A report on

**Sketty Primary School
Llwynmawr Road
Ty Coch
Swansea
SA2 9HJ**

Date of inspection: February 2015

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: 16/04/2015

Context

Sketty Primary School is in Swansea. There are currently 493 pupils on roll from 3 to 11 years old, taught in 15 classes. Of these, 62 attend part-time in the nursery.

Around 6% of pupils are eligible for free school meals. This is significantly lower than the national average of 21%. Many pupils are white British. A few pupils speak English as an additional language and no pupil speaks Welsh at home.

The school identifies around 11% of its pupils as having additional learning needs. This is lower than the national average of 22%. A very few pupils have a statement of special educational needs. A very few pupils are looked after by the local authority.

The headteacher took up post in January 2014. Estyn last inspected the school in June 2009.

The individual school budget per pupil for Sketty Primary School in 2014-2015 means that the budget is £2,943 per pupil. The maximum per pupil in the primary schools in Swansea is £7,839 and the minimum is £2,665. Sketty Primary School is 75th out of the 80 primary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- Most pupils have good speaking and listening skills
- Many pupils read confidently and accurately
- By the end of key stage 2, most pupils have good mathematical skills
- Many pupils across the school achieve good standards in their thinking and problem-solving skills
- All pupils demonstrate a positive, enthusiastic approach towards learning
- Standards of behaviour are good throughout the school
- The school promotes pupils' wellbeing effectively

However:

- A minority of pupils, particularly those who are more able, fail to make the progress of which they are capable
- Pupils do not develop their literacy, numeracy and information and communication technology skills systematically as they move through the school
- Most pupils do not speak, read or write in Welsh well enough
- A minority of pupils with additional learning needs do not make suitable progress towards achieving the targets set for them
- In literacy at the end of Foundation Phase and English at the end of key stage 2, boys perform consistently less well than girls at the higher levels
- Appropriate planning is not in place for the progressive coverage of the Foundation Phase, the National Curriculum, the development of pupils' literacy and numeracy, or Welsh
- In many Foundation Phase classes, learning opportunities do not reflect Foundation Phase practice and this inhibits the development of pupils' independent learning skills
- The quality of teaching across the school is too variable
- A significant minority of teachers have an insufficient understanding of the range and level of pupils' abilities and therefore do not plan lessons that build on pupils' prior learning effectively
- Teacher assessments, including levels awarded to pupils at the end of Foundation Phase and key stage 2, are often over generous, particularly at the higher levels

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher provides a clear strategic vision and has high expectations of himself and all staff
- He communicates his vision to pupils, parents and governors well
- The governing body knows the school's priorities and is becoming increasingly aware of issues arising from the analysis of performance data
- The self-evaluation report is detailed and reflects the school's strengths and areas for development accurately
- The school improvement plan links well to self-evaluation and identifies suitable priorities clearly
- The recent introduction of whole-school systems to monitor the quality of planning, teaching and assessment is beginning to provide leaders with a more accurate picture of standards throughout the school

However:

- In recent years, the school has not had a strong track record of identifying and addressing its shortcomings effectively, for example in improving the quality of teaching and addressing the difference in outcomes between boys and girls in literacy
- A minority of the leadership team do not contribute to the strategic direction of the school well enough
- The governing body does not provide sufficient levels of challenge to ensure improvements
- The contribution of pupils, parents and the governing body to self-evaluation is limited
- Two recommendations from the last inspection remain as areas for concern

Recommendations

R1 Ensure that all pupils make good progress from their starting points in literacy and numeracy work across the curriculum

R2 Improve standards in Welsh

R3 Further improve attendance

R4 Ensure that learning in all Foundation Phase classes reflects Foundation Phase principles

R5 Develop long term planning that ensures the systematic and progressive development of pupils' skills in literacy, numeracy and information and communication technology

R6 Ensure that teachers plan and deliver good quality lessons consistently

R7 Ensure the accuracy of all teacher assessments

R8 Develop more effective leadership throughout the school to meet agreed priorities for improvement

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.'

