



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

**A report on**

**Hendrefoilan Primary School  
Dunvant Road  
Dunvant  
Swansea  
SA2 7LF**

**Date of inspection: December 2015**

**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.

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](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

**© Crown Copyright 2015: 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: 15/02/2016**

## Context

Hendrefoilan Primary School is in Killay in Swansea. It currently has 245 pupils, aged three to eleven years, in eight classes. This includes a nursery for 40 pupils who attend on a part-time basis.

Around 1% of pupils are eligible for free school meals, which is well below the average for Wales. The school identifies about 12% of pupils as having additional learning needs, including a very few who have statements of special educational needs. Most pupils are from white or mixed ethnic backgrounds. A very few pupils speak English as an additional language.

The current headteacher took up her post in 2012 and the last inspection was in March 2011.

The individual school budget per pupil for Hendrefoilan Primary School in 2015-2016 means that the budget is £3,066 per pupil. The maximum per pupil in the primary schools in Swansea is £5,006 and the minimum is £2,556. Hendrefoilan Primary School is 56th 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>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school's current performance is adequate because:

- Most pupils achieve the expected levels in literacy and numeracy by the end of key stage 2
- Most pupils who receive additional support achieve as well as other pupils of the same age in English and mathematics
- Most pupils concentrate well and work purposefully during lessons
- Teachers plan well to ensure that many pupils develop their literacy, numeracy, and information and communication technology (ICT) skills at a good level
- Provision for Welsh second language development is good
- The school works well with specialist agencies to provide valuable support for pupils with additional learning needs

However:

- Many pupils' ability to write extended pieces in subjects across the curriculum is limited
- Most pupils' ability to apply numeracy skills in different contexts is underdeveloped
- Overall attendance rates show a declining trend and have tended to be below average when compared with results for similar schools over the last four years
- Teachers do not adapt lessons and activities enough to meet the needs of more able pupils
- Teachers do not use assessment information enough to set individual targets for pupils or to inform them about the next steps they need to take in order to improve their work

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The new leadership structure has a suitable focus on improving provision and pupil achievement
- The school has made satisfactory progress in meeting national priorities
- The governing body carries out its statutory responsibilities appropriately
- Leaders use a suitable range of first-hand evidence to evaluate the school's strengths and areas for improvement
- Outcomes from the school's self-evaluation activities link well with the targets in the current school development plan.
- The school uses reports from the consortium of local authorities well to identify areas for improvement

- The school works well with a range of partners who make a worthwhile contribution to raising standards and enriching pupils' learning and wellbeing

However:

- Leaders do not always communicate clearly enough their expectations of the standards they expect all pupils to achieve
- They do not always challenge staff robustly enough to deliver consistently good provision to improve standards for all groups of pupils
- Governors do not always challenge school leaders strongly enough about the school's areas for improvement
- Staff and governors do not take a full enough part in monitoring and reviewing progress against the school's targets for improvement
- The school's evaluation of its strengths and areas for improvement is not always accurate
- Leaders do not review performance management targets with enough rigour or identify suitable personal development opportunities for staff as a result

## Recommendations

- R1 Develop pupils' ability to apply their extended writing skills and numeracy across the curriculum
- R2 Improve attendance
- R3 Ensure that all teachers adapt work to support and challenge all groups of pupils
- R4 Develop assessment for learning to improve pupils' abilities to review their own progress and targets
- R5 Improve the way the school manages the risks associated with the health and safety issue raised with governors during the inspection.
- R6 Involve all staff and governors in monitoring progress against school improvement targets rigorously
- R7 Improve the rigour of performance management and provision of suitable professional development as a result

### What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

**Main findings**

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

**Adequate**

**Standards: Adequate**

The majority of pupils enter reception with skills that are above average for their age. Most pupils make steady progress as they move through the school and achieve the expected levels in literacy and numeracy by the time they reach Year 6. Most pupils who receive support to develop their skills in English and mathematics make good progress. However, more able pupils do not always achieve as well as they could.

Many pupils in the Foundation Phase are confident when speaking about their interests and experiences. For example, reception pupils enjoy talking about how they care for their classroom pets. They listen attentively to adults and each other and can maintain their concentration for an appropriate time. Most pupils develop their oracy skills to a suitable standard in key stage 2. They ask purposeful questions about their work and add interesting details when expressing their feelings and giving their opinions.

