



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

**Gorseinon Primary School
Brighton Road
Gorseinon
Swansea
SA4 4BN**

Date of inspection: February 2014

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 date: 24/04/2014

Context

Gorseinon Primary School is in Gorseinon, on the outskirts of Swansea. There are currently 365 pupils on roll aged from three to 11 years old. Of these pupils, 49 attend part-time in the nursery.

The school, which opened in September 2012, is made up of the previous Gorseinon Junior School and Gorseinon Infant and Nursery School. There are three sites, within a short walking distance of each other. The school is organised into 12 classes with an additional two part-time nursery sessions. There are 10 full-time and four part-time teachers.

The present headteacher has been in post since the amalgamation and was previously the headteacher of Gorseinon Infant and Nursery School.

Nearly all pupils come from homes in which the main language is English. A very few of the school's pupils come from an ethnic minority background. Around 28% of pupils are entitled to free school meals. The school has identified approximately 23% of pupils as having additional learning needs. A very few pupils have a statement of special education needs.

The individual school budget per pupil for Gorseinon Primary School in 2013-2014 means that the budget is £3,560 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Gorseinon Primary School is 34th out of the 80 primary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- most pupils listen well and many engage in conversation beneficially;
- by the end of key stage 2, most pupils read competently;
- many pupils have good problem-solving skills;
- standards in Welsh at the end of Foundation Phase are good;
- nearly all pupils are polite and work together effectively;
- provision in nursery and Foundation Phase is good;
- most teachers plan learning experiences that are successful in engaging the full range of pupils; and
- pupils with additional learning needs receive good support.

However:

- the performance of pupils at the end of Foundation Phase and key stage 2 is too low when compared to that in similar schools;
- a minority of pupils make inconsistent progress as they move through the school;
- many Foundation Phase pupils' independent writing skills are underdeveloped;
- standards in Welsh are weak in key stage 2; and
- attendance is consistently low when compared to that in similar schools.

Prospects for improvement

The school's prospects for improvement are adequate because:

- leaders and managers have amalgamated the previous two schools well;
- there is a shared ethos across all sites;
- channels of communication between leaders, managers and staff are good;
- there is a good track record in implementing change in relation to aspects of provision, such as the curriculum, intervention programmes and the literacy and numeracy frameworks; and
- arrangements for performance management are effective and staff receive appropriate support and training.

However:

- action plans within the school are not sufficiently focused on pupil outcomes;
- self-evaluation processes are not robust and evaluative enough; and
- action plans do not focus urgently enough on improving key areas of the school's work, for example establishing effective tracking and monitoring systems.

Recommendations

- R1 Raise standards in the core subjects at the end of Foundation Phase and key stage 2
- R2 Improve pupils' independent writing skills in the Foundation Phase
- R3 Improve the standards of pupils' Welsh in key stage 2
- R4 Improve levels of attendance
- R5 Develop procedures to ensure the accuracy of assessment and effective tracking and monitoring of pupils' progress
- R6 Focus action planning and self-evaluation processes more rigorously on the standards of pupils' work

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

On entry to school, many pupils have language, literacy and numeracy skills that are appropriate for their age. However, a minority of pupils make inconsistent progress as they move through the school.

In the Foundation Phase, most pupils listen well. Many pupils give instructions and talk about their everyday experiences clearly. By the end of key stage 2, most pupils have suitable speaking and listening skills. They respond to questions appropriately and engage with each other during discussions and tasks readily. For example, pupils discuss how to solve their mathematics problems beneficially.

In the Foundation Phase, most pupils are eager to read and can name their favourite authors and books. Many pupils read at a suitable level, but their reading lacks fluency and a minority lack appropriate strategies to read unfamiliar words. By the end of key stage 2, most pupils read competently, with enjoyment and fluency. Although many pupils can recount stories accurately, they are not able to use inference and deduction to gain the full meaning from texts.

