



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Awel Y Môr Primary School
Ffordd Ysgol
Sandfields
Port Talbot
SA12 6TP**

Date of inspection: July 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 14/09/2016

Context

Awel y Môr Primary School is located in the Sandfields area of Neath Port Talbot local authority. There are 352 pupils aged three to eleven years at the school, including 59 part-time pupils in the nursery. There are 11 classes including 3 mixed age mainstream classes. There are a further 12 pupils aged from three to eleven in 2 classes in the pupil inclusion unit. Around half of these pupils come from a wider geographical area within the local authority. Many of the pupils return to their main school within two terms. A very few pupils stay for the duration of the phase or key stage, before moving on to other, suitable provision.

Approximately 60% of pupils are eligible for free school meals. This is significantly higher than the national average. A very few pupils are looked after by the local authority. Very few pupils are of mixed ethnic backgrounds and have English as an additional language. Most pupils are of white British ethnicity.

The school has identified 31% of pupils as having additional learning needs. This is well above the average for Wales. Very few pupils have a statement of special educational needs.

The current headteacher took up her post in January 2013. The school opened in September 2013 when two local primary schools and a pupil referral unit amalgamated. This is the school's first inspection.

The individual school budget per pupil for Awel Y Môr Primary School in 2015-2016 means that the budget is £3,847 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,039 and the minimum is £2,718. Awel Y Môr Primary School is 19th out of the 65 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress against their individual targets and achieve well in line with their ability
- Nearly all pupils are very happy in school and are confident in approaching adults when they need help and guidance
- Teachers develop pupils' knowledge of Welsh culture and traditions successfully in topic work across the curriculum
- In most classes, where teaching is good or better teachers engage and motivate pupils successfully
- Pupils and staff work together effectively to gain a shared understanding of the aims and values of the school
- The provision and support for pupils with additional learning needs is a strength of the school
- The school provides a very caring and welcoming environment for all pupils

Prospects for improvement

The school's prospects for improvement are adequate because:

- In the period since her appointment, the headteacher has established a clear vision for the school
- The headteacher provides strong leadership and ensures that all staff share her determination to enable all pupils to reach their full potential
- Over time the school has developed a wide range of partnerships that enrich and support pupils' learning and wellbeing effectively
- The school has enough well-qualified teachers and teaching assistants to deliver the curriculum
- The school makes good use of the Pupil Deprivation Grant to support vulnerable pupils

However,

- Job descriptions do not define the roles of staff clearly enough
- The school has not fully addressed the implementation of the National Literacy and Numeracy Framework
- Governors have an increasing understanding of the school's strengths and weaknesses

- Processes for self-evaluation are wide ranging, however, they are not rigorous enough
- Leaders occasionally overlook important shortcomings in provision

Recommendations

R1 Improve pupils' standards of independent writing in English and across the curriculum in the Foundation Phase

R2 Improve attendance

R3 Improve planning to ensure that there is continuity and progression in developing pupils' literacy and numeracy skills

R4 Define leadership roles clearly and hold staff to account for their performance

R5 Develop the role of governors in strategic planning and securing improvement

R6 Ensure that leaders and managers monitor the school's work with more rigour so that they identify key areas for improvement

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 progress.'

Main findings

Key Question 1: How good are outcomes?	Good
---	-------------

Standards: Good

Many pupils enter the school with skills, knowledge and understanding at a level below that expected for their age. However, pupils make good progress against their individual targets and achieve well in line with their ability by the time they leave school at the end of year 6.

Most pupils in the Foundation Phase listen carefully to each other and their teachers. Nearly all pupils communicate well and present their ideas clearly. They link new ideas to previous learning effectively and they use their knowledge to answer questions thoughtfully.

By the end of the Foundation Phase, most pupils read aloud well. They pay good attention to punctuation and read with good pronunciation and intonation. Most pupils use their knowledge of phonics appropriately to read unfamiliar words.

In key stage 2, pupils concentrate well in lessons. They listen closely to their teachers and to other pupils. They provide thoughtful answers to questions and share their ideas willingly. Nearly all pupils read aloud with good expression and awareness of punctuation. Most pupils enjoy reading and they show an appropriate understanding of characters and plot. In many cases, pupils make sensible predictions about what may happen based on their previous knowledge and understanding of the story. Most pupils give clear reasons for their preferences in reading and many enjoy reading non-fiction as well as fictional text. Many pupils develop early writing skills competently. They write simple sentences with appropriate grammar and punctuation, using a wide range of vocabulary. By the end of the Foundation Phase, most pupils' spelling skills develop in line with their age and ability. Many pupils write in a purposeful range of styles which they are beginning to apply across the curriculum, for example, when writing a postcard or a recount of a personal event.

