Estyn

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

A report on

Rhos Primary School
Neath Road
Rhos
Swansea
SA8 3EB

Date of inspection: May 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: 13/07/2016

Context

Rhos Primary School is in the village of Rhos in the Neath Port Talbot local authority. There are 158 pupils on roll aged from 3 to 11 years, including 19 part-time nursery children. There are six mixed-age classes.

Nearly all pupils are white British and come from homes where English is the main language.   Around 17% of pupils are eligible for free school meals, which is slightly below the national average. The school identifies around 22% of pupils as having additional learning needs and this is just below the national average.

The current headteacher took up her post in January 2009. The school was last inspected in June 2009.

The individual school budget per pupil for Rhos Primary School in 2015-2016 means that the budget is £3,527 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,039 and the minimum is £2,718. Rhos Primary School is 34th out of the 65 primary schools in Neath Port Talbot 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 make sound progress in their learning
- Most have good listening and speaking skills
- Most pupils read well in the Foundation Phase
- Throughout the school, many pupils make appropriate progress in developing their writing skills
- Pupils behave well in most classes
- Pupils display appropriate levels of enthusiasm and are attentive learners in most lessons
- Over the last two years, the school's attendance compares well with that of similar schools

However:

- In key stage 2, older pupils do not read well enough
- Too many pupils do not spell accurately enough and the majority do not present their work neatly
- The quality of teaching varies too much across the school
- Teachers do not consistently provide pupils with feedback that shows them how to take the next steps to improve their work

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher provides sound leadership
- The acting deputy headteacher supports the headteacher well
- Regular senior leadership team and staff meetings now provide good opportunities for all staff to contribute to the strategic direction of the school
- All members of staff feel valued and work well as a team
- Governors have a good understanding of the school's strengths and areas for development
- The school works well with a suitable range of partners

However:

- Significant staff changes in recent times have hindered the school's progress in making positive changes
- Appropriate systems are in place to secure improvements, but they have yet to have a clear impact on improving pupils' standards
- Until recently, the school's self-evaluation processes have not focused well enough on the most important areas for improvement

Recommendations

R1 Raise standards in reading, writing and numeracy across the school

R2 Improve the quality of teaching and assessment

R3 Strengthen strategic leadership

R4 Improve self-evaluation and planning for improvement

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

Many pupils begin school with knowledge, understanding and skills that are appropriate to their age. During their period in school, most pupils make sound progress in their learning.

Throughout the school, most pupils have good listening skills. In the Foundation Phase, most listen attentively and discuss their work enthusiastically. In key stage 2, most pupils pay close attention to their teachers and respect the views of others in classes. As pupils progress through the school, most make good progress in their speaking skills. By the end of key stage 2, most communicate clearly and discuss their work with adults confidently.

In the Foundation Phase, most pupils read well and with expression. They use their knowledge of letters and sounds to help them read unfamiliar words. In key stage 2, many pupils have competent reading skills. They read aloud with appropriate expression and talk about their favourite books confidently. However, older pupils are not always able to infer information from the texts they read and too few pupils read texts that are challenging for their age or with a full enough understanding.

In the Foundation Phase, many pupils make appropriate progress in their writing skills. They produce short pieces of writing and older pupils begin to use full stops and capital letters accurately. In key stage 2, many pupils make satisfactory progress in developing their writing skills. However, the standard of pupils' spelling is variable across the school and the majority of pupils do not present their work neatly. Handwriting skills are developing appropriately for the majority of pupils across the school. The majority apply their literacy skills suitably in other subjects. However, the over-use of worksheets in both the Foundation Phase and key stage 2 often limits pupils' writing too much.

Most pupils demonstrate positive attitudes to learning Welsh. In the Foundation Phase, most make good progress in developing their Welsh skills. They understand and respond well to simple questions and instructions during lessons. However, in key stage 2, a minority have an insecure grasp of basic vocabulary and sentence patterns. Few pupils use Welsh independently outside of lessons. In key stage 2, most pupils' reading and writing skills are developing appropriately.

Most pupils in the Foundation Phase develop suitable numeracy skills. Most complete a range of practical and mental mathematical tasks independently. By the end of Year 2, most pupils read scales and interpret graphs appropriately. Most pupils continue to make steady progress in key stage 2. They have a sound understanding of number work. However, their problem-solving skills are at an early stage of development. More able pupils do not always achieve as well as they might. Nearly all pupils do not extend their numeracy skills well enough in other subjects.

