Estyn

A report on

**Pen Y Fro Primary
Priors Crescent
Dunvant
SA2 7UF**

Date of inspection: March 2017

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: 26/05/2017

Context

Pen y Fro Primary School is in Dunvant, near Swansea. There are 188 pupils on roll, from 3 to 11 years of age, including 27 who attend part-time in the nursery.

Nearly all pupils are of white British ethnicity. A very few pupils speak English as an additional language or speak Welsh at home. The three-year average of pupils eligible for free school meals is about 11%. This is well below the national average of 19%. The school identifies around 19% of pupils as having additional learning needs. This is below the national average of 25%. A very few pupils at the school have a statement of special educational needs.

Estyn last inspected the school in November 2009. The headteacher took up her post in January 2007.

The individual school budget per pupil for Pen-Y-Fro Primary in 2016-2017 means that the budget is £3,460 per pupil. The maximum per pupil in the primary schools in Swansea is £5,232 and the minimum is £2,703. Pen-Y-Fro Primary is 37th out of the 79 primary schools in Swansea in terms of its school budget per pupil.

Summary

The school's current performance	**Good**
The school's prospects for improvement	**Good**

Current performance

The school's current performance is good because:

- Many pupils make good progress as they move through the school, including those with additional learning needs
- At the end of key stage 2, many pupils have strong speaking and listening skills
- Older pupils use higher-order reading skills well
- Most pupils develop effective numeracy skills as they move through the school and apply them well across the curriculum
- Many pupils develop their skills in Welsh successfully
- Pupils support each other very well, especially at break times
- Many pupils have roles of responsibility in school and undertake them conscientiously
- All teachers have strong and effective working relationships with nearly all pupils
- Many teachers plan interesting learning activities that engage pupils effectively and build on their previous learning well

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior leadership team have a clear vision for the school that gives a high priority to ensuring that all pupils achieve well and enjoy learning
- Leadership and staff meetings focus well on the priorities for improvement
- Staff improvement objectives link well with the school's targets for pupil performance and with actions in the school's improvement plan
- Governors support the school well
- Leaders have established purposeful self-evaluation processes that paint an accurate picture of the school's strengths and areas for improvement
- A wide variety of staff and governors contribute well to the self-evaluation processes
- There is a clear link between the findings of self-evaluation and the priorities in the school's improvement plan
- The school has a good track record in delivering improvements to pupils' attainment and wellbeing

Recommendations

R1 Further improve pupils' reading fluency and their spelling skills

R2 Improve pupils' ability to work independently, especially in the Foundation Phase

R3 Develop more effective provision for the Foundation Phase, especially in the use of the outdoors

R4 Ensure that monitoring activities evaluate the quality of learning and teaching accurately and identify areas for improvement, where required

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Most pupils begin school with literacy and numeracy skills that are about the same or above those expected for their age. Many make good progress as they move through the school, including those with additional learning needs.

By the end of the Foundation Phase, most pupils speak confidently using an effective vocabulary and they listen to others well. At the end of key stage 2, many pupils have strong speaking and listening skills. They talk confidently with adults and to each other, expressing their thoughts and ideas eloquently. For example, pupils in upper key stage 2 use a broad and interesting vocabulary when trying to persuade others to buy a useless item, such as a rusty spring.

In the Foundation Phase, many pupils are able to read texts at a level that is appropriate for their stage of development. They talk confidently and with suitable detail about the characters in their books. Many pupils have beneficial phonics skills and use them carefully to read new and unfamiliar words. In key stage 2, many pupils enjoy reading. Older pupils use higher-order reading skills well, for example, to infer a broad range of information about characters from class texts. However, across the school, a minority of pupils do not read with suitable fluency and expression. They do not always realise when sentences they read fail to make sense and do not correct their own mistakes.

Many pupils' writing skills develop successfully as they progress through the school. By the end of the Foundation Phase, many pupils use adjectives and connectives confidently to produce interesting sentences in their writing. They punctuate their writing accurately. At the end of key stage 2, many pupils vary their sentence structures effectively for emphasis and effect, such as when using rhetorical questions or addressing the reader directly. They use an interesting vocabulary, including a broad range of adjectives to enliven their written work, for example when writing a letter to their mother as an evacuee. However, throughout the school, and particularly in key stage 2, a minority of pupils do not have strong enough spelling skills. Many pupils are able to apply their writing skills successfully and to a similar standard in other subjects across the curriculum.

