



*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**

**Hafod Primary School  
Odo Street  
Hafod  
Swansea  
SA1 2LT**

**Date of inspection: September 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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: 18/11/2014**

## Context

Hafod Primary School serves a former industrial area close to Swansea city centre. The school is located in a designated Communities First area, and most pupils live within the 30% most deprived areas of Wales. There are 242 pupils on roll, aged between three and eleven years. They are organised into seven classes. The school provides nursery facilities for 39 three and four-year-olds who attend school on a part-time basis initially. In addition, the school manages the Flying Start provision on the site. Around 38% of pupils are eligible for free school meals. This figure is much higher than the national average (22%).

Around half of the pupils are White British. Just under half of the pupils speak English as an additional language. A majority of these pupils are of Asian heritage, predominantly Bangladeshi. There are 15 different languages spoken by pupils, the most common of which is Sylheti. A very few pupils speak some Welsh at home.

About 30% of pupils have additional learning needs, which is higher than the Wales average (21%). A few pupils (6%) have statements of special educational needs.

The school was last inspected in 2008. The current headteacher has been in post since 2006.

The individual school budget per pupil for Hafod Primary School in 2013-2014 means that the budget is £3,590 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Hafod Primary School is 31st out of the 80 primary schools in Swansea in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The current performance is good because:

- most pupils, including those who are eligible for free school meals, make good progress from their starting points and achieve the age-expected level in English, mathematics and science, by the end of Year 6;
- most pupils with additional learning needs and those who learn English as an additional language make good progress from their individual starting points;
- standards of pupil participation are very good, resulting in consistently high attendance;
- the quality of teaching across the school is good; and
- the school's curriculum is exciting and engaging.

### Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher has a passionate, clear vision for improvement, which is shared by the whole school and the wider community;
- leaders use data particularly effectively to inform interventions, resulting in improvements to pupils' outcomes and wellbeing;
- sector leading partnership work promotes excellent standards of wellbeing and improving academic standards; and
- the strategic approach taken by the school has significantly improved the achievements of disadvantaged pupils.

## Recommendations

- R1 Improve standards in writing, especially of more able pupils
- R2 Ensure that teaching consistently challenges pupils of all abilities
- R3 Ensure that all action plans have clear, measureable success criteria, which focus explicitly on improving outcomes for pupils

### **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

Most pupils make good progress in literacy during their time at the school. In the Foundation Phase many pupils, including those for whom English is an additional language, make good progress in oracy from their individual baselines. By the end of key stage 2, many pupils speak confidently, for example when representing their peers on one of the pupil voice groups.

Most pupils make good progress in reading. In the Foundation Phase, pupils make good use of their knowledge of the sounds that letters make to work out unfamiliar words, and use picture clues to help themselves. By Year 6, most pupils read confidently and are able to discuss what they have read at an age-appropriate level. Pupils who receive additional support with their reading make good progress and catch up with their peers.

Many pupils are able to write simple sentences by the end of Foundation Phase. As they move through key stage 2, many pupils are able to extend these sentences well, for example to describe a battle between a Roman gladiator and a lion. By the end of Year 6, a majority of pupils are able to write independently and at length, for instance when persuading the local football club to remain in the city of Swansea. However, a minority of pupils make slower progress with their writing skills, and leave Year 6 with standards below expectations.

Almost all pupils make good progress in mathematics. By the end of Year 2, most pupils can read, write and order their numbers to 100. They use the skills that they learn in mathematics to solve problems, for example to find the cost of the ingredients to make 'cawl'. Almost all pupils who are eligible for free school meals, and many from other vulnerable groups make rapid progress in their mathematics. By the end of Year 6, nearly all pupils reach the expected standards for their age. They are able to calculate using addition, subtraction, multiplication and division, and find percentages and fractions of quantities. Many pupils are able to construct accurate graphs and charts, for example in science, using their numeracy skills.

Many pupils use their thinking and problem solving skills well. For example, pupils in the reception class work together very creatively to find a way to return a fallen star back into the sky. Almost all pupils have effective skills in information and communication technology (ICT), which they use confidently to research and present their findings in other subjects.