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

Most pupils begin school with good literacy and numeracy skills that are appropriate to, or above those expected for their age. A majority of pupils make appropriate progress as they move through the school. However, a minority of pupils, particularly the most and least able, do not make the progress of which they are capable.

By the end of the Foundation Phase, most pupils listen well and speak clearly and confidently to other pupils and adults. At the end of key stage 2, most pupils have effective speaking and listening skills. They talk confidently to adults and each other, explaining their thinking and sharing ideas eloquently. For example, a few more able, older pupils in key stage 2 present research findings to the class confidently and analyse their own performance effectively.

In the Foundation Phase, most pupils read confidently and fluently at a level expected for their age. Most pupils use their phonic skills well to read unfamiliar words. In key stage 2, many pupils read with suitable accuracy. However, a minority of pupils do not show a good understanding of texts they are reading. For example, they cannot identify the main points of the text and supporting information accurately enough. Most older pupils can discuss the characters in their books well and identify the main features of different genres of writing competently. However, a minority of pupils lack fluency and expression when reading aloud. More able pupils are beginning to use higher order skills, such as scanning and skimming, effectively to locate information, for example in science lessons..

Many pupils' writing develops appropriately as they progress through the school. By the end of the Foundation Phase, many pupils write for a range of purposes suitably well. For example, most pupils write short but interesting letters to characters in the stories they read. However, a minority of pupils, particularly those who are more able, do not write at length and to a sufficiently high standard in work across the curriculum. In key stage 2, most pupils make suitable progress in developing their writing skills. They write well using a varied and interesting vocabulary to engage and keep the interest of the reader. However, a minority of pupils do not spell well enough and make basic errors when using simple punctuation. A few pupils do not take sufficient care when presenting their written work. Many pupils apply their writing skills across the curriculum but their ability to write extended pieces to the same standard they achieve in English lessons is underdeveloped.

By the end of the Foundation Phase, most pupils develop adequate numeracy skills. They use their mental mathematics skills to add numbers correctly and can estimate and weigh accurately. However, their ability to apply their number skills in other areas of learning is underdeveloped. By the end of key stage 2, most pupils have good mathematical skills. Many pupils can multiply and divide whole numbers and decimals well and convert fractions to decimals quickly and accurately. They can construct a range of graphs, including line graphs, accurately and analyse them

efficiently. However, many pupils, particularly the more able, only apply their numeracy skills for a limited range of purposes in other subjects across the curriculum.

At the end of the Foundation Phase, most pupils understand a limited range of simple Welsh phrases and use basic sentence patterns successfully. Many pupils make adequate progress in developing their spoken Welsh in key stage 2. They can answer and ask a narrow range of simple questions in the present tense well. However, most pupils cannot sustain a basic conversation using the language patterns they have been taught well enough. A majority of pupils can read aloud Welsh texts appropriate for their age. However, only a very few understand fully what they have read. Most pupils do not write well enough in Welsh.

Many pupils across the school achieve good standards in their thinking and problem-solving skills. For example, older pupils use their thinking skills successfully to interrogate and understand information from road traffic data. However, across the school, pupils do not develop their independent learning skills effectively and are too reliant on adult support.

A majority of pupils with additional learning needs make suitable progress towards achieving the targets set for them. However, for a minority of pupils, this progress is too variable.

In the Foundation Phase, performance in 2014 at the expected outcome 5 places the school in the higher 50% in literacy and in the top 25% for mathematical development when compared with similar schools. Over the last three years, when compared with similar schools, performance has shown a trend of improvement, moving the school from the lower 50% to current levels.

At the higher outcome 6, performance in 2014 places the school in the bottom 25% in literacy and mathematical development when compared with similar schools. Over the last three years, performance in literacy has placed the school in the lower 50% consistently. Outcomes in mathematical development have fallen, moving the school from the higher 50% to the bottom 25%.