At the end of the Foundation Phase, most pupils use their mathematical skills well. They present data effectively, for example using Carroll and Venn diagrams when comparing three little pigs to three little wolves. By the end of key stage 2, most pupils have effective numeracy skills. Many are able to use simple ratios for comparison and can multiply two and three-digit numbers accurately. Many measure and record temperatures involving positive and negative readings successfully and most calculate the area of squares, rectangles and triangles well. Many pupils apply these skills effectively. For example, older pupils use their mathematical reasoning skills systematically when calculating the possibility of selecting different combinations of sweets from a bag.

In the Foundation Phase, many pupils use software applications to practise their reading well. They are able to access online resources to help them to record their learning efficiently. By the end of key stage 2, many pupils use word processing and presentation software effectively. They have a beneficial understanding of spreadsheets and databases and they can use them well to record and analyse information. For example, they use simple formulae in databases to calculate the cost of rationed items in World War 2. However, too many pupils are not able to send and receive electronic mail confidently.

By the end of the Foundation Phase, many pupils understand a worthwhile range of Welsh phrases and use basic sentence patterns successfully. For example, many pupils are able to answer questions about themselves and their family confidently. In key stage 2, many pupils ask and reply to a broad range of questions using the past and present tense confidently. They read texts appropriate for their age with suitable understanding. With support, many pupils produce effective pieces of extended writing in Welsh.

Many pupils across the school develop good thinking and problem-solving skills. For example, many pupils in Year 4 apply these skills and their understanding of perimeter well to find the correct enclosure for different dinosaurs.

At the end of the Foundation Phase, pupils' performance in literacy at the expected outcome over the last four years has improved, moving the school from the bottom 25% to the higher 50% when compared with similar schools. Performance in mathematics at the expected level has placed the school mostly in the lower 50%. At the higher level, performance in both areas varies greatly with no consistent trend.

At the end of key stage 2, pupils' performance at the expected level in English and science has fluctuated greatly, but, in mathematics, it has tended to place the school in the lower 50%. In 2016, the school was in the bottom 25% of similar schools for all subjects. At the higher level, performance in English and mathematics varies from year to year, but, in science, it tends to place the school in the higher 50% or top 25%.

Wellbeing: Good

Nearly all pupils are enthusiastic about school and are keen to learn. They speak politely to each other and to adults. They co-operate well in lessons and their standard of behaviour is consistently good. A strong feature of the school is the relationships between pupils. Older pupils support and play with other younger pupils at break times caringly. This helps to develop their understanding of responsibility and supports younger children's wellbeing effectively.

Nearly all pupils have a positive understanding of healthy eating and are aware of the importance of exercise. They have a secure understanding of how to stay safe online and when using social media. For example, older pupils talk knowledgeably about the need to protect their identity online and about how to report concerns when using the internet.

Many pupils in the school have roles of responsibility, which they discharge conscientiously. For example, the ambassadors for children's rights and the 'criw cymraeg' make valuable contributions to the school's collective worship. The school council acts suitably to give the pupils a voice in decisions about the school.

Over the last four years, attendance rates have placed the school above the average when compared with similar schools.

Throughout the school, a minority of pupils are beginning to understand their personal targets for improvement and what they need to do to achieve them. However, a notable minority of pupils do not have strong independent learning skills, particularly in the Foundation Phase. As a result, they do not engage strongly with learning activities when not supervised by an adult.

Key Question 2: How good is provision?	Good

Learning experiences: Adequate

The school provides a broad curriculum and an interesting range of learning activities for all pupils. In key stage 2, curriculum planning ensures that all pupils have effective opportunities to engage with a balanced range of activities that develop the skills outlined in the National Curriculum well. In the Foundation Phase, a majority of focused learning activities stimulate pupils and develop their skills systematically. However, the school's practices do not follow the ethos and principles of the Foundation Phase well enough. For example, pupils do not have suitable opportunities to learn outdoors or strong opportunities to make choices about their learning. As a result, a majority of younger pupils do not develop their independent learning skills well enough.

Many teachers plan effectively for the development of pupils' literacy and numeracy skills across the curriculum. They ensure that a majority of pupils have worthwhile opportunities to develop these important skills throughout the day. However, in the Foundation Phase, many teachers do not consider well enough the opportunities that exist for pupils to develop their literacy and numeracy skills when undertaking independent learning activities. Throughout the school, opportunities for pupils to develop their ICT across the curriculum are satisfactory.