Most pupils with additional learning needs make good progress from their individual starting points. Almost all pupils who begin school with weak communication skills, for example because they are new to learning English, make accelerated progress to reach the expected standard in the core subject indicator, and in English, mathematics and science, by the end of Year 6.

Many pupils make good progress with their Welsh language skills in the Foundation Phase, and appropriate progress as they move through key stage 2. By Year 6, many pupils' speaking, listening and reading skills are appropriate, although a minority of pupils make slower progress with their Welsh writing skills.

In the Foundation Phase, pupils' performance in the Foundation Phase indicator, literacy and mathematical development has fluctuated over recent years. In 2014, performance placed the school in the lower 50% compared with similar schools. However, in 2013, pupils' performance placed the school in the upper 50%. Pupils' performance at outcome 6 has also fluctuated. In 2014, performance in both mathematical development and literacy at outcome 6 placed the school in the bottom 25% compared with similar schools. However, in 2012 and 2013, pupils' performance in literacy at outcome 6 placed the school in the upper 50%.

In key stage 2, at the expected level 4, pupils' performance in all subjects shows an improving trend over recent time. Pupils' performance in 2014 placed the school in the top 25% of similar schools for the core subject indicator, English, mathematics and science. At the higher-than-expected level 5, pupils' performance in English, mathematics and science fluctuates with different cohorts of pupils. In 2014, pupils' performance at level 5 in English, mathematics and science placed the school in the bottom 25%, although this is not consistently the case.

In the Foundation phase, pupils eligible for free school meals perform less well than their peers. However, by the end of key stage 2, pupils eligible for free school meals perform as well as, and often better than, their peers.

### **Wellbeing: Excellent**

The quality of pupils' behaviour around school is excellent. Around the school, nearly all pupils are polite, well-mannered and respectful of adults and each other. Almost all pupils enjoy their learning very much and sustain their concentration in lessons particularly well. They have very positive attitudes to learning. Nearly all pupils feel safe in school and know where to turn for advice and support. They understand the importance of healthy eating and exercise. Most pupils know how to keep themselves safe online and beyond the school environment.

All pupils in Year 6 are involved in pupil voice groups, such as the pupil participation group and the school council. These groups contribute particularly effectively to decision-making and the strategic direction of the school. For example, they observe lessons and survey their peers in order to identify areas of pupils' learning that they could help to improve. They use their findings to devise a pupils' action plan. This sector leading practice develops all pupils' understanding of their right to be heard and their responsibility to contribute constructively to school improvement. It is highly effective in improving pupils' wellbeing, and has been shared with other local schools.

Pupils' attendance has improved significantly from low baselines, and has been in the top 25% for the past three years, when compared with that of similar schools. Leaders have successfully reduced levels of persistent absenteeism, which are now very low. The local authority has shared this work with other schools, as an example of best practice.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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**Learning experiences: Good**

Teachers have devised an exciting curriculum, which engages pupils and meets their learning needs exceptionally well. Innovative topics draw on the history and geography of the local area, for example the River Tawe and the copper mines of Swansea. The school has embedded opportunities to learn about Wales and its culture into these topics. Pupils enjoy and learn from many trips and visits to local museums, parks and the beach, including a residential trip to Gower in Year 6.

Teachers plan activities appropriately and provide good opportunities for most pupils develop their skills through cross-curricular learning activities. Programmes of work include creative use of new technologies, for example for pupils to make sophisticated animations and computer-generated artwork. A highly structured programme of phonics supports pupils very effectively to develop their reading and writing skills. Recently, leaders have planned and mapped opportunities for pupils to practise their literacy and numeracy skills in different subjects. However, it is too early to see the full impact of this work in improving pupils' outcomes, especially in writing.

There are good opportunities in the Foundation Phase for pupils to develop their knowledge of Welsh systematically. There are appropriate opportunities for pupils to use their Welsh beyond Welsh lessons. However, in key stage 2, pupils have limited opportunities to develop their written Welsh.

