Estyn

A report on

**Pontybrenin Primary School
Glyn Rhosyn
Gorseinon
Swansea
SA4 6HX**

Date of inspection: February 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.

Publication date: 07/04/2016

Context

Pontybrenin Primary School serves the community of Gorseinon in the City and County of Swansea local authority. There are 301 full-time pupils between the ages of 4 and 11 years of age on roll. A further 58 pupils attend the nursery class part-time. There are 12 classes, three of which are mixed age.

Around 8% of pupils are eligible for free school meals. This figure has increased steadily over the last three years. However, it has remained well below the local and national averages. The school identifies that approximately 24% of pupils have additional learning needs and a very few pupils have a statement of special educational needs.

Nearly all pupils are of white British ethnicity and come from homes where English is the main language. Very few pupils speak Welsh at home.

The headteacher took up his post in September 2009. Estyn last inspected the school in November 2009.

The individual school budget per pupil for Pontybrenin Primary School in 2015-2016 means that the budget is £2,979 per pupil. The maximum per pupil in the primary schools in Swansea is £5,006 and the minimum is £2,556. Pontybrenin Primary School is 64th out of the 79 primary schools in Swansea 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:

- By the time pupils leave the school, many have made good progress and a few have made very good progress
- Nearly all pupils are enthusiastic, independent learners who concentrate very well during lessons and enjoy learning
- Most pupils make outstanding progress in developing their social and life skills
- The school provides a good range of learning experiences that engage and enthuse all groups of pupils through interesting topics
- Teachers devise lessons that are successful in developing pupils' independent learning skills
- The school has a positive and inclusive ethos, in which all pupils are encouraged to develop and thrive as individuals

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision to ensure that pupils achieve their best at all times
- The school's robust management structure and inclusive ethos ensure that all teaching staff work together as a team
- All teaching staff understand the school's current priorities
- Governors have a good understanding of how well the school is performing and of the priorities for improvement
- The school's self-evaluation process is robust and effective
- The priorities of the school development plan reflect accurately the needs of the school
- The school's improvement processes are effective in raising standards

Recommendations

R1 Improve attendance

R2 Plan regular opportunities for pupils to write at length across the curriculum

R3 Strengthen the Welsh dimension in the curriculum and the life of the school

R4 Provide opportunities for pupils to respond to suggestions made in teachers' written feedback

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

A majority of pupils enter the school with skills, knowledge and understanding above the expected level for their age. By the time they leave the school, many have made good progress and a few have made very good progress.

The quality of pupils' speaking and listening skills is good. Most listen attentively to instructions and to one another's ideas during group work and discussions. Throughout the Foundation Phase, most pupils talk confidently with each other and adults. Many respond with increasing maturity to what others say. They use interesting vocabulary when discussing their class topic. In key stage 2, many pupils express their opinions clearly, using mature vocabulary. For example, they construct reasoned arguments as part of their discussions on the beheading of Anne Boleyn.

By the end of the Foundation Phase, most pupils read independently, fluently and with good expression. They use their phonic skills well to read unfamiliar words. Most pupils have a positive and enthusiastic attitude to reading. They understand the difference between fiction and non-fiction books and use contents pages well to find information. By the end of key stage 2, nearly all pupils read confidently, with expression and a clear understanding of what they read. They predict what they expect to happen next in a story and talk with interest about favourite characters and authors. They skim texts to gain an idea of its meaning when reading the blurb on the back cover of a book, for example.

In the Foundation Phase, most pupils write with increasing confidence and independence for a range of purposes. For example, in the nursery class, many pupils are happy to attempt to write about how they made toothpaste for an elephant. By the end of the Foundation Phase, many pupils have a good understanding of basic punctuation and sentence structure. They make good use of phonic strategies to support their spelling.

In key stage 2, many pupils make good progress in their writing skills over time. They plan and redraft their work to improve it. Many pupils spell common words accurately and use a range of interesting vocabulary, for example when writing a discussion about whether Anne Boleyn should be beheaded. During English lessons, pupils write suitably in a variety of forms including letters, emails, diaries and dialogues. Most use punctuation appropriately, with a few more able pupils using advanced features, such as ellipses, to create suspense. However, across the school, pupils do not write at length often enough across the curriculum. Although the presentation of pupils' work is generally appropriate, a majority of pupils' handwriting is not consistently of a good standard.