Teachers develop pupils' Welsh language skills systematically as pupils move through the school, building effectively on their previous experiences. Effective planning allows most teachers to provide a purposeful range of opportunities for pupils to use the Welsh language in many lessons. Throughout the curriculum, pupils have comprehensive opportunities to develop their understanding of Welsh culture and heritage. For example, older pupils study the history of the locality and Wales by producing an innovative film in which they re-enact major historical events from the area.

The school provides varied experiences, which are effective in raising pupils' awareness of sustainable development. For example, their 'feather duster' award recognises the class that recycles most conscientiously and saves energy most efficiently. The school gives all pupils beneficial opportunities to learn about their role

as global citizens. For example, all pupils dress up and experience interesting elements of different countries and cultures, such as India, China and Russia, during the school's cultural diversity day.

Teaching: Good

All teachers have strong and effective working relationships with nearly all pupils. In lessons, many teachers give clear explanations and these allow pupils to understand the nature of tasks well. Many teachers plan an interesting range of learning activities that lead on well from previous lessons. They ask a broad range of questions that allow them to gauge pupils' understanding well. Many teachers plan activities that challenge most pupils at a suitable level and, as a result, they make worthwhile progress in many lessons. Learning support assistants make a useful contribution to pupils' learning, supporting and challenging them effectively. In a few classes, and particularly in the Foundation Phase, the pace of lessons is too slow and pupils spend too long listening to teachers' explanations.

Most teachers give effective feedback to pupils in lessons. When writing in pupils' books, they give positive comments that encourage pupils appropriately. In a majority of cases, and in literacy particularly, written feedback provides pupils with useful guidance about how they can improve their work. A majority of teachers use appropriate formative assessment strategies, but a minority do not always give pupils enough opportunities to evaluate their own work and that of other pupils.

Leaders and teachers assess and monitor pupils' progress conscientiously. They use this information well to track the progress of pupils and to identify when they need extra support. However, in a few cases, teachers' assessments of pupils' outcomes are too generous.

Annual reports to parents are of very high quality. They give very clear and useful information about individual pupils' progress and achievements.

Care, support and guidance: Good

The school has effective arrangements to support pupils' health and wellbeing, including suitable arrangements for promoting healthy eating and drinking. There are comprehensive procedures in place to support good behaviour and anti-bullying strategies. As a result, many older pupils act maturely around the school and are effective role models for younger children. There are purposeful opportunities for pupils to develop their spiritual, moral, social and cultural understanding. For example, older pupils take part in a 'deputy-sheriff scheme'. They monitor the local community park and report any concerns to the police community support officer. This provides these pupils with an effective understanding of their social and moral obligation to the community.

The school works well with a range of specialist services and implements their advice to support pupils effectively. For example, liaison with the speech and language service means that staff can provide purposeful intervention sessions that lead to improvement in the expressive and receptive language skills of targeted pupils.

The school's provision for pupils with additional learning needs is effective. Staff co-ordinate multi-agency reviews successfully and engage parents fully in the process. They develop plans that focus well on pupils' needs and identify how the school and outside agencies will support the individual pupil. As a result, most pupils make good progress towards meeting the targets in their individual education plans.

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

Learning environment: Good

The school has an inclusive and caring ethos where staff value all pupils equally, regardless of their gender, background or ability. All staff promote equal opportunities purposefully and nurture the children in their care sympathetically. As a result, all members of the school community respect and support each other well.

The accommodation is of a good quality and is suitable for the number of pupils on roll. The buildings and grounds are secure and well maintained. Effective and useful displays enhance the learning environment and celebrate pupils' work well. The school has developed parts of its outdoor space successfully, such as the forest school area, and this has improved opportunities for pupils' learning. However, staff in the Foundation Phase do not ensure that pupils have sufficient opportunities to use the outdoor areas for learning.

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

Leadership: Good

The headteacher and senior leadership team have a clear vision for the school that gives a high priority to ensuring that all pupils achieve well and enjoy learning. They work together effectively and have a clear understanding of their roles and responsibilities. They share agreed aims for improving the quality of provision and raising standards. They all take part in monitoring the work of the school and in providing direction and support for other members of staff. However, they do not always have sufficient time to undertake their leadership roles outside of their teaching commitments.

Leadership and staff meetings focus well on the school's priorities for improvement, for example in securing improvements in pupils' inference and deduction skills. Useful records of meetings allow leaders to track agreed actions and this helps to ensure that all staff take them forward successfully.

