



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

**St Thomas Community Primary School
Grenfell Park Road
St Thomas
Swansea
SA1 8EZ
United Kingdom**

Date of inspection: September 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Publication date: 02/12/2014

Context

St Thomas Community Primary School is in the east of the city of Swansea in the Swansea local authority. The school opened in April 2007 as the result of the amalgamation of St Thomas Primary School and Margaret Street Nursery School.

There are 353 pupils aged three to eleven years on roll. This includes around 53 pupils in the two part-time nursery classes. The school has 12 full-time classes. Two classes have pupils from mixed age groups. Around 35% of pupils are eligible for free school meals. This is higher than the average for Wales (21%). There are a very few children who are looked after by the local authority.

The school has identified around 16% of its pupils as having additional learning needs, of whom a very few have a statement of special educational needs. Around 18% of pupils come from ethnic minority backgrounds and about 16% speak English as an additional language. No pupils speak Welsh as their first language.

The current headteacher took up his post in September 2013. This is the school's first inspection.

The individual school budget per pupil for St Thomas Community Primary School in 2014-2015 means that the budget is £3,148. The maximum per pupil in the primary schools in Swansea is £7,839 and the minimum is £2,665. St Thomas Community Primary School is 61st out of the 80 primary schools in Swansea in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- most pupils make good progress in their learning;
- standards in literacy and numeracy are good and have improved consistently;
- nearly all pupils behave exceptionally well during lessons and around the school;
- most pupils have a good understanding of how to live a healthy life;
- learning experiences are of high quality and planning for these is effective;
- provision for developing pupils' Welsh language skills is comprehensive and enables pupils to make good progress;
- teaching is good across the school;
- teachers and support staff work well together to ensure that pupils make good progress in lessons;
- the level of care, support and guidance that staff provide for pupils is a strength of the school;
- the ethos of the school is positive, caring and entirely child centred; and
- the physical environment is attractive and well maintained.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher's vision is central to the running of the school and has a positive impact on pupils' standards, the quality of provision and leadership;
- the headteacher has high expectations of all staff and pupils;
- governors are very well informed and provide an appropriate level of challenge and support;
- the self-evaluation report is an accurate reflection of the school, and the link between it and the priorities in the school improvement plan are clear;
- the partnership with parents is exceptional; and
- leaders make very effective use of the pupil deprivation grant to improve provision and outcomes for targeted pupils.

Recommendations

R1 Raise standards in numeracy across the curriculum in the Foundation Phase

R2 Improve attendance

R3 Provide pupils with greater and improved opportunities to respond to teachers' feedback

R4 Develop the role of the senior management team

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.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the school with knowledge, understanding and skills below the level expected for their age. During their time at the school, most pupils make good progress.

Throughout the school, nearly all pupils listen very well to one another and to adults. In the Foundation Phase, most pupils are eager to talk about their work and many answer questions using suitable detail. Many older pupils express their opinions confidently using a well-developed vocabulary, such as when describing the role of the eco squad.

Across the school, pupils' standards of reading have improved as a result of intervention strategies and a whole school focus on improving reading levels. Many pupils read at an appropriate level for their age and ability. In the Foundation Phase, pupils use their phonic skills well to help them to decode new and unfamiliar words. More able pupils are beginning to read with fluency and expression. They make sensible predictions of what will happen next in a story and describe their favourite character. In key stage 2, most pupils discuss their favourite author and understand the features of different types of books. They have effective comprehension skills that help them to read with understanding. Older pupils have good research skills. They use an index competently and skim and scan text efficiently to find information quickly.

Most pupils make good progress in developing their writing skills. By the end of the Foundation Phase, they write independently to create letters, stories and factsheets of a good standard. They develop effective spelling skills and generally use punctuation accurately. By the end of key stage 2, most pupils write purposefully in a variety of contexts across the curriculum. They produce extended pieces of writing, paying good attention to the correct use of grammar and punctuation. The quality of the written work produced by pupils who are more able is often of a high standard and engages the reader effectively. The quality of pupils' handwriting and the neatness of their work vary across the school and a minority of pupils do not pay enough attention to these aspects of their work.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. For example, in Year 2, many pupils write and order numbers to 100 accurately, add and subtract two digit numbers correctly and record data in simple lists and tables. However, pupils do not generally use these skills at an appropriate level to solve mathematical problems in other areas of learning.

