



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Casllwchwr Primary School
Castle Street
Loughor
Swansea
SA4 6TU**

Date of inspection: October 2014

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

Casllwchwr Primary School is in the village of Loughor, Swansea. There are 222 pupils on roll. Twenty three part-time pupils attend the nursery provision. The school has eight single-age classes.

The three-year average for the proportion of pupils eligible for free school meals is around 17%. This is lower than the Wales figure of 21%. Almost all pupils are of White British ethnic background. No pupils come from Welsh-speaking homes.

About 31% of pupils have additional learning needs, which is higher than the Wales figure of 22%. Around 3% of pupils have statements of special educational needs, which is similar to the national figure.

The school was last inspected in July 2010.

The school's leadership has experienced considerable instability over the past 18 months. The school currently has an acting headteacher, and there is no substantive deputy headteacher. A permanent headteacher has been appointed and will take up post in December 2014. In addition, three of the four class teachers in key stage 2 are currently covering classes during a period of staff absence and they are employed on a temporary basis.

The individual school budget per pupil for Casllwchwr Primary School in 2014-2015 means that the budget is £3,376. The maximum per pupil in the primary schools in Swansea is £7,839 and the minimum is £2,665. Casllwchwr Primary School is 46th out of the 80 primary schools in Swansea in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Unsatisfactory

Current performance

Current performance is adequate because:

- almost all pupils have positive attitudes to learning and many make the expected progress by the end of key stage 2 in most aspects of their work;
- standards of behaviour are high;
- attendance rates generally compare favourably with those in other similar schools;
- the school has an appropriate system for tracking the progress of pupils and provides effective support for pupils who need extra help; and
- in many lessons, teachers provide pupils with learning activities that motivate them well, with the use of digital technology to support learning a notable strength.

However:

- in the Foundation Phase, there are important weaknesses in provision and in the progress pupils make;
- pupils do not make enough progress in their ability to write at length for a range of purposes and to use numeracy skills to solve problems;
- pupils do not receive regular opportunities to develop fully their writing skills in Welsh;
- in a minority of lessons across the school, teaching does not ensure that learning activities build on pupils' previous achievements well enough and do not provide an appropriate level of challenge; and
- the marking of pupils' written work does not help pupils to improve their standard of work consistently enough.

Prospects for improvement

Good features relating to prospects for improvement include:

- in a period of considerable instability, leaders have been successful in ensuring that the school has a positive and caring ethos;
- although at an early stage of development, there are worthwhile initiatives that have begun to improve aspects of assessment and to develop the role of middle leaders; and
- the school works well with a wide range of partners to support pupils' wellbeing.

However, prospects for improvement are unsatisfactory because:

- self-evaluation systems lack rigour, and leaders do not have an accurate picture of the school's current performance;
- leadership at all levels has had limited impact in terms of identifying and addressing important areas in standards and provision that require improvement; and
- although the school improvement plan includes suitable priorities that link to the self-evaluation report, it does not identify actions to improve standards of teaching, pupils' progress in lessons and the quality of their written work.

Recommendations

- R1 Improve the quality of provision in the Foundation Phase and raise standards
- R2 Improve progression in pupils' ability to write at length and to use their numeracy skills in their work in other subjects
- R3 Improve progress across key stage 2 in pupils' ability to write in Welsh
- R4 Improve the quality of teaching and assessment, especially the quality of marking and meeting the needs of pupils of different ability levels in classes
- R5 Develop the leadership roles of leaders at all levels
- R6 Ensure that lesson observations and book scrutiny identify accurately areas for improvement that lead to clear priorities to raise standards in the school development plan

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils are eager learners and make steady progress in lessons. Pupils in need of additional support for language and numeracy skills make appropriate progress. Pupils with additional learning needs also make appropriate progress against their individual targets. However, in a few lessons, pupils are not sufficiently engaged in their learning throughout lessons and this affects the progress they make. In a minority of classes across the school, pupils do not achieve as well as they could in aspects of their work, particularly pupils of higher ability.

In the Foundation Phase, many pupils listen carefully to the teacher and to their peers. A majority make appropriate progress in their ability to speak clearly and they contribute to discussion, showing a developing grasp of a range of vocabulary and sentence patterns. However, a minority of pupils are not making enough progress in their ability to offer responses when engaging in talk as a whole-class. Many pupils in the Foundation Phase make steady progress in reading, although a few pupils are unsure of how to tackle unfamiliar words.

