



*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**

**Llangyfelach Primary School  
Pengors Road  
Llangyfelach  
Swansea  
SA5 7JE**

**Date of inspection: January 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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## Context

Llangyfelach Primary School is located to the north of Swansea. There are 195 pupils aged three to eleven years on roll. This includes 39 pupils in the nursery class. Around 6% of pupils are entitled to free school meals. This is below the average for Wales (21%). The school has seven classes.

The last inspection was in January 2008. The current headteacher took up his post in September 2012. There has also been a new senior management team and chair of governors.

The school has identified around 19% of its pupils as having additional learning needs. A very few pupils have a statement of special educational needs. Nearly all pupils are of white British ethnic origin and speak English as their first language. A very few pupils speak Welsh as their first language.

The individual school budget per pupil for Llangyfelach Primary School in 2013-2014 means that the budget is £3,400 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Llangyfelach Primary School is 46th 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>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The judgement on the current performance of the school is adequate because:

- many pupils' speaking and listening skills are good;
- the standard of pupils' reading skills has improved;
- the standard of pupils' oracy and writing in Welsh is appropriate;
- the high level of care and very good working relationships between staff and pupils have a positive impact on pupils' wellbeing and engagement in learning;
- nearly all pupils behave well in classes and around the school and have positive attitudes to school; and
- parents are developing a better understanding of how to support their children's learning at home through the school's virtual learning project.

However:

- many pupils in both key stages do not apply their literacy skills well enough across the curriculum, especially in supporting extended writing at key stage 2;
- most pupils are not sufficiently involved in the assessment of their own learning;
- over emphasis on teacher led direction prevents the development of independent learning in key stage 2;
- there is no consistent trend of improved performance at the end of key stage 2 and too few pupils attain the higher than expected levels at the end of Foundation Phase and key stage 2.

### Prospects for improvement

The judgement on the school's prospects for improvement is adequate because:

- the headteacher and senior managers have established a clear vision and sense of direction for the school, based on raising standards and creating an inclusive learning environment;
- the senior management team work collaboratively and successfully engage all staff in helping to move the school forward;
- there are strong partnerships with parents and the local community; and
- recent initiatives focusing on raising standards in literacy and numeracy are having a positive effect on pupils' standards.

However:

- in a minority of classes, teachers do not challenge all pupils to a suitable level;
- a number of new and positive changes have not yet had time to fully impact on overall standards;
- the governors' role in challenging the school about its performance is underdeveloped; and
- there are too many targets within the school development plan for it to be an effective tool for school improvement.

## **Recommendations**

- R1 Improve standards of extended writing in key stage 2
- R2 Improve the provision for older Foundation Phase pupils, including the use of the outdoors as an area for learning
- R3 Improve the quality and consistency of teaching in key stage 2, to ensure that teachers challenge pupils of all abilities, but especially the more able
- R4 Refine the school improvement plan to set clear and measurable improvement targets linked to raising pupils' standards
- R5 Develop the role of the governors as a critical friend

### **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

On entry, a majority of pupils' skills, knowledge and understanding is average or above average for their age. By the end of key stage 2, many pupils achieve appropriate standards, but pupils that are more able do not achieve as well as they could. Pupils with additional learning needs make sufficient progress.

Throughout the school, most pupils listen well and nearly all pupils speak confidently in a wide range of situations to staff, visitors and each other. Nearly all pupils are able to sustain their concentration for appropriate lengths of time in lessons.

Individual pupils throughout the school respond well to the recently introduced guided reading strategies. As a result, there has been a marked improvement in reading skills. Many Foundation Phase pupils read at a good standard for their age and ability. They confidently discuss books they enjoy and retell stories correctly. Many younger pupils use a suitable range of strategies to read familiar and unfamiliar words well. By the end of key stage 2, many pupils read clearly and with understanding, and make effective use of punctuation or expression to aid fluency. A majority of older pupils show a suitable understanding of higher order reading skills such as scanning for and extracting information from a range of texts.