In key stage 2, many pupils make good progress in mathematics lessons. They use a range of strategies to solve written and mental problems. They make accurate estimates by rounding decimal numbers to the nearest whole number and understand the relationship between fractions, decimals and percentages. Most

pupils present their work clearly and this aids accuracy when interpreting results, particularly when using graphs. Most pupils use and apply their numeracy skills well across the curriculum.

Pupils with additional learning needs and those with English as an additional language make good progress.

Most pupils develop good skills in Welsh throughout the school. Many pupils are eager to use familiar phrases with staff and visitors and confidently use Welsh around the school throughout the day. In the Foundation Phase, most pupils use basic greetings and answer simple questions about themselves. They respond appropriately to classroom commands and instructions given in Welsh. Many key stage 2 pupils reply to questions in extended sentences, explaining their ideas and expressing their preferences. Nearly all pupils make good progress with their writing in Welsh and, by the end of key stage 2, most pupils write well in simple sentences, using established patterns and appropriate vocabulary.

Pupils' thinking and problem solving skills develop well as they move through the school. Nearly all pupils display good independent skills. For example, they select the equipment they need for a specific task and from an early age concentrate well and sustain interest in activities.

In the Foundation Phase, there has been a trend of improvement in pupils' performance in literacy and mathematical skills at the expected level over the past three years. In 2014, pupils' performance in both these areas placed the school in the top 25% when compared with similar schools. Pupils' performance in literacy and mathematical skills at the higher level has placed the school in the top 25% of similar schools consistently, with the exception of mathematical skills in 2013 when pupils' performance placed it in the lower 50%.

In key stage 2, over the past four years, pupils' performance at the expected level in English, mathematics and science has generally placed the school in the higher 50% or the top 25% when compared with similar schools. This is also true for performance at the higher level, with the exception of English in 2014, when pupils' performance placed the school in the lower 50%.

In the Foundation Phase, pupils eligible for free school meals perform less well than their peers. However, by the end of key stage 2, pupils eligible for free school meals generally perform as well as their peers. The gap in performance has narrowed consistently over the past three years.

Wellbeing: Adequate

Most pupils know how to lead a healthy life. Older pupils write detailed reports about the main factors associated with a healthy lifestyle. They have a sound understanding of the positive effects of regular exercise. For example, pupils monitor their own levels of physical activity during a weekend and report on this in lessons.

Nearly all pupils feel safe, happy and proud of their school. They know what to do if they are concerned about bullying. Instances of bullying are rare and pupils are

confident that staff will listen to them and support them if they have any concerns. Most pupils have a very good understanding of the dangers associated with the use of the internet and know what to do to stay safe online.

Nearly all pupils behave exceptionally well during lessons and around the school. They are engaged and motivated in lessons and take a pride in their work.

The school council plays an active part in the life of the school. For instance, members helped recently to appoint the deputy headteacher. The council samples the views of pupils regularly and act on the outcomes. It has provided advice to the county council on the development of the community play area behind the school.

Pupils' attendance has placed the school in the bottom 25%, when compared with similar schools, for three out of the past five years and in the lower 50% in 2012. Last year, unverified data shows that pupils' attendance rose to 93.7%. This is a rise of approximately two percentage points from the previous year. A few pupils are regularly late for school.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school curriculum is broad and balanced and provides a very good range of learning experiences of high quality that meet statutory requirements. Flexibility in schemes of work allows teachers to respond appropriately to opportunities as they arise, such as the school's involvement in a local sustainable energy project. Pupils have useful opportunities to suggest topics that they would like to learn about and, as a result, pupils are enthusiastic about their work and actively involved in projects. A wide range of well-planned extra-curricular activities and after school clubs contribute significantly to pupils' learning and wellbeing.

Teachers plan systematically for the development of pupils' skills, knowledge and understanding as they progress through the school. Most teachers plan imaginative and beneficial activities for pupils to apply their literacy skills across the curriculum. Teachers make very good use of opportunities to develop pupils' numeracy skills across the curriculum in key stage 2, with a particular emphasis on real life problems. However, teachers develop pupils' numeracy skills less consistently in the Foundation Phase.