There is a strong focus on environmental education throughout the school. The eco committee raises awareness of the importance of recycling and energy conservation. The school's work on equalities, rights and responsibilities enables pupils to extend their knowledge and understanding of global citizenship very effectively.

**Teaching: Good**

Across the school, all teachers devise exciting and engaging activities for pupils. They manage pupils' behaviour well and make effective use of praise and rewards to motivate their classes. Many lessons are well structured and challenge pupils at the right level. In the small minority of lessons where teaching is less effective, teachers do not always match the tasks closely enough to pupils' learning needs.

Support staff work particularly well alongside teachers, supporting individuals or groups of pupils and accelerating their progress. They ask well-chosen questions, which help pupils to think about their learning. Adults provide good role models for pupils. For example, bilingual teaching assistants help pupils who are learning English to develop their oracy skills by modelling possible responses to questions.

All teachers mark pupils' work conscientiously and give positive comments. Pupils are involved effectively in assessing their own and their peers' work. Adults assess pupils' learning regularly during lessons and, in most lessons, teachers use this information effectively to plan the next steps in their learning. The school makes good use of a wide range of tracking data to monitor the progress of every individual

pupil carefully. Teachers use this information well to plan interventions whenever progress slows. Teacher assessment at the end of Foundation Phase and key stage 2 is accurate. Teachers write clear and helpful annual reports to parents.

### **Care, support and guidance: Excellent**

The school is a very caring environment where all pupils are highly valued. Systems to support pupil wellbeing are prominent in the everyday life of the school. Pupil voice groups have worked together to develop robust procedures to eradicate bullying or discrimination of any form. A counsellor and family support worker employed by the school have improved targeted pupils' social skills and attitudes to learning.

The school places a very high priority on promoting good attendance. Leaders have significantly reduced the levels of persistent absenteeism of vulnerable pupils through effective use of the pupil deprivation grant. The school makes appropriate arrangements for promoting healthy eating and drinking.

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

Teachers provide pupils with exciting, thought-provoking opportunities for spiritual and cultural development through assemblies, class lessons and the physical environment. The focus on rights and responsibilities promotes pupils' moral and social development extremely well.

The school works closely with a wide range of partners and specialist agencies through the Kids in the Neighbourhood (KIN) project. This provides a highly effective process to identify and support vulnerable pupils. These pupils benefit through a well-tailored range of interventions both within and beyond the school. As a direct result, there are clearly measurable improvements in wellbeing and pupil achievement. The school has shared this sector leading work both locally and nationally. The involvement of Swansea University in evaluating the impact of the project has helped to disseminate the work across Wales.

Staff identify pupils with additional learning needs at an early stage and provide strong support through well targeted individual education plans. As a result, these pupils make good progress. Teachers work imaginatively with specialist staff to ensure that all pupils, including those with disabilities, are able to access the full curriculum.

### **Learning environment: Excellent**

The way in which the school develops pupils' understanding of their rights and responsibilities is sector leading and permeates every aspect of school life. As a result, pupils share their understanding with their families in the local community, and with schools across Swansea, in order to reduce inequalities.

There is a very strong emphasis on celebrating difference and diversity through the curriculum, assemblies and the very colourful displays, which celebrate and enhance pupils' learning. All pupils have equal access to the life and work of the school and leaders achieve this through clear policies, which show how the school engages with the local community. Teachers and support staff promote the respect of each individual particularly well.

The school provides an exceptionally stimulating and colourful environment. Very good use is made of the building. For example, leaders have devised an experimental science studio and a 'wonders room' by thinking creatively about making best use of wasted storage space. A fitness suite and gym support the health and wellbeing not only of pupils, but also of the wider community by meeting their needs discretely and effectively.

There are many good quality resources in all areas of learning, both indoors and outside. There are a good number of computers and handheld devices, which support pupils' learning across all subjects.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
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### **Leadership: Excellent**

The headteacher has a passionate, clear vision that she shares very effectively with all stakeholders. Under her leadership, all staff have contributed to a powerful mission to improve the life chances of the pupils and their families. Their actions have led directly to significant improvements in pupils' academic standards, attendance and wellbeing.