Nearly all Foundation Phase pupils develop their numeracy skills well. By the end of the Foundation Phase, many pupils have a sound understanding of place value up to one hundred. Most pupils tell the time competently and use these skills successfully

to calculate how long a journey may take. In key stage 2, pupils build well upon these skills. Many pupils in Years 3 and 4 use their number and money skills confidently to calculate the cost of buying a robot. Most older pupils have a good understanding of the four rules of number and work competently with place value, decimals and equivalent fractions. Most apply their numeracy skills effectively across the curriculum. For example, they calculate the area and perimeter of shapes when designing a Tudor garden.

Pupils develop their information and communication technology (ICT) skills very well over time. For example, many older pupils are competent in data handling and use spreadsheets effectively with a range of formulae.

Most pupils speak Welsh appropriately within the familiar contexts of Welsh lessons and daily 'drilling' sessions. From a young age, they respond well to instructions and speak with adults and, to a lesser extent, other pupils. They use Welsh confidently in informal situations, such as when buying fruit at break time. Many pupils write effectively in Welsh, and by the end of key stage 2 can produce work of a good standard in different genres with support. However, a majority of pupils are not able to read Welsh with appropriate fluency or understanding.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has varied, moving the school between the top 25% and the lower 50% when compared with similar schools over the last four years, and there is no identifiable trend. Pupils' performance at the higher level has placed the school largely in the upper 50% over the last four years.

At the end of key stage 2, pupils' performance at both the expected and higher levels in English and mathematics has the placed the school in the upper 50% when compared with similar schools over the last four years. However, pupil performance in science places the school mainly in the lower 50% over the same period.

At the end of the Foundation Phase and key stage 2, the performance of boys and girls is broadly similar. The small number of pupils eligible for free school meals perform as well as other pupils. Most pupils with additional learning needs make good progress in relation to their starting points.

Wellbeing: Good

Nearly all pupils understand the importance of keeping healthy and relate this well to diet and exercise. Many participate in a wide range of after-school clubs, including those that support pupils' health and wellbeing, such as netball, 'Chill Out Club' and gardening club.

Nearly all pupils are enthusiastic, independent learners who concentrate very well during lessons and enjoy learning. They have a good relationship with all adults at school and are confident that staff will help and support them. The school council makes a worthwhile contribution to the school's self-evaluation process by analysing pupil questionnaires and making recommendations to the senior management team. For example, they requested the re-siting of the 'buddy stop' to make it more accessible to pupils during play times.

Most pupils make outstanding progress in developing their social and life skills as a result of their work on the United Nations Convention on the Rights of the Child. Nearly all pupils have a clear understanding of the link between responsibility and rights from an early age. They consider these well when reflecting on their own actions and behaviours. Pupils transfer their knowledge of rights effectively when considering the needs of children in other countries, for example when collecting money to help rebuild a school in Nepal.

Most pupils take part in a suitable range of community activities and support local and national charities well.

Attendance rates have increased steadily over the last four years, from about 93% to nearly 96%. However, the school is consistently in the lower 50% or bottom 25% when compared to similar schools.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a good range of learning experiences that engage and enthuse all groups of pupils through interesting topics. Teachers plan well together to ensure consistency between same age classes. The curriculum is broad and balanced and meets the requirements of the National Curriculum, Foundation Phase and religious education syllabus. A broad range of interesting educational visits and visitors to the school enrich pupils' learning experiences and stimulate their interest. For example, a doctor visited Year 3 to talk about the properties of blood and parts of the body. Generally, the school has mapped literacy and numeracy skills successfully, in line with the requirements of the literacy and numeracy framework. However, planning does not provide enough opportunities for pupils to write at length across the curriculum.

The school has worked well to develop a wide range of pupils' ICT and oracy skills. For example, pupils have worked effectively with a partner school in Chicago on an environmental project.

Provision for developing the Welsh language is generally effective and enables pupils to use Welsh appropriately as they move through the school. The scheme of work shows suitable progression and continuity, and provides a useful framework of language patterns for pupils. Many teachers provide appropriate opportunities for pupils to develop an awareness of the Welsh dimension in work across the curriculum. For example, Year 5 and 6 pupils voted for their own 'seven wonders' of Wales. Generally, however, this practice is not embedded fully and consistent throughout the school. The Welsh dimension is not prominent enough in displays in the public areas of the school.