The school's provision for developing the Welsh language is comprehensive and enables pupils to make good progress. The school promotes pupils' knowledge and understanding of the culture and history of Wales effectively, for example through an annual eisteddfod and visits from Welsh poets and authors.

The school develops education for sustainable development well. The eco squad meet regularly and co-ordinate a range of suitable activities such as collecting litter and recycling materials to reduce waste in school. Useful links with a school in Zanzibar develop pupils' understanding of their roles as global citizens effectively.

Teaching: Good

Teachers and support staff work well together to ensure that pupils make good progress in lessons. Teachers plan stimulating activities and nearly all lessons proceed at a good pace. As a result, teaching engages pupils and sustains their interest well. Many teachers use open-ended questions effectively to develop pupils' thinking skills and to extend their learning. The very supportive working relationships between staff and pupils ensure that pupils feel confident to try new things and to seek help when necessary. In all classes, teachers use positive strategies to manage pupils' behaviour very successfully. Most teachers provide appropriate levels of challenge for pupils of different abilities and encourage them to be independent learners.

The school's own comprehensive assessment and tracking system enables teachers to monitor pupils' progress effectively across the school. The system identifies the progress made by different groups of learners and teachers use this information very effectively to provide suitable learning opportunities for all pupils.

Teachers mark pupils' work regularly, in detail and with reference to the learning intention. They make useful comments about how pupils can improve their work. However, pupils do not always have enough opportunities to respond to the advice given.

Reports to parents are informative, personalised and clear. They celebrate the progress made by pupils and identify suitable targets for the future.

Care, support and guidance: Good

The school's systems to support pupils' health and wellbeing are very good. There are appropriate arrangements to promote healthy eating and drinking. Pupils have daily access to a fruit tuck shop and are encouraged to drink plenty of water. Learning experiences provide pupils with worthwhile opportunities to develop their spiritual, moral, social and cultural understanding. Teachers provide pupils with good opportunities to share their feelings and emotions during lesson time and this contributes effectively to pupils' wellbeing.

There are very effective links with a range of specialist services and outside agencies, such as social and counselling services, behaviour support, the education welfare officer and the police liaison officer. These links ensure high quality support and guidance to pupils and parents. The school makes a speedy response to identified concerns and staff make sure that support meets pupils' individual needs. As a result, pupils feel safe, secure and ready to learn.

Provision for pupils with additional learning needs is a strength of the school. The school plans well-targeted support for identified pupils through a wide range of intervention programmes. These have a positive impact on improving standards and help pupils to make significant improvements in their attitudes and behaviour and to develop their self-esteem. Targets in individual education plans are suitable and the school has effective procedures to monitor and to evaluate the progress of individual

pupils. The school supports pupils with speech and language therapy needs well. Pupils make notable progress in this area, because of the intervention provided.

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

Learning environment: Good

The school promotes a calm and caring atmosphere very successfully. The promotion of pupils' rights is a strong feature of the school and this has a positive effect on the way every member of the school community behaves towards each other. Pupils develop respect, tolerance and understanding by following the positive examples set by others. The school values all pupils regardless of their background or ability and treats everyone equally.

The accommodation is spacious and maintained well. Informative displays of high quality encourage and support pupils' learning. Staff and pupils make full use of extensive resources of good quality. These are organised well and matched to pupils' needs. There are attractive and purposeful outdoor areas to enhance pupils' learning. However, the school has experienced problems with the surface of the playground. Despite the best efforts of the headteacher, this issue has yet to be resolved. As a result, the school has not been able to develop the play area at the front of the school to the same extent as the other outdoor areas.

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

The headteacher provides strong leadership and promotes an ethos and vision that is positive, caring and child centred throughout the school. In a relatively short time, he has gained the trust and respect of the staff, governors and parents. His vision is central to the running of the school and has a positive effect on pupils' standards, the quality of provision and the effectiveness of the leadership team. The newly appointed deputy headteacher supports the headteacher well. Good communication ensures that all members of staff understand the school's priorities for improvement. The headteacher has high expectations of his staff and performance management arrangements challenge teachers to improve their practice through targets linked directly to the school improvement plan. This has improved pupils' standards at the end of the Foundation Phase and key stage 2.