In Key Stage 2 most pupils have a wide vocabulary, which they use to good effect in their writing. In English lessons many pupils' independent writing is of good quality and they write at sufficient length to develop their skills fully. However, only a very few pupils in key stage 2 use their creative writing skills well when writing across the curriculum. As a result, most pupils do not extend their writing sufficiently and pieces are short and concise. The quality of pupils' handwriting varies too much across the school and only a few pupils present their work neatly.

In the Foundation Phase, most pupils use and apply their numeracy skills appropriately, but in a limited range of situations. By the end of the key stage, they solve number problems successfully, use money in an everyday situation and use appropriate units of measurement. For example, they measure classroom objects correctly to the nearest centimetre. However, by the end of the phase a very few pupils handle data effectively and create a block graph of results independently.

Most pupils in key stage 2 continue to make good progress in developing their mathematical skills. They read and write very large numbers accurately and have quick recall of number bonds and multiplication tables. They perform calculations with decimal fractions successfully and have a good understanding of shapes and co-ordinates. Most pupils apply the numeracy skills they acquire in mathematics lessons at the same level in other subjects, particularly in science. For example, the pupils have calculated the velocity of a local river whilst studying different ways of renewing energy.

Nearly all pupils take part enthusiastically in Welsh activities and display a positive attitude towards learning the language. The majority of pupils' Welsh language skills in the Foundation Phase are developing appropriately. Many respond with understanding to basic instructions in Welsh. A minority of pupils respond to simple questions using familiar vocabulary competently, for example when giving personal information. By the end of key stage 2, a majority of pupils have a basic vocabulary and knowledge of simple sentence patterns that they use suitably in their speaking and writing. Progress in Welsh lessons is generally good. However, most pupils do not have enough confidence to use their Welsh in more informal situations outside of lessons.

In the past two years the performance of pupils at the end of key stage 2 who are eligible for free school meals has made a notable improvement. Generally, in lessons there is no significant difference between the performance of boys in comparison to girls. Pupils who have additional learning needs achieve well at a level that corresponds to their ability. Overall, most pupils in the Pupil Inclusion Centre make very good progress.

As the school is comparatively new, only performance data for two years is available. It is therefore not possible to report on trends in standards.

At the end of the Foundation Phase performance in literacy and numeracy at the expected outcome (outcome 5) has placed the school in the bottom 25% in comparison with similar schools. Pupils' performance at the higher outcome (outcome 6) has placed the school in the upper 50% for language and top 25% for mathematics.

At the end of key stage 2 pupils' performance at the expected level (level 4) has placed the school in the bottom 25% in English, mathematics and science when compared with similar schools. Pupils' performance at the higher level has placed the school in the lower 50% for English and mathematics and in the upper 50% for science.

Wellbeing: Adequate

Nearly all pupils are very happy in school and are confident in approaching adults when they need help and guidance. Most pupils have positive attitudes to healthy lifestyles and understand the benefits of exercise. They attend after school clubs to enhance their skills for example in cookery and sports clubs.

Nearly all pupils' behaviour is consistently good and they clearly demonstrate the pride that they have in their new school. They take on responsibilities willingly and the role of the prefects and digital leaders is developing well. They raise awareness amongst the pupils of how to keep themselves safe, including online. Nearly all pupils are polite and respectful towards adults and each other. They are eager to learn and work well both in pairs and in groups. However, most pupils' involvement in setting their own targets for improvement and making decisions about their learning is limited.

Most pupils develop their knowledge of the community effectively through their involvement in the local area. For example, they have worked on a project to enhance their local park and performed in the local home for the elderly.

Pupils have an appropriate voice in school life through the school council and eco committee. The school council represents the other pupils well and contributes successfully towards school changes. For example, the pupils have brought about changes in the lunchtime menu and the school has purchased more books for boys.

Pupils' attendance for the past two years has placed the school in the bottom 25% and the lower 50% when compared with similar schools. Most pupils arrive punctually.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Adequate

Overall, the school provides a broad and balanced curriculum, which meets the requirements of the Foundation Phase and the National Curriculum purposefully. Teachers plan interesting activities that engage most pupils' interests well. However, there are too few opportunities for pupils across the school to develop their independent learning skills.

