



*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**

**Pentrechwyth Primary School  
Bonymaen Road  
Pentrechwyth  
Swansea  
SA1 7AP**

**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:

<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: 09/12/2014**

## Context

Pentrechwyth Primary School is in the eastern suburbs of Swansea. The school opened in 1981 and currently has 134 pupils from the ages of three to eleven. Numbers have increased slightly over the last two years. Over the last seven years, the majority of pupils in the school have nearly always been girls. There are four mixed-age classes, plus a part-time nursery and a Flying Start setting for two-year old children.

Approximately 50% of pupils are eligible for free school meals, which is well above the national average of 21%. Around 33% have additional learning needs, which is also above the national average. A very few pupils have a statement of special educational needs, are looked after by the local authority, come from an ethnic minority background or receive support in English as an additional language. No pupils speak Welsh as a first language.

The school was last inspected in November 2008. The headteacher took up her post in September 2013 and the deputy headteacher in April 2014.

The individual school budget per pupil for Pentrechwyth Primary School in 2014-2015 means that the budget is £4,145 per pupil. The maximum per pupil in the primary schools in Swansea is £7,839 and the minimum is £2,665. Pentrechwyth Primary School is 12<sup>th</sup> 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

The school's current performance is good because:

- although attainment at the end of each key stage varies between cohorts, standards in core subjects across the school are good overall;
- most pupils make good progress through the school in acquiring appropriate literacy and numeracy skills;
- no specific groups underachieve significantly;
- pupils' behaviour is good;
- levels of attendance have improved significantly in recent years and place the school in the top 25% when compared with similar schools in 2013;
- the school provides a wide range of interesting and challenging learning experiences; and
- the quality of teaching is good.

### Prospects for improvement

The school's prospects for improvement are good because:

- leaders and managers have a clear vision for the school's future direction and improvement;
- the headteacher provides efficient and purposeful leadership and exercises an effective oversight of the school;
- all staff work together well as a team;
- governors are supportive of the school;
- the school's self-evaluation systems are robust and effective and are embedded well into the life of the school; and
- the school has strong and effective partnerships with parents, the community and other schools and agencies.

## Recommendations

- R1 Improve pupils' skills in mental mathematics
- R2 Improve the provision for developing pupils' Welsh oracy skills in key stage 2
- R3 Increase opportunities for pupils to develop their knowledge and understanding of sustainable development and global citizenship

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

Most pupils make good progress through the school in literacy and numeracy skills. Nearly all develop their speaking and listening skills well from a low starting point.

In the Foundation Phase, pupils enjoy reading. They use their phonic skills well to sound out unfamiliar words. In key stage 2, many read accurately and confidently. They discuss characters from the books and can skim and scan for information. However, a few older pupils have relatively underdeveloped decoding skills, when trying to read unfamiliar words, and they lack fluency and expression when reading aloud.

By the end of the Foundation Phase, the majority of pupils write independently and effectively for different purposes. Many in Year 2 develop a cursive style of writing and they spell simple words correctly. They apply punctuation rules with increasing accuracy. Most pupils in key stage 2 write appropriately in a variety of forms. They use their spelling and punctuation skills correctly overall. They generally apply their skills well to write at length in other subjects. The majority write in a neat and legible style.

Nearly all pupils make steady progress in developing their numeracy and problem-solving skills. In both key stages, they apply their knowledge and understanding well across the curriculum and to real-life situations. By the end of the Foundation Phase, nearly all pupils add, subtract and order two-digit numbers correctly. They begin to understand place value using hundreds and count in twos, fives and tens. Most know the names and properties of basic shapes and tell the time to quarter of an hour. They use basic standard units of measurement accurately and know the value of common coins.

By the end of key stage 2, most pupils add, subtract, multiply and divide correctly using large numbers. They measure length, weight and capacity accurately in metric units. They know how to collate and interpret various kinds of data. They calculate area and understand about negative numbers and the points of the compass. However, most pupils' mental mathematical skills are relatively underdeveloped and their use of alternative strategies to reach correct solutions is limited.

In the Foundation Phase, pupils' Welsh oral and writing skills are good. Most pupils respond enthusiastically to simple questions and enjoy singing in Welsh. In key stage 2, most pupils respond to questions about likes and dislikes and give appropriate reasons for their choices. More able pupils read suitable texts. They answer simple questions about what they have read and write more extended descriptive pieces. Many pupils write sequences of sentences correctly.

