



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

**A report on**

**Brynhyfryd Primary School  
Llangyfelach Road  
Brynhyfryd  
Swansea  
SA5 9LN**

**Date of inspection: February 2017**

**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: 20/04/2017**

## Context

Brynhyfryd Primary School is in Brynhyfryd, Swansea, about two miles north of the city centre. The school opened in September 2015 following the amalgamation of the previous infant and junior schools. Currently, the school has 487 pupils on roll, including 76 in the nursery who attend on a part-time basis. Pupils are taught in 17 single-age classes on two sites.

Around 27% of pupils are eligible for free school meals. This is above the average for Wales of 19%. The school identifies 44% of pupils as having additional learning needs, which is much higher than the national average. There are 19 pupils with a statement of special educational needs. English is the predominant language for nearly all pupils. A very few pupils learn English as an additional language and no pupils speak Welsh at home.

This is the school's first inspection since amalgamation. The current headteacher took up her post in September 2015.

The individual school budget per pupil for Brynhyfryd Primary School in 2016-2017 means that the budget is £3,193 per pupil. The maximum per pupil in the primary schools in Swansea is £5,232 and the minimum is £2,703. Brynhyfryd Primary School is 53rd out of the 79 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:

- Nearly all pupils make exceptional progress in speaking and listening
- Most pupils achieve good standards in reading, writing, mathematics and Welsh
- By the end of key stage 2, most pupils use their literacy skills effectively in other subjects
- Nearly all pupils behave very well and are respectful and considerate to one another
- Most pupils improve their own learning successfully and work effectively with others to solve problems
- The quality of teaching is consistently good and the assessment for learning arrangements are strong
- There are effective procedures to support pupils with additional learning needs
- The school provides a caring and supportive environment where nearly all pupils feel secure and happy

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school based upon a strong commitment to ensuring high standards for all pupils
- Leaders support and develop staff effectively and manage underperformance robustly
- Staff work together successfully and share good practice with each other regularly
- Governors are well-informed and provide effective support to leaders so that they manage change successfully
- The outcomes of self-evaluation activities lead to worthwhile actions which improve teaching and learning
- The school has a wide range of beneficial partnerships and these have a positive effect on pupils' wellbeing and standards
- The headteacher and governors manage the school budget efficiently to ensure that agreed spending decisions meet the school's priorities for improvement.

## Recommendations

- R1 Develop curriculum planning to ensure it meets statutory requirements and develops pupils' numeracy and information and communication technology (ICT) skills across the curriculum
- R2 Ensure that teachers meet the needs of all pupils consistently, particularly less able pupils
- R3 Address the safeguarding and health and safety issues identified during the inspection
- R4 Refine self-evaluation processes so that they lead to accurate conclusions about the standards pupils achieve

### **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

When they enter the nursery, many pupils have skills that are at the level expected for their age. As they move through the school, most pupils make strong progress. By the end of Year 6, most pupils' achievements are in line with their ability. Most pupils with additional learning needs achieve good standards in relation to their starting points, but a few less able pupils do not always achieve their potential. Overall, more able pupils achieve well.

Nearly all pupils make exceptional progress in speaking and listening as they move through the school. In the Foundation Phase, nearly all pupils listen attentively and concentrate for extended periods. By Year 2, nearly all pupils present their ideas clearly, for instance, when discussing in a group the best method for planting seeds. In key stage 2, nearly all pupils listen carefully when others are speaking. They are articulate and make effective vocabulary choices to convey their point of view supported by reasons, such as when evaluating their entrepreneurial activities.

By the end of the Foundation Phase, most pupils read confidently, fluently and expressively at a level appropriate for their age and ability. Most use a suitable range of strategies to read unfamiliar words successfully. Most pupils make good progress with their reading in key stage 2. Many pupils use inference and deduction effectively, for instance, to predict the conclusion to a chapter in a novel. Most more able pupils demonstrate a strong understanding of significant themes and events in texts. For example, when reading an article about a homeless child in the Philippines, older pupils provide thoughtful personal responses. By Year 6, most pupils use a range of sources effectively to research topics. They make succinct notes and synthesise these to create their own fact files and explanations.

Across the school, most pupils develop neat, cursive handwriting and take pride in the presentation of their work. In the nursery and reception classes, most pupils make strong progress in developing their early writing skills. By Year 2, most pupils spell simple, common words correctly and they apply basic punctuation with increasing accuracy. Many pupils write extended sentences with details to interest the reader. For example, they recount a visit to Plantasia and persuade a story character to buy a castle. However, younger pupils do not always apply their writing skills independently, or at length, well enough in a variety of forms across the curriculum.