At the end of the Foundation Phase, many pupils write simple sentences well and have a good understanding of when to use full stops and capital letters. However, adults often structure their writing for them and, as a result, their independent writing skills are underdeveloped. In key stage 2, many pupils make satisfactory progress in developing their writing skills. In English lessons, they produce imaginative pieces of writing following research and planning. For example, pupils write interesting descriptions about their night as a gargoyle. However, many older pupils' spelling and punctuation are not consistently accurate enough. Many pupils write at an appropriate standard across the curriculum.

Most pupils' number skills are competent. At the end of the Foundation Phase, most pupils have a good understanding of halves and quarters and can use coins up to one pound accurately. By the end of key stage 2, most pupils have suitable recall of multiplication tables and understand percentages well. However, many pupils do not apply their numeracy skills across the curriculum sufficiently well.

Many pupils enjoy learning Welsh. In the Foundation Phase, most pupils demonstrate a good understanding of the language and respond well in simple conversations. Many pupils make good progress in reading and writing Welsh. In key stage 2, many pupils are confident in speaking Welsh using basic, familiar sentence patterns. However, most pupils do not write or read Welsh well enough. Many pupils make insufficient progress as they move through the key stage.

Most pupils have appropriate information and communication technology (ICT) skills, but their understanding of spreadsheets and databases is underdeveloped.

Many pupils have good problem-solving skills, which they use in a range of contexts across the curriculum. Many pupils are developing suitable thinking skills.

Pupils with additional learning needs make good progress towards the targets set for them.

In the Foundation Phase, performance in 2013 at the expected outcome 5 was significantly lower than in 2012 in literacy and numeracy. Over the last two years, performance has worsened, moving the school to the bottom 25% of similar schools in both areas of learning. At the higher than expected outcome 6, results in literacy moved the school from the lower 50% to the bottom 25% of similar schools in 2013. In mathematics, performance improved, moving the school from the lower 50% to the upper 50% of similar schools.

In key stage 2, performance in English, mathematics and science over the last four years at the expected level 4 has shown no trend. Over this period, the school moved from the lower 50% of similar schools in all subject areas to the top 25% in 2012, but then fell to the lowest 25% in all subjects in 2013.

At the higher than expected level 5, performance in English has consistently placed the school in the lower 50% when compared to similar schools. In mathematics, the school has been in the lower 50% for three of the last four years. In both areas, school was in the bottom 25% in 2013. Performance in science has placed the school in the higher 50% for three of the last four years.

Wellbeing: Adequate

All pupils enjoy school and feel safe and well supported. They appreciate the good relationships they have with staff, based on the school's caring ethos. They are happy to come to school and thrive in an atmosphere of mutual respect. Nearly all pupils have positive attitudes to healthy eating and drinking and are aware of the importance of an active lifestyle.

Nearly all pupils are enthusiastic and keen to learn. They co-operate in lessons and activities effectively and standards of behaviour are good. They show respect, courtesy and consideration for each other and for adults. Pupils of all ages play together at break and lunch time happily and older pupils provide positive role models in the way they interact with the younger pupils.

Attendance has been consistently low over the last four years and despite several initiatives for improvement it still places the school in the lower 50% when compared to similar schools.

The school council is a very enthusiastic and conscientious group of pupils who take their responsibilities seriously. They are proud of their achievements as ambassadors for the school's respecting rights initiative and feel that they make a valuable contribution to decision-making in the school. Recently, they have begun to meet with school governors, strengthening their communication and presentation skills.

Pupils contribute towards a good range of activities in the community, such as 'Community Christmas Carols' at a nearby retirement home. This has a positive effect on their development as responsible individuals.

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

The school provides a broad and balanced curriculum that is successful in engaging the full range of pupils, particularly through project based learning. There is good provision for children to learn through play-based activities in the Foundation Phase. There is appropriate long-term planning of opportunities for pupils to build on existing knowledge, understanding and skills as they move through the school. Setting for English and mathematics lessons and the use of withdrawal groups ensure that work matches most pupils' ability appropriately. In many classes, teachers collaborate well to plan challenging opportunities for pupils to learn and apply literacy, numeracy and ICT skills. However, in a few classes, teachers do not provide enough opportunity for pupils to apply their numeracy skills across the curriculum. There are also too few opportunities for pupils in the Foundation phase to write independently.

