



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

A report on

**Plasmarl Primary School
Britannia Road
Plasmarl
Swansea
SA6 8LH**

Date of inspection: October 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:

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:

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Publication date: 08/12/2015

Context

Plasmarl Primary School is in an urban location about two miles from the centre of the city of Swansea. It was opened in 1879 and continues to operate in the original Victorian premises.

The school caters for children aged from three to eleven years, most of whom live in the local community. There are 145 pupils on roll, including 22 children in the nursery who attend part-time. There are five classes, most of which have mixed age-groups of pupils.

There is an increasing trend of pupils joining the school from Eastern European or Asian countries, who speak little English language when they first arrive. Around 18% of pupils speak English as an additional language. No pupils speak Welsh as a first language. About 45% of pupils are eligible for free school meals, which is well above the national average. The school identifies 41% of pupils as having additional learning needs. A very few pupils are looked after by the local authority. A very few pupils have a statement of special educational needs. The mobility rate was about 23% last year, with families moving in and out of the community.

The headteacher took up her post in April 2008. Almost all teaching staff have joined the school since the last inspection in March 2010.

The individual school budget per pupil for Plasmarl Primary School in 2015-2016 means that the budget is £3,824 per pupil. The maximum per pupil in the primary schools in Swansea is £5,006 and the minimum is £2,556. Plasmarl Primary School is 13th out of the 79 primary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Almost all pupils make good progress from their starting points as they move through the school
- Most pupils enjoy lessons and engage well with their learning
- Almost all pupils feel valued and safe
- Teachers plan well and provide an imaginative curriculum that builds on pupils' prior learning
- The school provides a wide variety of visits to places of interest and a valuable range of extra-curricular activities
- Teachers develop consistent class routines that give pupils confidence and they make their high expectations of pupils' work and behaviour clear
- Staff carry out thorough analysis to assess pupils' progress and identify where they need support
- There are successful arrangements to promote and reward pupils' regular attendance
- The strong ethos underpins the life and work of the school

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher is highly successful in establishing a clear strategic direction for the school
- The strong staff team share the headteacher's vision and ambition for the school
- Governors know the school well and perform their role as critical friends very effectively
- There is an established culture of effective self-evaluation throughout the school
- Leaders and managers have a good track record of bringing about improvements
- There are effective links with a range of partners, including parents and other schools, that impact positively on pupils' progress
- Leaders manage resources effectively

Recommendations

- R1 Raise standards in reading by ensuring that all pupils read books with enough challenge
- R2 Increase opportunities for pupils to develop their extended narrative and creative writing
- R3 Share good practice in enabling pupils to apply their numeracy skills in subjects across the curriculum
- R4 Strengthen pupils' understanding of sustainable development

What happens next?

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

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

Main findings

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

Many pupils join nursery or reception classes with skills that are lower than might be expected for their age. Their speaking, listening and personal skills are often weak. A few other pupils with additional learning needs join the school at different stages. Overall, almost all pupils make good progress from their starting points as they move through the school.

In the Foundation Phase, almost all pupils begin to develop good oral skills. Across the school, they gain confidence in talking to adults and each other. In key stage 2, pupils learn to respect each other's point of view, for example when they work in pairs to plan a sports review.

By the end of key stage 2, almost all pupils develop good listening skills. Younger pupils enjoy stories and activities that help them to concentrate, for example when they practise repeating number rhymes. Older pupils listen and respond very well to their teachers.

Most pupils in nursery and reception classes start to show interest in books and use picture clues to follow a story. They begin to develop appropriate strategies to decode words and, by the end of the Foundation Phase, most of them read at the level expected for their age. In key stage 2, most older pupils apply their reading skills well to carry out research and begin to develop appropriate higher order skills when scanning a text. However, more able pupils do not always choose fiction books that challenge them enough.

Most pupils in the Foundation Phase make steady progress in developing their writing skills. Many younger pupils have limited experience of writing or drawing activities before they join the school. Many of them learn to form letters accurately and make appropriate progress in beginning to join their writing. By the end of the phase, most pupils express their ideas well and make a good attempt to spell words correctly.

In key stage 2, most pupils make good progress in planning their writing. They write for a wide range of purposes and express their thoughts well, for example in a persuasive argument or letter. By the end of the key stage, most pupils use a neat, cursive script. These pupils understand how to improve their work by redrafting. However, they do not produce enough examples of extended narrative or creative writing.