Most pupils across the Foundation Phase and key stage 2 enjoy reading and make good progress. In the Foundation Phase, many older pupils have strong preferences for particular authors and genres and can talk confidently about their favourite characters. They read fluently, correcting themselves if their reading does not make sense. However, a few pupils use a limited range of strategies to help them read unfamiliar words and sentences. Many pupils in key stage 2 take note of punctuation to read expressively and show a secure understanding of fiction and non-fiction texts. They learn to scan and skim longer passages to find important information to improve their understanding of different subjects.

As pupils move through the Foundation Phase, most write for a suitable range of purposes that are usually relevant to their age and interests. Many make appropriate use of letter sounds and patterns to spell familiar words correctly and they use basic punctuation accurately. However, in literacy lessons and in their work across other areas of learning, pupils' ability to write independent and extended pieces is limited. In key stage 2, many pupils write well-structured paragraphs with accurate spelling and punctuation. The majority of older pupils use a wide vocabulary to write imaginatively and informatively. For example, they write interesting diaries to describe Ernest Shackleton's trans-Antarctic expedition. However, many pupils do not develop their re-drafting skills sufficiently to improve their work, and their ability to write extended pieces across the curriculum is limited. As a result, a significant minority of pupils do not achieve as well as they could. Standards of presentation and handwriting vary too much across the school.

The majority of Foundation Phase pupils achieve well and gain useful mathematical skills. They measure length and weight accurately using non-standard and standard measures and gather information to record in simple graphs and tables. They usually add and subtract numbers correctly and a minority of pupils can recall useful number facts confidently. However, the ability of most pupils to apply their numeracy skills in real-life situations is underdeveloped. As a result, many pupils, particularly the more able, lack confidence in using mathematical language when explaining their work.

In key stage 2, most pupils continue to improve their mathematical skills to a suitable standard. By the end of Year 6, many pupils use multiplication and division to calculate accurately the area and perimeter of shapes. They read and write numbers to a million, and more able pupils tackle and solve simple algebraic equations well. However, most pupils do not develop their own strategies for solving problems or can explain their reasoning in different contexts. Consequently, a significant minority of more able pupils do not achieve as well as they could at the higher levels of achievement.

Most pupils have a positive attitude towards learning the Welsh language. In the Foundation Phase, most make appropriate progress in developing their oral skills and many respond well to simple questions and instructions. They enjoy using Welsh as part of their daily classroom activities; for example, nursery pupils sing 'penblwydd hapus' to each other during their role-play. In key stage 2, many pupils use their knowledge of the language competently. They use a suitable range of vocabulary and language patterns well to speak and write in a variety of contexts. Many pupils write short paragraphs on a broad range of subjects, for example to write a poem about Guy Fawkes. They read with reasonably good pronunciation and understanding.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected and higher outcomes has varied considerably when compared with that of similar schools, and there is no overall trend.

At the end of key stage 2, pupils' performance at the expected and higher levels in English, mathematics and science has tended to be above average when compared with that of similar schools. However, performance at the higher level in all three subjects shows an overall downward trend.

The number of pupils eligible for free school meals is very low. This makes comparisons with other pupils inappropriate.

### **Wellbeing: Adequate**

Most pupils have a positive attitude to school and a strong motivation to learn. They concentrate well and work purposefully during lessons. Behaviour is good throughout the school and many pupils co-operate well together in pairs and small groups.

Pupils are polite and courteous, and they show respect to each other, staff and visitors. They feel safe in school and know where to ask for help if worried or upset. Most pupils have a good understanding of how to keep themselves safe when using the internet. They have a good understanding of the importance of keeping healthy and enjoy participating in physical activities.

The school council makes a valuable contribution to improving other pupils' understanding of sustainability issues. They play an important role in supporting charitable organisations and promoting healthy lifestyles. Members have helped the school to gain a national award to recognise this work. However, its wider role in the life and work of the school is more limited.

The overall level of attendance shows a declining trend for three out of the past four years and it has only recently recovered to the level recorded in 2011. During this time, pupil attendance has generally been below average when compared with that of similar schools. Most pupils arrive at school on time.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

### **Learning experiences: Good**

The school provides a broad and balanced range of learning experiences that meets statutory requirements and the needs and interests of pupils. Teachers arrange exciting theme days, which motivate pupils to develop their skills in relevant and purposeful ways. The school's curriculum planning for the Foundation Phase supports opportunities for pupils to apply their independent learning skills appropriately in outdoor and indoor provision. The school offers a wide range of extra-curricular activities to enrich older pupils' learning experiences in music, art, physical activity and technology.

