Estyn

Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Danygraig Primary School
Ysgol Street
Port Tennant
Swansea
SA1 8LE**

Date of inspection: June 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: 25/08/2015

Context

Danygraig Primary School is on the eastern outskirts of Swansea in the Swansea local authority.

There are 283 pupils on roll, including 54 pupils who attend the nursery on a part-time basis.

Around 39% of pupils are eligible for free school meals. This is well above the national average. Around 90% of pupils are of white British ethnicity with a few from other ethnic backgrounds. A few pupils speak English as an additional language. No pupils come from homes where Welsh is the first language.

The school identifies that about 38% of pupils have additional learning needs, which is well above the average for Wales. There are two specialist teaching facility classes at the school for pupils in the Foundation Phase and in key stage 2. These are for pupils with moderate to severe learning difficulties. Many of the pupils in these classes come from outside the school's local catchment area. A few pupils have statements of special educational needs. A very few pupils are looked after by the local authority.

The headteacher took up his post in 1997. The school's last inspection was in 2009.

The individual school budget per pupil for Danygraig Primary School in 2014-2015 means that the budget is £3,990 per pupil. The maximum per pupil in the primary schools in Swansea is £7,839 and the minimum is £2,665. Danygraig Primary School is 15th 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:

- Many pupils make appropriate progress during their time at school
- Pupils on intervention programmes make good progress in developing their literacy and numeracy skills
- Levels of attendance are good
- Pupils are polite and courteous
- Many teachers use a suitable range of teaching strategies effectively to engage pupils
- Provision for pupils with additional learning needs is good
- The school is a very caring community with an inclusive ethos

However:

- Many pupils, particularly boys, do not apply their literacy and numeracy skills across the curriculum well enough
- There are no curriculum plans in place to ensure progression in teaching English and mathematics
- Provision for Foundation Phase pupils does not meet statutory requirements
- Teachers do not plan well enough to meet the needs of pupils of different abilities
- Teachers do not apply consistent assessment strategies to help pupils know the most important aspects of their work to improve

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher creates a caring and supportive environment within the school
- School leaders have a vision for the school that focuses strongly on pupils' wellbeing and all members of staff support this effectively
- The school has recently developed more comprehensive procedures for evaluating its work
- School leaders use data efficiently to help identify shortcomings in outcomes for pupils and to develop priorities for school improvement
- The school works diligently with a worthwhile range of partners that have a beneficial impact on pupils' achievement and wellbeing
- The school works closely with its cluster of primary schools and local secondary school to share experiences and resources effectively

However:

- Leaders do not always have a sharp enough focus on improving outcomes for pupils
- Leaders do not identify important shortcomings in standards and teaching robustly enough
- The management and allocation of resources are weak
- The governing body does not monitor the school's spending robustly

Recommendations

R1 Improve outcomes for boys

R2 Improve the quality and standard of pupils' writing

R3 Develop long-term planning that ensures the systematic coverage of the curriculum throughout the school

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

R5 Ensure that all teachers plan learning that meets the needs of all pupils, including the more able

R6 Address the health and safety issues identified by the team during the inspection

R7 Ensure that all leaders carry out their strategic roles fully and tackle underperformance robustly

R8 Ensure that the headteacher and the governing body allocate the school's financial resources suitably to meet the full needs of the school

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, which 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

A majority of pupils enter the school with skills, knowledge and understanding below the expected level for their age.

In the Foundation Phase, most pupils listen well to each other and to adults. Although a minority of pupils need support initially to develop effective speaking skills, by the end of the Foundation Phase many speak clearly when responding to questions and talking to adults and their peers. In key stage 2, most pupils listen with interest to adults and to each other. They speak with growing confidence and an increasing vocabulary, for example when explaining the reasons for choosing items to take to a desert island.

Many pupils in the Foundation Phase develop appropriate reading skills. By the end of Year 2, many read at a suitable level and use a range of appropriate strategies, including their knowledge of letter sounds, to read unfamiliar words. Most pupils understand and can discuss the main ideas in the stories they are reading. However, too many pupils read texts below the level expected for their age.