The school provides good opportunities for pupils to learn about sustainability. For example, their allotment project taught them about the effects of farming at a local and global level. The school uses the rights of the child extensively to explain the role the pupils play in society and the wider world.

Teaching: Good

Teachers plan imaginative activities that engage and motivate pupils well. For example, as part of a topic on superheroes, pupils in Year 1 and Year 2 respond enthusiastically to the challenge of helping a 'sobbing Spiderman' learn how to tell the time. In most classes, teachers plan tasks that challenge pupils at a suitable level. The ability of many teachers to devise lessons that develop pupils' independent learning skills is a particular strength. Nearly all lessons move at a good pace.

In most lessons, teachers give pupils clear guidance about what they are learning and how to complete their tasks well. They use questioning effectively to challenge pupils' understanding and ensure progress in their learning. In nearly all cases, teachers provide pupils with useful opportunities during and at the end of lessons to judge how successful they have been. As a result, most pupils know what they need to do improve their skills and make good progress during lessons.

Working relationships between all adults and pupils are good. Teamwork is effective, it draws upon the strengths of staff well and ensures a consistently high standard of teaching across most classes.

All teachers mark pupils' work regularly and positively. In most cases, they focus appropriately on learning objectives and success criteria to help them to provide useful written feedback that indicates pupils' next steps in learning. However, they do not provide pupils with sufficient opportunities to reflect on their comments and make improvements.

The school tracks pupils' progress comprehensively. Teachers analyse assessment data carefully and use it effectively to support individuals and groups of pupils. As a result, staff implement appropriate intervention strategies for improving pupils' literacy and numeracy skills. Annual reports to parents are personal, and they provide useful information on how their children are progressing and what their next steps in learning are.

Care, support and guidance: Good

The school has effective arrangements to support pupils' wellbeing, manage their behaviour and promote their spiritual, moral and cultural development. As a result, nearly all pupils feel safe, secure and ready to learn. There are good opportunities for pupils to take responsibility and to develop their understanding of living and working together as part of a community. The successful promotion of pupils' personal and social skills is an integral part of the curriculum. This provision has a significant impact on pupils' self-esteem and confidence. The school makes appropriate arrangements to promote healthy eating and drinking and it provides regular opportunities for pupils to participate in physical activities.

The school makes good use of a range of services to support the needs of pupils and families. For example, staff work closely with the educational psychologist and speech and language therapist to support pupils' specific needs.

Processes for identifying pupils' additional learning needs are robust. These include early diagnostic testing and analysing the outcomes from national standardised tests. Staff track the achievement of these pupils and uses this information well to monitor the effectiveness of its support programmes. Pupils' individual education plans provide clear targets that are relevant to their needs. Teachers review and update these regularly and take good account of the views of pupils.

The school deploys teaching assistants effectively to support pupils with additional learning needs within the classroom. This has a positive effect on pupils' ability to access the curriculum fully.

The school has appropriate arrangements to promote and reward pupils' regular attendance. For example, an 'attendance cup' is rewarded to the class with the best attendance on a weekly basis and parents are contacted promptly to discuss any concerns over their child's attendance. However, although there is a trend of improvement, these have not yet had enough impact on raising levels of attendance.

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

Learning environment: Good

The school has a positive and inclusive ethos, in which all pupils are encouraged to develop and thrive as individuals. Pupils have an excellent understanding of their rights and the rights of others. This understanding underpins the strong ethos of respecting the rights of the child and permeates all aspects of the school's work. Many pupils explain how the school promotes equal opportunities for everyone and believe it treats them fairly.

The school building is of good quality, secure and well maintained. Attractive displays and role-play areas celebrate pupils' work, promote their learning and reinforce the school's strong rights-respecting ethos. The school utilises all available space purposefully and for the benefit of all pupils. However, a few classrooms are cramped and unventilated. The school has a good range of resources, which match pupils' need well.

