



*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**

**Gwyrosydd Primary  
Park Hill Terrace  
Treboeth  
Swansea  
SA5 7DJ**

**Date of inspection: July 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:

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

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

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**Publication date: 03/09/2014**

## Context

Gwyrosydd Primary School opened in September 2005 following the amalgamation of the separate infant and junior schools. It is in Swansea and serves the communities of Treboeth, Penlan and Clase.

There are 468 pupils between three and 11 years of age on roll including 76 part-time nursery pupils. There has been a steady increase in the number of pupils on roll since the last inspection in June 2008.

In November 2013, the school opened two specialist teaching facility classes for up to 16 pupils with autistic spectrum disorders. These pupils come from across the Swansea local authority.

Around 36% of pupils receive free school meals. This is above local and national averages. Most pupils are of white British ethnicity and come from homes where English is the first language. A very few have English as an additional language and a very few pupils speak Welsh at home.

The school has identified approximately 28% of its pupils as having additional learning needs. This includes a very few pupils in mainstream classes and all pupils in the learning resource bases, who have statements of special educational needs. A very few pupils are looked after by the local authority.

The headteacher was appointed in 2005. The school was last inspected in June 2008.

The individual school budget per pupil for Gwyrosydd Primary School in 2013-2014 means that the budget is £3,499 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Gwyrosydd Primary School is 40th out of the 80 primary schools in Swansea in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

Current performance is good because:

- most pupils make good progress as they move through the school;
- most pupils use their literacy skills well across the curriculum;
- most pupils' number skills are good;
- most pupils have effective information and communication technology (ICT) skills and use these well throughout the curriculum;
- nearly all pupils behave well, both in lessons and around the school; and
- most teaching across the school is engaging and motivates pupils well.

### Prospects for improvement

The school's prospects for improvement are good because:

- school leaders share a clear vision based on pupil achievement and wellbeing;
- leaders set appropriately high expectations of themselves and pupils;
- the school uses a wide range of appropriate first-hand evidence to identify strengths and areas for development;
- the process of self-evaluation is embedded into the work of the school well;
- the school pays due attention to the continuous professional development needs of all staff and participates in local networks of school practice productively; and
- spending decisions relate well to priorities for improvement.

## Recommendations

- R1 Improve outcomes for more able pupils, particularly at the end of Foundation Phase
- R2 Improve pupils' attendance and punctuality
- R3 Ensure that curriculum planning enables all pupils to acquire knowledge and skills systematically and progressively
- R4 Address the issues of provision for wellbeing and security of grounds identified by the inspection team
- R5 Ensure that leadership responsibilities are distributed appropriately and that the impact of the work of senior leaders is monitored and measured consistently

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

On entry to school, many pupils have language, literacy and numeracy skills that are appropriate for their age. Most pupils make good progress as they move through the school.

In the Foundation Phase, most pupils listen well. Many pupils are eager to talk about their learning and answer questions using appropriate detail. By the end of key stage 2, many pupils have effective speaking and listening skills. They speak confidently to adults and engage with each other during discussions and tasks readily. For example, older pupils discuss the advantages and disadvantages of wind farms in the locality confidently. They express their opinions clearly and can justify their decisions well.

In the Foundation Phase, most pupils are keen to read and can name their favourite authors and books. Many pupils read at a suitable level, but a significant minority of pupils' reading lacks fluency and expression. By the end of key stage 2, most pupils read well. They talk about their understanding of a suitable range of texts, showing a good understanding of characters and events. Most pupils are beginning to use inference and deduction to gain a wider understanding of texts appropriately.

At the end of the Foundation Phase, many pupils write well in a range of styles, such as letters, recounts and stories. However, in a minority of lessons, more able pupils do not write at length to the standard of which they are capable. In key stage 2, many pupils make good progress in developing their writing skills. In English lessons, most pupils' writing is organised well and they use a suitable range of vocabulary effectively. However, pupils' creative writing is not as well developed. Many pupils' handwriting and presentation is good. Most pupils use their literacy skills well across the curriculum.