Many Foundation Phase pupils make appropriate progress in developing their early writing skills. By the end of the Foundation Phase, many are able to produce a sequence of meaningful sentences and make increasing use of basic punctuation. However, too many pupils are not able to spell high frequency words correctly. By the end of Year 2, few pupils make the expected progress in writing at length, relevant to their age and ability. The quality of handwriting of a majority of pupils does not develop sufficiently by the end of the Foundation Phase, and the presentation of work of a majority of pupils is untidy.

Across key stage 2, many pupils offer well-considered oral responses in class and speak clearly and confidently for a range of purposes relating to their topic work. They listen well to others and respond freely and confidently. A good feature of the work in a few lessons is pupils' willingness to offer extended comments voluntarily and to ask interesting questions.

Most key stage 2 pupils cope well with the reading demands in lessons, showing the ability to read aloud meaningfully and clearly. Most make the expected progress in reading. They develop well their skills in locating and using information from factual texts and use a suitable range of skills to summarise and present information. Most pupils are also able to recognise stylistic features in texts and develop their ability to respond to fiction, including discussing characters and predicting storylines.

Many key stage 2 pupils make good progress in their ability to write at length in their own words. They make increasing use of a suitable range of punctuation and organise their work effectively into paragraphs. Many pupils use effective techniques when writing imaginatively to produce work that is lively and interesting. They make use of appropriate terminology, for example when planning investigations in science.

However, pupils make limited progress in their ability to write at length for a range of purposes in relation to their work in other subjects. Too many, particularly pupils of higher ability, rely too heavily on structured tasks that do not allow them to develop their ability to write extensively.

Many pupils make the expected progress in their ability to use basic number skills to make calculations. In key stage 2, pupils make good use of their skills to complete problem-solving activities systematically, especially in science. However, especially in the Foundation Phase, pupils do not make regular progress in the use of numeracy skills to solve problems in different contexts in other areas of the curriculum.

Many pupils make increasing use of simple Welsh words and phrases. Most make appropriate progress in lessons in speaking and listening, and in reading, particularly in key stage 2. However, pupils do not make consistent progress in writing across key stage 2.

When compared with that of other similar schools, performance at the end of the Foundation Phase in literacy and mathematical development at the expected outcome has fluctuated between the top 25% and the bottom 25% over the last three years. In 2014, performance placed the school in the lower 50% of similar schools in these indicators. Performance in literacy at outcome 6 has placed the school in the top 25% or higher 50% in two of the last three years, but in the lower 50% in two of the last three years in mathematical development.

At key stage 2, performance in mathematics at the expected level has mostly placed the school in the upper 50% of similar schools over the last three years. However, in science, and especially English, performance at the expected level has generally placed it in the lower 50%. At the higher-than-expected level, performance has placed the school in the higher 50% over three years in English and in the higher 50% or top 25% in mathematics and in science.

Foundation Phase pupils who are eligible for free school meals do not achieve as well as their peers in mathematical development, especially at the higher-than-expected outcome. Also in mathematical development, boys as a group perform significantly better than girls. In key stage 2, there is a significant gap between the achievements of girls and boys, especially at the higher-than-expected level in English and in science.

Wellbeing: Good

Most pupils have positive attitudes to keeping safe, fit and healthy. They understand the need to eat healthily, drink plenty of water and take vigorous exercise. Nearly all pupils feel safe and happy in school and understand where to go for help, when necessary.

Many pupils participate enthusiastically in their learning and, in most classes, display sustained concentration when completing learning tasks. Nearly all pupils are courteous towards each other and adults, and show respect and care for each other. Standards of pupils' behaviour are high.

Attendance rates have placed the school in the higher 50% of other similar schools in three of the last four years, though the rate dropped in 2013. There has been a notable improvement in attendance in 2014 compared with the previous year. Very few pupils arrive late at school.

The school council plays an active part in the life of the school and is helping to make beneficial decisions, for example the recent purchase of water bottles for every pupil and the drafting of a new anti-bullying policy. The school's ambassadors and e-cadets play key roles in promoting the school's ethos, as do older pupils who act as playtime buddies in the infant playground.

Pupils regularly participate in a range of musical, religious and fundraising events. These effectively enhance their social and personal skills, and their awareness of the local community.

