



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Penyrheol Primary School
Frampton Road
Gorseinon
Swansea
SA4 4LY**

Date of inspection: October 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Penyrheol Primary School is near Gorseinon, in Swansea. There are 222 pupils between the ages of 3 and 11 years old on roll, including 29 nursery pupils. There are eight classes, one of which is a mixed aged class. Approximately 31% of pupils are eligible for free school meals, which is higher than the all-Wales average of 20%.

The school identifies around 33% of pupils as having additional learning needs. A very few have a statement of special educational needs. Very few pupils are looked after by the local authority. English is the predominant home language of pupils and the school has very few pupils who come from Welsh-speaking homes or speak English as an additional language.

The current headteacher took up her post in 2001. The school was last inspected in March 2012.

The individual school budget per pupil for Penyrheol Primary School in 2015-2016 means that the budget is £3,718 per pupil. The maximum per pupil in the primary schools in Swansea is £5,006 and the minimum is £2,556. Penyrheol Primary School is 18th 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 performance is adequate because:

- Most pupils make good progress during their time at the school
- Pupils who receive free school meals often perform as well if not better than their peers in attaining the expected outcomes or levels
- Many pupils across the school develop their reading skills well
- Pupils understand what they need to do to improve their work
- Many pupils use their thinking and investigative skills purposefully
- Many pupils co-operate well together
- There are effective procedures to support most pupils who have additional learning needs
- Pupils' awareness of the importance of keeping fit and of eating and drinking healthily is very good
- Pupils are courteous and behave well
- There is a strong ethos of teamwork across the school in which teachers and support staff work together effectively
- Nearly all pupils enjoy school and contribute well in lessons

However:

- More able pupils' performance over the last four years does not compare favourably to that of similar schools
- Pupils' ability to write at length is underdeveloped
- Teachers do not provide sufficient opportunities for pupils to develop their numeracy skills across the curriculum
- Whole-school planning lacks coverage of all areas of the National Curriculum and religious education
- Attendance rates do not compare favourably with those of similar schools

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision, which ensures that pupils' wellbeing has a high priority throughout the school
- Leaders ensure a caring community where pupils feel happy and safe and this provides a good base for learning
- Leaders are successful in reducing the impact of poverty on attainment
- Performance management procedures help to ensure that most pupils reach the

expected levels

- The self-evaluation report shows that leaders know the strengths of the school well
- The school has a wide range of effective partnerships that contribute well to improving provision for pupils

However:

- Although the self-evaluation report identifies the school's strength accurately, it does not identify well enough the aspects that need to be improved
- The school development plan lacks detail and this makes it difficult for the school to measure progress
- The role of governors as critical friends is underdeveloped
- Recommendations from the previous inspection are still outstanding

Recommendations

R1 Improve outcomes for pupils who are more able

R2 Ensure greater opportunities for pupils to write at length and apply their numeracy skills across the curriculum

R3 Improve attendance

R4 Ensure that teachers' planning meets statutory requirements

R5 Define leadership roles clearly and hold staff to account for their performance

R6 Improve self-evaluation to gain an accurate picture of the school's performance and set measurable targets for improvement

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

A minority of pupils enter the school with skills below the level expected for their age. However, by the time they leave the school at the end of Year 6, most pupils make good progress in their learning and reach the expected levels. Most pupils work productively in classes and make good progress against the lesson aims. Many pupils use their thinking skills purposefully across the curriculum, particularly through focused questioning by staff and the expectation for them to explain their answers in detail. However, more able pupils do not always achieve as well as they could.

Most pupils develop oral skills successfully throughout the school. From a very early age, many speak well and express an opinion clearly. Most are able to answer questions confidently and listen effectively to other contributions. In key stage 2, pupils' oral skills continue to develop well, in both formal and informal situations.

Across the school most pupils read books and their own work to a standard that is appropriate to their age and ability. By the end of the Foundation Phase, many pupils apply effective strategies to read unfamiliar words or to find a meaning. Many identify and read basic words correctly and pay appropriate attention to punctuation marks. In key stage 2, most pupils read with fluency and accuracy. They discuss the contents of books effectively, express their opinions well and talk about their favourite authors confidently. Many skim and scan text quickly to locate specific pieces of information.