Most pupils develop their information and communication technology (ICT) skills appropriately. They communicate information clearly and use a suitable range of applications on their electronic tablet computers.

Over the last four years, pupils' performance at the expected and higher outcome at the end of the Foundation Phase has shown an improving trend in literacy and mathematical development.

At the end of key stage 2, over the same period, pupils' performance at the expected and higher levels has varied greatly from year to year in English, mathematics and science when compared to that of similar schools and there is no pattern overall. Most pupils with additional learning needs make good progress towards achieving their individual targets.

Most pupils make sound progress as they move through the school, but more able pupils do not always reach their full potential. Pupils eligible for free school meals make steady progress as a result of the additional support they receive.

Wellbeing: Good

Nearly all pupils feel safe in school. Most understand the importance of eating and drinking healthily and taking regular exercise. For example, pupils run a Siop Ffrwythau and many participate in the range of physical activities that the school provides.

Most pupils behave well. They are polite, courteous and relate well to each other and to adults. Most are enthusiastic and attentive learners and they work well together, showing a good level of perseverance in lessons. However, most are unsure of how to improve their own learning.

Most pupils develop effective social and life skills. They have a strong sense of belonging to their local community and undertake a range of responsibilities eagerly. Their work as playground buddies is good example of this. The school council is an active forum which promotes pupils' rights well and has a positive effect on school life. Pupils also regularly make purposeful decisions about the areas of learning that they would like to know more about.

Over the last five years, there has been a strong trend of improvement in overall attendance rates. Over the last two years, the school's overall attendance rates have placed the school in the higher 50% when compared with similar schools. Nearly all pupils are punctual.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a balanced curriculum that meets the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Teachers have recently reviewed their long-term plans to incorporate the National Literacy and Numeracy Framework successfully. These plans provide

suitable opportunities for pupils to develop their literacy and numeracy skills across the curriculum as they move through the school. There are appropriate intervention programmes for specific pupils to promote the development of their skills.

A good range of extra-curricular activities enriches and extends pupils' experiences effectively. For example, there are sports, gardening, embroidery, science and woodwork extra-curricular clubs. These include visits to places of interest in the local area and beyond as well as contributions by visitors and members of the community. For example, pupils regularly visit local businesses to improve their entrepreneurial skills.

Planning for Welsh is developing appropriately. Teachers provide a wide range of valuable experiences to promote pupils' awareness of the Welsh dimension successfully, for example by studying local history and the work of artists, such as Josef Herman, Kyffin Williams and Martyn Evans.

Provision to promote pupils' understanding of sustainable development is effective. The school successfully enhances pupils' awareness of how to live in a sustainable way, such as by establishing an active eco committee and encouraging energy conservation. The school provides good opportunities to raise pupils' awareness of global citizenship through various charity activities and by promoting pupils' understanding of other countries, such as Brazil and China.

Teaching: Adequate

Most teachers plan lessons effectively and use a good range of resources to stimulate pupils' learning experiences. Teachers and support staff know their pupils well and they provide sensitive support to those pupils who have additional learning needs. There are good working relationships between adults and pupils and this creates a friendly and caring ethos.

In the majority of classes, where teaching is at its best, there are clear learning objectives and the well-planned activities promote a stimulating learning environment. Teachers ask probing questions to extend pupils' thinking skills and there are good opportunities for pupils to work independently and to collaborate with each other.

However, the quality of teaching varies too much across the school. In a minority of classes, where teaching is less successful, teachers' expectations of pupils are too low, the pace of learning is slow and learning materials do not always meet the needs of all pupils.

Teachers provide pupils with regular feedback, but they do not always make it clear what pupils do well and how they can improve their work. Teachers are beginning to encourage pupils to assess their own learning and that of others. Target-setting is developing appropriately. The school is improving its tracking procedures appropriately to ensure that teacher assessments are more accurate and reliable.

Reports to parents are of good quality and give helpful information on the progress of their child. The reports include appropriate targets for pupils to help them to improve and there are suitable opportunities for parents and pupils to respond to the reports.

Care, support and guidance: Good

The school is a caring community which promotes pupils' health and wellbeing effectively. It has appropriate arrangements to promote healthy eating and drinking and pupils have regular opportunities to learn about the importance of keeping fit.

The school promotes pupils' spiritual, moral, social and cultural development well. Collective worship sessions make significant contributions to pupils' spiritual and moral development. There are effective procedures to promote positive behaviour. For example, the school's 'Golden Rules' set out clear expectations for all pupils.