In key stage 2, most pupils' spelling of increasingly complex words is usually accurate. They use a range of punctuation correctly, building strongly upon previous skills. For instance, in Year 6, many pupils use commas accurately to mark clauses. Most pupils apply their understanding of the features of a range of genres effectively to their own writing. For example, in Year 5, many pupils organise their ideas well using paragraphs to write a balanced argument about rainforest deforestation. More able pupils in Year 6 write highly creative and imaginative pieces, such as

instructions for 'How to catch a fallen angel'. Most pupils, across the key stage, make strong progress in developing their extended writing skills and they apply these effectively across the curriculum.

In the Foundation Phase, most pupils achieve well in mathematics lessons and develop effective number, shape, measure and data handling skills. For example, by Year 2, most pupils use non-standard and standard units confidently to make sensible estimates and to weigh objects. They apply their skills successfully to solve a problem of creating a balanced load for a knight to carry on his horse. In key stage 2, most pupils build on their mathematical skills strongly. By Year 6, most pupils use a broad range of mental and written methods, for instance adding and subtracting using whole numbers and decimals when comparing profit and loss. Many pupils solve word problems in real-life contexts involving multiple steps confidently. A very few older pupils demonstrate highly effective numerical reasoning skills. For instance, they explain their methods clearly and identify patterns in their results. However, many pupils do not use their numeracy skills well enough in other areas of the curriculum.

By the end of the Foundation Phase, most pupils make adequate progress in their ICT skills. For instance, in Year 1, they program a movable toy independently to follow given instructions to reach a pirate ship. In Year 2, most pupils handle data appropriately, creating simple bar charts. They save and retrieve their work successfully. As they move through key stage 2, many pupils use word-processing packages and presentation tools appropriately. Older pupils use tablet applications suitably, for instance, to summarise information about the Holocaust from a range of sources. However, very few pupils develop a full range of ICT skills over time. In particular, pupils in key stage 2 do not have the skills to create and explore their own spreadsheets and databases.

Across the school, most pupils make strong progress in developing Welsh language skills. By Year 2, they talk confidently about themselves and describe the weather using appropriate vocabulary. By Year 6, many pupils initiate conversations and speak confidently to each other and adults in lessons and in informal situations. In both key stages, pupils read known texts with expression and correct pronunciation. Most younger pupils write simple sentences in Welsh using familiar language, such as writing postcards about a visit to the seaside. In key stage 2, most pupils become increasingly competent at using a variety of sentence patterns. For example, they write effective profiles of evacuees in the Second World War.

At the end of the Foundation Phase, over the past four years, generally pupils' performance at the expected outcome is below average in literacy, but above average in numeracy, when compared with those in similar schools. At the higher than expected outcome, pupils' performance in literacy has placed the school mostly in the higher 50% of similar schools, but in mathematical development it has placed the school in the lower 50% over the same period.

At the end of key stage 2, usually pupils' performance in the three core subjects at the expected level has placed the school in the bottom 25% when compared with similar schools. At the higher than expected level, it has generally been below the median.

In literacy, girls outperform boys consistently at the higher than expected outcome at the end of the Foundation Phase. Boys have also performed less well than girls at the higher than expected level in the past two years in key stage 2. Generally, pupils eligible for free school meals perform less well than other pupils, at both the expected and higher than expected outcomes and levels. This is particularly the case in English and mathematics at the higher than expected level in key stage 2.

### **Wellbeing: Good**

Nearly all pupils feel happy and safe in school. Most pupils have positive attitudes to keeping healthy and safe. They understand the importance of taking regular exercise and eating a healthy diet. They talk knowledgeably about how to stay safe when using the internet.

Nearly all pupils show respect, care and concern for others. The 'restorative rangers' help pupils to solve disputes effectively in the playground. Nearly all pupils behave well and have positive attitudes towards learning. Most pupils demonstrate successfully the skills needed to improve their own learning.

Many pupils take an active role in school life. The school council has collected pupils' views about school meals effectively. As a result, they have introduced an ordering and wristband system to identify dinner choices successfully. Pupils throughout the school have many worthwhile opportunities to take responsibility in a wide range of groups and they fulfil their roles efficiently. Pupils have a strong understanding of their rights and responsibilities. This helps them to make informed decisions about school life and choices about what they learn.

Over the past two years, pupils' attendance has varied, moving the school between the top 25% and the lower 50% when compared with similar schools. The number of persistent absentees is low compared with levels in similar schools. There is no significant difference between the attendance of pupils eligible for free school meals and that of other pupils. Most pupils understand the importance of good attendance. However, a very few older pupils arrive late and miss the start of lessons.