Many pupils in the Foundation Phase produce short pieces of independent writing. Older Foundation Phase pupils are beginning to use capital letters and full stops accurately when punctuating their work. A few pupils that are more able are beginning to write at length and to use a variety of vocabulary to sustain the reader's interest. By the end of key stage 2, many pupils achieve appropriate standards in their writing. However, the quality of spelling, punctuation, presentation and the content of written work is not consistently of a high enough standard. In formal literacy focused lessons, a minority of key stage 2 pupils produce extended pieces of writing with evidence of drafting and redrafting across a range of different forms of writing. Overall, the recent whole-school focus on developing pupils' literacy skills is beginning to have a positive impact on the standards that pupils currently achieve. However, pupils' writing skills across the wider curriculum are underdeveloped.

In the Foundation Phase, many pupils make a good start in developing their Welsh language skills. They understand and respond enthusiastically to simple classroom commands. By the end of key stage 2, standards in Welsh are appropriate. Many older pupils ask and answer questions confidently and sustain a conversation well, using a limited range of sentence patterns. Only a few pupils use their Welsh language skills outside of Welsh lessons. Pupils' skills in reading in Welsh are underdeveloped, but many pupils' writing skills are at a suitable standard for their age.

Across the school, many pupils have appropriate standards of mathematical skills. For example, many older Foundation Phase pupils successfully use their knowledge

of numbers bonds to 20, to solve problems involving subtraction and division. A majority of more able key stage 2 pupils solve written number problems well and apply their mathematical knowledge successfully. However, many pupils are only just beginning to apply their numeracy skills across the curriculum at a high enough level compared to their work in mathematics.

Over the last two years, performance in the Foundation Phase, at the expected outcome 5, in literacy and mathematical development has varied when compared to that of similar schools, between the lower 50% and the bottom 25%. At the higher outcome 6, performance over the last two years in literacy has risen from the bottom 25% in 2012, to the upper 50% in 2013. However, performance in mathematical development has remained in the bottom 25% for the last two years.

In key stage 2, performance in English and science over the last four years, at the expected level 4, has generally remained the same. The school performs in the lower 50% when compared to similar schools. In mathematics, the school has fluctuated between the lower 50% and the upper 50%. In 2013, performance in all three subjects placed the school in the bottom 25% when compared to similar schools. At the higher level 5, performance in English, mathematics and science has varied, placing the school between the lower 50% and the bottom 25%.

### **Wellbeing: Good**

Pupils demonstrate a good understanding of keeping healthy through taking plenty of exercise and eating and drinking a balanced diet. Nearly all pupils feel safe and secure in school, and free from any kind of bullying or abuse.

Nearly all pupils have positive attitudes to school. They behave very well and participate in lessons with confidence, enthusiasm and enjoyment. Most pupils are courteous and show consideration and respect for each other and school property. They work effectively in small groups, pairs and individually.

Pupils are beginning to evaluate their learning using skills tracking sheets. This is a new initiative, which is helping many pupils make suitable progress.

The school council have developed effective decision-making skills. They work hard and show responsibility by contributing to improvements to the school environment. They have helped to improve the ball play area in the school grounds.

Attendance levels have improved to 96% in the two terms prior to the inspection. However, over the last few years the school has been in the bottom 25% when compared to similar schools. At 94% and 95%, attendance has been consistently above the local authority and Wales' averages for the last three years. Initiatives for improving attendance are having a positive effect. Punctuality is good. There have been no exclusions over the last three years.