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

The curriculum provides pupils with a suitable range of interesting learning experiences that meet requirements in many respects. The numerous educational trips and visits are a strong feature of the school. For example, Foundation Phase pupils visit the Dan-yr-Ogof caves as part of their project on dinosaurs. However, in the Foundation Phase, there is an imbalance in the learning experiences of pupils. They have too few opportunities to show initiative and to engage in activities that provide them with clear challenges. Especially in key stage 2, learning experiences in religious education are too infrequent to meet requirements fully.

The school is making steady progress in planning for the implementation of the national literacy and numeracy framework. Work is underway to adapt planning to ensure that literacy and numeracy skills are developed progressively across the curriculum. However, pupils do not receive enough opportunities to develop their writing and numeracy skills fully. Provision for developing pupils' ability and confidence in using digital technology is a particular strength of the school.

The school promotes pupils' understanding of their Welsh heritage successfully by organising trips to local sites, such as Castell Henllys, and by studying Welsh artists, such as Helen Elliot. The Welsh language has a high profile in the school, with signs and wall displays developing a strong Welsh ethos. Pupils have worthwhile opportunities to develop their speaking and reading skills in Welsh. However, they do not have opportunities to develop their writing skills often enough.

There is effective provision for pupils to learn about sustainability. Older pupils have a secure understanding of the need to conserve energy and to recycle resources. They have worthwhile opportunities, mainly through the school's links with the Comenius Project, to learn about the lives of others in Europe and further afield. The annual 'fair trade' event also provides good opportunities for pupils to understand the challenges of food producers in the developing world.

Teaching: Adequate

In most lessons, teachers establish good working relationships with pupils and establish a calm and orderly environment for learning. In almost all lessons, there is a suitable balance between whole-class sessions and opportunities for pupils to work in small groups.

A majority of lessons consist of a sequence of suitable learning activities that ensure that many pupils engage in learning and sustain their concentration throughout the lesson. In these lessons, teachers identify clear learning objectives and share these appropriately with pupils. They use a range of suitable questions to develop pupils' understanding and provide them with appropriate opportunities to develop their speaking and listening skills.

However, in a minority of lessons, especially in the Foundation Phase, teachers do not plan lessons well enough to ensure that lessons build on pupils' previous learning and help them to make progress at the appropriate level.

Learning assistants provide valuable support for individuals and groups of pupils with weaker skills. In a few lessons, teachers provide more able pupils with suitable tasks to extend their learning. However, there is over-use of worksheets and tasks that are not sufficiently demanding to ensure that more able pupils consistently achieve as well as they could, especially in their written work. In a few lessons, lower ability pupils are given tasks that are too challenging for them.

Teachers mark pupils' work regularly and give plenty of praise. However, with a few exceptions, they do not provide pupils with sufficient written or oral feedback to help them improve their work. In a majority of classes, pupils have useful opportunities to assess their own work and that of their peers, making effective use of digital technology. However, teachers do not use these strategies consistently in classes across the school. The school has an effective system to track pupils' progress and teachers use it well to identify pupils' needs and to provide additional support. The teacher assessments at the end of key stage 2 are broadly accurate, but the assessments at the end of the Foundation Phase are not accurate enough.

Annual reports to parents meet statutory requirements and provide them with useful information about their child's progress.

Care, support and guidance: Good

There are many opportunities for pupils to engage in physical activity during and beyond the school day. Pupil participation levels in these activities are high. The school has appropriate arrangements to promote healthy eating and drinking. There is strong provision to ensure that pupils' mental, physical and emotional needs are looked after. The personal, social and education programme is suitable and supports pupils well in developing their self-esteem. Behaviour and anti-bullying policies are clear and well understood by all the school community.

The school works well with a range of external agencies to provide identified pupils with the additional help they need. The school works closely with the 'team around

the family' service to secure close working relationships with support agencies. The relationship with the education welfare service is having a positive impact on improving attendance. The leaflet produced by the school to encourage good attendance has been shared with other schools as an example of good practice.

The school uses a range of diagnostic and assessment data to identify pupils with additional learning needs and to track their progress. Staff review individual learning plans regularly and they involve pupils and their parents regularly in setting suitable targets. The school works closely with a range of agencies and professionals to ensure that pupils with more complex needs receive appropriate support. The school has also provided guidance to other schools on the use of digital technology to support pupils with additional learning needs.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Provision for e-safety is a particular strength of the school.