Many pupils develop early writing skills well and by the end of the Foundation Phase many write well in English and across the curriculum. Nearly all write for various purposes, showing a good grasp of basic punctuation. In key stage 2, most pupils write in wide range of contexts based on engaging themes. Pupils write interesting diary and newspaper reports on, for example, World War II and the Victorians, showing good empathy and understanding. They generally use paragraphs and punctuating correctly. However, the presentation of work and handwriting of a minority lack neatness. Pupils' ability to write at length is underdeveloped and, as a result, this has an adverse effect on more able pupils' ability to attain the higher levels in literacy.

Many pupils in Foundation Phase develop their mathematical skills well. They use their understanding of place value to add and subtract two-digit numbers accurately. Many count correctly in multiples of two, five and ten. They use different coins well to pay for items less than one pound. More able pupils use simple multiplication tables to solve problems and they add and subtract two-digit numbers to solve money problems successfully.

In key stage 2, most pupils make strong progress in developing their mathematical skills. They calculate fractions of quantities correctly and most multiply three-digit numbers using their knowledge of place value well. Many use the mode and range in

a set of data purposefully. Many more able pupils measure and identify acute and obtuse angles accurately. However, pupils in both key stages do not apply their numeracy skills appropriately across the curriculum.

Most pupils use their limited Welsh oral skills enthusiastically and confidently, responding appropriately to instructions and questions in Welsh during lessons. Many older pupils hold a simple conversation in Welsh using recently acquired vocabulary to answer simple questions with developing confidence. Most pupils lack the skills to read simple Welsh texts in key stage 2, but with the use of writing frames many can write appropriately. Nearly all pupils have a good understanding of their Welsh heritage.

At the end of the Foundation Phase, pupils' performance at the expected outcomes over the last four years in literacy and mathematical development has varied, moving the school between the higher 50% and bottom 25% of similar schools. Performance at the higher than expected outcomes is consistently below the average for similar schools.

By the end of key stage 2, pupils' performance at the expected level in English, mathematics and science is good and is nearly always above the average for similar schools. However, performance at the higher levels in the same subjects is generally below the average.

Across the school, pupils who are eligible for free school meals make good progress against their personal targets. At the expected outcomes in the Foundation Phase, these pupils generally perform better than their peers. At the end of key stage 2, most perform as well as their peers in the expected levels. However they do not perform as well in attaining the higher than expected outcomes and levels. Nearly all pupils who have additional learning needs achieve well and make appropriate progress against their personal targets.

Wellbeing: Adequate

Nearly all pupils have a secure understanding of how to live healthily through what they eat and drink. They have positive attitudes towards keeping healthy and they take advantage of frequent opportunities to exercise. Activities arranged by the sports ambassadors and playground buddies at lunchtime and after-school activities contribute well to pupils' levels of fitness and their ability to work well together.

All pupils feel safe at school and know whom to approach if they are worried. Pupils' behaviour both inside and outside lessons is one of the school's strengths and nearly all treat each other with respect and care. Most are motivated to work and concentrate for appropriate periods. Most pupils work well independently and they also work together effectively, showing a good level of perseverance in lessons. Many recall previous learning well in order to improve their work.

Through the work of the school council and 'Green Team', pupils contribute well and have a positive effect on school life. A good example of this is their contribution to classroom observations as part of the school's self-evaluation processes. This led to an improvement in assessment for learning strategies where pupils now use purple

pens to respond to teachers' marking comments on how to improve their work. Pupils contribute effectively to the local community through a variety of activities and take pride in their school environment. They work enthusiastically as members of 'Granny's Ground Force' to plant flowers and maintain their grounds well.

Pupils' punctuality is good and they enjoy coming to school. Despite the school's efforts and the unverified recent improvement in attendance levels, pupils' attendance is poor in comparison with that in similar schools. Persistent absence has increased to above the Wales average for the last two years.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school provides pupils with an appropriate range of meaningful and relevant activities within and outside the classroom. Teachers work well together and plan activities that motivate and stimulate the pupils well. As a result, most pupils engage well in lessons and in tasks. However, planning for pupils' literacy and numeracy skills across the curriculum lacks a coherent and consistent approach. Pupils do not have sufficient opportunities to write at length or to apply their numeracy skills across the curriculum.