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

Nursery and reception pupils receive appropriate Foundation Phase experiences across all areas of learning. However, learning experiences for older Foundation Phase pupils do not always provide them with the same opportunities. In these classes, pupils sometimes concentrate on quite formal tasks and do not use the outdoors as a learning environment as regularly. Learning experiences in key stage 2 build suitably on pupils' previous knowledge and understanding, but many teachers are over reliant on worksheets and this limits pupils' independent writing skills

The recently produced overview for the development of literacy, numeracy and information and communication technology (ICT) skills is progressive. As a result, pupils now have sufficient opportunities to develop and apply these skills across all areas of the curriculum, through a variety of interesting learning experiences. The school has a recent but appropriate plan to implement the national literacy and numeracy framework. However, this is at an early stage of development. Provision for Welsh language development is having a significant impact on pupils' progress. A number of initiatives including 'Cryw Cymraeg', links with a local school and daily drilling of language patterns are having a positive impact on pupil outcomes. A bilingual aspect is evident throughout the school, with the children speaking Welsh with enthusiasm and enjoyment within class. The school promotes the Cwricwlwm Cymreig successfully with an annual school Eisteddfod and a good focus on heritage and culture.

The school acts in a sustainable way, recycling many items and helping pupils understand the need to conserve resources. For example, the eco committee recycles paper. Visitors to the school, trips to local heritage sites and after school clubs contribute appropriately to expanding and enriching the pupils' learning experiences. Pupils' awareness of global citizenship is underdeveloped, although recent curriculum links with Bangladesh are having a positive impact.

**Teaching: Adequate**

Most teachers have established effective classroom routines, especially in the Foundation Phase. These create a calm and orderly learning environment and many teachers use a suitable range of teaching strategies well. Where teaching is good in most classes, there is pace, effective use of questioning and a range of stimulating activities. However, in a minority of lessons, particularly in key stage 2, there are too many teacher led activities. This limits opportunities for pupils to produce independent extended pieces of writing. In a minority of classes, teachers do not always challenge all pupils to a suitable level.

The supportive relationships between staff and pupils are a strong feature of the school. This builds pupils' confidence and helps to ensure pupil engagement in learning. Support staff make a strong contribution to the progress that pupils make.

Many teachers mark pupils' work regularly and generally give pupils useful feedback on what they have done well and how they can improve their work. However, this is

not consistent across the school and, as a result, only a minority of pupils use this feedback effectively to improve their work. A minority of older pupils are beginning to evaluate their own and others' work successfully, but this is at an early stage of development.

Teachers are beginning to use the new school system for tracking pupils' progress purposefully. Until very recently, the use of data by staff was underdeveloped. As a result, teacher assessments at the end of Foundation Phase at the higher than expected outcome are not always accurate, especially in mathematical development. Teachers are now starting to use data in a more systematic way to identify pupils in need of additional support and those who are more able.

The school keeps parents well informed about their children's progress through regular meetings and annual written reports.

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

Llangyfelach Primary School is a very caring and welcoming community where staff place a high emphasis on the wellbeing of their pupils and daily practice supports the school's motto 'Play, Learn and Grow Together.' Pupils show good levels of respect, care and concern for others.

Members of staff know pupils well and use this knowledge to provide effective support and guidance for individuals. This helps to raise pupils' self-esteem and wellbeing. Nearly all pupils feel cared for and valued. The school makes appropriate arrangements to promote exercise and healthy eating and drinking, for example fruit at snack times and the effective use of the 'Trim Trail'.

The school liaises effectively with specialist agencies and this has a positive effect on pupils' learning experiences. Teaching assistants provide valuable guidance and support in their work with intervention groups. Provision for pupils with additional learning needs is appropriate. Staff identify pupils with additional needs effectively at an early stage. The school provides suitable, targeted support through a wide range of programmes and involves parents fully in the process.

Learning experiences and collective acts of worship, promote pupils' personal development well, including their spiritual, moral and social development. However, pupils' understanding of the wider world and other cultures is less well developed.

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

### **Learning environment: Good**

Llangyfelach Primary School is a friendly and caring community where there are positive and supportive relationships between staff and pupils.

The school promotes equal opportunities successfully and places a strong emphasis on respecting each other and celebrating diversity.