Learning environment: Good

The school has a very caring ethos and promotes equality and diversity effectively. Equality policies and action plans meet statutory requirements and ensure that the school community develops tolerant attitudes and is free from harassment. The personal and social education programme, including use of police liaison, provides pupils with specific guidance in terms of challenging stereotypical behaviour, such as bullying, sexism, racism, violent extremism and homophobia.

The accommodation is generally well decorated and maintained. The school field is extensive and secure, and it provides good facilities for physical education and sports. Although pupils in key stage 2 have access to three hard-core yards, these are small.

Staff and pupils use the suitable outdoor facilities for the Foundation Phase well to enhance pupils' learning and their knowledge of the environment. Pupils have enough books and equipment to do their work. There is exceptional provision for ICT. The recently developed, modern 'learning-lounge' is very well equipped.

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

The acting headteacher has worked hard at maintaining the school's caring ethos and has ensured that the school runs smoothly and orderly on a day-to-day basis. However, instability at senior management level, alongside other changes in the teaching staff, has had an unsettling effect on the leadership and direction of the school. In particular, leaders have not been successful in identifying important areas in need of improvement in relation to continuity and progression in pupils' learning.

All staff know and understand the school's priorities and have suitable job descriptions. Appropriate performance management targets help teachers to improve specific aspects of provision. However, leaders have not ensured that all teachers have high enough expectations of their pupils.

The acting headteacher has started to develop the roles of the senior management team and co-ordinators. However, these are at a very early stage of development. Leaders and co-ordinators do not monitor the implementation of the curriculum and schemes of work rigorously enough. This has led to inconsistency in the implementation of school policies.

Governors are supportive and visit the school often. Individual governors have recently started to work with middle leaders in order to get a better understanding of provision. They have a good understanding of the school's priorities and the strengths and areas for improvement identified in the school's self-evaluation report. However, governors do not receive accurate information on the quality of provision and the progress pupils make in lessons. As a result, they are not in a position to challenge the school robustly enough to contribute fully to the strategic direction of the school.

Improving quality: Unsatisfactory

Leaders have recently started to use a suitable range of first-hand evidence gathered from lesson observations, listening to learners and the scrutiny of pupils' work. However, monitoring reports are not evaluative enough and do not focus well enough on pupils' standards and the quality of provision.

The school's self-evaluation report includes thorough analysis of performance data, including comparisons with other similar schools. However, leaders do not use the analyses of data well enough to identify trends and to plan improvement strategies, for example in addressing the gender gap and improving the achievements of pupils eligible for free meal pupils. The report includes useful summary lists of strengths and areas in need of development. However, it does not provide evaluations that are accurate enough to enable leaders to carry out the necessary improvements, particularly in relation to standards, and the quality of teaching and leadership.

There is a clear link between the self-evaluation report and the school improvement plan. The improvement plan is a succinct document that includes a suitable number of priorities. It identifies clear priorities and timescales, along with appropriate arrangements to monitor their implementation. However, the plan does not identify strategies to address other important areas in need of attention, especially in relation to improving pupils' standards and progress.

Partnership working: Good

The school has a wide range of effective partnerships with parents, other schools and the local community and businesses.

It uses a range of methods to communicate with parents, from standard newsletters and text messages to innovative blogs on the school website. It provides valuable opportunities for parents to improve their own skills in literacy, numeracy and internet e-safety to help them support their children. There are also useful opportunities for new parents to visit the nursery class to participate in lessons alongside their child.

The school collaborates closely with the cluster of local primary schools to develop teachers' assessments skills and to develop an effective joint understanding of the standard of pupils' work at the end of key stage 2. The school also works well with the cluster of primary schools and the local secondary school to develop pupils' competence and confidence in musical performances.

There are a range of enriching partnerships between the school and the local community. For example, links with the local allotment association enhance pupils' understanding of how things grow, and this has led to pupils building their own glass-house out of plastic bottles.

Links with businesses are particularly effective in preparing pupils for the world of work and providing the school with valuable resources. One notable example is the work done in collaboration with a national construction company, which was successful in developing pupils' understanding of health and safety and design, and provided opportunities for them to develop their numeracy skills in relation to bridge construction.

Resource management: Adequate

The school has a sufficient number of suitably qualified and experienced staff to deliver the curriculum. The acting headteacher has recently reviewed the role of teaching assistants across the school successfully in order to improve pupils' engagement with learning. The school uses the talents of individual members of staff well, such as in art and physical education, and provides appropriate training for teachers in response to needs identified through the performance management process.