In key stage 2, many pupils enjoy reading. They can explain the types of books they like, for example those written by Roald Dahl. More able readers show good understanding of what they have read, for example explaining the behaviour of characters appropriately. However, pupils throughout the key stage do not have sufficient reading strategies to draw upon when reading new or more difficult words. More able pupils locate information in non-fiction books well, for example by using the contents page and glossary. Most pupils use the internet well for research.

By the end of the Foundation Phase, many pupils write short pieces for a limited range of purposes, for example writing instructions for planting seeds. In key stage 2, the majority of pupils write appropriately for a wider range of purposes. For example, they write diary entries as soldiers in the trenches in the First World War. Nearly all pupils apply their literacy skills at a similar level across the curriculum. However, throughout the school, pupils do not write at length often enough. Too many pupils spell common words incorrectly and do not use appropriate spelling strategies when attempting to write unfamiliar words. A majority of pupils do not develop suitable handwriting skills and do not present their work neatly.

Most pupils develop suitable number skills as they move through the Foundation Phase. For example, they learn to add and subtract appropriately. They occasionally use these skills in their work across the curriculum, for example when measuring height. In key stage 2, many pupils' mathematical skills are appropriate. For example, they calculate the perimeter of irregular shapes accurately and understand the language of probability well. However, throughout the school pupils do not apply these skills often enough in their topic work. As a result, many do not achieve as well as they could.

Pupils on intervention programmes make good progress in developing their literacy and numeracy skills.

The school has two specialist teaching facilities, one for pupils in the Foundation Phase and one for pupils in key stage 2. Pupils in these classes make good progress from their starting-points.

Pupils eligible for free school meals tend to perform less well than other pupils, particularly in achieving the higher-than-expected levels. Girls as a group have consistently attained better than boys at the end of the key stages over the past five years.

Most pupils' Welsh language skills develop appropriately, as they move through the Foundation Phase. Nearly all pupils respond with understanding to basic instructions in Welsh and many respond to simple questions using familiar vocabulary, for example when giving personal information. By the end of key stage 2, a few more able pupils read familiar texts well. The majority of pupils have a basic vocabulary and knowledge of simple sentence patterns that they use suitably in their speaking and writing.

In the Foundation Phase, pupils' performance at the expected outcome 5 in literacy has tended to place the school in the lower 50% when compared with similar schools. Pupils' performance in mathematical development has tended to place the school in the higher 50%. Performance of pupils at the higher-than expected outcome 6 in literacy and mathematical development has improved over time and, in 2014, places the school in the top 25% when compared with similar schools.

In key stage 2, at the expected level 4, pupils' performance is variable. In 2014, performance places the school in the lower 50% for English, mathematics and science when compared with similar schools. At the higher-than-expected level 5, pupils' performance has generally placed it in the higher 50% for the past four years.

Wellbeing: Good

All pupils feel safe in school and nearly all know whom they can talk to if they have any problems or concerns. Pupils lead meetings to resolve issues effectively and this has had a strong impact on establishing good levels of behaviour across the school. Nearly all pupils know how to stay healthy, for example by eating a balanced diet that includes fruit and vegetables. Most pupils participate enthusiastically in a range of physical activities, such as athletics, cricket and gymnastics.

Nearly all pupils are motivated to come to school and most engage well in their learning. They show high levels of respect, care and concern for others. This is particularly evident in the way they care for and support pupils from the specialist teaching facilities in both the Foundation Phase and key stage 2.

Pupils participate in making decisions about the school through a range of effective committees. Members of the school council bring about beneficial improvements to the school environment, for example through the establishment of a polythene tunnel to grow vegetables. They take their responsibilities very seriously.

Attendance levels are good. Overall attendance rates have placed the school in the higher 50% over the last four years when compared with similar schools.

Key Question 2: How good is provision?	Adequate

Learning experiences: Unsatisfactory

The school's long-term planning for the Foundation Phase and key stage 2 does not contain sufficient detail to ensure that it meets the full requirements of the curriculum. For example, there are no schemes of work in place for mathematics and English. As a result, teachers' planning does not help them to build well enough on pupils' existing knowledge and understanding. The planning for pupils in the specialist teaching facilities ensures that these pupils have stimulating and engaging learning experiences. Provision for pupils in the Foundation Phase is weak. Too many pupils do not have regular opportunities to engage in outdoor learning. Adults direct too many of the planned learning experiences and, as a result, pupils do not make enough decisions about what and how they learn.