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

The school provides a range of stimulating learning experiences that motivate and engage nearly all pupils. In most areas, the curriculum builds appropriately on pupils' knowledge, understanding and skills as they move through the school. However, the school does not have a whole school overview to make sure that there is full curriculum coverage. Nearly all teachers in the Foundation Phase plan suitably for pupils to take part in a wide range of activities. However, in Year 2, pupils do not have enough opportunities to choose what and how they learn to develop their independent learning skills fully. The school uses a varied range of extra-curricular activities well to enrich pupils' experiences.

Staff plan appropriately to meet the requirements of the literacy and numeracy framework. They develop most areas of pupils' literacy and numeracy skills

successfully during English and mathematics lessons. In upper key stage 2 classes, teachers use ability grouping well to challenge most pupils at a suitable level. However, the school does not always provide enough opportunities for pupils to apply their numeracy and ICT skills progressively in a range of contexts.

The school promotes and develops the Welsh language effectively. A good example of this is the successful use of 'Helper of the Day' in all classes to increase pupils' confidence in communicating clearly with peers and staff in everyday situations. Well-planned learning experiences ensure that pupils develop a successful understanding of the culture and heritage of Wales. For instance, pupils visit the Swansea Bay museum when studying the Second World War and local rugby players visit the school to promote boys' reading.

Teachers plan valuable opportunities to develop pupils' awareness of sustainable development and global citizenship. As a result, most pupils have a good understanding of the impact of waste on the environment and a strong awareness of their rights and responsibilities as global citizens.

### **Teaching: Good**

The quality of teaching is consistently good. Teachers and learning support assistants work very well together to plan interesting and engaging activities for pupils. For instance, they adapt topics to meet the changing interests of pupils. As a result, nearly all pupils are motivated to learn and persevere in their tasks. All teachers have good up-to-date subject knowledge and adults use questioning well to encourage pupils to solve problems and to think for themselves. There are strong, mutually respectful working relationships between all staff and pupils, which foster learning well.

Teachers have high expectations of what pupils can achieve and they challenge more able pupils well. However, they do not always take enough account of the needs of less able pupils when planning work in literacy and numeracy.

All teachers involve pupils regularly in assessing their own work and that of others. Most pupils make good use of learning outcomes and success criteria when doing this. When appropriate, staff provide additional oral and written feedback to pupils to ensure that they are clear about their next steps. This means that, by the time they reach Year 6, nearly all pupils make appropriate decisions about what they need to do to improve their work and how to achieve this.

The school collects a wide range of data about pupils' achievements and progress. Teachers use this well to identify pupils who need targeted additional support, for example, to improve their speech and language skills. However, the school does not always consider the outcomes of assessments well enough when planning suitable activities for less able pupils.

There are appropriate arrangements to ensure that teachers make accurate end of key stage assessments of pupils' standards. Reports to parents and carers are informative and meet statutory requirements.

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

The school is a caring community that supports pupils' spiritual, moral, social and cultural development well. It uses a successful and consistent approach for solving problems between pupils and for promoting good behaviour. This means that pupils often reflect upon their actions appropriately and resolve conflicts independently.

The school makes appropriate arrangements for promoting healthy eating and drinking. However, there are very few play resources for older pupils in the school playground to provide opportunities for physical exercise at break and lunch times.

Pupils benefit from the support of a wide range of external specialist agencies that enhance their education and wellbeing. An example of where this is effective is the counselling provision, which supports the social and emotional needs of identified pupils and their families.

There are effective systems to support pupils with additional learning needs. Early intervention by suitably trained staff ensures that pupils receive support quickly. Individual education plans contain specific and measurable targets. Staff involve pupils and parents well in setting and reviewing these plans. As a result, most pupils make good progress in relation to their targets. However, the criteria for adding pupils to the register are not always clear and this leads to a larger than expected percentage of pupils being recorded as having additional learning needs.

The school implements a suitable range of incentives and rewards to improve attendance, for example through the weekly celebration of high rates of class attendance. Pupils and parents are well aware of the importance of regular attendance and punctuality. As a result, the proportion of persistent absence has declined.

The school's arrangements for safeguarding pupils generally meet requirements. However, inspectors brought a minor cause for concern to the attention of school leaders and governors during the inspection.

### **Learning environment: Good**

The school has a positive, caring and supportive ethos that celebrates diversity and promotes respect between pupils and staff successfully. All pupils have equal access to all aspects of the school's life and work. A strong emphasis on developing pupils' understanding of their rights means that they display tolerant attitudes towards others.