The school participates extensively in professional learning networks. For example, the 'LIFE' programme has provided worthwhile opportunities for pupils and teachers to share and develop skills with other schools in using digital technology to tackle the effects of deprivation. The 'voice for autism' project has been successful in raising standards in pupils' receptive language and vocal imitation.

The governing body and the acting headteacher manage the budget carefully. The acting headteacher has worked hard to raise additional funds, which has helped the school retain a small budget surplus. However, the school's use of the Welsh Government's pupil deprivation grant does not fully meet requirements. This is because it does not target support specifically at pupils eligible for free school meals, and does not measure the impact in improving outcomes for these pupils.

In view of the adequate standards pupils achieve, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6702108 - CASLLWCHWR PRIMARY SCHOOL

Number of pupils on roll	226
Pupils eligible for free school meals (FSM) - 3 year average	15.4
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	28	23	31
Achieving the Foundation Phase indicator (FPI) (%)	57.1	95.7	87.1
Benchmark quartile	4	1	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	28	23	31
Achieving outcome 5+ (%)	71.4	100.0	90.3
Benchmark quartile	4	1	3
Achieving outcome 6+ (%)	28.6	47.8	25.8
Benchmark quartile	2	1	3
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	28	23	31
Achieving outcome 5+ (%)	78.6	95.7	90.3
Benchmark quartile	4	1	3
Achieving outcome 6+ (%)	14.3	30.4	29.0
Benchmark quartile	3	2	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	28	23	31
Achieving outcome 5+ (%)	71.4	100.0	93.5
Benchmark quartile	4	1	4
Achieving outcome 6+ (%)	28.6	69.6	71.0
Benchmark quartile	3	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6702108 - CASLLWCHWR PRIMARY SCHOOL

Number of pupils on roll 226
 Pupils eligible for free school meals (FSM) - 3 year average 15.4
 FSM band 2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	31	31	29	24
Achieving the core subject indicator (CSI) (%)	90.3	87.1	89.7	91.7
Benchmark quartile	1	2	2	2
English				
Number of pupils in cohort	31	31	29	24
Achieving level 4+ (%)	90.3	87.1	89.7	91.7
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	41.9	35.5	34.5	45.8
Benchmark quartile	1	2	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	31	31	29	24
Achieving level 4+ (%)	93.5	90.3	93.1	91.7
Benchmark quartile	1	2	2	3
Achieving level 5+ (%)	58.1	45.2	31.0	45.8
Benchmark quartile	1	1	3	2
Science				
Number of pupils in cohort	31	31	29	24
Achieving level 4+ (%)	93.5	93.5	89.7	91.7
Benchmark quartile	2	2	3	3
Achieving level 5+ (%)	61.3	45.2	37.9	62.5
Benchmark quartile	1	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.

* 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

Primary Questionnaire (Overall)

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.	98	98 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	92	86 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.	98	93 95%	5 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	98	94 96%	4 4%	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.	98	97 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	97	94 97%	3 3%	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.	98	98 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	97	96 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.	98	84 86%	14 14%	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.	98	98 100%	0 0%	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	68 71%	28 29%	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	97	77 79%	20 21%	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.	70	46 66%	20 29%	4 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	71	55 77%	16 23%	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.	71	53 75%	16 23%	0 0%	0 0%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	70	46 66%	16 23%	4 6%	2 3%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	71	41 58%	29 41%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	71	46 65%	17 24%	4 6%	0 0%	4	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	71	47 66%	18 25%	2 3%	0 0%	4	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	69	33 48%	22 32%	10 14%	2 3%	2	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	71	49 69%	18 25%	4 6%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	71	39 55%	22 31%	6 8%	0 0%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	71	50 70%	21 30%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	66	32 48%	14 21%	6 9%	3 5%	11	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	69	31 45%	21 30%	15 22%	1 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	71	46 65%	20 28%	4 6%	1 1%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	70	30 43%	26 37%	7 10%	1 1%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	70	41 59%	24 34%	2 3%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	60	23 38%	16 27%	7 12%	2 3%	12	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	70	40 57%	25 36%	4 6%	1 1%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	71	47 66%	15 21%	7 10%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Iolo Dafydd	Reporting Inspector
Mr Maldwyn Pryse	Team Inspector
Mrs Rhiannon Mary Boardman	Lay Inspector
Ms Marilyn Anne Balkwill	Peer Inspector
Mrs Sarah Reece (Acting Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.