The school makes appropriate provision for Welsh. In all classes, there are opportunities for pupils to practise their agreed language patterns daily. However, these are not progressive enough and so do not develop pupils' learning appropriately, especially in key stage 2. There are few opportunities for pupils to use the language outside of Welsh lessons. Teachers plan engaging activities to develop the Welsh dimension, for example visits to important Welsh landmarks such as Caerleon amphitheatre.

Although curriculum activities enable pupils to develop their knowledge of education for sustainable development and global citizenship, there are insufficient opportunities for pupils to be involved in activities that develop their understanding, such as energy conservation and recycling.

The school offers a suitable range of extra-curricular learning opportunities that supplement pupils' learning experiences. The most successful of these is the newspaper group for selected more able and talented pupils.

Teaching: Adequate

Most teachers plan a range of activities that stimulate the interest of most pupils well, particularly in the Foundation Phase. All teachers have supportive and positive relationships with pupils. In many classes, teachers use effective questioning and involve pupils in explaining and extending their learning well. However, in a minority of classes in key stage 2, the pace of lessons is too slow and teachers do not adapt activities well enough to suit the needs of all pupils.

All teachers mark pupils' work regularly. A majority identify what pupils have done well and what they need to do to improve. Pupils are beginning to respond to these comments, but this is at an early stage of development and teachers do not manage this consistently across the school. In many key stage 2 classes, pupils have

appropriate opportunities to assess their own learning. They are also beginning to assess the work of others competently. All pupils have appropriate targets, which focus on literacy and numeracy. Most pupils understand and use these to help identify the progress they make and to show them the next steps in their learning.

Teachers use a wide range of pupil assessment information to plan learning opportunities. However, they do not use assessment data effectively enough to track and monitor progress as pupils move through the school. This limits the school's ability to ensure that all pupils make good progress. Processes to ensure the accuracy of teacher assessment throughout the school are not strong enough.

Annual reports to parents are clear and informative. They identify what pupils need to do to improve their work clearly.

Care, support and guidance: Good

The school has good arrangements to support the health and wellbeing of pupils and to encourage their involvement in school life. The school's initiative for developing pupils' understanding of their rights is having a beneficial impact on the spiritual, moral, social and cultural development of all learners. The school council has made a significant contribution to the successful implementation of this initiative.

Partnerships with specialist agencies such as the school nurse, social services and the police are effective and reduce the risk of harm to pupils.

The school's arrangements for safeguarding pupils meet requirements in nearly all respects. A few minor issues came to the attention of the inspection team but were resolved satisfactorily by the end of the inspection.

The school identifies pupils with additional learning needs early and targeted support helps increase pupils' confidence and engagement. The Foundation Phase nurture class and small group intervention programmes have a positive impact on pupils' learning. The relationships between pupils and all members of staff support pupils' learning well. Pupils with additional learning needs make good progress against the targets set for them in their individual educational plans.

Learning environment: Adequate

The school is an inclusive community where pupils receive equal access to all areas of the curriculum. All pupils, regardless of background or gender, are encouraged to take part in a range of activities and do so enthusiastically. The school places a strong emphasis on recognising, respecting and celebrating diversity and pupils' rights.

The school provides an engaging learning environment for its pupils and generally has sufficient resources for teaching and learning. However, the quality and range of reading books are limited. The interior of the accommodation is appropriate for the number of pupils and the school uses the indoor space well. There is an appropriate level of ICT resources throughout the school, including interactive whiteboards in each teaching area.

In both the infant and junior buildings, several areas require maintenance. There is limited access to outside learning space, although teachers use these areas effectively.