The school is beginning to respond appropriately to the requirements of the Literacy and Numeracy Framework. However, curriculum planning lacks rigour and does not identify clearly enough progression in these skills. The school does not always provide regular opportunities for pupils to apply literacy and numeracy skills in a range of contexts. There are limited opportunities for pupils to write creatively at length in other areas of learning. Planning to develop pupils' information and communication technology skills across the school is effective. The school successfully plans a range of intervention programmes to support individual pupils' needs well. A purposeful range of extra-curricular activities and residential visits enrich pupils' learning and have a positive impact on their wellbeing.

Teachers develop pupils' knowledge of Welsh culture and traditions successfully in topic work across the curriculum. Planning for the development of pupils' Welsh reading and writing skills in lessons is successful. However, opportunities for pupils' to use the language outside formal Welsh lessons are less effective.

The school's work on sustainability has a positive impact on pupils' understanding of environmental issues. For example, pupils measured the waste from their school lunches and, as a result, affected the choices on offer. Enriched topic work enables

most pupils to develop a good understanding of global citizenship. For example, they have researched food sources from the third world and participated in a range of charity fundraising events. As a result, pupils' understanding of global issues is developing well.

Teaching: Good

In most classes teachers engage and motivate pupils successfully. Most teachers use their curriculum knowledge well to provide an interesting range of learning experiences. The strong partnership between teachers and support staff ensures that there are clear routines and a calm learning environment for pupils. Staff manage pupils' behaviour positively and maintain a productive working atmosphere in all classes.

Nearly all teachers set clear learning objectives for their lessons and share these with pupils appropriately. Teachers generally organise learning activities well and ensure that most pupils' learning proceeds at an appropriate pace. However, there are few opportunities for pupils across the school to develop as independent learners. Younger pupils do not always have sufficient opportunities to write at length due to the overuse of work sheets.

All staff provides clear and regular oral feedback for pupils and intervene purposefully when necessary. In the best practice, marking is beginning to help pupils understand what they need to do to improve their work. Individual targets are not always clear enough to enable pupils to improve their work

Teachers are beginning to encourage pupils to evaluate orally their own work and that of other pupils. They provide purposeful opportunities for pupils to evaluate their own progress and that of others. Teachers assess pupils' work regularly and record their progress effectively. Many use the school's tracking system well to identify pupils' achievements.

Reports to parents are detailed, informative and meet statutory requirements.

Care, support and guidance: Good

The school is a caring and supportive community that teaches pupils to show care and respect for each other and adults. The effective approach to developing pupils' wellbeing encourages them to become confident learners with positive attitudes to school. The school has appropriate arrangements to promote healthy eating and drinking.

The school promotes pupils' moral, spiritual, cultural and social development well through topic work and acts of collective worship. Staff link well with a wide range of specialist agencies and support services to meet the needs of pupils and their parents. For example, collaborative working with the children's social services is particularly effective and makes a notable impact on improving pupils' behaviour and enhancing pupils' attendance. The school also provides suitable support and guidance to parents on the importance of healthy living and internet safety.

The provision and support for pupils with additional learning needs is strength of the school. Identification of pupils who need extra support takes part at an early stage. Comprehensive procedures and relevant intervention programmes are in place to ensure that pupils receive the help they need. Monitoring and regular updates of the individual education plans ensure that pupils achieve their targets successfully. These plans take good account of pupils' and parents' views when discussing and identifying these targets. As a result, nearly all targeted pupils make progress in line with their abilities. Pupils within the Inclusion Centre make accelerated progress from their starting points and many are ready to return to mainstream classes within a short space of time.

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

Learning environment: Good

The school provides a very caring and welcoming environment for all pupils. The staff nurture each individual pupil to be resilient, resourceful, curious and creative. The school takes good account of pupils' backgrounds and is committed to ensuring that all pupils have equal access to the curriculum and extra-curricular activities.

The school teaches pupils to respect diversity and to feel proud of their identity. For example, to welcome new families into the school community, a refugee week was organised to enhance pupils' knowledge and understanding of a range of different cultures. All pupils show tolerance, fairness and respect for each other.

