A report on

**Knelston Primary School
Reynoldston
Gower
Swansea
SA3 1AR**

Date of inspection: September 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.

Context

Knelston Primary School is on the Gower peninsula in the Swansea local authority. There are 127 pupils aged three to eleven years at the school including 18 in the part-time nursery provision. There are six mainstream classes including three mixed age classes.

Currently no pupils are eligible for free school meals. A very few pupils come from ethnic backgrounds and have English as an additional language.

The school has identified just below 13% of pupils as having additional learning needs. This is much lower than the average for Wales. A very few pupils have a statement of special educational needs.

The last inspection was in May, 2011. The current headteacher took up his post in September 2016. The acting deputy headteacher has been in his post in a part time capacity since April 2016 and full time since September 2016.

The individual school budget per pupil for Knelston Primary in 2016-2017 means that the budget is £3,658 per pupil. The maximum per pupil in the primary schools in Swansea is £5,232 and the minimum is £2,703. Knelston Primary is 21st out of the 79 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 school's current performance is adequate because:

- Nearly all pupils feel safe and happy and know whom to turn to for support if needed
- The behaviour of nearly all pupils is exceptional
- Teachers in key stage 2 plan a suitable range of interesting activities that engage most pupils' interests well
- The school successfully plans a range of intervention programmes to support individual pupils' needs well
- In the majority of classes, where teaching is consistently good or better, lessons contribute successfully towards engaging pupils' interest and enthusiasm
- The school provides a welcoming and caring environment that teaches pupils to show care and respect for each other and adults
- The school's ethos is inclusive and provides equal opportunities for all
- The outdoor area is a very exciting resource that provides a stimulating and varied environment to enrich pupils' learning

However:

- More able pupils do not achieve as well as they could
- Across the school, progress in writing varies too much
- Most pupils do not consistently use their literacy skills well enough in other areas of the curriculum
- Pupils' attendance rates are only adequate
- The range of creative and stimulating learning experiences for many pupils in the Foundation Phase is inconsistent and at times limited
- Teachers' assessments do not always correspond to the standards that are achieved by pupils in lessons and in books

Prospects for improvement

The school's prospects for improvement are adequate because:

- The newly appointed headteacher has a clear vision for the school
- The governing body are beginning to play a more strategic role in evaluating the impact of actions taken by the school and are better informed about pupils' performance
- The school's most recent self-evaluation report on standards is evaluative and clearly identifies its strengths and several areas for improvement
- The new school development plan links well to the outcomes of the school's self-

- evaluation of standards and focuses well on key areas, such as improving pupils' attainment and planning for the development of pupils' writing skills
- The school has established a wide range of effective partnerships that benefit pupils

However:

- Newly established initiatives and staffing structures have not yet had a positive impact on raising overall standards of achievement
- Although there have been very recent improvements in aspects of provision, there has been insufficient time to address important areas in need of improvement
- The school has not made enough progress in addressing the recommendations of the previous inspection
- The school gives only adequate value for money

Recommendations

R1 Ensure that more able pupils achieve their potential

R2 Improve pupils' attendance

R3 Provide greater opportunities for pupils to write at length and to apply their literacy skills in other areas of the curriculum

R4 Improve the Foundation Phase provision to provide more opportunities for pupils to become independent learners

R5 Base teachers' assessments on sound evaluations of pupils' standards

R6 Develop the strategic involvement of the headteacher and governing body in school improvement

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will review the school progress.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

Most pupils enter the school with skills, knowledge and understanding at a level expected for their age. By the end of key stage 2, many pupils make appropriate progress in line with their ability. However, across the school pupils of higher ability do not achieve as well as they could. Most pupils with additional learning needs make good progress in relation to the targets in their individual education plans. Nearly all pupils work co-operatively and respond effectively to tasks set by their teacher.

Across the school, nearly all pupils have good listening skills and listen attentively to their teachers and to each other. Most pupils accurately recall their prior learning well and respond effectively to teachers' questions. In the Foundation Phase, most pupils speak confidently and use a suitable range of vocabulary purposefully to communicate their ideas and to respond to questions and instructions. By the end of the Foundation Phase, many are able to discuss their ideas in more detail, with many more able pupils using extended vocabulary to good effect. In key stage 2, many pupils have exceptional communication skills and discuss topics confidently with others. By the end of the key stage, many pupils are confident in voicing their opinions and discussing aspects of their work, for example when debating whether modern day classrooms should return to being a Victorian classroom.