Generally, the school organises the curriculum for English and mathematics well. This provides teachers with clear guidance about the skills pupils need to achieve in each year group. Teachers are very successful in ensuring that most parents and pupils use the home reading scheme regularly. This is effective in developing pupils' skills and enjoyment of reading. Elements of other subjects are less well developed to ensure that pupils experience the full breadth of National Curriculum subjects and religious education.

The school meets the needs of nearly all the different groups of learners effectively and tackles the effects of disadvantage successfully. There are purposeful withdrawal groups for pupils who need additional support.

The extra-curricular life of the school is a strong feature. Many pupils attend a range of sporting, musical, pastoral and academic clubs during lunchtimes and after school. The nurture club held during lunchtime is particularly effective in developing pupils' confidence and social skills.

The provision for Welsh language ensures that pupils develop satisfactory Welsh literacy skills. The school promotes pupils' knowledge of the culture and history of Wales well. This is successfully based on a range of purposeful local studies such as the effects of the Blitz on Swansea and work by local artists Nina Morgan and Dave Marchent. These experiences help to raise pupils' interest and motivation in the Welsh dimension.

The school promotes pupils' understanding of environmental issues well. The 'Green Team' lead the management of waste and litter picking consistently and as a result pupils are very proud of their school environment. Planning ensures that most pupils develop their understanding of the wider world well through collaborative activities and their support for charities in eastern Europe.

Teaching: Adequate

All staff provide a working environment where pupils are safe and supported. Pupils voice their opinions or suggestions without the fear of making a mistake. This trusting relationship, along with the positive behaviour strategies that all staff use, helps to make sure that pupils' behaviour is good and provides a strong base for learning. Staff use open-ended questions effectively to develop pupils' thinking skills and to ensure that they understand the work and make useful links with previous learning. The effective co-operation between teachers and assistants is a clear strength across the school. As a result, most pupils make steady progress over time and develop well as learners.

Although teachers provide activities that meet the needs of most pupils, a lack of challenge for more able pupils means that this group do not reach their potential. . Scrutiny of pupils' work over time confirms that, overall, teaching does not ensure high enough standards in all subjects across the curriculum.

Teachers mark pupils' work regularly and thoroughly. They provide consistent useful comments informing pupils of their achievements and what they need to do next to improve. The detailed notes of learning support assistants on pupils' work also help to inform teachers effectively about pupil progress.

Teachers use a range of useful information and data about their pupils to set targets for improvement but these are not always sufficiently challenging. They assess each pupil regularly to track the progress they are making toward achieving their targets. This ensures that staff plan appropriate support for pupils who are at risk of not meeting the expected levels.

Reports to parents provide good information about their child's progress. The detailed information on pupils' attitudes and social and emotional qualities is a strong feature.

Care, support and guidance: Good

The school has successful arrangements that promote healthy eating and drinking. Through a very wide range of sports activities during and after-school, pupils develop a good understanding of the importance of physical exercise. Staff encourage all pupils to take part by making use of sports ambassadors and a very high percentage of pupils attend sporting activities. This is a strength of the school.

Staff support pupils' spiritual, moral, social and cultural development successfully through a variety of appropriate experiences and activities. As a result, nearly all pupils show respect and care for others within the school, the community and less advantaged communities in eastern Europe.

The school has strong working relationships with a range of external support agencies who provide specialist support for pupils and families who are most in need. This allows for the quick and effective sharing of information and advice to staff and parents, which staff use well to plan and provide the most appropriate support for pupils.

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

The school uses a range of information to identify pupils who need additional support. It analyses assessment results to identify pupils who may fall behind in their learning compared to pupils of the same age. This process ensures that most pupils with additional learning needs receive valuable support and make good progress in meeting the targets in their individual education plans. The school is especially proactive in adapting its learning environment and support to allow pupils with physical disabilities to access the full range of learning experiences.

Learning environment: Good

The school is an inclusive, caring community where staff and pupils treat each other with respect and courtesy.

Suitable appropriate policies and procedures ensure that the school environment is free from harassment and prejudice. Pupils receive equal access to all areas of the curriculum and to extra-curricular activities. The school celebrates diversity appropriately and the site is fully accessible for any pupils or adults with a disability. The school enthusiastically raises money for good causes locally and nationally and this increases pupils' awareness of equality and diversity successfully.