The new building meets pupils' needs well. There is plenty of room in classrooms and around the school to deliver all aspects of the curriculum. There are good quality resources for every area, which support teaching and learning effectively. Staff have developed the communal area successfully in the centre of the Foundation Phase as an outdoor/indoor area with large role play equipment and artificial grass. This has a positive impact on pupils' creative development.

Staff have created a colourful and varied learning environment which celebrates pupils' work well. The school has an engaging outdoor area that provides a stimulating and varied environment to enrich pupils' learning. The school is safe for pupils.

Key Question 3: How good are leadership and management?	Adequate
--	-----------------

Leadership: Adequate

In the period since her appointment, the headteacher has established a clear vision for the school. She has united all staff, governors, pupils and parents successfully and given the new school a clear identity and direction. She provides strong leadership and ensures that all staff share her determination to enable all pupils to reach their potential. The headteacher promotes a strong team ethos.

Following a period of instability within the staffing structure, managers have re-defined the roles and responsibilities of the teaching staff. However, job descriptions do not define their roles clearly enough. In particular, the roles of individual members of the senior leadership team are unclear. Consequently, their contribution to school improvement is limited.

Whole school staff meetings focus well on school improvement. However, the recording of agreed decisions and the communication of agreed action points, particularly in key stage 2 meetings is limited.

There is a well-planned programme of performance management for all teachers and teaching assistants. Improvement targets link clearly to school priorities and as a result, outcomes in pupils' writing have improved recently.

The school takes appropriate account of national and local priorities. The school has made good progress in responding to the national priority of reducing the under-attainment of socially disadvantaged pupils. However, the school has not fully addressed the implementation of the National Literacy and Numeracy Framework.

The governing body is very supportive of the school and fulfils its statutory duties effectively. Governors have an increasing understanding of the school's strengths and weaknesses. However, their role in the school's strategic processes and self-evaluation arrangements has not yet developed fully and, as a result, they do not hold the school to account effectively enough for its performance.

Improving quality: Adequate

The headteacher has put in place a range of purposeful processes for self-evaluation. Staff are beginning to analyse performance data appropriately and to consider how pupils' outcomes compare with those of other schools, both locally and nationally. As a result, the staff are developing an appropriate knowledge of the school's strengths and areas for improvement.

Senior leaders undertake a programme of lesson observations to monitor the quality of teaching. However, although self-evaluation processes are wide ranging, they are not rigorous enough. This means that leaders occasionally overlook important shortcomings in provision particularly in developing literacy and numeracy skills, in improving presentation and the quality of writing across the school. The opinions of governors, parents and pupils through discussion and questionnaires are beginning to contribute positively to the self-evaluation process.

The current school improvement plan identifies purposeful actions to address areas of weakness, each of which identifies measurable targets, responsible personnel, costs and timescales. Although, evaluations of previous school improvement plans are limited, there are a few examples where the school shows the capacity to improve. For example, in its improvements of pupils' attendance and outcomes at the higher-than-expected levels.

Partnership working: Good

Over time the school has developed a wide range of partnerships that enrich and support pupils' learning and wellbeing effectively.

The partnership with parents is successful and the school keeps them informed through regular newsletters, social media and the school website. A recent activity called 'Then and Now' has involved all parents and their children to share memories

of the respective schools and to celebrate the amalgamated school. This has impacted positively on strengthening the sense of belonging for all parents. The school actively encourages the parents to be involved in their child's learning. For example, the coffee afternoons enable the school to share the latest applications the pupils are using in ICT and the importance of keeping safe on the internet. The parent teacher association raise funds annually to improve provision for pupils. Recently they have purchased new books for the library.

The school liaises well with the onsite Flying Start provision which helps the youngest pupils settle quickly. This partnership has a positive effect on pupils' standards and wellbeing. The school has effective transition arrangements with the local secondary school and shares a transition teacher and youth worker for supporting older pupils in transferring to the next stage of their education. The school is developing appropriate partnerships with the local cluster of primary schools for the moderation of pupils' work.

Beneficial partnerships are strengthening with the local community and many pupils have been involved in a local project to improve the environment. A visit to the Senedd and from the local member of parliament has enriched pupils' learning experiences well.

Resource management: Good

The school has enough well-qualified teachers and teaching assistants to deliver the curriculum. Generally, it deploys staff purposefully in order to make best use of their particular skills and expertise.

The school is beginning to develop as a purposeful learning community in which staff support one another by sharing good practice. For example, classes in the Foundation adopt a common approach to daily activities, so that all pupils understand what teachers expect of them.