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

Leadership: Good

The headteacher has a clear vision that ensures that pupils learn together as part of a caring school community and achieve their best at all times. Supported by an efficient senior management team, he communicates this very effectively to the staff, governors and parents. As a result, the school is an inclusive learning community where the rights of pupils are valued and promoted very effectively. Each member of the senior management team has specific responsibilities that they carry out successfully.

The school's robust management structure and inclusive ethos ensures that all teaching staff work together very well as a team, and they have a clear

understanding of the school's current priorities. Weekly staff and team meetings focus well on pupil progress and improving provision, and ensure that all staff understand their shared responsibility for the school's plans for improvement. All teachers contribute effectively to the analysis of performance data, and are involved in setting appropriate targets for further improvement.

Governors have a clear understanding of how well the school is performing and of the priorities for improvement. They carry out their statutory duties effectively and challenge the school's leadership appropriately in relation to standards and provision. Alongside the headteacher, they monitor the work of the school well and make useful, strategic contributions to the school's self-evaluation process. Governors make sensible spending decisions that have a positive impact on standards. For example, nearly all pupils' ICT skills have developed well because of sound investment in the school's ICT provision and staff training.

Improving quality: Good

The school's self-evaluation process is robust and clear. Leaders make effective use of first-hand evidence from a good range of sources and this leads to accurate judgements about the success of the school's work. School leaders consider the views of governors, parents and pupils when reviewing standards and provision. All teaching staff, under the leadership of the senior management team, monitor and evaluate pupil standards and their own provision regularly. This makes a well-informed contribution to the process of identifying areas for improvement. As a result, the school has a good track record of identifying priorities and planning for improvement.

The current self-evaluation report is a detailed document and, overall, provides a useful analysis of the strengths of the school and the areas for development. However, in a few areas, it is too descriptive and not evaluative enough. All teachers contribute effectively to the review and help identify the main priorities for the school development plan.

Good self-evaluation processes ensure that the priorities of the school development plan reflect accurately the needs of the school. It is a practical, working document, which leaders and teaching staff can use to implement and monitor plans for improvement. Senior leaders allocate appropriate resources, timescales and funding to the plan's priorities, and define clearly the responsibilities for its monitoring and review. As a result, the school's improvement processes are effective in raising standards.

Partnership working: Good

The school enjoys a wide range of effective partnerships that have a positive impact on pupils' wellbeing and standards. A high level of effective engagement with local schools, churches and businesses supports the work of the school well and promotes its inclusive ethos. For example, visits by drama students from a local college as part of a topic on superheroes engage the interest of pupils in the Foundation Phase particularly well.

The school has positive relationships with parents and most feel comfortable to approach the school. There is an appropriate range of opportunities for parents to visit and support the school. Activities such as bedtime storytelling to encourage boys to read have developed strong links with parents and promoted the development of pupils' reading skills.

There are worthwhile links with the wider community that have a positive influence on pupils' learning experiences and wellbeing. For example, assembly visits from the local church enhance pupils' spiritual and moral development.

The school works effectively with its cluster of local schools on many projects to improve provision, including moderation and assessment of pupils' standards. In particular, the school has played an important role in sharing its good practice of respecting the rights of children. Strong links with the secondary school ensure a smooth transition for older pupils.

Resource management: Good

All staff are suitably qualified and experienced to ensure effective delivery of the curriculum. The school deploys them efficiently to make good use of particular expertise, for example in teaching ICT and physical education. Support staff work well with teachers and make a valuable contribution to pupils' learning and progress across the school. Performance management arrangements identify and meet teachers' development needs in line with school improvement priorities and this has a positive impact on outcomes for pupils. For example, all teachers had a target related to new approaches to the teaching of reading, which has had a measurable impact on standards of reading across the school.

Senior leaders have established effective arrangements for teachers' planning, preparation and assessment time. These well-established arrangements enable teachers to plan successfully in small teams. This secures clear communication between staff, and ensures that all pupils in the same year group have the same range of learning opportunities.

The school manages its accommodation and resources well. For example, it has successfully identified a need, and invested in, ICT provision. As a result, most pupils' ICT skills are developing well throughout the school. The school makes worthwhile use of the pupil deprivation grant to provide additional support for individual pupils and to support their wellbeing.

The school monitors its spending effectively. Although its reserves are slightly over the recommended limits, there are appropriate action plans in place to prioritise spending across the school. In view of the progress most pupils make, the school provides good value for money.

