.	30	16 53%	13 43%	0 0%	1 3%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	27	8 30%	17 63%	1 4%	1 4%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	28	15 54%	13 46%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	16 59%	9 33%	2 7%	0 0%	3	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.	27	12 44%	10 37%	4 15%	1 4%	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%	43%	6%	2%		
Staff treat all children fairly and with respect.	27	14 52%	12 44%	0 0%	1 4%	3	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.	27	20 74%	7 26%	0 0%	0 0%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	30	15 50%	14 47%	1 3%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	30	14 47%	14 47%	2 7%	0 0%	0	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.	30	14 47%	13 43%	3 10%	0 0%	0	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.	29	16 55%	12 41%	0 0%	1 3%	1	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.	26	14 54%	9 35%	2 8%	1 4%	4	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.	28	15 54%	13 46%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn 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.	26	10 38%	13 50%	2 8%	1 4%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	29	13 45%	10 34%	6 21%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	27	16 59%	9 33%	1 4%	1 4%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
Christopher Ian Dolby	Team Inspector
Susan Elizabeth Roden	Lay Inspector
Alexine Bartholomew	Peer Inspector
Tamasine Croston	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.