The school makes good use of specialist services and this ensures that pupils have access to professional support when necessary. For example, the police liaison officer visits the school regularly to raise pupils' awareness of how to keep safe. Pupils are also given guidance with regard to safety and cyber bullying.

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

Provision for pupils with additional learning needs is good. Teachers identify pupils' learning needs early and provide effective support. Trained support staff make a valuable contribution to pupils' learning through a range of intervention programmes. Teachers use assessment data effectively to check pupils' progress throughout the year. Teachers keep parents well informed about their child's progress.

Learning environment: Good

The school is an inclusive community with a warm and friendly ethos. It promotes equal opportunities well and actively encourages pupils to learn about a range of different religions and cultures. Pupils and staff demonstrate a high level of care and respect for each other.

The school has sufficient resources of good quality to support pupils' learning, particularly in relation to reading and ICT. There are colourful and stimulating displays in classes, but pupils do not always contribute enough to them. The accommodation is in good order and provides sufficient space for the number of pupils on roll. A purposeful outdoor learning environment contributes well to the development of pupils' physical, social and creative skills. However, the school does not make best use of its wooded area.

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

Leadership: Adequate

The school has recently experienced significant staff changes and this has made it difficult for leaders and managers to plan for effective school improvement. The recently formed senior leadership team works well together, but its role in strategic

planning is at an early stage of development. Leaders are beginning to develop a more rigorous and consistent approach to collecting and analysing data. The headteacher has distributed leadership and management roles appropriately among staff. All staff are aware of their responsibilities and work well as a team.

The headteacher provides sound leadership and receives strong support from the recently appointed acting deputy headteacher. The school has taken appropriate account of local and national priorities and has raised standards in specific areas, for example in the Foundation Phase. Senior leaders have recently introduced many strategies to raise standards in literacy and numeracy. However, it is too early to evaluate their impact on standards. Regular leadership team and staff meetings provide good opportunities for all staff to contribute to the strategic direction of the school.

Governors have a good understanding of the school's strengths and areas for development. They undertake their responsibilities conscientiously and have a strong interest in the day-to-day life of the school, for example by attending training events with staff at school. They are supportive of the school and they challenge the leadership of the school robustly.

Improving quality: Adequate

The school's arrangements for self-evaluation are developing satisfactorily, but from a relatively low base. In the past, the school's self-evaluation processes have not focused well enough on the most important areas for improvement and have not rigorously evaluated the quality of teaching and its impact on pupils' standards. School leaders have recently developed a more systematic approach to gathering evidence in order to support school improvement. This process includes purposeful analysis of pupil outcomes, regular observations of teaching and scrutiny of pupils' work. The self-evaluation arrangements take suitable account of the views of governors, parents and pupils.

There is an appropriate link between the school's self-evaluation procedures and planning for improvement. The school improvement plan identifies suitable actions to address areas of weakness. It sets out those responsible for their implementation, realistic timescales and clear success criteria. Processes to monitor the progress of the school's actions are developing suitably.

The school has shown the capacity to improve in recent times, for example in relation to the school's overall attendance rates and successful changes to the Foundation Phase.

Partnership working: Good

The school works well with a range of partners and this has a positive effect on pupils' achievement and wellbeing. Parents are supportive of the school and the active parent-teacher association plays an important part in the life of the school. For example, parents organise successful activities that raise a significant amount of money to help the school to enrich pupils' experiences.

There are purposeful links with the pre-school playgroup and this ensures that pupils settle well on entry to the Foundation Phase. The school works effectively with schools in the cluster and has a successful partnership with the local comprehensive school. The latter helps to ensure that pupils transfer smoothly to the secondary sector. The school also works well with other primary schools in the area on a range of activities, including the moderation and assessment of pupils' work.

The school has effective links with a suitable range of organisations and groups within the community, such as places of worship and local businesses. These make a positive contribution to pupils' learning experiences. For example, a local business helped to develop the outdoor area and this has enhanced pupils' understanding of the environment.

The close partnership that exists between the school and a wide range of specialist services ensures that vulnerable pupils and those with additional needs receive appropriate support.

Resource management: Adequate

The school has a sufficient number of qualified staff to deliver the curriculum. Classroom assistants make a valuable contribution to pupils' learning. There are appropriate arrangements for teachers' planning, preparation and assessment time. The school provides relevant training events for staff that help to improve their performance and to raise pupils' standards. There are appropriate systems in place for the performance management of all members of staff.

Teachers work appropriately with other schools in networks of professional practice. For example, they are working with staff in other schools to develop pupils' numeracy and Welsh skills.