In the Foundation Phase, a majority of pupils read well in line with their age and ability. They take appropriate account of punctuation when they read aloud and they generally read with fluency and good intonation. A few pupils use a range of strategies effectively when reading unfamiliar words. In key stage 2, most pupils show good understanding when reading. Many more able pupils access a range of reading material that challenges them well. Most pupils use higher-order reading skills effectively when retrieving information from a range of texts, for example when researching life in the Roman army. The older pupils in key stage 2 discuss the content of a wide variety of books with maturity and have a broad knowledge of a range of authors.

Across the school, progress in writing varies too much. Many pupils in the Foundation Phase make purposeful progress in developing their writing skills. By the end of the Foundation Phase, many pupils use capital letters and full stops accurately in sequences of sentences. More able pupils are beginning to use an interesting vocabulary and to spell a majority of words they use accurately. In key stage 2, most pupils write for a variety of purposes and demonstrate a good understanding of the different forms of writing. Many pupils in lower key stage 2 produce work that is well organised and imaginative. Most of these pupils write and present their work neatly. Older pupils do not write at length. In particular, they do not use their literacy skills well enough in other areas of the curriculum. As a result, many pupils do not achieve as well as they could in their written work.

In the Foundation Phase, many pupils develop discrete numeracy skills well and are beginning to apply these skills across other areas of learning. Many pupils use their knowledge and understanding of numbers well to solve problems involving money. For example, they calculate the cost of chocolate bars from Willy Wonka's factory. Many have a sound understanding of time and a majority are able to convert from analogue to digital times with accuracy. Most pupils choose an appropriate unit of measurement successfully, for example when measuring temperature and liquid. Many pupils sort and classify objects successfully and use the results to produce an appropriate graph.

In key stage 2, many pupils' numeracy skills are developing well. Most have a sound understanding of place value. The majority of able pupils multiply and divide decimals with accuracy and have a good understanding of fractions. Most pupils apply their knowledge of number successfully when solving real-life problems. Many pupils extract and interpret information from graphs when discussing the scores of football matches in the European Cup. A majority of pupils use their numeracy skills appropriately across the curriculum.

Pupils' speaking and listening skills in Welsh are developing appropriately in the Foundation Phase. These pupils listen and respond to instructions and use simple greetings confidently. Many older pupils understand instructions and incidental Welsh used by staff. In lessons, pupils ask and answer a range of simple questions well. For instance, most pupils in lower key stage 2 ask questions to find out facts about each other to create pen portraits. Many pupils in key stage 2 use a suitable range of sentence patterns to engage in short conversations. A minority of pupils read and write at length effectively. However, most pupils' use of the Welsh language outside the classroom is limited.

Standards in information and communication technology (ICT) are appropriate across the school. Most pupils in the Foundation Phase are developing their skills purposefully. They are beginning to draw pictures and use a variety of applications on a tablet computer to support their learning. The more able pupils are beginning to move a programmable toy around a virtual garden. In key stage 2 most pupils competently use the internet to research information as part of their topic and present it in an interesting way. For example, they produce a power point to demonstrate the different types of schools in the Victorian era. They are beginning to create graphs and interpret databases suitably. Most of the older pupils' understanding of e-safety is secure.

At the end of the Foundation Phase, over the past four years, performance in literacy and numeracy at the expected outcome (outcome 5) has placed the school in the bottom 25% and lower 50% in comparison with similar schools. The school's performance at the higher outcome (outcome 6) in language and mathematics has varied, moving the school between the upper 50% and the bottom 25%.

At the end of key stage 2, over the same period, the school's performance at the expected level (level 4) has varied considerably, moving the school between the top 25 % and the bottom 25% of similar schools in English, mathematics and science. The school's performance at the higher level has mainly placed the school in the lower 50% and bottom 25% in English and mathematics. The school's performance in science has fluctuated, moving the school between the top 25% and bottom 25% in comparison with similar schools.

Wellbeing: Adequate

Nearly all pupils feel safe and happy and know whom to turn to for support if needed. Nearly all pupils are polite and courteous to each other and adults. Most show care and concern for others. Most pupils understand the need to keep healthy, for example by drinking water, eating fruit and taking regular exercise. Many pupils take part in a suitable range of extra-curricular activities that encourage them to be active. The behaviour of nearly all pupils is exceptional. They demonstrate enthusiasm and interest during lessons. Many pupils have a clear idea of their strengths and older pupils identify their own target to improve their work.

The school council, clwb eco and school ambassadors represent pupils' opinions well. They are beginning to play an appropriate part in school improvement. For example, they have developed a charter to improve the wellbeing of their fellow pupils successfully during playtimes.

Many pupils play an active part in the local community and this helps them to develop a sense of social responsibility. For example, they work with a local charity to clean the beaches. A majority of pupils gain confidence from performing with the school choir in the local arts centres.

