A report on

**Whitestone Primary School
Rushwind Close
West Cross
SA3 5RF**

Date of inspection: February 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: 08/05/2017

Context

Whitestone Primary school is in the West Cross area of Swansea. There are 170 pupils on roll between the ages of 3 and 11 in seven mixed-age classes. In addition, there is a part-time nursery and two specialist teaching facilities for pupils with moderate to severe learning difficulties.

The school identifies around 38% of pupils as having additional learning needs, which is well above the national average. Around 16% of pupils, mainly in the specialist teaching facilities, have a statement of special educational needs. Approximately 23% of pupils are eligible for free school meals, which is slightly above the national average. Most pupils come from a white British background, where the predominant language is English.

The school's last inspection was in September 2009. The headteacher took up her post in September 2010.

The individual school budget per pupil for Whitestone Primary School in 2016-2017 means that the budget is £4,955 per pupil. The maximum per pupil in the primary schools in Swansea is £5,232 and the minimum is £2,703. Whitestone Primary School is 4th 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:

- Most pupils make good progress in developing their literacy and numeracy skills as they move through the school
- The reading skills of most pupils are developing effectively
- Most pupils with additional learning needs, including those in the specialist teaching facilities, make good progress from their starting points
- Pupils eligible for free school meals currently perform as well as other pupils in both key stages
- More able pupils make particularly good progress
- Nearly all pupils show respect, care and concern for others and take responsibility for their own actions
- Most pupils show interest and motivation in their activities, concentrate fully on their tasks and work well together
- Throughout the school, teachers use a wide range of useful teaching strategies to interest and engage pupils
- The school has clear procedures for recording and developing pupils' progress

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear, purposeful vision for the school and is committed to raising standards and offering stimulating experiences for all pupils
- The senior management team support the headteacher well and carry out their responsibilities conscientiously
- There are effective systems to evaluate the school's performance regularly
- All staff know and understand very well the priorities for improvement and are involved in helping to achieve them.
- The school works effectively with a wide range of partners and this has a beneficial effect on pupils' wellbeing and learning
- The headteacher and governors monitor expenditure carefully in order to ensure the effective use of financial resources

Recommendations

R1 Raise standards in Welsh in key stage 2

R2 Ensure that governors review and monitor progress regularly against priorities in the school development plan

R3 Provide opportunities for staff to share good practice with schools outside of the local area

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

Many pupils enter the school with skill levels below those expected for their age. Most make good progress in developing their literacy and numeracy skills as they move through the school. Most pupils with additional learning needs, including those in the specialist teaching facilities, make good progress from their starting points. Pupils with English as an additional language achieve well in line with their ability and their stage of language acquisition. Pupils eligible for free school meals currently perform as well as other pupils in both key stages. More able pupils make particularly good progress.

Most pupils across the school make good progress in their language, literacy and communication skills. In the Foundation Phase, most pupils listen well to staff and each other. They respond well to teachers' questioning and most are very keen to talk about their work. By the end of key stage 2, most pupils build well on these firm foundations and become confident speakers. They use appropriate vocabulary when discussing their work and they express opinions in a mature way on a range of topics.

Most pupils' reading skills are developing effectively. They take an interest in books and develop into independent readers. Most older pupils in the Foundation Phase read meaningfully, fluently and with expression. By the end of key stage 2, most pupils read a wide range of texts with good fluency. They develop their higher-order reading skills well to glean information from a range of texts and to research various topics in detail, such as the Shakespearean theatre.

In the Foundation Phase, most pupils develop their early writing skills well. They use interesting vocabulary and are beginning to vary their sentences and punctuate accurately. By the end of key stage 2, most pupils use their writing skills effectively across the curriculum for different purposes and for a wide range of audiences. Older pupils write at length and to a high standard in English, for example when writing poems to commemorate the Mumbles lifeboat disaster of 1947.

The numeracy skills of most pupils in the Foundation Phase are good. They solve problems quickly and use a wide range of number facts confidently. Most measure accurately and have an effective knowledge of simple fractions. Their problem-solving skills are developing well. Most pupils produce Venn diagrams correctly to record data, for example when differentiating between man-made and natural materials.