Arrangements for the performance management of teachers and learning support staff are effective. Improvement objectives link well with the school's targets for pupil performance and with actions in the school's improvement plan. Performance objectives lead to suitable training opportunities, when appropriate. As a result, most staff contribute to the school's development priorities well.

Governors support the school well. They are aware of their responsibilities and have a comprehensive understanding of the standards achieved by pupils and the priority

areas for improvement. Many governors make valuable contributions to the self-evaluation process. They visit the school suitably and liaise with subject leaders to evaluate the effectiveness of resources and teaching strategies on pupil outcomes. They carry out their duties well and hold the school to account appropriately.

Leaders take appropriate account of many local and national priorities, such as reducing the impact of poverty on pupils' progress. However, they have not ensured the full implementation of key elements of Foundation Phase practice.

Improving quality: Good

Leaders have incorporated useful self-evaluation processes into the school's routines. They use a comprehensive range of monitoring procedures to help them to identify many of the school's strengths and areas for improvement accurately. They utilise a wide range of first-hand information, including a careful analysis of pupil performance data. This enables them to assess the progress of individuals and year groups, and to identify pupils who are not achieving as well as expected. A variety of staff and governors contribute well to the procedure for gathering and evaluating evidence. For example, members of the governing body help to analyse pupil performance data and they challenge subject leaders on their findings supportively. The school takes good account of reports from external advisers and acts upon their advice well. However, newly introduced procedures for evaluating the quality of learning and teaching in classes tend to be too generous. As a result, they do not always provide an accurate enough evaluation of important areas of the school's work.

There is a clear link between the findings of self-evaluation and the school's improvement planning. The school's plans are thorough and have a manageable number of appropriate priorities, which leaders break down into individual actions concisely. Each of these actions has measurable targets, timescales and costs. The plans link effectively with staff training. The school has a good track record of bringing about purposeful improvement. For example, a focus on developing provision for Welsh has led to a notable improvement in pupils' Welsh language skills.

Partnership working: Good

The school works with a broad range of external partners to improve pupil outcomes and wellbeing. It has a supportive partnership with parents who feel that teachers inform them well about their children's progress. This strong relationship ensures that parents are happy to approach the school with concerns or queries and have confidence that leaders and staff will deal with these effectively.

Extensive transition arrangements with the local secondary school prepare pupils well for the next phase of their learning. These arrangements include a two-day visit to the secondary school in the summer term of Year 6. Close liaison with individual departments in the secondary school allows teachers to challenge and to develop more able pupils' skills effectively, for example in mathematics.

The school works well with the local playgroup. For example, children from the playgroup come to the school's teddy bear picnic in the summer term. This familiarises them and their parents with the school and staff. As a result, children transfer confidently to the nursery class.

There are beneficial partnerships with the local cluster of schools to share effective practices. For instance, teachers develop portfolios to support them in moderating pupils' work suitably. Teachers share training events with local schools, for example working to develop pupils' creative skills in a project on Gower.

Effective links with a few local businesses help support the curriculum appropriately. For example, a business link helps to develop the understanding of parents and pupils of e-safety. The link also helps to provide training for staff and pupils in developing their understanding of computer coding, which contributes well to the development of older pupils' ICT skills.

Resource management: Good

The school has an appropriate number of teaching and support staff to ensure that all pupils can access the full curriculum. Leaders deploy staff efficiently and, generally, they make good use of their expertise and experience. They provide good opportunities to staff with teaching and learning responsibilities to work across phases and this helps to improve their knowledge and understanding of whole-school issues. Teaching assistants provide effective support for pupils, notably when supporting small groups.

Leaders plan useful training and development activities that link well to whole-school priorities and they focus well on improving pupils' attainment. For example, the whole-staff training for Welsh has had a positive impact on improving pupils' standards. All teachers and many teaching assistants undertake a wide range of professional development opportunities that support their performance management targets and school development priorities. For example, training in developing extended writing skills has had a positive impact on pupils' ability to write across the curriculum.

The school makes appropriate use of its finance. Spending decisions relate well to priorities in the school improvement plan. Governors meet regularly, alongside the headteacher, to plan and to monitor spending efficiently. However, they have not always used financial reserves well enough to address a few shortcomings in the school's provision. The school uses its Pupil Deprivation Grant to support vulnerable pupils effectively. Leaders track the impact of the grant on improving the outcomes of vulnerable pupils well.