Over the last four years, pupils' attendance has generally placed the school in the bottom 25% when compared with similar schools. Recently, pupils' overall rate of attendance has improved, placing the school in the lower 50% of similar schools. Most pupils are punctual.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

Overall, the school provides a broad and balanced curriculum, which meets the requirements of the National Curriculum and many aspects of the Foundation Phase. Teachers in key stage 2 plan a suitable range of interesting activities that engage most pupils' interests well. For the younger pupils in the Foundation Phase, there is a suitable emphasis on learning through a range of practical experiences. However, the range of creative and stimulating learning experiences for the older pupils in the Foundation Phase is inconsistent and at times limited. There are too few opportunities for these pupils to develop their independent learning skills both within and outside the classroom.

The school is beginning to respond appropriately to the requirements of the Literacy and Numeracy Framework. However, the school does not always provide enough opportunities for pupils to apply these skills across the curriculum. There are limited opportunities for pupils to write creatively or at length in other areas of learning. Planning to develop pupils' ICT skills across the school is appropriate. The school successfully plans a range of intervention programmes to support individual pupils' needs well. A worthwhile range of extra-curricular activities and residential visits enrich pupils' learning.

Provision for the development of pupils Welsh language skills is effective. For example, the Criw Cymraeg is beginning to have a positive impact on pupils' use of the Welsh language outside the classroom environment. Pupils have suitable opportunities to learn about the culture of Wales through participation in the school eisteddfod and through educational visits.

The clwb eco works actively to encourage pupils to act sustainably, which has a positive impact on pupils' understanding of environmental issues. A number of whole school activities enable most pupils to develop a good understanding of global issues. For example, pupils have compared the lives of refugee children with their own and participated in a range of fundraising events to support African farmers.

Teaching: Adequate

There is a good relationship between all pupils and staff.

In a majority of classes, where teaching is consistently good or better, lessons engage pupils' interest and enthusiasm successfully. Many lessons have clear learning objectives and build well on previous learning. Teachers and support staff have generally high expectations. Many teachers plan a range of activities appropriately to meet pupils' learning needs, and to develop thinking skills effectively. However, they do not always plan tasks that are challenging enough to ensure that pupils who are more able make sufficient progress. In the Foundation Phase, planning for the different areas of learning does not always focus sufficiently on developing pupils' skills and does not promote pupils' independent skills.

Each member of staff provides effective oral feedback for pupils and intervenes purposefully when necessary. In the majority of classes, teachers' marking helps pupils to improve their work. Many teachers provide suitable opportunities for pupils to assess their own work and that of their peers. However, assessment for learning strategies are used inconsistently across the school.

Teachers assess pupils' work regularly and use the school's tracking system appropriately to identify pupils' achievements. However, this process is not robust enough to ensure that it reflects accurately the standards that pupils achieve. As a result, teachers' assessments do not always correspond to the standards that are achieved by pupils in lessons and in books.

Reports to parents meet statutory requirements. They provide useful information on pupils' achievements and give suitable targets for improving their literacy and numeracy skills.

Care, support and guidance: Good

The school provides a welcoming and caring environment that teaches pupils to show care and respect for each other and adults. The effective approach to developing pupils' wellbeing encourages them to become confident learners with very positive attitudes to school. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school promotes pupils' moral, spiritual, cultural and social development well through topic work and appropriate acts of collective worship. The school has purposeful links with specialist agencies, such as the speech and language and educational psychology service, to meet the needs of pupils. The school has clear procedures to promote attendance, although the impact of this is limited.

The school's provision for pupils with additional learning needs is effective and enables these pupils to make good progress. Teachers identify pupils' needs at an early stage and provide effective support for them. Staff and parents monitor and review pupils' individual learning plans purposefully. Teaching assistants provide valuable support for pupils with additional learning needs both within the classroom and through intervention programmes. A good example is the progress made by key stage 2 pupils in developing their reading skills.

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

Learning environment: Good

The school's ethos is inclusive and provides equal opportunities for all. The school is a close community and there is a warm and relaxed atmosphere between staff and pupils. Pupils show respect and concern towards each other and towards those who are less fortunate than themselves. The school's policies, plans and procedures promote social equality and diversity well.

The school building and site are in good condition and are secure. The school building space is utilised well following the reorganisation of classrooms to improve the teaching environment. The classrooms are colourful with purposeful resources to support the curriculum. The school uses the spacious communal area effectively for the well-resourced library as well as group activities. The school celebrates the work and achievements of the pupils appropriately, by displaying their work attractively in classrooms and around the school. There is a purposeful range of learning resources available to support pupils' learning.