Teachers plan well to ensure that many pupils develop their literacy, numeracy, and ICT skills at an appropriate level. Teaching assistants provide effective intervention programmes, which improve the reading skills of pupils who require additional support. However, the school does not plan sufficiently to challenge more able pupils to write at length or to develop their mathematical problem-solving skills across the curriculum.

Provision for Welsh second language development is good. Nearly all staff model the language well for pupils and prepare displays to promote the Welsh language effectively. The school provides all pupils with worthwhile educational visits to develop their understanding of Welsh heritage and culture. For example, pupils gain a sound understanding of Roman life in Wales when they visit Caerleon.

The eco-council promotes pupils' understanding of sustainable development well. Pupils make a worthwhile contribution to the wider community and regularly raise money for various local and national charitable organisations and events. The school's curriculum provides good opportunities for pupils to study other cultures around the world.

### **Teaching: Adequate**

All teachers have positive working relationships with pupils and most manage pupils' behaviour well. They use secure subject knowledge to plan purposeful learning experiences, which develop the majority of pupils' skills well. Teaching assistants work productively alongside teachers to provide useful support for many pupils with additional learning needs. However, many teachers do not adapt lessons and activities well enough to meet the needs of more able pupils. A minority of teachers share their high expectations of what pupils can achieve well with their classes and they question pupils effectively to ensure that they produce work of high quality. These teachers use a variety of strategies to ensure that lessons proceed with pace and engage the interests of nearly all pupils. However, many teachers use too many worksheets with pupils. This restricts pupils' opportunities to develop their thinking skills or to participate actively in lessons as independent and active learners.



All teachers mark work regularly and provide relevant comments to pupils about what they have achieved. However, this feedback does not provide pupils with useful information about they need to do next in order to improve their work. Teachers have begun to provide pupils with limited opportunities to assess their own work and that of other pupils. Teachers assess pupils' skills and understanding and track their progress regularly. This is effective in identifying pupils who need additional support. However, they do not use this information to set individual targets or to adapt their planning to meet pupils' needs well enough. Teachers and leaders work effectively together to ensure that the assessment of pupils' attainment at the end of Year 2 and Year 6 is accurate. However, teacher assessment in other year groups is less secure. Reports to parents provide suitably detailed information about their child's achievements and wellbeing, and they meet requirements.

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

The school promotes a caring environment and develops the health and wellbeing of nearly all pupils well. It develops pupils' social skills and self-esteem effectively. For example, Year 6 pupils speak openly and confidently about their feelings during personal and social development lessons. The school has appropriate arrangements for promoting healthy eating and drinking. Arrangements for collective worship and the wider curriculum are appropriate in developing pupils', spiritual, moral, and social development. The school provides pupils with many worthwhile opportunities to develop their cultural understanding and artistic skills. For example, pupils play instruments to accompany singing during assemblies to enhance collective worship.

The school has fostered good working relationships with a range of external agencies to provide effective advice for pupils. For example, the community police visit classes to teach pupils about how to stay safe. The school works well with specialist teachers to provide valuable support for pupils with additional learning needs. It identifies pupils who need support efficiently and develops useful individual pupil education plans to meet their needs well. Teachers review these plans regularly with parents to ensure that pupils make good progress.

The school works well with the education welfare officer to establish a suitable range of strategies to monitor pupil attendance.

The school's arrangements for safeguarding meet requirements and give no cause for concern. However, there is an issue relating to the management of the risks associated with a steep and uneven surface leading to a building used by very young pupils. The inspectors brought this to governors' attention at the time of the inspection.

### **Learning environment: Good**

The school is an inclusive and welcoming community where staff and pupils treat each other with respect and courtesy. Pupils receive equal access to all areas of the curriculum and to extra-curricular activities. The school develops pupils' understanding of diversity and equality successfully. Attractive displays in classrooms and around the school celebrate pupils' artistic and academic achievements well.

The indoor environment is well equipped and staff use it effectively to support pupils' learning. The outdoor areas are spacious and offer pupils many opportunities for physical activity and imaginative play. For example, pupils in reception enjoy looking after their pet chicken and guinea pigs outside their classroom. Most of the site is accessible for adults and children with a disability.

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

### **Leadership: Adequate**

Leaders have established a clear vision for the school, which focuses on developing a safe and secure environment where pupils can be happy, care for others and learn effectively.