The school has suitable performance management processes and worthwhile training supports staff development priorities purposefully. Teachers have appropriate time for planning, preparation and assessing pupils' progress. However, those with responsibility for monitoring standards and provision do not receive enough non-contact time to enable them to carry out their roles effectively.

The school manages its finances well and spending decisions match the school's priorities purposefully. The governing body finance sub-committee meets regularly and prepares appropriate financial reports to enable governors to review the effectiveness of spending decisions.

The school makes good use of the Pupil Deprivation Grant to support vulnerable pupils. The funding has enabled the school to provide targeted pupils with specific interventions to develop their literacy and numeracy skills as well as their emotional wellbeing.

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

Appendix 1: Commentary on performance data

6712235 - Awel Y Mor Primary School

Number of pupils on roll	331
Pupils eligible for free school meals (FSM) - 3 year average	59.8
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	*	*	30	34
Achieving the Foundation Phase indicator (FPI) (%)	*	*	73.3	70.6
Benchmark quartile	*	*	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	30	34
Achieving outcome 5+ (%)	*	*	73.3	70.6
Benchmark quartile	*	*	4	4
Achieving outcome 6+ (%)	*	*	6.7	26.5
Benchmark quartile	*	*	4	2
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	*	*	30	34
Achieving outcome 5+ (%)	*	*	73.3	73.5
Benchmark quartile	*	*	4	4
Achieving outcome 6+ (%)	*	*	13.3	32.4
Benchmark quartile	*	*	3	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	*	30	34
Achieving outcome 5+ (%)	*	*	86.7	88.2
Benchmark quartile	*	*	3	4
Achieving outcome 6+ (%)	*	*	20.0	47.1
Benchmark quartile	*	*	4	2

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.

6712235 - Awel Y Mor Primary School

Number of pupils on roll	331
Pupils eligible for free school meals (FSM) - 3 year average	59.8
FSM band	5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	*	*	30	43
Achieving the core subject indicator (CSI) (%)	*	*	76.7	74.4
Benchmark quartile	*	*	3	3
English				
Number of pupils in cohort	*	*	30	43
Achieving level 4+ (%)	*	*	83.3	74.4
Benchmark quartile	*	*	2	4
Achieving level 5+ (%)	*	*	*	23.3
Benchmark quartile	*	*	*	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	*	*	30	43
Achieving level 4+ (%)	*	*	76.7	76.7
Benchmark quartile	*	*	4	4
Achieving level 5+ (%)	*	*	*	20.9
Benchmark quartile	*	*	*	3
Science				
Number of pupils in cohort	*	*	30	43
Achieving level 4+ (%)	*	*	80.0	79.1
Benchmark quartile	*	*	3	4
Achieving level 5+ (%)	*	*	*	32.6
Benchmark quartile	*	*	*	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

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.	100		100 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	100		81 81%	19 19%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	98		98 100%	0 0%	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	100		100 100%	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.	99		99 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	100		89 89%	11 11%	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.	99		99 100%	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.	100		100 100%	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.	100		92 92%	8 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.	100		99 99%	1 1%	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.	100		38 38%	62 62%	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	100		46 46%	54 54%	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.	73	33 45%	33 45%	5 7%	2 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	74	49 66%	23 31%	1 1%	1 1%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	74	46 62%	24 32%	4 5%	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.	73	48 66%	21 29%	3 4%	1 1%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	68	16 24%	37 54%	13 19%	2 3%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	73	47 64%	24 33%	2 3%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	74	41 55%	32 43%	1 1%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	65	28 43%	31 48%	5 8%	1 2%	7	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	72	33 46%	29 40%	8 11%	2 3%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	73	36 49%	33 45%	4 5%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	71	38 54%	28 39%	3 4%	2 3%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	65	32 49%	29 45%	2 3%	2 3%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	74	30 41%	28 38%	14 19%	2 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	72	37 51%	21 29%	12 17%	2 3%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	70	25 36%	34 49%	7 10%	4 6%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	68	35 51%	27 40%	5 7%	1 1%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	59	20 34%	34 58%	3 5%	2 3%	13	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	71	19 27%	22 31%	16 23%	14 20%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	74	28 38%	34 46%	9 12%	3 4%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Christopher Ian Dolby	Team Inspector
Jeremy Malessa-Thompson	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Simon Christopher Roberts	Peer Inspector
Gail McAlister	Nominee

Copies of the report

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

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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.