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

Overall, leaders have managed the amalgamation of the previous infant and junior schools well. The headteacher, in collaboration with the deputy headteacher, has established a clear set of values. The new school now functions as an all-through primary school appropriately and staff have developed common initiatives and approaches reasonably well. However, while the quality of provision is generally good in the Foundation Phase, too many inconsistencies remain between the two phases and within key stage 2, particularly in relation to the quality of teaching and assessment.

The school's strategic priorities are appropriate and link well with local and national priorities, for example in relation to the literacy and numeracy framework. The senior management team meets regularly and functions well in taking forward actions relating to the amalgamation and improving the curriculum. Staff undertake their leadership and management roles conscientiously. However, initiatives implemented since the merger of the two previous schools have not had enough of an impact on improving standards.

Although leaders and managers analyse available data, strategies for tracking pupils' progress are limited. As a result, leaders and managers are not able to evaluate pupils' ongoing progress fully or to judge how well initiatives are working. The processes for setting targets for individual pupils and for the school as a whole are not fully secure and reliable. In too many cases, whole-school targets are too low.

The processes to manage the performance of teachers and support staff are good. They draw on a suitable range of first-hand evidence and provide staff with a sound level of professional feedback and appropriate targets for improvement. This has been instrumental in supporting the amalgamation of the two schools.

The governing body, established fully in January 2013, has supported the school after amalgamation effectively. Governors know the school well and have a sound understanding of the school's priorities and the challenges it faces. However, their degree of challenge is limited in relation to aspects of the school's performance.

Improving quality: Adequate

The school has an annual cycle of self-evaluation activities that staff understand well. Leaders and managers carry out a range of activities to gather first-hand evidence of the quality of provision. Teams of staff undertake focused reviews of provision relating to key priorities, for example to review provision for literacy and numeracy. The school's self-evaluation processes support staff development well and help leaders to gauge how far staff are implementing agreed approaches. However, despite this, the self-evaluation report is not evaluative and robust enough.

There is a clear link between self-evaluation and priorities in the school development plan. The priorities are appropriate and the plan sets out suitable actions for improvement. Leaders and managers check the implementation of actions within the plan regularly. There is a good record of bringing about change in relation to the amalgamation and improving aspects of provision, for example the new curriculum arrangements and intervention programmes. However, actions have not led to better standards overall. Action plans do not include enough success criteria that are measurable, specific and challenging. Timescales within the school development plan for a number of key improvements, such as improving the tracking of pupils' progress, are not firm or urgent enough.

Teachers and learning support assistants contribute well to the self-evaluation process. Governors have agreed the findings within the self-evaluation report. However, the school does not draw enough on the views of pupils or parents in coming to a view about its strengths and areas for development.

The new school continues to require improvement in many of the same areas noted during the 2011 inspection of the previous junior school.

Partnership working: Good

The school works effectively with a wide range of partners. This has a beneficial effect on pupils' wellbeing and learning. The school has effective partnership with parents who feel confident to approach the school at any time and support activities well by raising significant funds. Strong links with two national banks and a local newspaper help develop pupils' entrepreneurial and business skills. There are also good community links with many local societies, churches and charities. For example, staff and pupils arranged a successful coffee morning to support a cancer charity. These partnerships enhance the quality of pupils' learning experiences.

There is a strong partnership with the nearby comprehensive school, which ensures a successful transition experience for pupils. The school also has effective arrangements to help pupils transfer from nursery to Foundation Phase confidently, as well as to key stage 2.

There is constructive co-operation with other local primary schools and the cluster comprehensive school for the standardisation and moderation of pupils' work. However, this process has not yet ensured better quality and consistency in teacher assessments.

The school works well with a range of outside agencies, including the local authority, to meet the particular needs of individuals and groups of pupils.

Resource management: Adequate

Leaders link expenditure to the school's priorities and targets well and the governing body and finance officer monitor spending closely.