Most pupils in key stage 2 use numeracy skills confidently to solve everyday problems. They recall facts quickly, explain their mental strategies clearly and use mathematical vocabulary correctly to discuss their work. More able pupils produce impressive work when calculating the areas of different shapes, for example triangles, parallelograms and cubes. Most pupils use their numerical reasoning and

number skills effectively, for example when preparing a scatter graph to show the effects of penicillin and when calculating the impact of the Ebola virus on various countries.

Many pupils have positive attitudes to learning Welsh. In the Foundation Phase, most use a good range of vocabulary and basic sentence patterns to answer simple questions. In key stage 2, pupils are enthusiastic about Welsh, but the majority lack the confidence to use Welsh during the school day and they do not build systematically on their earlier learning. Most pupils respond in Welsh with very short answers and do not extend them any further. Most read simple texts appropriately and produce a limited range of written work.

Many pupils make good progress in developing and applying their information and communication technology (ICT) skills across the curriculum. In the Foundation Phase, pupils use computers effectively to answer comprehension questions and they are able to save and retrieve their work successfully.

In key stage 2, many pupils use their skills well to present data, using a range of computerised graphs and charts. Older pupils use electronic tablets effectively to develop and practise their reading and writing skills. Many pupils have a good range of ICT skills, which they use successfully in different areas across the curriculum. Many pupils use suitable programmes to gather and present information well for different audiences and purposes. All have a sound understanding of e-safety.

At the end of the Foundation Phase over the last four years, pupils' performance at the expected outcome in literacy and mathematical development has been in the bottom 25% when compared with that of similar schools. At the higher outcome, pupils' performance in both areas of learning has varied and there is no clear pattern.

In key stage 2, over the last four years, pupils' performance at the expected level in English, mathematics and science has generally placed the school in the lower 50% or bottom 25% when compared with similar schools. Performance at the higher level has usually placed the school in the higher 50% in English, but in mathematics and science pupils' performance has been more variable. These figures include pupils assessed in the specialist teaching facilities.

The quality of work seen during the inspection confirms that the standards most pupils achieve throughout the school are good.

Wellbeing: Good

Nearly all pupils have a good understanding of how to eat and drink healthily and they know the importance of taking regular exercise. The school's sports ambassadors actively encourage other pupils to participate regularly in games and physical activities.

Nearly all pupils show respect, care and concern for others and take responsibility for their own actions. Most pupils enjoy coming to school and develop the skills needed to improve their own learning. Most show interest and motivation in their activities, concentrate fully on their tasks and work well together.

Most pupils are keen to express their views and to take on different roles and responsibilities, such as helpwr heddiw and digital leaders. Nearly all pupils feel that their voice and opinions are valued. The school council and eco committee contribute purposefully to the decision-making process and keep the school well informed of their actions. Older pupils run the fruit shop and act as buddies to those younger than themselves.

Over the last four years, attendance levels have generally been in the higher 50% when compared with those of similar schools. Most pupils arrive punctually for the start of the school day.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The curriculum is broad and balanced and meets the requirements of the Foundation Phase, the National Curriculum and religious education. Teachers' planning is detailed and ensures that pupils have rich learning experiences. There is an extensive range of extra-curricular clubs that are popular. These enrich and extend pupils' learning effectively.

The school has responded well to the requirements of the National Literacy and Numeracy Framework. Teachers plan a beneficial range of activities that develop pupils' literacy, numeracy and ICT skills effectively in different subjects. They also provide stimulating opportunities for pupils to develop their research and independent learning skills in order to extend their knowledge and understanding across the curriculum. The school provides effective intervention programmes to meet the needs of those pupils in the specialist classes.

Staff promote pupils' understanding of the culture and heritage of Wales well. For example, pupils have regular opportunities to work with various artists and to develop their understanding of local and national history. Around the school, bilingual signage and displays positively promote the use of the Welsh language. Provision for Welsh language development is good in the Foundation Phase. In key stage 2, there are too few opportunities for pupils to develop their use of the language.