Most pupils' number skills are good. At the end of the Foundation Phase, most pupils find halves and quarters in practical activities well. Most pupils use standard measures for capacity and length accurately. For example, they use their problem solving and measuring skills successfully to calculate and measure the cloth needed to make the sail for a pirate ship. By the end of key stage 2, most pupils are able to interpret data using a range of tables, bar and line graphs competently. Most pupils have a good recall of multiplication tables and use these to solve problems effectively. They have a comprehensive understanding of negative numbers and use this well, for example when interpreting temperature data. Many pupils apply their numeracy skills across the curriculum suitably.

Most pupils speak Welsh with adults around the school readily. In the Foundation Phase, most pupils have a good understanding of basic greetings and questions, such as where do you live and how old are you? A few pupils that are more able can understand and use a good range of verbs in the past tense to express personal

information. At the end of key stage 2, pupils are confident when speaking Welsh and understand a suitable range of vocabulary, but many still use most of the same sentence structures as younger pupils. A majority of pupils write to a sufficient standard, but a significant minority need considerable support to do so. Many pupils do not read Welsh competently.

Many pupils have suitable problem-solving and effective thinking skills, which they use in a range of contexts across the curriculum.

Pupils with additional learning needs, including those in the special teaching facility, make good progress towards the targets set for them.

In the Foundation Phase, performance in 2013 at the expected outcome 5 is lower than in 2012 in literacy skills, but higher in mathematical skills. Over the last two years, when compared with that of similar schools, performance has improved from the lower 50% to the top 25% in mathematical skills and remained in the upper 50% for literacy skills. At the higher outcome 6, performance in literacy and mathematical skills has remained in the bottom 25% for the last two years when compared with that of similar schools.

In key stage 2, performance in 2013 at the expected level 4 placed the school in the top 25% of similar schools for all subjects. Performance at the expected level 4 has improved over the last three years when compared with that of similar schools. With the exception of 2011, when the school was in the lower 50% or bottom 25% of similar schools for performance in all subjects, all results have placed the school in the upper 50% or top 25%. At the higher level 5, performance in 2013 placed the school in the lower 50% for English but in the top 25% for mathematics and science. Over the previous three years, with the exception of 2011, results have placed the school in the top 25% of similar schools.

### **Wellbeing: Adequate**

All pupils enjoy coming to school and feel safe. They trust the adults in school to care for their wellbeing and address any concerns they may have promptly. Nearly all pupils understand the importance of treating others with respect and that the school will not tolerate physical or verbal abuse. Most pupils enjoy taking part in sporting activities and keeping fit. They understand the importance of healthy eating and drinking.

Nearly all pupils behave well, both in lessons and around the school. They are considerate and courteous to staff, visitors and to each other. They co-operate well with others and work together in lessons successfully. By the end of key stage 2, many pupils are becoming more independent and take increasing responsibility for their learning. They make suitable decisions about what they would like to learn, particularly in project work.

The school council is active in canvassing and representing the views of pupils and sharing their suggestions with the whole school. However, its role in making decisions about the work of the school is not developed well enough. The eco-council is active in promoting recycling and reducing waste.

Pupils' attendance has placed the school in the lower 50% when compared with similar schools for the last four years. In 2013, pupils' attendance placed the school in the bottom 25%. An unacceptable number of pupils arrive late on a regular basis.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Adequate**

The school plans a comprehensive variety of learning experiences that successfully engage the full range of its pupils. It is implementing a project based curriculum through which it can develop pupils' learning. However, leaders do not have sufficiently detailed curriculum planning to ensure that pupils acquire skills and knowledge systematically as they progress through the school. As a result, a few learning activities do not build effectively on pupils' existing knowledge, understanding and skills. The school provides a stimulating curriculum for all pupils in the specialist teaching facility.