The school buildings have seen significant investment and improvement in the last two years and there continues to be a realistic programme to enhance the learning environment. Displays in classrooms and corridors are bright and are useful teaching aids. However, there is a limited amount of pupils' work on display. The improvements to the outdoor environment, with the creation of a small all-weather sports pitch and the outdoor learning zones to support Foundation Phase learning, have created bright and stimulating areas. The accommodation is of a good quality, and is secure and generally well maintained. The school also makes effective use of available community resources such as the local village green for their sports days.

There is a range of good quality resources to support pupils' learning, such as the new computer tablets used across a wide range of learning areas. Pupils use these, for example, in physical education lessons to assess and improve their performance. The school has an extensive range of reading books and uses these to promote pupils' enjoyment of reading effectively and raise standards in reading.

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

The headteacher and senior managers have a clear vision and sense of direction for the school based on raising standards and creating an inclusive learning environment. They share this vision effectively with staff, governors, pupils and parents. The senior management team work well collaboratively and successfully engage all staff in helping to move the school forward. The headteacher has created systems that help the school to achieve its aims, and these are beginning to impact on standards, for example in reading. Senior management and staff meetings focus well on school priorities. However, it is not always clear how leaders effectively monitor the impact of decisions made at these meetings.

All staff have clear roles and responsibilities set out in job descriptions. Subject leaders play an active role in monitoring their subjects. However, at times, evaluations of teaching and learning are too descriptive and do not focus effectively on the main issues needed to raise standards.

The school takes suitable account of local and national priorities. It has introduced appropriate planning to begin to implement the national framework for literacy and numeracy. However, provision for developing Foundation Phase principles is not always consistent.

The governing body has a very positive impact on the work of the school and receives regular detailed reports from the headteacher. This enables it to contribute to self-evaluation. Governors have an appropriate understanding of performance data. However, their role as a critical friend to challenge the school about its performance has not fully developed.

### **Improving quality: Adequate**

The school has a suitable system for self-evaluation, with ownership shared by all stakeholders. The school's current self-evaluation report is generally evaluative and appropriately identifies strengths and areas to be developed. It takes into account

staff, pupils', parents' and governors' views and suggestions. The report is based on a wide range of first hand evidence including data analysis, lesson observations, subject monitoring and scrutiny of books. Staff and governors have a sound understanding of the self-evaluation report.

There are appropriate links between self-evaluation and the school's development plan. The plan outlines clearly staff responsibilities, funding, resource requirements and timescales, and has clear success criteria against which to measure progress. However, there are too many targets within the plan for it to be an effective tool for school improvement.

Overall, the school has made sound progress in addressing recommendations from the school's last inspection, especially improving consistency in the planning. However, the lack of a clear focus to monitor school priorities still limits progress and achievement of the more able pupils.

### **Partnership working: Good**

The school works effectively with a wide range of partners to enhance its provision. There is a strong partnership with parents. Parents receive good information through the school's virtual learning environment and regular newsletters. The school supports pupils' wellbeing successfully, through the wrap-around full time care. Parents have good opportunities to access the school's virtual learning environment and planning grids in order to support their child's learning.

Well-established transition arrangements with the local secondary schools ensure that pupils are confident to move on to the next stage in their education. Teachers meet regularly with their colleagues in cluster schools and are developing a secure moderation process to support teachers in the levelling of pupils' work.

Extensive links with local churches and the community have enriched pupils' learning and pupils benefit from a varied programme of visits and visitors to school. For example, the local community police officer supports the provision for personal and social education, through a variety of workshops such as promoting pupils' understanding of internet safety.

There is a successful partnership between the school, the 'athrawon bro' and a local Welsh school. This has a positive effect on pupils' enjoyment of learning Welsh and they are becoming more confident in their use of the language.

The school also works effectively with a local university and training providers to provide placements for students.

Through fundraising events, the parent teacher and friends of the school association has contributed towards improving provision for ICT, guided reading and outdoor physical activities. The climb wall is used regularly by pupils to improve their fitness levels.

**Resource management: Adequate**

The school has a range of experienced staff to deliver the curriculum effectively. Overall, the school deploys staff and teaching assistants efficiently and they contribute positively to pupils' learning and wellbeing. However, staff are not always deployed appropriately in some Foundation Phase classes. This affects pupils' access to all areas of Foundation Phase learning.