There are suitable opportunities to promote pupils' awareness of sustainability issues through a strong focus on the environment. The eco committee supports recycling and energy conservation effectively. Work on fair trade ensures that pupils understand the importance of giving workers in foreign countries a fair deal.

Teaching: Good

Throughout the school, most teachers use a wide range of teaching strategies to interest pupils and they have up-to-date knowledge of the subjects they teach. There are very positive working relationships between staff and pupils in nearly all classes. Most teachers establish effective classroom routines that promote individual, pair and group work successfully.

Most teachers' introductions at the start of lessons are enthusiastic and engage pupils from the outset. They plan activities well and ensure that most lessons proceed at a brisk pace. In most classes, work is differentiated well to meet the needs of different groups of pupils. Most teachers use skilful questioning techniques purposefully to promote pupils' understanding and to provide effective support. However, in a very few classes, the teaching does not ensure that all pupils behave and work well enough.

The school has clear procedures for recording pupils' progress. Teachers use the results of assessments effectively to provide additional support for specific pupils. In most lessons, teachers provide valuable feedback to pupils and encourage them to self-assess and evaluate their work in relation to success criteria. This helps pupils to understand what they do well and what they need to do to improve their work. Teachers mark pupils' work regularly and provide them with clear targets for improvement.

Reports to parents meet requirements and provide parents with purposeful information about how well their children are doing.

Care, support and guidance: Good

There is a very strong ethos of care within the school and pupils show respect for each other and adults. As a result, pupils feel safe and secure. There are appropriate arrangements to promote healthy eating and drinking. The school promotes pupils' understanding of the importance of physical exercise effectively through an extensive range of extra-curricular clubs.

The school promotes pupils' spiritual, moral, social and cultural development well through a rich curriculum and additional learning experiences. For example, pupils have beneficial opportunities to learn to play musical instruments and to take part in various drama productions. Daily acts of collective worship provide purposeful opportunities for children to reflect on their values and to develop their spiritual awareness appropriately.

The close collaboration that exists between the school and specialist services, including the school nurse, police and language support services ensures good quality support and guidance for pupils and their families. The school actively promotes good attendance, for example through weekly and termly competitions.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Support for pupils with additional learning needs, especially those in the specialist teaching facilities, is very good. Staff know the pupils and their needs very well. Teaching assistants deliver successful interventions and provide high levels of support throughout the school. The additional learning needs co-ordinator has developed very effective systems for tracking pupils' outcomes and progress to ensure that they reach their potential. Staff ensure that parents and pupils are involved fully in regular reviews of progress and in planning the next steps in pupils' learning. Pupils in the specialist teaching facilities take a full part in the life of the school through a very well planned system of integration.

Learning environment: Good

The school is a very happy community in which all pupils and their families are welcomed, respected and supported. The school's policies and procedures successfully promote pupils' understanding of rights, respect and fairness. Staff promote equal opportunities well and oppose any form of discrimination, stereotyping or oppressive behaviour. This has a positive effect on the development of pupils' personal and social skills.

The buildings and grounds are secure and maintained well. The accommodation is of good quality and sufficient for the number of pupils on roll. There are suitable arrangements to accommodate pupils with physical and learning needs. The school has developed the outdoor space for the Foundation Phase successfully and staff use this well to support and enhance pupils' learning and play. Colourful displays enrich the learning environment and celebrate pupils' work successfully.

There are a sufficient range of learning resources of good quality for pupils. There is a well-stocked library with up-to-date books and sufficient ICT equipment to support the development of pupils' skills effectively.

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

Leadership: Good

The headteacher has a clear, purposeful vision for the school and she is committed to raising standards and offering stimulating experiences for all pupils. She shares her vision successfully with all staff, governors, parents and pupils. The senior management team support the headteacher well and carry out their responsibilities conscientiously.

All members of staff have clear roles, linked to aspects of the curriculum and school management. They undertake their responsibilities diligently and work closely to create a supportive whole-school ethos. They share a common understanding of the school's priorities for improvement and regular meetings focus sharply on improving standards and provision. The professional development of members of staff underpins the performance management procedures well. As a result of these arrangements, there has been effective middle management training for various subject leaders. This has impacted well on such areas as ICT.