The school makes good use of its indoor space and generally maintains the Victorian buildings well. Classrooms, although sometimes small, are well organised and provide attractive learning environments. Displays in classrooms and shared areas celebrate pupils' achievements and support pupils' learning successfully. Due to recent refurbishments, pupils have access to an inviting and well-stocked library, which they use regularly. This has had a positive impact on improving pupils' engagement with reading.

The school has a good range of quality resources to meet the learning needs of pupils, including the recent purchase of new ICT equipment. However, it is too early to see the impact of this on the standard of pupils' ICT skills. The covered external areas on both sites provide appropriate environments for pupils to learn outside. However, the provision for outdoor play and learning is generally underdeveloped on the east site.

The school does not have enough toilets for the number of pupils on roll.

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

The headteacher has a clear vision for the school. Staff and governors share this vision of establishing a learning organisation that has an ethos that respects every child and encourages high quality teaching and learning. School leaders place a high priority on continually improving teaching and, as a result, they provide good opportunities for staff to learn from each other and to share effective practice.

The senior leadership team monitors the work of the school suitably and provides effective direction and support for other members of staff. Leadership and staff meetings focus well on the priorities in the school improvement plan. Meetings often generate clear action points, which leaders follow up well.

Arrangements for the performance management of leaders and teachers are systematic. The school has a clear rationale for targets that link closely to its improvement priorities. All staff have up-to-date job descriptions that match their duties and outline their responsibilities clearly. Leaders manage underperformance robustly.

The school responds positively to most national priorities. For example, it promotes the Welsh language effectively and it is beginning to close the gap in performance for its most vulnerable pupils. Generally, the school implements the literacy and numeracy framework appropriately. However, there are too few opportunities for pupils to develop their numeracy skills across a range of subjects.

Governors supported the leadership team well through the amalgamation process. They receive a good range of information from leaders and through their own sub-committees. This helps governors to ask relevant and challenging questions and to make informed decisions. A few governors take part in learning walks and evaluate the work of the school appropriately with staff.

However, governors and school leaders do not always ensure that all systems for identifying and addressing risk are robust.

### **Improving quality: Good**

The school uses a wide range of activities to monitor and evaluate the quality of its work. It uses the outcomes of these activities effectively to identify and support staff who may be underperforming. In addition, leaders produce guidance documents for

staff to help them to attain consistency of practice, such as providing written feedback to pupils. This has had a strong impact on improving pupils' understanding of what they have done well in their learning and what they need to improve.

The school reports on a varied range of data as part of its self-evaluation activities. It uses performance information effectively to provide valuable insights into pupils' progress, for example on the performance of pupils with additional learning needs. However, leaders do not always pay sufficient attention to the standards displayed by pupils in their work. This means that the school does not always judge the standards pupils achieve accurately enough.

The school's self-evaluation report identifies most of the issues in need of improvement, for example improving pupils' ability to apply their numeracy skills effectively across the curriculum. There are clear links between areas highlighted for improvement in the report and the priorities in the school improvement plan. Leaders identify suitable costed actions, responsibilities and timescales against each priority. There are effective systems to monitor progress against each target in the short-term and over time.

The school has made strong progress in addressing most of the recommendations from the previous inspection reports of the separate infant and junior schools.

### **Partnership working: Good**

The school has a wide range of successful partnerships that make a strong contribution to raising standards and enriching pupils' learning and wellbeing.

Parents are supportive and appreciate the regular information they receive through newsletters and regular updates to the school's social media site. The school seeks feedback from parents to bring about improvements for their children. For instance, it has widened the range of extra-curricular activities available to pupils.

The local churches and chapels play an important role in the life of the school. Representatives from the churches and chapels lead acts of collective worship at the school regularly and promote pupils' moral and spiritual development successfully. They support the school to run after school gardening clubs, which provide valuable opportunities for pupils to work collaboratively with the local community.

There is an effective family induction programme for new pupils entering the nursery. This has helped younger members of the school community to settle quickly into the nursery class. Comprehensive transition arrangements with the local secondary school prepare pupils well for the next phase of their learning. These arrangements include a two-week visit to the secondary school in the summer term of Year 6.

Leaders have established useful partnerships with schools in the local area and wider afield to share effective practice. For instance, staff attend joint training events, share teaching approaches and work collaboratively with other practitioners to create resources. These partnerships have had a positive impact on improving pupils' literacy, numerical reasoning and Welsh language skills.

## **Resource management: Good**

The school employs enough teaching and support staff to deliver the curriculum. Leaders generally deploy staff effectively across the two sites.