Due to the nature of the cohorts, pupils' performance, when compared with that of similar schools, has varied over recent years in both the Foundation Phase and key stage 2. At the end of the Foundation Phase at the expected outcome 5, attainment has fluctuated, moving the school between the bottom 25% and the higher 50% of similar schools for literacy and between the lower 50% and top 25% for mathematical development during the last three years. However, at the higher outcome 6, attainment has placed the school consistently in the lower 50% of similar schools for literacy, but between the lower 50% and the top 25% for mathematical development over the same period. Similarly, at the end of key stage 2 at the expected level 4, attainment has fluctuated, moving the school between the lower 50% and the higher 50% of similar schools in English and between the bottom 25% and top 25% in mathematics and science over the last four years. At the higher level 5, attainment has fluctuated, moving the school between the lower 50% and higher 50% in English, but consistently between the higher 50% and top 25% in mathematics and science over the same period.

No specific groups underachieve significantly. Pupils eligible for free school meals in the Foundation Phase tend to attain less well, although there is overall an upward trend in their performance. Pupils eligible for free school meals in key stage 2 generally do as well as their peers.

### **Wellbeing: Good**

All pupils feel safe in school and know whom to approach if they have concerns. Nearly all pupils have a positive attitude towards, and a good understanding of, healthy lifestyles. Behaviour is very good in classes and around the school. Pupils are polite and respectful and relate well to each other and to adults in the school.

Most pupils demonstrate a positive attitude to their learning. They engage in tasks enthusiastically and sustain concentration during lessons effectively. Many pupils work well in pairs or in small groups. They reflect on their own learning usefully and identify how to improve their work.

Attendance has risen notably over the last two years. In 2013, the level placed the school in the top 25% when compared with similar schools and unverified data for 2014 indicates that it continues to improve. However, pupils eligible for free school meals attend less well than their peers. A very few pupils are late at the start of the day.

Pupils take on a range of roles and responsibilities willingly. The school council and other pupil committees feel valued and play an active part in the life of the school. They feel confident that their voice is heard and they contribute to planning school improvements eagerly. Many pupils participate in out-of-school activities and local community events. For example, the choir sings at the local supermarket and senior citizens' centre at Christmas. These experiences have a positive impact on pupils' wellbeing.

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

The school provides a range of stimulating learning experiences, which meet statutory requirements. Literacy and numeracy lessons, accompanied by half-termly themes, match pupils' needs and interests well. Well-attended enrichment activities include visits, visitors and extra-curricular clubs. These contribute to pupils' learning and enjoyment of school effectively.

Teachers' planning is consistent and well developed. It ensures continuity and progression in pupils' learning and incorporates the requirements of the Literacy and Numeracy Framework in full. Planning includes good opportunities for pupils to apply their literacy, numeracy and investigative skills across the curriculum. In addition, the school provides personalised intervention programmes to meet the needs of specific groups and individuals, including the more and less able.

In the Foundation Phase, the provision for the development of pupils' Welsh oral and writing skills is good. However, in key stage 2, the planned provision does not ensure progression in pupils' oral skills so consistently. Pupils in both key stages experience a good range of opportunities to learn about the art, music, culture and history of their local area and of Wales.

The school's provision for education for sustainable development is underdeveloped. Although there are procedures for saving energy and recycling and there is a recently-established group of wellbeing warriors, pupils' involvement in reducing waste and preserving their environment is limited. All classes study different cultures and religions. However, the school does not promote global citizenship prominently.

**Teaching: Good**

All teachers prepare lessons thoroughly. They have up-to-date subject knowledge and cater for different ages and abilities appropriately. Staff know pupils well, have high expectations for their achievement and develop good working relationships with them.

All teachers use a range of effective teaching and learning styles. They establish regular routines and conduct lessons at a brisk pace. They manage pupils' time and behaviour successfully. They pose relevant questions to encourage pupils to recall their previous learning and to extend their thinking and problem-solving skills.

Where high quality teaching is evident, teachers work closely with support staff and engage pupils in challenging activities that encourage them to work independently and collaboratively. They praise and celebrate pupils' achievements frequently.

The school has its own systematic assessment procedures to track and monitor pupils' progress accurately. An annual assessment cycle involves half-termly and end of year assessment meetings that identify individual pupils' needs to ensure appropriate provision.

The school sets challenging but realistic targets for pupils' achievement at the end of each key stage. Teachers also agree individual targets with pupils in reading, writing and numeracy. They use assessment for learning strategies in lessons consistently to extend learning.

All teachers mark work conscientiously and promptly in line with the school's marking policy. They provide positive and constructive comments and allow time for pupils to respond thoughtfully. Annual reports to parents are very informative and well presented. Parents appreciate the information they receive from the school and the regular opportunities to consult with teachers about their child's progress.