All staff have clearly defined job descriptions with senior managers taking responsibility for specific areas of development. They are developing their skills in monitoring and evaluation well through the scrutiny of pupils' work and thorough data analysis. However, their role in observing lessons and managing the performance of staff is not as well developed.

Governors are very well informed and have a thorough understanding of the strengths of the school and areas that need improvement. They use data appropriately to inform decisions and to challenge the school's senior managers.

The governing body is actively involved in self-evaluation and in setting priorities in the school improvement plan.

The school addresses local and national priorities successfully, especially Welsh language development, the introduction of the literacy and numeracy framework and reducing the impact of poverty on pupils' education.

Improving quality: Good

The self-evaluation report is an accurate reflection of the school and shows that leaders know the school's strengths and areas that it needs to develop well. Self-evaluation processes take good account of a range of first hand evidence, such as lesson observations, listening to learners and the scrutiny of pupils' work. The senior management team analyse the school data very effectively to identify trends and compare their performance with that of similar schools accurately.

The link between the self-evaluation report and the priorities in the school improvement plan is clear. The school improvement plan is comprehensive and focuses well on improving pupils' standards. It includes suitable measurable targets where appropriate. Areas of responsibility and timescales are clear and a budget for training and resources links well to priorities. The senior management team monitor progress against the targets appropriately. As a result of the clear focus within the plan, standards at the school continue to improve and pupils from deprived backgrounds make good progress.

Partnership working: Excellent

The school has a wide range of very effective partnerships with parents, the local authority, other schools and the community. These have a significant impact on pupils' learning and wellbeing. The partnership with parents is exceptional. The school values this partnership and parents appreciate the way in which the school listens and responds to their concerns. The school provides very good opportunities for parents to improve their own skills in literacy, numeracy and information and communication technology (ICT). There are also many valuable opportunities for parents to visit classes to participate in lessons alongside their child. As a result, parents have a better understanding of the work their children do in school and are more confident in supporting their child's learning. The school has shared its practice locally and through conferences at a national level.

The school works very effectively with the Flying Start setting on the school's site. Good communication between the setting and the school helps pupils to settle quickly into the nursery class and makes sure that staff provide well for any additional needs.

The school collaborates closely with the cluster of local schools to develop innovative approaches to teaching and learning and to share good practice. This has led to improvements in pupils' standards and to the development of new teaching techniques, particularly in reading, science and ICT. The cluster works together well to assess pupils' work and ensures that teachers' assessments are accurate at the end of key stage 2. A range of shared activities with the secondary school, such as

visits from secondary pupils to share World Book Day activities, helps pupils to move to the next stage of their learning with confidence.

There are successful partnership between the school and the local community. For example, the school choir sings at a local residential centre. Links with the local history society enhance pupils' learning in historical topics. The school displays pupils work at a local supermarket. The display changes regularly and pupils gain a sense of pride in showcasing their work to a wider audience. There are positive responses from the community about the quality of pupils' work on display.

Links with local businesses are particularly effective in preparing pupils for the world of work and providing the school with valuable resources. The school has made good use of the variety of local businesses to enhance pupils' learning, such as visits to a film studio and a distribution centre.

Resource management: Good

The school has a sufficient number of suitably qualified and experienced staff to deliver the curriculum. Leaders and managers deploy teaching and support staff effectively to meet the needs of pupils and to make best use of staff expertise, for example in teaching Welsh and ICT. This has a significant impact on pupils' standards.

There are suitable arrangements to provide planning, preparation and assessment time for teachers. The school provides effective training in response to needs identified through the performance management process.

Networks of professional practice are developing appropriately with a clear focus on improving standards and provision. For example, improving the teaching of scientific enquiry has raised the percentage of pupils achieving the higher levels in science at the end of key stage 2.