Leaders at all levels promote an inclusive and caring ethos where everyone is valued. The senior management team work well together to evaluate pupils' performance and to plan for school improvement. Members of the team have clearly defined roles. They work together well to set high expectation of staff and pupils. As a result, the whole school community works collaboratively to take forward new initiatives, which improve outcomes for pupils. For example, a structured system for teaching phonics has helped to improve pupils' early reading and writing skills. Successful performance management procedures contribute well to ensuring the identification of good practice and areas for professional development.

Governors visit school regularly. As a result, they are very well informed and have a good understanding of the school's performance compared with that of similar schools. They know the current priorities for school improvement and provide very effective support and challenge to the school's leadership team.

The school is committed to working on national priorities, for example in implementing the Foundation Phase and developing pupils' thinking skills. Leaders' work to eradicate the impact of poverty and disadvantage on pupils' educational opportunities is highly imaginative and an example of sector leading practice.

### **Improving quality: Good**

There is a strong commitment throughout the school to promoting improvement. Performance data is analysed well and used effectively to evaluate standards of pupil attainment. Leaders and managers collect a good range of evidence to help them know the progress that pupils make. For example, they visit classrooms and look at

pupils' books regularly to monitor teaching and learning. This helps them to understand the areas in which pupils need to improve. The school also collects and uses feedback from pupils and parents on the strengths and areas for development within the school.

There are many good systems in place for teachers to track the attainment of groups of pupils. This has helped to ensure that groups of learners entering the school with low skill levels make very good progress as they move through the school. As a result, nearly all attain the expected level for their age by the end of key stage 2.

The school's self-evaluation processes help leaders to identify appropriate strengths and areas for improvement. As a result, leaders know the school's strengths and shortcomings well. The school improvement plan gives details of the areas that need to be improved. However, on occasions, targets in action plans are too broad and leaders do not always define success criteria precisely enough. As a result, leaders, teachers and governors are not always able to assess and evaluate the success and impact of actions taken.

### **Partnership working: Excellent**

The school's partnership work is sector leading. Leaders work extremely effectively with a wide range of agencies including the on-site Flying Start provision. The school's leaders manage this provision exceptionally well. Social workers, health professionals and therapists provide extensive support through Flying Start for families with very young children. This early support continues seamlessly as pupils transfer to the school's nursery, resulting in improvements to pupils' behaviour, attendance and achievement.

Partnerships between the school and parents are excellent. This close partnership has a very positive impact on children's participation and enjoyment of learning, for example in improving attendance. The school has very good links with Communities First. As a result, leaders have initiated a highly effective joint programme to give all parents opportunities to support their children, for example in learning to read and developing numeracy and IT skills. The school makes excellent use of bilingual teaching assistants to support parents who are at the early stages of learning English as an additional language. In addition, leaders work outstandingly well with partners to provide many learning opportunities for the local community, for example to improve adults' academic and language skills and fitness.

Older pupils benefit from good links with the local comprehensive school, which support their smooth transition. In addition, the school runs an effective after school activity club for pupils in Years 5, 6 and 7 to support the move to secondary school.

The school works closely with the local cluster to share valuable training for the literacy and numeracy framework. They moderate standards of work accurately in the Foundation Phase and key stage 2. These partnerships contribute well to improving pupils' outcomes and to teachers' professional development.

### **Resource management: Good**

Leaders make exceptionally good use of the pupil deprivation grant to improve provision and outcomes for targeted pupils. The appointment of an officer responsible for attendance has helped to ensure that almost all pupils attend school regularly. Leaders also make good use of the grant to enhance curriculum opportunities for pupils from socio-economically deprived backgrounds, for example through the targeted provision of school trips and music lessons.