The school's medium-term planning provides opportunities for pupils to develop wider skills across the curriculum. However, a lack of more detailed short-term planning results in teachers providing too few opportunities for pupils to apply literacy and numeracy skills through other subjects. Many areas of the curriculum rely too much on the completion of worksheets, particularly in mathematics and for writing activities. As a result, most pupils do not have sufficient opportunities to write at length. The school does not have appropriate processes in place to ensure full coverage of the Literacy and Numeracy Framework.

Teachers plan appropriate opportunities for pupils to read and write simple Welsh texts. However, there is no whole-school planning for teaching Welsh skills. As a result, teachers in different year groups plan similar activities and pupils do not make as much progress as they could. Teachers provide suitable opportunities for pupils to learn about the culture and heritage of Wales, for example by studying the life and work of Dylan Thomas.

Most pupils understand the need to reduce waste and save energy. For example, they are aware of how to save water and to turn off appliances to save electricity. The eco-council meets regularly and contributes effectively to extending the awareness of all pupils about global issues, for example through raising funds for children in poorer countries. There are suitable opportunities for pupils to learn about life in other countries, for example by studying about the rain forests in Brazil.

Teaching: Adequate

Many teachers use a range of teaching strategies to engage pupils effectively and they share learning objectives with pupils appropriately. All teachers have strong working relationships with pupils and this creates an atmosphere in which pupils feel comfortable to contribute in lessons. Teachers use a suitable range of effective questioning techniques to extend pupils' thinking in lessons. However, throughout the school, a majority of teachers do not adapt work well enough to meet the needs of all pupils, including those who are more able. As a result, tasks do not challenge

pupils enough at a suitable level and this hampers their progress. The teaching in the specialist teaching facilities is particularly effective in meeting the needs of these learners. As a result, pupils in these classes have positive attitudes to learning and make appropriate progress. Most teaching assistants provide effective support for pupils needing additional support with literacy and numeracy.

All teachers mark pupils' work regularly. They generally provide comments that show pupils what they have done well, but do not always identify clearly enough what pupils need to do next to improve. The school uses its tracking system and moderation processes to ensure accurate teacher assessment at the end of key stage 2. However, the assessment of a few pupils at the end of the Foundation Phase is too generous.

Reports to parents meet statutory requirements. They provide information on what pupils do well and give suitable targets for improving their literacy and numeracy skills.

Care, support and guidance: Good

Leaders and teachers ensure a happy, well-ordered and caring environment where pupils feel valued. The school promotes pupils' spiritual, moral, social and cultural development well. For example, strong links with the local church ensure that pupils are able to reflect effectively on aspects of their spirituality. There are good arrangements to deal with any issues concerning harassment or bullying. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school provides good support for pupils and their families through a wide range of links with external agencies, such as counselling and speech and language services. As a result, pupils in need of emotional support benefit from effective specialist support. Those receiving support to improve their speech make good progress. These services have a positive impact on the progress and wellbeing of pupils.

There are good systems in place to support the early identification of pupils who require additional support. Individual education plans meet the needs of the pupils well. Adults provide good support for pupils in intervention groups. They use communication logs effectively to ensure continuity of learning between the intervention programmes and classroom activities for these pupils. The teachers and teaching assistants in the specialist teaching facility provide pupils with beneficial support, care and guidance, which leads to good progress in lessons.

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

Learning environment: Adequate

The school is a caring community with an inclusive ethos. Teachers treat all pupils equally and ensure that they have the opportunity to access the full range of the school's provision. The school promotes tolerance and diversity effectively and, as a result, the school is a calm, orderly environment in which pupils feel safe and secure.

Staff generally use the school's indoor space appropriately. However, around half of classrooms in the Foundation Phase are small and teachers do not make use of the additional space available indoors or outdoors to enhance pupils' learning experiences. The school grounds are spacious, but they are not maintained well. There is a good range of resources for pupils, including an ample supply of books and ICT equipment.

Inspectors drew some health and safety matters relating to the school site to leaders' attention during the inspection.

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

Leadership: Adequate

The headteacher creates a caring and supportive environment within the school. School leaders have a vision for the school that focuses strongly on pupils' wellbeing and all members of staff support this effectively. However, the school's leaders do not always have a sharp enough focus on improving outcomes for pupils.