In view of the standards that pupils achieve and the overall quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6702219 - PEN-Y-FRO

Number of pupils on roll	171
Pupils eligible for free school meals (FSM) - 3 year average	11.1
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	19	24	24	15
Achieving the Foundation Phase indicator (FPI) (%)	73.7	87.5	87.5	93.3
Benchmark quartile	4	3	3	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	19	24	24	15
Achieving outcome 5+ (%)	73.7	91.7	95.8	93.3
Benchmark quartile	4	3	2	2
Achieving outcome 6+ (%)	42.1	25.0	45.8	26.7
Benchmark quartile	1	4	2	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	19	24	24	15
Achieving outcome 5+ (%)	94.7	87.5	91.7	93.3
Benchmark quartile	2	4	3	3
Achieving outcome 6+ (%)	47.4	29.2	33.3	60.0
Benchmark quartile	1	3	3	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	19	24	24	15
Achieving outcome 5+ (%)	89.5	95.8	100.0	100.0
Benchmark quartile	4	3	1	1
Achieving outcome 6+ (%)	63.2	62.5	79.2	66.7
Benchmark quartile	2	2	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.

6702219 - PEN-Y-FRO

Number of pupils on roll	171
Pupils eligible for free school meals (FSM) - 3 year average	11.1
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	24	30	21	13
Achieving the core subject indicator (CSI) (%)	91.7	86.7	100.0	76.9
Benchmark quartile	2	3	1	4
English				
Number of pupils in cohort	24	30	21	13
Achieving level 4+ (%)	95.8	90.0	100.0	84.6
Benchmark quartile	2	3	1	4
Achieving level 5+ (%)	41.7	40.0	38.1	46.2
Benchmark quartile	2	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	24	30	21	13
Achieving level 4+ (%)	91.7	86.7	100.0	76.9
Benchmark quartile	3	4	1	4
Achieving level 5+ (%)	41.7	40.0	38.1	53.8
Benchmark quartile	2	3	3	2
Science				
Number of pupils in cohort	24	30	21	13
Achieving level 4+ (%)	95.8	90.0	100.0	84.6
Benchmark quartile	2	4	1	4
Achieving level 5+ (%)	37.5	56.7	47.6	53.8
Benchmark quartile	3	1	2	1

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.	85		83 98%	2 2%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	81		75 93%	6 7%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	82		77 94%	5 6%		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	84		83 99%	1 1%		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.	84		76 90%	8 10%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	82		77 94%	5 6%		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.	84		84 100%	0 0%		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.	85		83 98%	2 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.	83		71 86%	12 14%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%		
I have enough books, equipment, and computers to do my work.	85		80 94%	5 6%		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.	80		60 75%	20 25%		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	83		74 89%	9 11%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			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.	105	93 89%	11 10%	1 1%	0 0%	0		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%			
My child likes this school.	105	90 86%	14 13%	0 0%	1 1%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%			
My child was helped to settle in well when he or she started at the school.	105	96 91%	6 6%	1 1%	0 0%	2		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.	104	79 76%	24 23%	1 1%	0 0%	0		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%			
Pupils behave well in school.	105	70 67%	33 31%	0 0%	1 1%	1		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	105	86 82%	18 17%	0 0%	0 0%	1		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	105	80 76%	23 22%	0 0%	0 0%	2		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%			
The homework that is given builds well on what my child learns in school.	104	58 56%	35 34%	2 2%	0 0%	9		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.	105	82 78%	17 16%	3 3%	0 0%	3		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.	105	83 79%	19 18%	1 1%	0 0%	2		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%			
My child is safe at school.	105	86 82%	17 16%	2 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'.	104	65 62%	24 23%	0 0%	1 1%	14		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%			

	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 am kept well informed about my child's progress.	105	70 67%	32 30%	3 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	105	92 88%	11 10%	2 2%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	105	57 54%	34 32%	1 1%	1 1%	12	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	105	82 78%	17 16%	0 0%	0 0%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	100	42 42%	21 21%	1 1%	1 1%	35	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	105	55 52%	36 34%	7 7%	0 0%	7	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	105	92 88%	12 11%	1 1%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Andrew Thorne	Reporting Inspector
Ms Margaret Lonsdale	Team Inspector
Mrs Meleri Cray	Lay Inspector
Mrs Rebecca Sims	Peer Inspector
Mrs Rachel Lewis (Headteacher)	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.