In key stage 2, performance in 2014 at the expected level 4 places the school in the lower 50% for English and mathematics when compared with similar schools. For most of the last four years, performance in English and mathematics at the expected level 4 has placed the school in the lower 50% when compared with similar schools.

At the higher than expected level 5, performance in 2014 places the school in the higher 50% of similar schools for English and mathematics. Over the last four years, performance in English has shown an improving trend, moving the school from the bottom 25% to the higher 50%. Performance in mathematics has placed the school in the lower 50% for the previous three years.

In literacy at the end of Foundation Phase and English at the end of key stage 2, boys perform less well than girls at the higher levels consistently. There is no notable difference in the performance of pupils eligible for free school meals and their peers.

Wellbeing: Adequate

All pupils feel safe at school. Nearly all pupils have a clear understanding of the need to maintain a healthy lifestyle. They understand the importance of a balanced diet and the need for regular exercise. Older pupils encourage others to eat healthily at lunchtimes, helping them make suitable choices.

Pupils feel proud of their school. Standards of behaviour throughout the school are good. Nearly all pupils show respect, courtesy and consideration towards each other. Older pupils undertake the role of playground 'buddies responsibly. As a result, most younger pupils play happily during break times.

Pupils' attendance at school is improving. However, for the last four years, attendance has placed the school in the lower 50% and bottom 25% when compared with similar schools.

Pupils take on lead roles in the school conscientiously, such as rights ambassadors and leaders. They contribute significantly to strategies that develop pupils' rights and help them to mediate in disputes. As a result, pupils' understanding of their rights and responsibilities is comprehensive. The school council is enthusiastic about contributing to the life of the school and staff value its opinions. However, members do not have a strong voice in strategic decision-making.

All pupils demonstrate a positive, enthusiastic approach towards their learning. They show sustained concentration and a willingness to co-operate in lessons. However, only a minority of pupils have a clear awareness of their personal targets for improvement.

Key Question 2: How good is provision?	Unsatisfactory

Learning experiences: Unsatisfactory

The school has recently changed its approach to curriculum planning. As a result, the learning experiences in many classes are interesting and engage many pupils well. However, long-term planning is not in place to ensure that there is full and progressive coverage of the Foundation Phase and the National Curriculum. In the nursery, all pupils have access to a broad range of enhanced and continuous activities that helps to develop their independence. However, in many other Foundation Phase classes, learning opportunities do not reflect the principles of the Foundation Phase. Planned sessions are often too formal and teacher led, and this restricts pupils' development as independent learners. In key stage 2, a majority of pupils have limited opportunities to take responsibility for their own learning.

Most teachers' short term plans give pupils appropriate opportunities to develop their literacy, numeracy and information and communication technology (ICT) skills in a range of contexts. However, there is no appropriate overview to ensure that pupils develop these skills systematically as they move through the school.

The school does not have a sufficiently detailed plan to ensure that all pupils develop their skills in speaking, reading and writing in Welsh consistently. As a result, a many

pupils do not develop their Welsh skills well enough, particularly in key stage 2. The school promotes pupils' understanding of the culture and history of Wales through its curriculum and enrichment activities effectively. For example, key stage 2 pupils learn about the Swansea blitz and the Senghenydd mine disaster. Useful visits to the museum of Welsh life and the National Waterfront Museum, Swansea help pupils to develop a further understanding of Welsh culture.

Provision for education for sustainable development and global citizenship is effective. The eco-committee promotes sustainability actively throughout the school. For example, it works to encourage recycling not only within school, but also at home through an initiative to reduce waste from packed lunches. The school provides appropriate opportunities for pupils to learn about the lives of people in other countries. It has close links with the local Bangladeshi community, whose members regularly visit school to enrich pupils' understanding of their culture.