The building and grounds offer a safe, well-maintained and enriching learning environment for pupils. Classrooms are spacious and bright, with good resources. Colourful displays throughout the school celebrate pupils' work well. The school's outdoor provision is extensive. Staff use this well to provide a rich variety of activities, which raises pupils' levels of wellbeing successfully.

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

The headteacher successfully shares her clear vision for placing children and their needs first, with staff, parents and the community. As a result, the school is very child centred and has the wellbeing of all pupils at its heart in a caring community where pupils feel safe and happy.

The senior management team and all staff work well as a team and support the headteacher appropriately. Generally senior management and staff meetings have a good focus on standards and, as a result, the school compares well with similar schools with regard to achieving the expected levels by the end of Year 6. Leaders are also successful in reducing the impact of poverty on attainment and ensuring that pupils from disadvantaged backgrounds generally perform well. However, leadership roles are not always sufficiently clear. For example, no senior leader or subject leader has overall responsibility for monitoring curriculum provision. As a result, the curriculum the school provides is not always sufficiently broad and learning experiences in religious education are too infrequent.

Performance management procedures are in place and challenge all staff to improve their practice by setting purposeful targets that link to the school priorities. On the whole, the process has a positive effect on standards, particularly in reading.

The school pays appropriate attention to national priorities and has a clear and successful focus on assessment for learning and ensuring that pupils from deprived backgrounds perform at least as well as their peers.

The governing body is very supportive of the school and receives regular reports on the progress of the school improvement plan. Governors' understanding of standards is strengthening through monitoring visits and they are very aware of the high standards of behaviour across the school. However, governors are over-reliant on information provided by the headteacher and their role as critical friends is not firmly embedded.

Improving quality: Adequate

Self-evaluation processes take an appropriate range of first hand evidence into consideration. These include lesson observations, scrutiny of pupils' books, analysing data and asking the opinions of pupils and parents. The process is open and includes teachers, governors and pupils in the monitoring and classroom observations. This has led to a consistent approach, for example to marking and assessment for learning across the school. However, overall the monitoring reports and the self-evaluation report are not evaluative enough and do not identify all important areas that need developing. This means that leaders do not have an accurate picture of the quality of standards, provision or leadership. As a result, there are gaps in curriculum provision, and recommendations from the previous inspection are still outstanding.

The self-evaluation report links to priorities and targets in the school improvement plan, but priorities do not focus sufficiently on the important areas needed to move the school forward. The effective use of quantifiable targets and the evaluation of improvement plans remain at an early stage of development. This delays progress and makes it difficult for the governors to hold the school to account based on its outcomes.

Partnership working: Good

The partnership with parents is a strength of the school. Parents and the school work well together to ensure a nurturing and inclusive environment, which benefits pupils' wellbeing. The school provides a wide range of opportunities for parents to visit the school to support their children's learning. For example, parents visit classrooms to observe how teachers develop pupils' literacy skills and are encouraged to develop this at home to support pupils' reading. As a result, nearly all pupils take reading books home regularly. Parents also support the school's extra-curricular activities well. This has led to an increase in the number of pupils and families who attend and support school involvement in the city's fitness initiatives.

The school has useful links with the community and local business. These support pupils' learning well. For example, pupils regularly visit a local bank to learn about basic finance and money. The 'Friends of Penyrheol School' arrange fund raising events, which have enabled the school to purchase new cooking equipment for pupils to use. A local supermarket provides sponsorship for a range of pupil rewards. This allows the school to offer weekly incentives through a 'reading raffle', which successfully encourages nearly all parents and pupils to read together at home. Close links with a local church enhance the assemblies. Pupils learn about keeping themselves safe with the support of external providers.

There are productive links with local primary schools and the secondary school. Teachers benefit from regular opportunities to meet with other primary and secondary teachers to moderate and standardise pupils' work. This has improved teachers' understanding of accurate assessment. The school's additional learning needs co-ordinator plans very useful transition arrangements for pupils and their parents. This enables the secondary school to meet the needs of these pupils quickly and effectively. The beneficial partnership between the school and specialist agencies ensures an appropriate response to support vulnerable pupils when needed.