Appendix 1: Commentary on performance data

6702223 - PONTYBRENIN PRIMARY SCHOOL

Number of pupils on roll   346
Pupils eligible for free school meals (FSM) - 3 year average   7.8
FSM band   1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	31	46	47	44
Achieving the Foundation Phase indicator (FPI) (%)	93.5	87.0	95.7	95.5
Benchmark quartile	1	3	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	31	46	47	44
Achieving outcome 5+ (%)	96.8	91.3	95.7	95.5
Benchmark quartile	1	3	2	3
Achieving outcome 6+ (%)	29.0	41.3	44.7	45.5
Benchmark quartile	2	2	2	3
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	31	46	47	44
Achieving outcome 5+ (%)	93.5	89.1	95.7	95.5
Benchmark quartile	2	3	2	3
Achieving outcome 6+ (%)	19.4	34.8	51.1	47.7
Benchmark quartile	3	2	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	31	46	47	44
Achieving outcome 5+ (%)	96.8	91.3	95.7	100.0
Benchmark quartile	2	4	4	1
Achieving outcome 6+ (%)	64.5	47.8	76.6	79.5
Benchmark quartile	1	3	2	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.

6702223 - PONTYBRENIN PRIMARY SCHOOL

Number of pupils on roll	346
Pupils eligible for free school meals (FSM) - 3 year average	7.8
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	42	43	37	42
Achieving the core subject indicator (CSI) (%)	90.5	81.4	97.3	97.6
Benchmark quartile	2	4	2	2
English				
Number of pupils in cohort	42	43	37	42
Achieving level 4+ (%)	92.9	88.4	97.3	97.6
Benchmark quartile	2	4	2	2
Achieving level 5+ (%)	38.1	46.5	51.4	50.0
Benchmark quartile	2	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	42	43	37	42
Achieving level 4+ (%)	92.9	86.0	97.3	97.6
Benchmark quartile	2	4	2	2
Achieving level 5+ (%)	38.1	41.9	51.4	54.8
Benchmark quartile	2	3	2	2
Science				
Number of pupils in cohort	42	43	37	42
Achieving level 4+ (%)	92.9	93.0	97.3	97.6
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	19.0	34.9	51.4	45.2
Benchmark quartile	4	3	2	3

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

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	101		101	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	101		96	5		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			95%	5%		
			92%	8%		
I know who to talk to if I am worried or upset.	101		99	2		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	100		98	2		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			98%	2%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	101		100	1		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			99%	1%		
			96%	4%		
I am doing well at school	101		99	2		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	100		99	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	101		99	2		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
			98%	2%		
My homework helps me to understand and improve my work in school.	101		90	11		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			89%	11%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	101		97	4		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			96%	4%		
			95%	5%		
Other children behave well and I can get my work done.	101		67	34		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			66%	34%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	100		84	16		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%		
			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.	159	101 64%	52 33%	4 3%	2 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	156	119 76%	35 22%	2 1%	0 0%	3	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	157	117 75%	37 24%	3 2%	0 0%	3	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	159	100 63%	53 33%	4 3%	2 1%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	152	64 42%	78 51%	8 5%	2 1%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	153	97 63%	49 32%	6 4%	1 1%	5	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	158	114 72%	43 27%	1 1%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	152	81 53%	57 38%	12 8%	2 1%	7	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	154	87 56%	58 38%	7 5%	2 1%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	146	84 58%	59 40%	3 2%	0 0%	10	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	157	103 66%	51 32%	2 1%	1 1%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	141	78 55%	53 38%	6 4%	4 3%	19	Mae fy mhlentyn 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.	159	79 50%	59 37%	18 11%	3 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	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.	158	102 65%	43 27%	10 6%	3 2%	1	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.	139	65 47%	61 44%	11 8%	2 1%	20	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.	150	85 57%	60 40%	5 3%	0 0%	8	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	112	60 54%	40 36%	8 7%	4 4%	45	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	152	79 52%	63 41%	10 7%	0 0%	7	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	158	98 62%	53 34%	7 4%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Jonathan Wright	Reporting Inspector
Terwyn Tomos	Team Inspector
Ruth Thackray	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Bernadette Thomas	Peer Inspector
Philip Williams	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.