The school provides a broad range of extra-curricular activities such as fencing, Mandarin Chinese and debating clubs. Many pupils enjoy attending these clubs and they enhance their learning.

Teaching: Unsatisfactory

The quality of teaching across the school is too variable. All teachers create a positive learning environment and have good working relationships with pupils. Many teachers make efficient use of a good range of resources to support learning effectively. They intervene during lessons appropriately, providing oral feedback that helps pupils to progress. However, in a significant minority of lessons, teachers do not plan activities that engage all pupils. They have an insufficient understanding of the range and level of pupils' abilities and therefore do not plan lessons that build on pupils' prior learning effectively. In addition, in these lessons teachers do not provide a suitable range of learning activities to challenge and support all pupils well enough, particularly the most and least able.

Nearly all teachers mark pupils' work regularly. They provide suitable praise and recognise when pupils achieve learning objectives. However, in a majority of classes, marking does not provide pupils with clear feedback on how to improve their work. In a minority of classes, teachers provide useful opportunities for pupils to assess their own work and that of their peers.

The school has a computerised system to track pupils' progress that staff update regularly. However, as a majority of teachers assess pupils on too narrow a range of activities, this process is not robust enough to ensure that it reflects accurately the standards pupils' achieve. As a result, teacher assessments, including levels awarded to pupils at the end of Foundation Phase and key stage 2, are often over generous, particularly at the higher levels. The recent introduction of a broader range of assessments is helping a few staff to monitor pupils' progress more effectively.

Annual reports to parents are detailed and provide suitable information on pupils' targets. However, as teacher assessments are not always precise enough, they do not always inform parents accurately about their child's progress.

Care, support and guidance: Adequate

The school is a safe and caring community that places a high priority on pupils' wellbeing. Effective arrangements enable them to learn about the importance of a healthy lifestyle. The school provides an environment that promotes pupils' spiritual, moral and social development well. Pupils learn about their own and other cultures through a wide range of interesting activities, such as Indian dancing, which they perform to local audiences. The school has a clear framework to support pupils' behaviour that all pupils understand and all staff implement consistently. Nearly all pupils respond positively to these clear guidelines.

The school works effectively with other specialist services, such as counselling and behaviour support, to benefit the health and wellbeing of identified pupils. For example, where pupils are coping with particularly challenging personal circumstances, the school involves professional counselling services well. Speech and communication support services also liaise closely with the school to provide individual programmes that help particular pupils make suitable progress.

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

The school provides a satisfactory range of support for pupils who have additional learning needs. However, school wide processes for identifying and monitoring pupils' progress are inconsistent and the targets in a minority of pupils' individual education plans are often not specific or measurable enough. As a result it is difficult for leaders to know how well all individuals and groups of pupils with additional needs are progressing. In a few cases, staff identify specific learning difficulties without sufficient professional guidance or training to support their judgements.

Learning environment: Good

The school has an inclusive ethos where all pupils have equal access to all areas of school life. Staff recognise diversity and celebrate it enthusiastically. This is a strong feature of the provision. For example, when a new pupil joins the school from abroad, the whole class enjoy learning about the pupil's country of origin. As a result, pupils learn to respect diversity successfully.

The school accommodation is modern and attractive with informative displays to support learning. All pupils have access to a good range of resources to support their learning. The school provides a secure environment for all pupils. However, a majority of Foundation Phase classes do not use the inside or outside learning environment to its full effect to support pupils' learning. Facilities for all pupils during break and lunch times are stimulating and provide pupils with worthwhile opportunities to develop physical and social skills.

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

Leadership: Adequate

The headteacher provides a clear strategic vision and has high expectations of himself and all staff. Since his appointment, he has improved team working and introduced a range of initiatives to improve the performance of the school, but many of these have not had time to raise standards. The headteacher communicates well with pupils, parents and governors, for instance through weekly updates published on the school website.