Leaders address national and local priorities successfully. For example, the school is actively implementing the Digital Competency Framework. Leaders have also introduced effective strategies to reduce the impact of deprivation on pupils' educational attainment.

Governors are conscientious and supportive of the school. They understand how well the school is performing and they challenge leaders appropriately in relation to pupils' progress and outcomes. For example, governors challenged the school successfully to improve pupils' progress in English by the end of key stage 2 and this has led to improvements in writing. They visit the school regularly to observe lessons and they often scrutinise pupils' books. Governors' involvement in the preparation of

the self-evaluation report and the school improvement plan is developing well. However, governors do not review and monitor the progress of school priorities well enough.

Improving quality: Good

The headteacher has established effective systems to evaluate the school's performance. As a result, senior leaders have a clear understanding of the school's strengths and areas for improvement. Procedures make good use of a range of first-hand evidence, including lesson observations, scrutiny of pupils' work, parents' questionnaires and detailed analyses of performance data. For example, effective use is made of data to ensure that intervention and support strategies are targeted appropriately to improve pupils' progress in English and mathematics by the end of key stage 2.

Staff participate beneficially in the process of monitoring, evaluating and planning for improvement. Teachers undertake these activities across all areas and share their findings regularly. This helps to reinforce the good quality of the curriculum and the strong team ethos within the school.

The self-evaluation report is informative and gives an accurate picture of the school's strengths and areas for improvement. Priorities in the school development plan derive directly from the evidence gathered during the self-evaluation process. There are detailed targets for nearly all indicators, and responsibilities for monitoring and evaluating their effectiveness are clear. The school development plan is costed carefully and set within an appropriate timescale. All staff know and understand very well the priorities for improvement and are involved in helping to achieve them. Last year's school development priorities focused on raising mathematics standards. This has led to a significant upward trend in pupils' procedural and reasoning skills across all year groups.

Partnership working: Good

There are a wide range of effective partnerships and this has a beneficial effect on pupils' wellbeing and learning. There is a strong partnership with parents, who are very positive about all aspects of school life. Nearly all parents appreciate the regular information they receive about their children's progress and achievements. The parents association raises substantial funds to support the work of the school. For example, recent purchases are having a positive impact on raising pupils' reading and ICT skills.

The school is an integral part of the local community and participates in Dragon Day events organised by Mumbles Community Council regularly. The school is currently involved actively in commemorating the 1947 Mumbles lifeboat disaster. There are established links with local businesses, which support the curriculum well and enhance pupils' extra-curricular experiences successfully. For example, a local hotel recently helped paint the school hall and provided a special Christmas treat for pupils.

Successful transition arrangements with the receiving secondary schools prepare pupils well for the next stage of their education. Regular moderation and standardisation procedures within the school and with the local cluster and secondary schools ensure accuracy and continuity in the assessment of pupils' learning.

Resource management: Good

The school has an appropriate number of suitably qualified and experienced staff who make a valuable contribution to pupils' learning and wellbeing. Teachers make purposeful use of their planning, preparation and assessment time and the arrangements are managed effectively. Teaching assistants provide comprehensive and dedicated support for pupils. They have a positive effect on improving pupils' standards of work and attainment, for example in mathematics and reading.

All staff participate in regular training events, linked to their individual needs and school priorities. The school is developing appropriately as a learning community and staff share good practice occasionally, for example through training sessions to improve digital competency. This is having a positive effect on pupils' ICT skills. However, staff do not have sufficient opportunities to share good practice with schools beyond the local area.

The school manages its resources well. The headteacher and governors monitor expenditure carefully in order to ensure the effective use of financial resources. Current plans for allocating the pupil deprivation grant focus appropriately on supporting vulnerable pupils and tackling underachievement in reading and mathematics. As a result, most targeted pupils make at least the expected progress.