Resource management: Adequate

The school has an appropriate level of teachers and learning support assistants. All teachers receive their statutory entitlement to planning, preparation and assessment time and generally use this time appropriately to review the progress and needs of their pupils. Leaders identify the professional development needs of individual staff members through performance management reviews. They plan and provide all staff with relevant training, which enables them to implement new approaches to teaching and learning well. For example, recent training has led staff to introduce useful feedback to pupils about the quality of their work and ways of encouraging them to respond to marking.

Staff meet with other staff from local schools for joint training days. This provides cost-effective opportunities for teachers to share good practice.

The school uses its pupil deprivation grant to improve outcomes for many disadvantaged and vulnerable pupils and as a result they often perform as well as, if not better than, their peers.

The headteacher and the finance sub-committee monitor and manage expenditure carefully and make purposeful use of funds. The school's expenditure decisions link appropriately to the priorities in the improvement plan for raising pupils' standards and wellbeing.

Considering the standards achieved by pupils, the school offers adequate value for money.

Appendix 1: Commentary on performance data

6702176 - PENYRHEOL PRIMARY SCHOOL

Number of pupils on roll	222
Pupils eligible for free school meals (FSM) - 3 year average	27.8
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	23	26	16
Achieving the Foundation Phase indicator (FPI) (%)	87.0	76.9	75.0
Benchmark quartile	1	3	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	23	26	16
Achieving outcome 5+ (%)	87.0	80.8	81.3
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	17.4	15.4	0.0
Benchmark quartile	3	4	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	23	26	16
Achieving outcome 5+ (%)	87.0	84.6	75.0
Benchmark quartile	2	3	4
Achieving outcome 6+ (%)	13.0	15.4	0.0
Benchmark quartile	3	3	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	23	26	16
Achieving outcome 5+ (%)	91.3	80.8	87.5
Benchmark quartile	2	4	4
Achieving outcome 6+ (%)	21.7	23.1	18.8
Benchmark quartile	3	4	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.

6702176 - PENYRHEOL PRIMARY SCHOOL

Number of pupils on roll	222
Pupils eligible for free school meals (FSM) - 3 year average	27.8
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	26	33	34	32
Achieving the core subject indicator (CSI) (%)	84.6	78.8	94.1	87.5
Benchmark quartile	2	3	1	2
English				
Number of pupils in cohort	26	33	34	32
Achieving level 4+ (%)	84.6	87.9	94.1	87.5
Benchmark quartile	2	2	1	2
Achieving level 5+ (%)	23.1	33.3	26.5	6.3
Benchmark quartile	3	2	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	26	33	34	32
Achieving level 4+ (%)	88.5	84.8	94.1	90.6
Benchmark quartile	2	3	1	2
Achieving level 5+ (%)	23.1	24.2	26.5	18.8
Benchmark quartile	3	3	3	4
Science				
Number of pupils in cohort	26	33	34	32
Achieving level 4+ (%)	88.5	87.9	94.1	90.6
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	23.1	24.2	29.4	12.5
Benchmark quartile	3	3	3	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.

* 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.

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.	96		96 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	96		93 97%	3 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	96		95 99%	1 1%	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	96		94 98%	2 2%	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.	96		96 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	96		92 96%	4 4%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	96		96 100%	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.	96		95 99%	1 1%	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.	96		94 98%	2 2%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	96		95 99%	1 1%	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.	96		89 93%	7 7%	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	96		91 95%	5 5%	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.	41	23 56%	17 41%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	41	30 73%	11 27%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	41	29 71%	11 27%	1 2%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	40	24 60%	16 40%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	39	12 31%	25 64%	1 3%	1 3%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	40	24 60%	16 40%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	39	25 64%	14 36%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	40	19 48%	17 42%	4 10%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	41	25 61%	14 34%	1 2%	1 2%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	40	28 70%	11 28%	1 2%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	41	23 56%	16 39%	2 5%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	38	20 53%	12 32%	4 11%	2 5%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	39	19 49%	17 44%	3 8%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	39	24 62%	13 33%	2 5%	0 0%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	35	14 40%	17 49%	4 11%	0 0%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	38	20 53%	17 45%	0 0%	1 3%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	32	15 47%	16 50%	0 0%	1 3%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	40	26 65%	14 35%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	40	21 52%	17 42%	1 2%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Maldwyn Ellis Pryse	Reporting Inspector
Peter Morris	Team Inspector
Alwena Morgan	Lay Inspector
Susan Marie Sibert	Peer Inspector
Alison Williams	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.