The school leadership team contributes appropriately to the everyday management of the school. However, a minority of the leadership team do not contribute well enough to the strategic direction of the school. As a result, leaders have not made sufficient progress towards the achievement of the school's current priorities. There are suitable performance management processes in place for teachers that focus on raising standards, such as improving pupils' reading skills.

The headteacher works closely with the governing body to ensure that it understands the school's current performance. As a result, governors know the school's priorities and they are becoming increasingly aware of issues arising from the analysis of data. However, they do not yet challenge the school robustly enough.

The school addresses local and national priorities adequately. There are good initiatives in place to reduce the effects of poverty on pupils' outcomes. However, teachers' planning is only beginning to take into account the requirements of the National Literacy and Numeracy Framework and the school is yet to implement the Foundation Phase effectively.

Improving quality: Adequate

In a relatively short time, the headteacher has acquired an accurate view of the school's current performance. He is beginning to use this knowledge to bring about improvements, for instance in pupils' writing. However, in recent years, the school has not had a strong track record of identifying and addressing its shortcomings effectively, for example in improving the quality of teaching and addressing the difference in outcomes between boys and girls in literacy.

The school's self-evaluation report is detailed and reflects accurately the school's strengths and areas for development. The introduction of a more rigorous approach to self-evaluation draws on a broad range of evidence that includes the analysis of data, more frequent use of questionnaires and lesson observations. However, the contribution of pupils, parents and the governing body to self-evaluation remains limited. The recent introduction of whole-school systems to monitor the quality of planning, teaching and assessment is beginning to provide leaders with useful information to identify priorities that focus on improving pupil outcomes. However, there remain inconsistences in these areas.

The school improvement plan identifies clear priorities for improvement, with realistic timescales and appropriate funding. It includes a suitable focus on high priority areas

such as improving the quality of teaching across the school and improving the learning pedagogy in the Foundation Phase. However, issues relating to strengthening the pupils' voice in decision-making and ensuring good progress for all pupils, which were recommendations in the last inspection, remain as areas of concern.

Partnership working: Good

The school has a range of effective and supportive partnerships. These have a positive effect on school life and pupils' wellbeing.

The school's partnership with parents is effective. Staff provide good information for parents through curriculum evenings and arrange to translate information beneficially for those parents for whom English is not their first language. Parents and grandparents visit the school regularly to support pupils, for example in art and craft activities. This enriches the curriculum and develops pupils' social skills well.

Close links with two local churches enrich the religious education programme and school assemblies for the pupils. Local university students support pupils well in preparation for an international exchange. As a result, pupils gain an appreciation of other cultures and practices through these valuable experiences.

The school liaises closely with pre-school providers. Good communication links and activities such as a 'teddybears' picnic' ease the pupils' transition into the school. These links are particularly beneficial for more vulnerable pupils. Similar links and liaison with the local secondary school also benefit the smooth transfer of pupils into the next stage of their education. Closer links with other schools in the area are beginning to have a positive effect on the delivery of the curriculum and are improving assessment and monitoring procedures.

Resource management: Adequate

The headteacher and governing body finance committee manage the school finances appropriately. They allocated resources suitably to the priorities in the school improvement plan. The school makes suitable arrangements to cover teachers' planning, preparation and assessment time and dedicated time for senior leaders. It deploys support staff appropriately.

The school has enough qualified and experienced teachers to deliver the curriculum and ensure pupils' wellbeing. The school is developing into a professional learning community where staff are beginning to share their knowledge and experiences. Since his appointment, the headteacher has extended considerably opportunities for staff to develop their professional knowledge and skills, through suitable training and the sharing of good practice. However, in a significant minority of cases, teachers have not applied this training and guidance to improve their teaching sufficiently.

Teachers are beginning to work effectively with neighbouring schools and local consortium advisors, notably in developing opportunities to improve pupils' literacy and numeracy skills. As standards are adequate, and the school makes sound use of its resources, the school offers adequate value for money.