Leaders have clear, designated roles within the school's management structure and members of the school's senior leadership team generally carry out a majority of their responsibilities satisfactorily. They use a suitable range of performance data to monitor the performance of all pupils. However, they do not oversee all areas of the curriculum effectively enough. As a result, leaders do not identify and address shortcomings well enough, for example the inconsistent practices in the Foundation Phase and the lack of long-term planning to support pupils' learning. The quality of leadership of the specialist resource bases is strong and ensures that pupils benefit from learning experiences of high quality. Arrangements for performance management include all leaders and teachers efficiently. Teachers' individual development targets link well with the school's priorities, and leaders organise training appropriately to support staff development.

The governing body fulfils its statutory functions appropriately. Governors have begun to develop a worthwhile understanding of pupil performance data. As a result, they have a suitable understanding of how the school compares with other similar schools. However, their involvement in evaluating the school's provision and pupils' outcomes is relatively recent. They provide leaders with suitable challenge in a few areas of school life, such as how the school compares with similar schools.

Improving quality: Adequate

The school has recently developed more comprehensive procedures for evaluating its work. These include contributions from a wider range of school staff, and more regular monitoring of pupils' work and evaluations of teaching. School leaders use data efficiently to help identify shortcomings in outcomes for pupils and develop priorities for school improvement. As a result, the school self-evaluation report identifies correctly a number of priorities for improvement, such as the need to reduce the gap in performance between different groups of pupils. However, leaders do not identify shortcomings in pupils' standards and teaching robustly enough. The school does not have strong enough procedures for feeding back identified shortcomings and ensuring that staff act upon them consistently.

The school's improvement plan focuses suitably on priorities identified through the evaluation of performance data. For example, it focuses on actions to improve pupils' writing skills. The plan contains a worthwhile range of priorities and allocates responsibilities to suitable staff. All staff understand the improvement priorities well, and produce evaluative reports on how they implement the targets in their classes. For example, the school focused on developing restorative justice practices and pupils' behaviour has improved as a result. The focus on improving pupils' personal and social skills also led to a notable improvement in outcomes at the end of the Foundation Phase. However, improvement actions in important areas, such as improving outcomes for boys, are less successful.

A few recommendations from the last inspection, such as improving the quality of teaching and developing the role of leaders in monitoring standards in their areas of responsibility, remain as areas that require further improvement.

Partnership working: Good

The school works closely with parents in a wide range of partnerships to benefit pupils. Leaders invite parents into school to learn about how their children acquire literacy and numeracy skills. Parents attend lessons and then meet in a group session to discuss what they have learned. This allows parents to understand pupils' learning experiences and to support them at home more effectively.

The school's 'dads and lads' programme develops partnerships with boys' fathers to encourage reading. It helps parents to learn about the strategies that they can use to support pupils with their reading at home and develops an enthusiasm for reading among pupils and parents. As a result, more boys from this group are reading more often.

Leaders use a wide range of partners to help enhance the school's resources. For example, local companies have contributed a notable number of tablet computers and funded the building of a climbing wall. These have a positive impact on pupils' learning experiences and wellbeing.

The school works closely with its cluster of primary schools and local secondary school to share experiences and resources effectively. As a result, pupils have access to ICT equipment of high quality and science laboratories that enhance their learning experiences well. The school also works closely with these schools to ensure the smooth transition of pupils to the local secondary school. For example, cluster sports initiatives allow pupils to meet pupils from other schools before they attend their new school.

Resource management: Unsatisfactory

The school has a high number of suitably qualified staff to deliver the curriculum. They benefit from an appropriate range of training opportunities that address their training needs satisfactorily.
The majority of the Pupil Deprivation Grant supports the employment of staff. These staff either help less able pupils develop their literacy and numeracy skills or monitor and support strategies to improve attendance and implement restorative justice

practices throughout the school. These strategies support vulnerable pupils, but a significant minority of pupils eligible for free school meals do not require these intervention strategies and therefore do not benefit directly from the use of the funding. Overall, school leaders do not focus the Pupil Deprivation Grant well enough on the pupils who should benefit from it.