Overall, the school makes appropriate provision for pupils to develop their literacy skills successfully in different areas of learning. However, in a few lessons the overuse of writing frames stops more able pupils from developing their extended writing skills well enough. The school provides a satisfactory range of opportunities for pupils to develop their numeracy skills across the curriculum.

Teachers provide good opportunities for pupils to make interesting visits, engage in special events, and work with local businesses. For example, visits to a local box making factory enable pupils to develop a good understanding of the world of work and the manufacturing process.

The school makes appropriate provision for pupils to learn Welsh in designated lessons. There are beneficial opportunities for pupils to read, write and speak Welsh with their teachers, visitors and with each other. The school enables pupils to develop a good understanding of the history and culture of Wales through regular involvement in a good range of local projects, events and outside visits. For example, older pupils visit Swansea museum to learn about Wales during the Second World War and all pupils visit the local chapel to learn about its historical links with the name of the school.

The school provides suitable opportunities for pupils to develop an appropriate understanding of sustainable development and global citizenship. Activities linked to an international charity have a particular impact on older pupils and, as a result, they have a good understanding of the living conditions of less advantaged children in other countries.

### **Teaching: Good**

Most teaching across the school is engaging and motivates nearly all pupils well. Many teachers use a suitable range of questioning techniques skilfully to encourage pupils to recall previous learning and develop their communication and thinking skills beneficially. Many teachers make good use of ICT as a teaching tool to enhance pupils' learning. Learning assistants throughout the school engage with pupils

successfully and make a valuable contribution to their learning. The teaching in the specialist facility is of a consistently high quality and a strong feature of the school.

In the few lessons where teaching is less effective, teachers do not plan learning well enough to meet the differing needs of all pupils and expectations are not always challenging enough, especially for the more able.

All teachers mark pupils work consistently and this informs pupils of what they have done well. However, in a majority of cases, teachers' written comments do not provide pupils with enough useful feedback on how to improve their work.

All teachers share learning objectives with pupils consistently and this helps pupils to focus on the purpose of the lesson. They provide pupils with useful oral feedback during lessons that helps them to understand what to do and how to improve their work. However, pupils do not have enough opportunities to assess their own learning or that of their peers against success criteria. Teachers track pupils' progress well using a suitable range of assessment data. They are beginning to use this information more selectively to inform future learning and to identify pupils in need of additional support.

Annual reports to parents provide clear information on pupils' progress and set suitable targets for improvement.

### **Care, support and guidance: Good**

The school promotes the importance of healthy eating and drinking successfully. For example, pupils in Foundation Phase are encouraged to produce attractive and informative booklets on healthy living. Pupils are also encouraged to take regular physical activity through a good range of after school clubs. The school has attempted to address its poor attendance through a suitable range of initiatives, such as rewards for attendance and dialogue with parents. However, there has been little impact from these initiatives.

Effective arrangements are in place to promote pupils' spiritual moral social and cultural development. The school's emphasis on developing all pupils' understanding of their rights and the focus on restorative practice has impacted positively on pupils' behaviour and attitudes.

The school works well with a wide range of specialist agencies, such as the police, social services and speech therapists to provide effective support for its pupils. For example, a local doctor worked with older pupils to help them to learn about their physical development effectively.

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

Procedures for supporting pupils with additional learning needs are successful in ensuring that most pupils make good progress in line with their age and ability. The school's specialist teaching facility is a strong feature of the school and the provision for these pupils is successful in raising standards.

## **Learning environment: Adequate**

The school is an inclusive community where all pupils and staff are valued and treated equally. All pupils have equal access to all learning opportunities and extra-curricular activities and are encouraged to take part. A strong focus on articles from the United Nations rights of the child, which many pupils understand well, promotes tolerant attitudes and human rights effectively.

Leaders ensure that in most areas there are enough resources suitable for pupils' learning needs. This includes a sufficient range of computers and portable tablet devices that staff use well to develop pupils' skills. However, there are limited resources to promote outdoor learning in the Foundation Phase.