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

The school makes appropriate arrangements for promoting healthy eating and drinking, for example by offering a salad bar, a fruit tuck shop and a range of physical activities. It provides a safe and secure environment and effectively promotes pupils' spiritual, moral, social and cultural development. The school's work on the rights of the child and its procedures for settling disputes have a very positive effect on pupils' behaviour and attitudes.

All staff provide a high level of care and support. The school makes good use of specialist services, including the school nurse, police and language and behaviour support teachers to provide additional support for pupils when required. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school actively promotes good attendance, for example through weekly and termly competitions and by posting the current attendance figure prominently in the hall. There is an effective first-day response system. The headteacher sends out letters promptly and meets parents when necessary to enforce the school's attendance policy.

Nearly all pupils with additional learning needs receive good support. Identified key stage 2 pupils, in particular, benefit considerably from working in support and challenge groups. All teachers review their pupils' targets, individual education plans and support programmes regularly and share this information with parents readily.

### **Learning environment: Good**

The school has a positive, inclusive and caring ethos. All pupils have equal access to every area of the school's provision. All members of the school community are free from harassment and oppressive behaviour. In turn, they treat each other with mutual respect.

The school embraces and celebrates diversity and pupils and staff feel equally valued regardless of their background. There is good provision for adults or pupils with a disability. Every area of the school is accessible by wheelchair.

The well-maintained buildings and grounds are secure and meet the needs of pupils effectively. All classrooms are bright and stimulating. The outside areas are well developed and pupils use them successfully for outdoor learning, particularly in the Foundation Phase.

The school has a range of good quality learning resources. The provision for information and communication technology is up-to-date and meets the needs of pupils well.

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

Leaders and managers have a clear vision for the school's future direction and improvement. The headteacher provides efficient and purposeful leadership and exercises an effective oversight of the school. She has established good relationships with staff, governors and parents. Due particularly to her initiative, many successful innovations, for example to enhance the curriculum and improve assessment, are having a positive effect on raising pupils' literacy and numeracy skills.

The newly appointed deputy headteacher and the senior leadership team provide good support, meet regularly and undertake a suitable range of responsibilities. All teachers have appropriate subject co-ordinating roles and undertake these efficiently and conscientiously. All staff work together well as a team.

Governors are supportive of the school and conscious of the need to develop their knowledge and understanding of its performance and needs. For example, they recently set and achieved their own action plan to improve their effectiveness. A majority have subject area interests and visit regularly, for example to take part in learning walks. They receive presentations from subject leaders and ensure that all statutory requirements are in place, including mandatory governor training.

The school addresses local and national priorities well. Literacy, numeracy, reducing poverty and raising attendance, for example, are major features of its current development plan.

### **Improving quality: Good**

The school's self-evaluation systems are robust and effective and are an integral part of the life of the school. They provide an accurate picture of the school's strengths and areas for further development.

The annual cycle of activities draws on first-hand evidence from a wide range of appropriate sources. The senior leadership team collates and analyses all the information gathered and shares this with staff and governors effectively. The evidence includes the views of pupils, teachers and parents, monitoring reports on pupils' work, learning walks and lesson observations. The analysis of performance data is a particular strength.

The self-evaluation report is accurate and evaluative. Its evidence and conclusions link very closely to the actions for improvement in the school development plan, which is detailed and purposeful and takes good account of previous targets and achievements. The plan sets out the school's priorities very effectively and acts as a high quality tool for raising standards by setting realistic timescales and challenging measurable targets.

The priorities the school identifies for improvement match the findings of the inspection team closely. The school has a good record of making progress, although, as noted in the previous inspection, Welsh second language in key stage 2 requires further development.

### **Partnership working: Good**

The school has strong and effective partnerships with parents, the community and other schools and institutions, all of which have a positive effect on pupils' wellbeing and learning. Nearly all parents are supportive of the school and appreciate its open door policy and the regular newsletters they receive. Many attend various events and a few help in classrooms and participate in family learning courses.

A further strength of the school is the effective transition between Flying Start on site and the nursery, which helps pupils settle into school quickly. Close links with the main receiving secondary school also ensure that transition arrangements for older key stage 2 pupils are good.

Involvement with the cluster's professional learning communities provides a network for sharing good practice and fostering school improvement, for example through joint training events. Teachers use portfolios of moderated work, produced in partnership with the cluster, to level pupils' work accurately. In addition, the school benefits from the pooling of funds with other local schools, for example to employ a Welsh Rugby Union coach.

There are beneficial links with local churches and a number of other organisations within the community. Relationships with other education providers and the local authority are also good.

### **Resource management: Good**

The school has a full complement of appropriately qualified and experienced teachers. Support staff have relevant roles and responsibilities and make a valuable contribution to pupils' learning and wellbeing.