The headteacher has a good understanding of the school's finances, but the governing body does not monitor the school's spending robustly enough. The school's staffing costs are currently too high a proportion of the school's budget allocation. This means that other important areas of school life, such as caretaking, are underfunded and ineffective.

While pupils' standards are generally adequate, the management and allocation of resources, including staffing, are weak, and the curriculum does not secure appropriate learning experiences for pupils. As a result, the school provides unsatisfactory value for money.

Appendix 1: Commentary on performance data

6702017 - DANYGRAIG PRIMARY SCHOOL

Number of pupils on roll	283
Pupils eligible for free school meals (FSM) - 3 year average	39.0
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	31	36	35
Achieving the Foundation Phase indicator (FPI) (%)	71.0	77.8	88.6
Benchmark quartile	3	2	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	31	36	35
Achieving outcome 5+ (%)	74.2	77.8	88.6
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	16.1	22.2	31.4
Benchmark quartile	3	2	1
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	36	35
Achieving outcome 5+ (%)	71.0	86.1	88.6
Benchmark quartile	4	2	2
Achieving outcome 6+ (%)	19.4	22.2	40.0
Benchmark quartile	2	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	31	36	35
Achieving outcome 5+ (%)	80.6	88.9	94.3
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	12.9	13.9	54.3
Benchmark quartile	4	4	1

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.

6702017 - DANYGRAIG PRIMARY SCHOOL

Number of pupils on roll   283
Pupils eligible for free school meals (FSM) - 3 year average   39.0
FSM band   5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	28	41	38	23
Achieving the core subject indicator (CSI) (%)	85.7	80.5	73.7	78.3
Benchmark quartile	1	2	3	3
English				
Number of pupils in cohort	28	41	38	23
Achieving level 4+ (%)	85.7	87.8	78.9	82.6
Benchmark quartile	1	1	3	3
Achieving level 5+ (%)	39.3	31.7	26.3	30.4
Benchmark quartile	1	1	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	28	41	38	23
Achieving level 4+ (%)	89.3	85.4	76.3	82.6
Benchmark quartile	1	2	3	3
Achieving level 5+ (%)	32.1	22.0	28.9	30.4
Benchmark quartile	1	3	2	2
Science				
Number of pupils in cohort	28	41	38	23
Achieving level 4+ (%)	89.3	82.9	86.8	82.6
Benchmark quartile	1	2	2	3
Achieving level 5+ (%)	25.0	19.5	31.6	30.4
Benchmark quartile	2	3	2	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.	110		109	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			99%	1%		
			98%	2%		
The school deals well with any bullying.	109		107	2		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			98%	2%		
			92%	8%		
I know who to talk to if I am worried or upset.	108		106	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	110		108	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.	110		109	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	104		101	3		Rwy'n gwneud yn dda yn yr ysgol.
			97%	3%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	110		110	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.	108		108	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.	107		100	7		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			93%	7%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	110		109	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			99%	1%		
			95%	5%		
Other children behave well and I can get my work done.	101		87	14		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			86%	14%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	109		94	15		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			86%	14%		
			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.	42	28 67%	13 31%	0 0%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	41	34 83%	7 17%	0 0%	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.	41	32 78%	8 20%	0 0%	1 2%	0	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.	40	31 78%	9 22%	0 0%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	38	21 55%	16 42%	1 3%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	40	26 65%	14 35%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	41	27 66%	14 34%	0 0%	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.	41	24 59%	13 32%	4 10%	0 0%	0	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.	39	27 69%	11 28%	1 3%	0 0%	2	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.	42	27 64%	13 31%	2 5%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	40	30 75%	10 25%	0 0%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	42	25 60%	14 33%	3 7%	0 0%	0	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.	42	24 57%	16 38%	1 2%	1 2%	0	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.	42	26 62%	15 36%	1 2%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	41	23 56%	14 34%	4 10%	0 0%	0	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.	41	26 63%	14 34%	1 2%	0 0%	1	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.	36	22 61%	13 36%	0 0%	1 3%	4	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.	41	26 63%	15 37%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	38	25 66%	12 32%	1 3%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Jane McCarthy	Reporting Inspector
Andrew Thorne	Team Inspector
Matthew Evans	Lay Inspector
Christopher Andrew Liptrot	Peer Inspector
Nigel Morgan	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.