Governors manage the school's budget successfully and ensure that the school's spending links carefully to its plans for improvement. The school makes appropriate use of the Pupil Deprivation Grant to improve provision and outcomes for pupils eligible for free school meals. For example it provides targeted intervention programmes to raise standards in reading and numeracy.

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

Appendix 1: Commentary on performance data

6712200 - Rhos Primary School

Number of pupils on roll	161
Pupils eligible for free school meals (FSM) - 3 year average	17.8
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	21	17	20	16
Achieving the Foundation Phase indicator (FPI) (%)	81.0	82.4	90.0	93.8
Benchmark quartile	3	3	2	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	21	17	20	16
Achieving outcome 5+ (%)	81.0	82.4	90.0	93.8
Benchmark quartile	4	4	3	2
Achieving outcome 6+ (%)	23.8	29.4	30.0	37.5
Benchmark quartile	3	3	3	2
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	21	17	20	16
Achieving outcome 5+ (%)	95.2	94.1	95.0	93.8
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	14.3	29.4	25.0	43.8
Benchmark quartile	3	3	3	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	21	17	20	16
Achieving outcome 5+ (%)	95.2	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving outcome 6+ (%)	42.9	52.9	70.0	68.8
Benchmark quartile	2	2	1	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.

6712200 - Rhos Primary School

Number of pupils on roll   161
Pupils eligible for free school meals (FSM) - 3 year average   17.8
FSM band   3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	16	21	15	18
Achieving the core subject indicator (CSI) (%)	87.5	85.7	93.3	77.8
Benchmark quartile	3	3	2	4
English				
Number of pupils in cohort	16	21	15	18
Achieving level 4+ (%)	87.5	85.7	93.3	77.8
Benchmark quartile	3	4	3	4
Achieving level 5+ (%)	37.5	47.6	53.3	44.4
Benchmark quartile	2	2	1	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	16	21	15	18
Achieving level 4+ (%)	87.5	85.7	100.0	83.3
Benchmark quartile	3	4	1	4
Achieving level 5+ (%)	*	42.9	46.7	33.3
Benchmark quartile	*	2	2	3
Science				
Number of pupils in cohort	16	21	15	18
Achieving level 4+ (%)	93.8	85.7	100.0	77.8
Benchmark quartile	3	4	1	4
Achieving level 5+ (%)	37.5	52.4	60.0	44.4
Benchmark quartile	2	1	1	2

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

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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.	71		70	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			99%	1%		
			98%	2%		
The school deals well with any bullying.	71		65	6		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
			92%	8%		
I know who to talk to if I am worried or upset.	71		69	2		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%		
			97%	3%		
The school teaches me how to keep healthy	71		69	2		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	71		69	2		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			97%	3%		
			96%	4%		
I am doing well at school	71		62	9		Rwy'n gwneud yn dda yn yr ysgol.
			87%	13%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	71		71	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	71		71	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	71		61	10		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			86%	14%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	71		66	5		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			93%	7%		
			95%	5%		
Other children behave well and I can get my work done.	67		45	22		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			67%	33%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	71		66	5		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			93%	7%		
			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.	40	12 30%	22 55%	5 12%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	39	21 54%	16 41%	2 5%	0 0%	0	Mae fy mhlentyn 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.	40	25 62%	13 32%	1 2%	1 2%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	39	15 38%	20 51%	4 10%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	36	9 25%	23 64%	3 8%	1 3%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	39	15 38%	19 49%	4 10%	1 3%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	39	16 41%	22 56%	1 3%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	39	11 28%	20 51%	6 15%	2 5%	1	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.	36	13 36%	19 53%	3 8%	1 3%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	38	15 39%	20 53%	2 5%	1 3%	2	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.	39	13 33%	24 62%	2 5%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	33	13 39%	16 48%	4 12%	0 0%	6	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.	38	12 32%	15 39%	11 29%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	40	19 48%	15 38%	4 10%	2 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	33	8 24%	17 52%	7 21%	1 3%	7	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.	37	16 43%	18 49%	3 8%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	28	7 25%	14 50%	7 25%	0 0%	11	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	39	14 36%	17 44%	6 15%	2 5%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	37	10 27%	18 49%	4 11%	5 14%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Dr David Gareth Evans	Reporting Inspector
Mrs Aileen Patricia Brindley	Team Inspector
Mr Matthew Evans	Lay Inspector
Mr Jonathan Lewis	Peer Inspector
Mrs Ceri Cole	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.