All teachers access beneficial programmes of continuing professional development, linked to their performance management targets and school priorities. They attend suitable training events, visit other schools and share good practice regularly. Support staff also receive relevant training, for example in the intervention programmes they conduct.

Performance management procedures are effective and meet statutory requirements. All staff have targets related to pupil performance and school improvement initiatives. The headteacher also conducts useful professional review meetings with all staff at the end of each year.

Day-to-day administrative routines operate efficiently. The caretaker, for example, takes on a range of additional duties, such as repairing resources and facilities. The arrangements for teachers' planning, preparation and assessment time are effective.

The school manages its accommodation and resources well and the building is clean and tidy. Despite recent changes in funding circumstances, the headteacher and governing body manage the budget effectively and base their spending decisions on school priorities and achieving best value. Current plans for spending the pupil deprivation grant focus appropriately on raising standards for pupils from disadvantaged backgrounds.

Due to the successful outcomes achieved by pupils, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6702048 - PENTRECHWYTH PRIMARY SCHOOL

Number of pupils on roll	132
Pupils eligible for free school meals (FSM) - 3 year average	53.8
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	12	13	14
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	66.7	69.2	85.7
Benchmark quartile	3	3	1
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	12	13	14
Achieving outcome 5+ (%)	75.0	69.2	85.7
Benchmark quartile	3	4	2
Achieving outcome 6+ (%)	16.7	15.4	21.4
Benchmark quartile	3	3	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	12	13	14
Achieving outcome 5+ (%)	75.0	84.6	92.9
Benchmark quartile	3	2	1
Achieving outcome 6+ (%)	25.0	15.4	28.6
Benchmark quartile	1	3	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	12	13	14
Achieving outcome 5+ (%)	75.0	100.0	100.0
Benchmark quartile	4	1	1
Achieving outcome 6+ (%)	16.7	38.5	71.4
Benchmark quartile	3	2	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.

**6702048 - PENTRECHWYTH PRIMARY SCHOOL**

Number of pupils on roll 132  
 Pupils eligible for free school meals (FSM) - 3 year average 53.8  
 FSM band 5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	20	16	14	18
<b>Achieving the core subject indicator (CSI) (%)</b>	65.0	75.0	85.7	77.8
Benchmark quartile	3	2	1	3
<b>English</b>				
Number of pupils in cohort	20	16	14	18
Achieving level 4+ (%)	70.0	75.0	85.7	83.3
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	20.0	25.0	28.6	27.8
Benchmark quartile	2	2	2	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	20	16	14	18
Achieving level 4+ (%)	65.0	75.0	92.9	77.8
Benchmark quartile	4	3	1	3
Achieving level 5+ (%)	20.0	31.3	35.7	27.8
Benchmark quartile	2	1	1	2
<b>Science</b>				
Number of pupils in cohort	20	16	14	18
Achieving level 4+ (%)	70.0	81.3	92.9	77.8
Benchmark quartile	4	3	1	4
Achieving level 5+ (%)	25.0	31.3	28.6	27.8
Benchmark quartile	2	1	2	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in english or welsh (first language), mathematics and science in combination.

\* 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.	53	53 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	53	52 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	53	53 100%	0 0%	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	53	53 100%	0 0%	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.	53	53 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	53	49 92%	4 8%	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.	53	53 100%	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.	53	53 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	53	50 94%	3 6%	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.	53	52 98%	1 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	53	47 89%	6 11%	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	53	50 94%	3 6%	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.	15	12 80%	3 20%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	15	14 93%	1 7%	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.	15	13 87%	2 13%	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.	15	11 73%	4 27%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	15	7 47%	6 40%	1 7%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	15	12 80%	3 20%	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.	15	14 93%	1 7%	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.	15	11 73%	4 27%	0 0%	0 0%	0	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.	15	11 73%	4 27%	0 0%	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.	15	13 87%	2 13%	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.	15	13 87%	2 13%	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'.	14	8 57%	6 43%	0 0%	0 0%	0	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.	15	12 80%	3 20%	0 0%	0 0%	0	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.	15	12 80%	3 20%	0 0%	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.	15	9 60%	4 27%	2 13%	0 0%	0	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.	14	10 71%	4 29%	0 0%	0 0%	0	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.	15	8 53%	5 33%	0 0%	0 0%	2	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.	15	9 60%	6 40%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	15	13 87%	2 13%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Dr Peter David Ellis	Reporting Inspector
Buddug Mai Bates	Team Inspector
Matthew Evans	Lay Inspector
Michael Lyn Rees	Peer Inspector
Allison Christopherson (Headteacher)	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.