Inside the school building, corridors and shared areas contain a good range of bright displays that are attractive and support learning, especially in the Foundation Phase. However, parts of the school and grounds are in a poor state of repair and not well maintained. The school site is not secure enough. The inspection team identified a number of issues that affect pupils' wellbeing and brought these to the attention of school leaders.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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## **Leadership: Adequate**

School leaders share a clear vision based on pupil achievement and wellbeing. Leaders set appropriately high expectations of themselves and pupils. The recently revised monitoring systems are robust. All subject leaders evaluate standards and provision and senior managers monitor the quality of teaching and learning effectively. This is beginning to impact positively on standards, such as the improvements in pupils' reading. However, school leaders do not monitor or address the significant problem of latecomers with sufficient rigour to bring about beneficial improvements.

All members of staff have job descriptions that reflect their roles and responsibilities accurately. However, the responsibilities of senior leaders are unevenly distributed and the headteacher and governing body do not monitor and measure the impact of their work rigorously enough.

School leaders manage the performance of staff well and ensure their targets for development link closely with the priorities in the school development plan. The school pays due attention to national and local priorities, including the implementation of the national literacy and numeracy framework. The governing body is supportive of the school and knows the community it serves well. Governors visit the school regularly, spending time in classrooms and listening to learners. This gives them a clear understanding of the work of the school. Their role as critical friends is developing successfully. However, their role in the self-evaluation process is less well established.

Access to the school site is not entirely secure and leaders do not pay sufficient attention to resolving these issues.

### **Improving quality: Good**

The school uses a wide range of first-hand evidence to identify strengths and areas for development effectively. Senior leaders have a detailed timetable of monitoring activities that they use efficiently. This ensures that self-evaluation processes fit into the life and work of the school well. These processes include the detailed analysis of data, useful monitoring reports from senior leaders and the opinions of governors, staff, parents and pupils. For example, parent questionnaires highlighted the need to improve arrangements for organising school to home reading provision. As a result, the self-evaluation report is an honest account of the quality of provision and standards in the school.

The outcomes from the self-evaluation report inform the school improvement plan successfully. This plan has a manageable number of priorities that focus on raising standards and improving provision well. Success criteria are clear and set within realistic timescales. The plan identifies clearly the staff that are responsible for implementing and monitoring each priority and good use is made of a variety of funding sources to address each target. However, although leaders identify targets clearly, in a few cases they have not planned sufficiently focused actions to achieve each target.

The school has met most of the recommendations from the previous inspection fully. However, the need to improve levels of attendance remains a priority.

### **Partnership working: Good**

The school has a valuable range of partnerships that support pupils' standards and wellbeing effectively. For example, the school's work with a computer software company improves pupils' knowledge and understanding of tablet computer technology successfully. As a result, a group of Year 4 pupils have developed significant leadership skills and train pupils within and beyond the school in digital technology.

The school works hard to engage parents in their children's learning. For example, learning support assistants from the school hold weekly sessions for prospective parents about how to develop their child's literacy and numeracy skills. A parent and toddler group also meets on the school site and provides regular opportunities for parents to discuss and share experiences in a welcoming environment. These initiatives improve relationships between home and school beneficially.

The school has well established partnerships within the community. A link with a local university provides useful training opportunities for staff that impact positively on the quality of teaching in the school.

The school works with other local schools effectively to ensure that its assessments of pupils' work are consistent and accurate. The transition for pupils to secondary school is suitable. Pupils benefit from well-planned activities that have a positive impact on their wellbeing and ensure smooth transition to the next phase of their education.

## **Resource management: Good**

The school has sufficient, well-qualified staff to teach all aspects of the curriculum. School leaders deploy learning support assistants effectively and they make a valuable contribution to pupils' learning experiences. Leaders deployed teaching staff well to make best use of their expertise to enhance the learning experiences of pupils. Examples include specialist music teaching, gymnastics and drama.