The outdoor area is a very exciting resource that provides a stimulating and varied environment to enrich pupils' learning. The well-developed woodland area provides especially good opportunities for the pupils to expand their thinking and creative skills.

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

Leadership: Adequate

The newly appointed headteacher has a clear vision for the school. He shares this vision purposefully with the staff, governors and pupils. The headteacher has high expectations for the school's future and a clear understanding of its strengths and areas for development. In a short period of time, he has introduced a number of initiatives that have had a positive impact on raising standards and improving provision, for example establishing a planning and assessment tool and individual pupil profiles.

The headteacher has clarified roles and responsibilities appropriately, for example by redefining job descriptions. As a result, staff are beginning to consider whole-school issues and to participate more in decision-making. This has led to developing curriculum teams and an ethos of collaboration amongst the whole staff. However, these newly established structures have not yet had a positive impact on raising overall standards of achievement.

The school has appropriate arrangements in place for the performance management of teaching staff. However, these arrangements are not yet fully utilised to measure their impact on standards. Regular staff meetings now focus well on raising standards and on matters identified in the new development plan, for example the implementation of the new pupil profile. This has already led to greater consistency in provision for the development of pupils' skills.

The school takes suitable account of local and national priorities and is beginning to have a suitable focus on improving pupils' literacy and numeracy skills.

Governors visit the school regularly and are supportive of the school. However, they have had too little impact on its direction and work, and have not challenged its leaders robustly. They are now beginning to play a more strategic role in evaluating the impact of actions taken by the school and are better informed about pupils' performance.

Improving quality: Adequate

The headteacher is beginning to develop purposeful processes for self-evaluation. The school's most recent self-evaluation report on standards is evaluative and clearly identifies its strengths and several areas for improvement. Data is analysed well and good consideration is made of how pupils' outcomes compare with those of other schools, both locally and nationally. A few areas identified for improvement are already beginning to have a positive impact on raising standards, for example refining whole school planning and developing greater consistency in marking. Staff and pupils are beginning to contribute purposefully to the self-evaluation process. However, opportunities to take account of the views of governors and parents are limited.

The current school development plan links well to the outcomes of the school's self-evaluation of standards. The plan has a number of targets that have a clear focus on identified areas for improvement, such as the performance of more able pupils and the quality of teachers' planning. All targets have suitable success criteria, and indicate the person responsible for each action, the costs associated with the proposals and a realistic timescale for completion. The 'pupil friendly' version of the school development plan is beginning to develop the older pupils' awareness of the school's targets. It is too soon to measure the impact of this document.

Although there have been very recent improvements in aspects of provision, there has been insufficient time to address important areas in need of improvement. The school has not made enough progress in addressing the recommendations of the previous inspection.

Partnership working: Good

The school has established a wide range of effective partnerships that benefit pupils. There are strong links with parents and, recently, effective and regular communication. The active parent-teacher association has supported the school well by fundraising to provide additional resources for pupils, such as information technology equipment. Regular voluntary visits by parents enhance the art, music and science curriculum and help to improve pupils' skills in these areas.

The school plays an active role within the local community and the strong links provide worthwhile experiences for pupils. Close links with a local Christian youth worker promote pupils' spiritual and moral wellbeing effectively. The community police liaison officer leads sessions on e-safety, cyber-bullying and the dangers of alcohol and drugs abuse. The school has valuable links with local theatre groups who provide opportunities for pupils to perform, for example a Shakespearean play. A local public service who guards the coastline has a positive effect on pupils' social and life skills and encourages them to learn about their locality.

The school provides work experience placements for trainee teaching assistants from the local college, which give pupils additional individual and group support. Well-established transition arrangements with the partner secondary school ensure that pupils are confident when moving to the next stage of their education.

Resource management: Adequate

The school has enough well-qualified teachers and teaching assistants to deliver the curriculum. Generally, it deploys staff purposefully in order to make best use of their particular skills. Support staff have a positive influence on the quality of pupils' learning experiences.

The school is beginning to develop as a purposeful learning community. Observing good practice in teaching and learning internally has enabled teachers to evaluate their own teaching approaches. The school provides staff training in response to needs identified through the performance management process. For example, teachers' training in the use of 'rich tasks' has impacted successfully on improving pupils' thinking skills. The school has appropriate arrangements for covering teachers' planning, preparation and assessment time. These have a positive effect on pupils' wellbeing through providing specific activities such as outdoor learning.