Leaders make very effective use of the pupil deprivation grant to improve provision and outcomes for targeted pupils. They use the grant to enhance curriculum opportunities for pupils from deprived backgrounds, for example through the provision of school trips and visiting artists and writers. As a result, leaders are successfully closing the gap in performance between pupils eligible for free school meals and their peers by the time they leave the school.

The governing body and the headteacher manage the budget carefully and in line with the priorities in the school improvement plan. Due to the appropriate use the school makes of its funding and the good standards pupils achieve, the school provides good value for money.

Appendix 1: Commentary on performance data

6702239 - St Thomas Community Primary School

Number of pupils on roll	363
Pupils eligible for free school meals (FSM) - 3 year average	34.7
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	32	46	48
Achieving the Foundation Phase indicator (FPI) (%)	75.0	71.7	87.5
Benchmark quartile	2	3	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	32	46	48
Achieving outcome 5+ (%)	81.3	73.9	89.6
Benchmark quartile	2	3	1
Achieving outcome 6+ (%)	28.1	32.6	35.4
Benchmark quartile	1	1	1
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	32	46	48
Achieving outcome 5+ (%)	78.1	80.4	91.7
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	28.1	19.6	29.2
Benchmark quartile	1	3	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	32	46	48
Achieving outcome 5+ (%)	96.9	95.7	100.0
Benchmark quartile	1	2	1
Achieving outcome 6+ (%)	34.4	37.0	56.3
Benchmark quartile	2	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.

6702239 - St Thomas Community Primary School

Number of pupils on roll 363
 Pupils eligible for free school meals (FSM) - 3 year average 34.7
 FSM band 5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	41	34	39	33
Achieving the core subject indicator (CSI) (%)	78.0	85.3	82.1	93.9
Benchmark quartile	3	1	2	1
English				
Number of pupils in cohort	41	34	39	33
Achieving level 4+ (%)	85.4	88.2	84.6	93.9
Benchmark quartile	2	1	2	1
Achieving level 5+ (%)	31.7	23.5	48.7	24.2
Benchmark quartile	2	2	1	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	41	34	39	33
Achieving level 4+ (%)	82.9	94.1	84.6	97.0
Benchmark quartile	3	1	2	1
Achieving level 5+ (%)	46.3	32.4	35.9	33.3
Benchmark quartile	1	1	1	2
Science				
Number of pupils in cohort	41	34	39	33
Achieving level 4+ (%)	90.2	91.2	89.7	97.0
Benchmark quartile	2	1	2	1
Achieving level 5+ (%)	39.0	23.5	46.2	33.3
Benchmark quartile	1	2	1	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.	99	98 99% 98%	1 1% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	99	92 93% 92%	7 7% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	99	97 98% 96%	2 2% 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	98	97 99% 97%	1 1% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	99	96 97% 96%	3 3% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	96	92 96% 96%	4 4% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	99	99 100% 99%	0 0% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	99	99 100% 98%	0 0% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	96	86 90% 91%	10 10% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	99	99 100% 95%	0 0% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	95	70 74% 77%	25 26% 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	97	78 80% 84%	19 20% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

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.	74	69 93%	5 7%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	74	69 93%	5 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.	74	69 93%	5 7%	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.	74	61 82%	12 16%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	74	50 68%	21 28%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	74	68 92%	5 7%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	74	65 88%	8 11%	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	56 76%	15 20%	0 0%	0 0%	3	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.	74	64 86%	8 11%	0 0%	0 0%	2	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.	73	58 79%	13 18%	0 0%	0 0%	2	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.	74	67 91%	6 8%	0 0%	0 0%	1	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'.	73	51 70%	17 23%	0 0%	0 0%	5	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.	74	56 76%	17 23%	1 1%	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.	74	66 89%	8 11%	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.	74	55 74%	15 20%	1 1%	0 0%	3	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.	74	63 85%	11 15%	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.	74	49 66%	16 22%	0 0%	0 0%	9	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.	74	49 66%	14 19%	7 9%	1 1%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	74	66 89%	8 11%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Jane Rees	Reporting Inspector
Maldwyn Pryse	Team Inspector
Deris Williams	Lay Inspector
Katherine Elinor Olsen	Peer Inspector
Rachel Mitchell	Peer Inspector
Russell Dwyer	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.