All teachers and teaching assistants have appropriate roles and responsibilities. The new leadership structure has a suitable focus on improving provision and pupil achievement. However, leaders do not always communicate clearly enough their expectations of the standards they expect all pupils to achieve. Appropriate performance management arrangements ensure that all teachers and leaders have clear objectives for improving pupil outcomes. However, leaders do not review their implementation with enough rigour in order to ensure consistently good provision and improved standards for all groups of pupils, particularly the more able. The leadership team meets formally to discuss a range of pertinent school issues and there are weekly whole-school staff meetings. However, these meetings do not always focus sharply enough on the school's targets for improvement.

The school has made satisfactory progress in meeting national priorities. For example, teachers use the literacy and numeracy framework well to plan relevant opportunities for pupils to develop their skills in lessons. The school provides effective support to ensure that disadvantaged pupils achieve as well as other pupils of the same age. It plays an active role in a local healthy schools initiative and this has raised pupils' awareness of healthy lifestyles successfully.

The governing body carries out its statutory responsibilities appropriately. Members are supportive and take part regularly in the life and work of the school. For example, they visit the school to assist in assessing pupils' reading. As a result, they have a satisfactory understanding of many of the school's strengths. However, governors do not always challenge school leaders strongly enough about the school's areas for improvement. As a result, a few important areas have not improved at a suitable pace, for example improving pupils' attendance and the achievement of more able pupils.

### **Improving quality: Adequate**

The school has appropriate procedures in place to evaluate its performance and provision. Leaders use a suitable range of first-hand evidence to evaluate what the school is doing well and to identify areas for improvement. This includes monitoring the quality of teaching and pupils' work through book scrutiny and lesson observations. The school takes appropriate account of the views of pupils and parents through questionnaires. For example, it has improved communication methods with parents following the results of a recent questionnaire. The school also analyses data to identify areas to improve, for example the performance of boys and

more-able pupils in science and mathematics. However, leaders do not always use clear enough criteria to evaluate the quality of teaching and the standards pupils achieve. As a result, the school's evaluation of its strengths and areas for improvement is not always accurate.

The self-evaluation report is concise and generally evaluative. The outcomes from the school's self-evaluation activities link well with the targets within the current school development plan. The school uses reports from the consortium of local authorities well to identify these areas for improvement. The school development plan contains a manageable number of priorities with a clear focus on improving pupil outcomes. Each target sets out relevant actions, timescales and costs involved in implementing each element within the improvement plan. However, staff and governors do not take a full part in the process of monitoring and reviewing progress against these targets. This limits the overall effectiveness of the school's self-evaluation and improvement systems in improving outcomes and provision for pupils.

### **Partnership working: Good**

The school works well with a range of partners who make a worthwhile contribution to raising standards and enriching pupils' learning and wellbeing. Parents and other relatives support the school well by listening to readers and reinforcing pupils' learning. For example, parents and grandparents attend the Year 5 'Stuarts Day' to support pupils' cookery, needlework and artwork. The school makes good use of regular newsletters to inform parents about events and school matters. As a result, communication between the school and parents is now more useful and consistent. The parent teacher association is an active partner with the school and helps to raise significant funds to enhance pupils' learning experiences. For example, it recently purchased new computer tablets and musical instruments. The school has beneficial links with the local community. Most pupils, including the school orchestra and choir, perform at local churches and the local residential home.

The school works well with the local authority and the regional consortium to improve provision and pupil outcomes. It engages well with specialist services when required. For example, a behaviour support teacher provides valuable guidance to improve pupils' social and emotional development.

The school has effective transition arrangements to support pupils entering the nursery. Staff work well with a local pre-school setting for children with additional learning needs. This provides staff with a good understanding of pupils' needs when they join the school. Well-established transfer links with the local comprehensive school help to ensure the smooth transfer of nearly all pupils to Year 7. The pupils benefit from a range of purposeful activities, which include visits to experience the topic-based Year 7 curriculum.

The school develops worthwhile links with local primary schools. This allows staff to observe good practice in order to improve provision and pupil outcomes. For example, leaders visit a local school to share good practice in developing the outdoor environment. The school has worked well with the local cluster of schools to develop portfolios of learners' work for moderating and standardising teachers' assessment. These help to ensure consistency in the assessment of pupils' work at the end of the Foundation Phase and key stage 2.

**Resource management: Adequate**

The school has enough suitably qualified and experienced teachers and learning support assistants to teach the curriculum well. The school provides suitable whole-school training opportunities to support the school's priorities for improvement. For example, recent training in the use of a range of numeracy resources has improved pupils' mathematical skills. However, the performance management arrangements for individual teachers do not always identify suitable personal development opportunities for staff.