The school deploys teachers and support assistants well to meet the needs of all learners. Specialist teachers and bilingual teaching assistants are particularly effective in ensuring that pupils who have English as an additional language access the curriculum and make good progress as they move through the school. The school is well resourced and staff use the accommodation imaginatively to support pupils' learning.

Teachers and support assistants benefit from a good range of professional development opportunities. Within the school, teachers and leaders have opportunities to visit each other's classrooms to share good practice. Teachers also benefit from working in professional communities with staff from other schools in the area, for example to plan the implementation of the literacy and numeracy framework. This work has begun to improve the opportunities pupils have to apply their writing and numeracy skills in all subject areas.

In view of the academic standards that pupils achieve overall, the school provides good value for money.

## Appendix 1: Commentary on performance data

Number of pupils on roll	242
Pupils eligible for free school meals (FSM) - 3 year average	37.6
FSM band	5 (32%<FSM)

### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	29	31	27
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	51.7	77.4	74.1
Benchmark quartile	4	2	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	29	31	27
Achieving outcome 5+ (%)	62.1	83.9	74.1
Benchmark quartile	4	2	3
Achieving outcome 6+ (%)	20.7	22.6	11.1
Benchmark quartile	2	2	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	29	31	27
Achieving outcome 5+ (%)	75.9	87.1	81.5
Benchmark quartile	3	2	3
Achieving outcome 6+ (%)	20.7	19.4	7.4
Benchmark quartile	2	3	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	29	31	27
Achieving outcome 5+ (%)	72.4	87.1	88.9
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	27.6	29.0	40.7
Benchmark quartile	2	3	2

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.

**6702032 - HAFOD PRIMARY SCHOOL**

Number of pupils on roll 242  
 Pupils eligible for free school meals (FSM) - 3 year average 37.6  
 FSM band 5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	31	35	18	30
<b>Achieving the core subject indicator (CSI) (%)</b>	58.1	80.0	77.8	90.0
Benchmark quartile	4	2	2	1
<b>English</b>				
Number of pupils in cohort	31	35	18	30
Achieving level 4+ (%)	67.7	80.0	77.8	90.0
Benchmark quartile	3	2	3	1
Achieving level 5+ (%)	9.7	37.1	22.2	16.7
Benchmark quartile	4	1	3	4
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	31	35	18	30
Achieving level 4+ (%)	74.2	82.9	88.9	96.7
Benchmark quartile	3	2	1	1
Achieving level 5+ (%)	9.7	22.9	27.8	16.7
Benchmark quartile	4	2	2	4
<b>Science</b>				
Number of pupils in cohort	31	35	18	30
Achieving level 4+ (%)	67.7	80.0	77.8	93.3
Benchmark quartile	4	3	3	1
Achieving level 5+ (%)	9.7	25.7	22.2	0.0
Benchmark quartile	4	2	3	4

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	104	102 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	104	97 93%	7 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	104	101 97%	3 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	104	103 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.	104	103 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	103	102 99%	1 1%	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.	104	103 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.	104	103 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.	104	100 96%	4 4%	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.	104	100 96%	4 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	104	89 86%	15 14%	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	104	99 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.	58	43 74%	15 26%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	59	51 86%	8 14%	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.	59	52 88%	7 12%	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.	59	48 81%	10 17%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	59	43 73%	13 22%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	59	47 80%	12 20%	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.	58	45 78%	12 21%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	58	39 67%	15 26%	1 2%	0 0%	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.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	59	47 80%	10 17%	1 2%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	59	43 73%	12 20%	2 3%	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.	59	50 85%	9 15%	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'.	55	39 71%	10 18%	0 0%	0 0%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	59	41 69%	15 25%	3 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	59	45 76%	13 22%	1 2%	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.	59	39 66%	15 25%	3 5%	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.	59	42 71%	14 24%	1 2%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	56	33 59%	18 32%	1 2%	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.	59	44 75%	12 20%	2 3%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	59	46 78%	13 22%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Fiona Arnison	Reporting Inspector
Jane Mccarthy	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Susan Ware	Peer Inspector
Rachel Webb (headteacher)	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.