The school is developing as a strong learning community with all staff involved in suitable professional development activities. Since amalgamation, leaders have provided good opportunities for staff to improve their knowledge of the phase with which they are less familiar. Leaders plan development activities carefully so that they link well to whole school priorities and focus on improving pupils' attainment. For example, the staff training about spelling has improved pupils' standards.

Planning, preparation and assessment time for teaching staff is well organised and provides beneficial opportunities for year group partners to work alongside each other and share ideas. Teachers with leadership roles have timetabled opportunities to carry out their additional responsibilities.

Overall, the school makes good use of its finances. Spending decisions relate well to priorities in the school improvement plan. Governors meet regularly, alongside the headteacher, to plan and monitor spending effectively. The school generally uses its pupil deprivation grant to support vulnerable pupils suitably. However, leaders do not track the impact of the grant on improving the outcomes of eligible pupils well enough.

In view of the standards that pupils achieve and the quality of teaching, assessment and leadership, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6702247 - Brynhyfryd Primary School

Number of pupils on roll	482
Pupils eligible for free school meals (FSM) - 3 year average	21.4
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	*	*	*	57
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	*	*	*	87.7
Benchmark quartile	*	*	*	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	57
Achieving outcome 5+ (%)	*	*	*	87.7
Benchmark quartile	*	*	*	3
Achieving outcome 6+ (%)	*	*	*	29.8
Benchmark quartile	*	*	*	4
<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	*	*	*	57
Achieving outcome 5+ (%)	*	*	*	93.0
Benchmark quartile	*	*	*	2
Achieving outcome 6+ (%)	*	*	*	28.1
Benchmark quartile	*	*	*	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	*	*	*	57
Achieving outcome 5+ (%)	*	*	*	96.5
Benchmark quartile	*	*	*	3
Achieving outcome 6+ (%)	*	*	*	40.4
Benchmark quartile	*	*	*	4

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.

**6702247 - Brynhyfryd Primary School**

Number of pupils on roll	482
Pupils eligible for free school meals (FSM) - 3 year average	21.4
FSM band	3 (16%<FSM<=24%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	*	*	*	53
<b>Achieving the core subject indicator (CSI) (%)</b>	*	*	*	79.2
Benchmark quartile	*	*	*	4
<b>English</b>				
Number of pupils in cohort	*	*	*	53
Achieving level 4+ (%)	*	*	*	81.1
Benchmark quartile	*	*	*	4
Achieving level 5+ (%)	*	*	*	30.2
Benchmark quartile	*	*	*	4
<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	*	*	*	53
Achieving level 4+ (%)	*	*	*	81.1
Benchmark quartile	*	*	*	4
Achieving level 5+ (%)	*	*	*	30.2
Benchmark quartile	*	*	*	4
<b>Science</b>				
Number of pupils in cohort	*	*	*	53
Achieving level 4+ (%)	*	*	*	83.0
Benchmark quartile	*	*	*	4
Achieving level 5+ (%)	*	*	*	34.0
Benchmark quartile	*	*	*	3

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.	95	89 94%	6 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	99 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	98	90 92%	8 8%	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	98 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	95	94 99%	1 1%	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.	98	97 99%	1 1%	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.	99	98 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	100	93 93%	7 7%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	100	100 100%	0 0%	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.	87	73 84%	14 16%	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	93	81 87%	12 13%	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	3 20%	8 53%	2 13%	2 13%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	15	9 60%	5 33%	0 0%	1 7%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	15	9 60%	5 33%	1 7%	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	2 13%	8 53%	1 7%	1 7%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	15	0 0%	9 60%	2 13%	1 7%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	15	4 27%	8 53%	0 0%	1 7%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	15	5 33%	9 60%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	15	3 20%	9 60%	2 13%	1 7%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	15	4 27%	7 47%	2 13%	1 7%	1	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.	15	4 27%	7 47%	2 13%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	15	7 47%	7 47%	1 7%	0 0%	0	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'.	15	3 20%	7 47%	1 7%	3 20%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	15	2 13%	5 33%	6 40%	2 13%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	15	5 33%	5 33%	3 20%	2 13%	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.	15	4 27%	5 33%	3 20%	2 13%	1	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.	15	5 33%	7 47%	1 7%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	15	2 13%	6 40%	0 0%	1 7%	6	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.	15	4 27%	6 40%	3 20%	2 13%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	15	2 13%	5 33%	5 33%	1 7%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Elizabeth Barry	Reporting Inspector
Sharon Evans	Team Inspector
Liz Miles	Team Inspector
Margaret Erica Lonsdale	Team Inspector
Terry James Davies	Lay Inspector
Heather Morgan	Peer Inspector
Kathryn Richards	Nominee

## Copies of the report

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