The school has appropriate performance management processes for all staff. Teachers' targets link clearly to school needs. All teachers receive appropriate time for planning, preparation and assessment and senior managers receive additional non-contact time for leadership duties.

The school is involved in a professional learning community within the cluster to improve writing, and has participated in collaborative training days with cluster schools relating to the literacy and numeracy framework.

The headteacher and the governing body manage the budget carefully and in line with the priorities in the school development plan. However, due to pupil outcomes over time, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

Compared to similar schools in 2013, pupils' performance at the end of the Foundation Phase for the expected outcome 5 placed the school in the lower 50% for language, literacy and communication and mathematical development. However, it was in the top 25% for personal and social development. In 2013, performance at outcome 5 was in line with the family average for language literacy and communication and mathematical development and above for personal and social development. This shows an upward trend in all three areas of learning compared to levels in 2012.

Over the last two years, attainment at the higher outcome 6 has meant that the school has remained in the bottom 25% of similar schools for mathematical development. However, over the same period, the school has moved from the bottom 25% for language, literacy and communication to the upper 50% and the top 25% for personal and social development. In 2013, performance in language literacy and communication and personal and social development was also above the family average, but below for mathematical development, as no pupils achieved outcome 6 in this area of learning.

In key stage 2, performance in English and science over the last four years, at the expected level 4, has generally remained the same, with the school performing in the lower 50% of similar schools. However, performance in mathematics has fluctuated, placing the school between the upper 50% and the lower 50%. In 2013 the school was in the bottom 25% of similar schools for all three subjects and its performance was below the family average.

In 2013, for the higher than expected level 5, attainment placed the school in the lower 50% of similar schools for all three subjects and was below the family average in English and science, but above in mathematics. Standards at level 5 have fluctuated over the last four years, with the school generally performing in the lower 50% when compared to similar schools.

At the end of Foundation Phase, boys generally outperform girls at the expected outcome 5 in language, literacy and communication and mathematical development, but perform the same in personal and social development. At the higher than expected outcome 6, boys outperform girls in language, literacy and communication and personal and social development. In 2013, no pupil gained outcome 6 in mathematical development.

In key stage 2, girls outperform boys at the expected and higher level in English, but this trend reverses in mathematics. The performance of boys and girls at both levels is similar.

Pupils entitled to free school meals perform less well than their peers in the Foundation Phase and in key stage 2.

## 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.	77	77 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	78	72 92%	6 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	78	77 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	78	69 88%	9 12%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	78	75 96%	3 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	77	75 97%	2 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.	78	78 100%	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.	78	77 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.	78	72 92%	6 8%	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.	78	74 95%	4 5%	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.	77	61 79%	16 21%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	77	58 75%	19 25%	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.	18	11 61%	7 39%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	18	16 89%	2 11%	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.	17	11 65%	6 35%	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.	18	11 61%	7 39%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	18	11 61%	6 33%	1 6%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	18	8 44%	10 56%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	18	9 50%	9 50%	0 0%	0 0%	0	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.	17	9 53%	6 35%	0 0%	0 0%	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.	18	12 67%	6 33%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	18	10 56%	8 44%	0 0%	0 0%	0	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.	18	14 78%	4 22%	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'.	16	8 50%	5 31%	1 6%	0 0%	2	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.	18	7 39%	10 56%	1 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	18	12 67%	5 28%	1 6%	0 0%	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.	18	9 50%	5 28%	1 6%	0 0%	3	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.	18	11 61%	7 39%	0 0%	0 0%	0	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.	15	7 47%	3 20%	0 0%	0 0%	5	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.	16	10 62%	6 38%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	18	11 61%	6 33%	1 6%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Susan Davies	Reporting Inspector
Anwen Griffith	Team Inspector
Rhiannon Boardman	Lay Inspector
Kevin Phelps	Peer Inspector
Lee Burnell	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.