Staff are deployed effectively and full advantage is taken of the time and expertise of teaching staff to deal with all aspects of the curriculum. Teachers make effective use

of their planning, preparation and assessment time and managers organise this time well. Support staff are conscientious and have a positive impact on the learning experiences of all pupils.

Strong performance management procedures identify opportunities for the development and training of all staff. School leaders plan these effectively and link them to school priorities, such as the amalgamation, well.

The school is developing as a learning community and is participating in a few networks of professional practice. These are at an early stage of development and have not yet had a significant effect on pupils' standards of learning.

In view of the standards achieved by pupils, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of pupils who achieved the expected outcome 5 at the end of the Foundation Phase was below the average for the family of similar schools in literacy, language and communication, mathematical development and the Foundation Phase indicator. However, it was slightly above the average in personal and social skills. The proportion attaining the higher than expected outcome 6 in the Foundation Phase in 2013 was below the family average in literacy, language and communication and personal and social skills, but above the average in mathematical development.

In the Foundation Phase, performance in 2013 at the expected outcome 5 was significantly lower than in 2012 in literacy and numeracy. Over the last two years, performance has worsened, moving the school to the bottom 25% of similar schools in both areas of learning.

At the higher than expected outcome 6, performance in literacy has declined. The school moved from the lower 50% to the bottom 25% of similar schools in 2013. In mathematics, performance improved, moving the school from the lower 50% to the upper 50% of similar schools in the same period.

In the Foundation Phase 2013, the performance of girls was significantly better than that of boys in language, literacy and communication and personal and social development at the higher levels. However, boys did better than girls in mathematical development at the expected level. Pupils entitled to free school meals did significantly less well than their peers at the higher levels in language and literacy and mathematical development.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 was below the family average in the core indicator and all subject areas. The proportion attaining the higher than expected level 5 was broadly in line with the family average for science but below the average in English and mathematics.

In key stage 2, performance in English, mathematics and science over the last four years at the expected level 4 has shown no trend. Over this period, the school moved from the lower 50% of similar schools in all subject areas to the top 25% in 2012, but then fell to the lowest 25% in all subjects in 2013.

At the higher than expected level 5, performance in English has consistently placed the school in the lower 50% when compared to similar schools. In mathematics, the school has been in the lower 50% for three of the last four years. In both subjects, the school was in the bottom 25% in 2013. Performance in science has placed it in the higher 50% for three of the last four years.

In key stage 2 in 2013, girls outperformed boys significantly in English and mathematics at the expected level 4 and in English at the higher level 5. At the higher level 5, pupils entitled to free school meals did less well than their peers.

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.	95	93 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	94	76 81%	18 19%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	94	88 94%	6 6%	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	91	89 98%	2 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	93	90 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	92	87 95%	5 5%	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.	94	93 99%	1 1%	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.	94	93 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.	93	82 88%	11 12%	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.	91	89 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.	94	55 59%	39 41%	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	94	63 67%	31 33%	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.	31	23 74%	7 23%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	30	26 87%	4 13%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	32	22 69%	10 31%	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	18 60%	12 40%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	30	10 33%	14 47%	3 10%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	30	17 57%	13 43%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	32	22 69%	10 31%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	31	21 68%	7 23%	3 10%	0 0%	0	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	31	19 61%	9 29%	1 3%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	16 53%	12 40%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	29	19 66%	10 34%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	31	19 61%	9 29%	1 3%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		

	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 am kept well informed about my child's progress.	30	17 57%	11 37%	1 3%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	31	20 65%	11 35%	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.	32	14 44%	14 44%	2 6%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	31	20 65%	11 35%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	32	16 50%	10 31%	2 6%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	30	16 53%	13 43%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	30	24 80%	6 20%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mr Andrew Thorne	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mr Barry Norris	Team Inspector
Mrs Janet Rowlands	Team Inspector
Mrs Julie Ann Price	Lay Inspector
Mrs Alison Price	Peer Inspector
Mrs Jane Young (Deputy Head)	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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.