There are suitable arrangements for teachers' planning, preparation and assessment time. The school pays due attention to the continuous professional development needs of all staff and participates productively in local networks of school practice. A recent example is the effective collaboration between local schools to develop a literacy toolkit. The school is also involved in a network of professional practice for literacy that focuses on improving pupils' reading behaviours. These activities contribute well to improving pupils' standards of achievement.

The school manages its budget effectively. The headteacher and governors, in partnership with the local authority, monitor expenditure carefully. Spending decisions relate well to priorities for improvement.

In view of the good standards achieved by pupils, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2013, the percentage of pupils who achieved the expected outcome 5 at the end of Foundation Phase was below the average for the family in language and literacy but above in mathematical development and personal and social skills. At the higher outcome 6, performance was below the family average in all areas of learning.

In the Foundation Phase, performance in 2013 at the expected outcome 5 is lower than in 2012 in language and literacy, but higher in mathematical development. Over the last two years, when compared with that of similar schools, performance has improved from the lower 50% to the top 25% for mathematical development and remained in the upper 50% for language and literacy. At the higher outcome 6, performance in language and literacy and mathematical development has remained in the bottom 25% for the last two years when compared with that of similar schools.

In the Foundation Phase in 2013, pupils in receipt of free school meals did less well than their peers in language and literacy at the expected outcome 5 and higher level 6. Similarly, they did less well than their peers in personal and social development at the higher outcome 6.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 was above the family average in all subjects. At the higher level 5, results were below the family average in English, but above in mathematics and science.

In key stage 2, performance in 2013 at the expected level 4 placed the school in the top 25% of similar schools for all subjects. Performance at the expected level 4 has improved for the last three years when compared with that of similar schools. With the exception of 2011 when the school was in the lower 50% or bottom 25% of similar schools for all indicators, all results have placed the school in the upper 50% or top 25%. At the higher level 5, performance in 2013 placed the school in the lower 50% for English but in the top 25% for mathematics and science. Over the previous three years, with the exception of 2011, results have placed the school in the top 25% of similar schools.

At key stage 2 in 2013, at the expected level 4 and at the higher level 5, girls outperformed boys in English. Pupils in receipt of free school meals performed significantly less well than their peers in all subjects at the higher level 5.

## 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.	107	106 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	107	100 93%	7 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.	107	103 96%	4 4%	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	107	101 94%	6 6%	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.	107	102 95%	5 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school.	107	97 91%	10 9%	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.	107	104 97%	3 3%	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.	107	103 96%	4 4%	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.	106	93 88%	13 12%	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.	107	101 94%	6 6%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	107	64 60%	43 40%	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.	107	90 84%	17 16%	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.	82	65 79%	17 21%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	81	73 90%	8 10%	0 0%	0 0%	0	Mae fy mhentyn 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.	82	68 83%	14 17%	0 0%	0 0%	0	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.	82	64 78%	16 20%	1 1%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	82	38 46%	36 44%	0 0%	0 0%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	82	69 84%	11 13%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	80	61 76%	18 22%	0 0%	0 0%	1	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.	74	47 64%	17 23%	6 8%	0 0%	4	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%	2%		
Staff treat all children fairly and with respect.	81	56 69%	20 25%	1 1%	0 0%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	82	58 71%	20 24%	0 0%	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.	82	59 72%	23 28%	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'.	76	43 57%	23 30%	1 1%	0 0%	9	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	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.	82	49 60%	27 33%	6 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	82	58 71%	22 27%	1 1%	0 0%	1	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.	82	39 48%	26 32%	6 7%	2 2%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	81	53 65%	26 32%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	75	37 49%	27 36%	3 4%	0 0%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	82	53 65%	27 33%	1 1%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	80	59 74%	17 21%	0 0%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Andrew Thorne	Reporting Inspector
Rhian Jones	Team Inspector
Janet Marsden	Team Inspector
Matthew Evans	Lay Inspector
Thomas Davies	Peer Inspector
Jonathon Atter	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.