The headteacher and governing body manage the school's budget well to address the priorities in the school development plan. The school uses its pupil deprivation grant to improve outcomes for targeted pupils and, as a result, they often perform as well as other pupils.

Considering the standards that pupils achieve and the quality of provision overall, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6702096 - HENDREFOILAN PRIMARY

Number of pupils on roll	246
Pupils eligible for free school meals (FSM) - 3 year average	1.1
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	24	27	29	30
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	95.8	77.8	93.1	96.7
Benchmark quartile	2	4	2	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	24	27	29	30
Achieving outcome 5+ (%)	100.0	85.2	93.1	100.0
Benchmark quartile	1	4	3	1
Achieving outcome 6+ (%)	58.3	37.0	48.3	40.0
Benchmark quartile	1	3	2	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	24	27	29	30
Achieving outcome 5+ (%)	100.0	77.8	93.1	96.7
Benchmark quartile	1	4	3	2
Achieving outcome 6+ (%)	29.2	29.6	34.5	23.3
Benchmark quartile	2	3	3	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	24	27	29	30
Achieving outcome 5+ (%)	95.8	96.3	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving outcome 6+ (%)	87.5	85.2	65.5	96.7
Benchmark quartile	1	1	3	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.

Further information is available from the Welsh Government My Local School website at the link below.

**6702096 - HENDREFOILAN PRIMARY**

Number of pupils on roll	246
Pupils eligible for free school meals (FSM) - 3 year average	1.1
FSM band	1 (FSM<=8%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	30	30	30	30
<b>Achieving the core subject indicator (CSI) (%)</b>	100.0	96.7	96.7	100.0
Benchmark quartile	1	2	2	1
<b>English</b>				
Number of pupils in cohort	30	30	30	30
Achieving level 4+ (%)	100.0	96.7	96.7	100.0
Benchmark quartile	1	2	2	1
Achieving level 5+ (%)	46.7	60.0	60.0	40.0
Benchmark quartile	2	1	1	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	30	30	30	30
Achieving level 4+ (%)	100.0	100.0	96.7	100.0
Benchmark quartile	1	1	2	1
Achieving level 5+ (%)	43.3	56.7	53.3	40.0
Benchmark quartile	2	1	2	3
<b>Science</b>				
Number of pupils in cohort	30	30	30	30
Achieving level 4+ (%)	100.0	100.0	96.7	100.0
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	63.3	46.7	50.0	20.0
Benchmark quartile	1	2	2	4

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.

## 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.	113	107 95%	6 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	108	94 87%	14 13%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	115	109 95%	6 5%	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	112	104 93%	8 7%	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.	113	104 92%	9 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	108	100 93%	8 7%	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.	112	108 96%	4 4%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	114	104 91%	10 9%	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.	112	86 77%	26 23%	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.	113	107 95%	6 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	106	57 54%	49 46%	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	107	64 60%	43 40%	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.	70	21 30%	35 50%	12 17%	2 3%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	73	36 49%	33 45%	4 5%	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.	71	37 52%	31 44%	2 3%	1 1%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	70	25 36%	35 50%	10 14%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	70	21 30%	40 57%	8 11%	1 1%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	66	19 29%	38 58%	9 14%	0 0%	5	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	69	29 42%	37 54%	2 3%	1 1%	4	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.	66	14 21%	38 58%	11 17%	3 5%	6	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	69	25 36%	32 46%	9 13%	3 4%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	64	23 36%	34 53%	6 9%	1 2%	9	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	72	24 33%	39 54%	9 12%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	59	12 20%	34 58%	11 19%	2 3%	14	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.	71	16 23%	37 52%	16 23%	2 3%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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	27 38%	25 35%	10 14%	10 14%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	53	13 25%	17 32%	21 40%	2 4%	20	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	67	24 36%	39 58%	3 4%	1 1%	6	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	43	10 23%	24 56%	8 19%	1 2%	29	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	69	14 20%	44 64%	10 14%	1 1%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	68	16 24%	31 46%	14 21%	7 10%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Mr Peter Morris	Reporting Inspector
Mr Kevin Davies	Team Inspector
Mrs Alwena Morgan	Lay Inspector
Ms Sally - Ann Wright	Peer Inspector
Mrs Aimee Field (Headteacher)	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.