Appendix 1: Commentary on performance data

6702054 - SKETTY PRIMARY SCHOOL

Number of pupils on roll	487
Pupils eligible for free school meals (FSM) - 3 year average	5.9
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	59	59	60
Achieving the Foundation Phase indicator (FPI) (%)	91.5	94.9	98.3
Benchmark quartile	2	2	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	59	59	60
Achieving outcome 5+ (%)	91.5	98.3	98.3
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	30.5	33.9	31.7
Benchmark quartile	3	3	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	59	59	60
Achieving outcome 5+ (%)	94.9	94.9	100.0
Benchmark quartile	3	2	1
Achieving outcome 6+ (%)	33.9	33.9	26.7
Benchmark quartile	2	2	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	59	59	60
Achieving outcome 5+ (%)	94.9	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	33.9	79.7	65.0
Benchmark quartile	3	1	3

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.

6702054 - SKETTY PRIMARY SCHOOL

Number of pupils on roll	487
Pupils eligible for free school meals (FSM) - 3 year average	5.9
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	59	67	76	60
Achieving the core subject indicator (CSI) (%)	94.9	88.1	89.5	91.7
Benchmark quartile	2	3	3	3
English				
Number of pupils in cohort	59	67	76	60
Achieving level 4+ (%)	94.9	89.6	89.5	95.0
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	22.0	37.3	42.1	51.7
Benchmark quartile	4	3	3	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	59	67	76	60
Achieving level 4+ (%)	96.6	91.0	92.1	95.0
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	33.9	34.3	40.8	50.0
Benchmark quartile	3	3	3	2
Science				
Number of pupils in cohort	59	67	76	60
Achieving level 4+ (%)	94.9	94.0	89.5	95.0
Benchmark quartile	3	3	4	3
Achieving level 5+ (%)	37.3	34.3	38.2	43.3
Benchmark quartile	3	3	3	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

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.	57		57 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	57		52 91%	5 9%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	57		56 98%	1 2%		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%		
The school teaches me how to keep healthy	57		51 89%	6 11%		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.	57		45 79%	12 21%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	57		55 96%	2 4%		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	57		56 98%	1 2%		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.	57		56 98%	1 2%		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.	57		44 77%	13 23%		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.	57		56 98%	1 2%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%		
Other children behave well and I can get my work done.	57		39 68%	18 32%		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	57		40 70%	17 30%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%		

Responses to parent questionnaires

	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.	79	45 57%	33 42%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	81	52 64%	27 33%	1 1%	0 0%	1	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.	80	52 65%	21 26%	5 6%	1 1%	1	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.	81	39 48%	32 40%	7 9%	0 0%	3	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	81	33 41%	40 49%	3 4%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	79	36 46%	36 46%	1 1%	0 0%	6	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	48	22 46%	24 50%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn 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.	46	5 11%	21 46%	11 24%	2 4%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	81	43 53%	25 31%	3 4%	1 1%	9	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	80	31 39%	28 35%	8 10%	2 2%	11	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	79	49 62%	29 37%	0 0%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	76	27 36%	17 22%	14 18%	2 3%	16	Mae fy mhlentyn 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.	79	26 33%	35 44%	17 22%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	78	50 64%	20 26%	8 10%	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.	81	30 37%	30 37%	9 11%	2 2%	10	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	47	16 34%	24 51%	1 2%	0 0%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	74	30 41%	18 24%	7 9%	0 0%	19	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	80	36 45%	31 39%	7 9%	2 2%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	81	44 54%	36 44%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Andrew Thorne	Reporting Inspector
Elizabeth Ann Dackevych	Team Inspector
Russell Grigg	Team Inspector
Matthew Evans	Lay Inspector
Catherine Ann Archard	Peer Inspector
Ceri Williams	Peer Inspector
Peter Evans	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- 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.