The headteacher and the governing body have begun monitoring and managing the expenditure effectively. They plan and use school funds appropriately to improve the literacy and numeracy skills and wellbeing of targeted pupils. The school's expenditure links well to the priorities in the most recent development plan for raising pupils' standards and wellbeing.

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

Appendix 1: Commentary on performance data

6702217 - KNELSTON PRIMARY

Number of pupils on roll	127
Pupils eligible for free school meals (FSM) - 3 year average	0.3
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	18	16	15	11
Achieving the Foundation Phase indicator (FPI) (%)	83.3	93.8	93.3	63.6
Benchmark quartile	3	2	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	18	16	15	11
Achieving outcome 5+ (%)	88.9	93.8	93.3	63.6
Benchmark quartile	3	3	3	4
Achieving outcome 6+ (%)	11.1	31.3	53.3	45.5
Benchmark quartile	4	4	2	3
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	18	16	15	11
Achieving outcome 5+ (%)	88.9	93.8	93.3	63.6
Benchmark quartile	3	3	3	4
Achieving outcome 6+ (%)	5.6	25.0	46.7	27.3
Benchmark quartile	4	4	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	18	16	15	11
Achieving outcome 5+ (%)	88.9	93.8	100.0	100.0
Benchmark quartile	4	4	1	1
Achieving outcome 6+ (%)	83.3	68.8	100.0	100.0
Benchmark quartile	1	2	1	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.

6702217 - KNELSTON PRIMARY

Number of pupils on roll   127
Pupils eligible for free school meals (FSM) - 3 year average   0.3
FSM band   1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	12	20	16	11
Achieving the core subject indicator (CSI) (%)	100.0	95.0	100.0	81.8
Benchmark quartile	1	2	1	4
English				
Number of pupils in cohort	12	20	16	11
Achieving level 4+ (%)	100.0	95.0	100.0	81.8
Benchmark quartile	1	3	1	4
Achieving level 5+ (%)	66.7	35.0	43.8	27.3
Benchmark quartile	1	3	3	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	12	20	16	11
Achieving level 4+ (%)	100.0	95.0	100.0	90.9
Benchmark quartile	1	3	1	4
Achieving level 5+ (%)	58.3	35.0	43.8	18.2
Benchmark quartile	1	4	3	4
Science				
Number of pupils in cohort	12	20	16	11
Achieving level 4+ (%)	100.0	95.0	100.0	81.8
Benchmark quartile	1	3	1	4
Achieving level 5+ (%)	58.3	45.0	62.5	27.3
Benchmark quartile	1	3	2	4

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

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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.	55		55	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	55		53	2		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			96%	4%		
			92%	8%		
I know who to talk to if I am worried or upset.	55		53	2		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%		
			97%	3%		
The school teaches me how to keep healthy	55		53	2		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			96%	4%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	53		50	3		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			94%	6%		
			96%	4%		
I am doing well at school	55		54	1		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	55		55	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.	55		52	3		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			95%	5%		
			98%	2%		
My homework helps me to understand and improve my work in school.	55		49	6		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			89%	11%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	55		52	3		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%		
			95%	5%		
Other children behave well and I can get my work done.	53		48	5		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			91%	9%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	54		44	10		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			81%	19%		
			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.	48	19 40%	21 44%	8 17%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	49	35 71%	14 29%	0 0%	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.	49	30 61%	19 39%	0 0%	0 0%	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.	46	18 39%	21 46%	7 15%	0 0%	3	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	49	28 57%	20 41%	1 2%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	41	14 34%	20 49%	7 17%	0 0%	8	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	45	16 36%	25 56%	3 7%	1 2%	4	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.	43	10 23%	15 35%	14 33%	4 9%	5	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	44	22 50%	16 36%	6 14%	0 0%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	45	26 58%	17 38%	2 4%	0 0%	4	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.	49	32 65%	16 33%	1 2%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	41	16 39%	15 37%	10 24%	0 0%	7	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	46	11 24%	17 37%	15 33%	3 7%	3	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.	47	20 43% 62%	16 34% 31%	8 17% 5%	3 6% 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	40	11 28% 48%	12 30% 42%	13 32% 8%	4 10% 2%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	46	21 46% 58%	23 50% 40%	2 4% 2%	0 0% 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	34	15 44% 52%	10 29% 41%	7 21% 5%	2 6% 1%	12	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	48	16 33% 54%	22 46% 39%	10 21% 6%	0 0% 1%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	41	15 37% 62%	18 44% 33%	6 15% 3%	2 5% 2%	7	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Eleri Hurley	Reporting Inspector
Geoff Cresswell	Team Inspector
Helen Potts	Lay Inspector
Thomas Flood	Peer Inspector
Phil Jenkins	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.