Due to the good standards that pupils achieve and the effective quality of the provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6702095 - WHITESTONE PRIMARY

Number of pupils on roll	166
Pupils eligible for free school meals (FSM) - 3 year average	20.5
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	21	17	24	24
Achieving the Foundation Phase indicator (FPI) (%)	71.4	64.7	83.3	70.8
Benchmark quartile	4	4	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	21	17	24	24
Achieving outcome 5+ (%)	71.4	64.7	83.3	70.8
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	23.8	47.1	37.5	29.2
Benchmark quartile	3	1	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	21	17	24	24
Achieving outcome 5+ (%)	76.2	64.7	83.3	79.2
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	19.0	35.3	41.7	29.2
Benchmark quartile	3	2	1	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	21	17	24	24
Achieving outcome 5+ (%)	85.7	64.7	87.5	87.5
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	52.4	52.9	66.7	41.7
Benchmark quartile	2	2	2	4

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.

6702095 - WHITESTONE PRIMARY

Number of pupils on roll	166
Pupils eligible for free school meals (FSM) - 3 year average	20.5
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	19	23	31	13
Achieving the core subject indicator (CSI) (%)	63.2	91.3	71.0	76.9
Benchmark quartile	4	2	4	4
English				
Number of pupils in cohort	19	23	31	13
Achieving level 4+ (%)	89.5	91.3	74.2	76.9
Benchmark quartile	3	2	4	4
Achieving level 5+ (%)	36.8	52.2	41.9	46.2
Benchmark quartile	2	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	19	23	31	13
Achieving level 4+ (%)	63.2	95.7	71.0	76.9
Benchmark quartile	4	1	4	4
Achieving level 5+ (%)	21.1	39.1	35.5	53.8
Benchmark quartile	4	2	3	1
Science				
Number of pupils in cohort	19	23	31	13
Achieving level 4+ (%)	78.9	95.7	71.0	76.9
Benchmark quartile	4	2	4	4
Achieving level 5+ (%)	0.0	52.2	38.7	46.2
Benchmark quartile	4	1	3	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.	84	81 96%	3 4%		Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%		
The school deals well with any bullying.	82	74 90%	8 10%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%		
I know who to talk to if I am worried or upset.	84	81 96%	3 4%		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	83	82 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.	83	79 95%	4 5%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%		
I am doing well at school	83	77 93%	6 7%		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	82 98%	2 2%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%		
I know what to do and who to ask if I find my work hard.	84	84 100%	0 0%		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.	81	69 85%	12 15%		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.	82	80 98%	2 2%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%		
Other children behave well and I can get my work done.	73	47 64%	26 36%		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	80	69 86%	11 14%		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.	61	38 62%	19 31%	3 5%	1 2%	0		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%			
My child likes this school.	60	42 70%	15 25%	1 2%	2 3%	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.	59	43 73%	13 22%	3 5%	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.	60	36 60%	19 32%	3 5%	2 3%	0		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%			
Pupils behave well in school.	61	34 56%	20 33%	2 3%	2 3%	3		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	60	35 58%	21 35%	2 3%	1 2%	1		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	61	39 64%	20 33%	0 0%	2 3%	0		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.	61	30 49%	18 30%	4 7%	3 5%	6		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.	61	38 62%	18 30%	3 5%	2 3%	0		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.	61	39 64%	20 33%	1 2%	1 2%	0		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.	58	45 78%	8 14%	2 3%	2 3%	1		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'.	60	33 55%	13 22%	4 7%	2 3%	8		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.	61	29 48%	29 48%	3 5%	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.	61	46 75%	12 20%	1 2%	2 3%	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.	60	29 48%	18 30%	3 5%	1 2%	9	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.	61	41 67%	15 25%	2 3%	2 3%	1	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.	60	23 38%	15 25%	3 5%	2 3%	17	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.	61	38 62%	19 31%	2 3%	1 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	60	37 62%	18 30%	2 3%	2 3%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

David Gareth Evans	Reporting Inspector
Hazel Hughes	Team Inspector
Terry James Davies	Lay Inspector
Louise Williams	Peer Inspector
Bethan Peterson	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.