By the end of the Foundation Phase, most pupils apply their number skills well. They present information in graphs and charts accurately when researching pupils' favourite sea creature. They measure accurately when designing a play park. By the end of key stage 2, most pupils have good number skills and use these effectively to solve problems. Most of them apply numeracy skills well in their

science and topic work. For example, they use their knowledge of ratio to convert Tudor recipes to metric measures. Most read and interpret a wide variety of graphs and charts accurately.

Most pupils with additional learning needs make particularly good progress in relation to their starting points. Most pupils who join the school at different stages and learn English as an additional language make rapid progress. Almost all of them attain the expected levels by the end of key stage 2.

Standards in Welsh second language are good. Pupils are enthusiastic when using language patterns that they know. In the Foundation Phase, pupils make a good start in learning and using Welsh. By the end of key stage 2, they write well but are less confident when reading an unfamiliar text.

At the end of the Foundation Phase, pupils' performance at the expected and higher outcome in literacy and mathematical development shows a general trend of improvement although there was a very slight dip in 2015. When compared with similar schools, performance at the expected outcome has improved over the last four years and placed the school in at least the higher 50% for the last two years. Performance at the higher outcome 6 has been variable.

At the end of key stage 2, pupils' performance at the expected level 4 in English, mathematics and science is consistent. It places the school in at least the higher 50% over the last three years when compared with similar schools. Performance at the higher level 5 has been variable from year to year.

Pupils who are eligible for free school meals perform as well as other pupils in both key stages.

Wellbeing: Good

Nearly all pupils have a positive attitude towards leading a healthy lifestyle and have a sound understanding of the importance of eating healthily and taking regular exercise. Many pupils enjoy taking part in a wide range of extra-curricular sporting activities. Nearly all pupils feel safe in school and are confident that they can turn to staff members if they have a problem.

Most pupils behave well and show care and consideration for each other. They enjoy lessons and engage well with their learning. Most pupils work effectively in pairs and in groups, and have the skills to work independently and with concentration. Nearly all pupils feel that they are doing well in school and most know what they need to do to improve. Older pupils have some say in what and how they learn, for example when they choose an aspect of their topic to research.

Pupils regularly raise money for charities including supporting annual national events and international disasters, for example earthquake appeals. They understand how important it is to help others in need.

The school council is a well-established body with pupils taking their roles seriously. The council has made improvements to school provision, for example by ensuring there is better soap in the toilets and improving playground equipment. However, the group is predominantly adult led.

Attendance at the school shows an improving trend and now places the school in the higher 50% when compared with similar schools. Unverified data for the academic year 2014-2015 indicates that this improvement has continued. Nearly all pupils are punctual.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide and well-balanced variety of learning experiences that engage pupils successfully. Teachers plan well and provide an imaginative curriculum that builds on pupils' prior learning appropriately. They enhance the curriculum effectively through stimulating topic work known as 'rich tasks', for example 'Which castle suits a king?' In the Foundation Phase and key stage 2, planning for pupils' literacy, numeracy, and information and communication technology (ICT) skills in subjects across the curriculum is good.

The school provides a wide variety of visits to places of interest that enhance the curriculum well. It organises a valuable range of extra-curricular activities, such as sports and music clubs. Older pupils have benefited from a camping trip to the Gower coast to take part in outdoor and adventurous activities.

The school makes good provision for developing pupils' Welsh language skills. All staff are good role models in promoting Welsh and encourage its use. Pupils have regular opportunities to read and write in Welsh. There is a good range of Welsh reading books to develop pupils' independent skills. The school promotes pupils' knowledge and understanding of their Welsh heritage effectively through visits to historical and geographical sites, for example The Museum of Welsh Life and walks in the Brecon Beacons.

Provision to promote pupils understanding of global citizenship is very good as a result of the school being part of the United Nations Rights Respecting Agenda. The school has developed a link with schools in Zambia and successfully promotes pupils' knowledge of how other cultures live. However, pupils' awareness of sustainable development is not developed enough. The eco committee is just beginning to develop its role.

Teaching: Good

Teachers plan lessons and activities well to meet the learning needs of pupils who have a wide range of abilities in the mixed-age classes. They make their high expectations of pupils' work and behaviour clear. They have very good working relationships with pupils and manage pupils' behaviour well to create a calm, comfortable and purposeful learning environment. Teachers develop consistent class routines that give pupils confidence. They provide a valuable range of well-prepared resources to support pupils' learning. Overall, planning ensures that there are good opportunities to develop pupils' numeracy skills in subjects across the curriculum. However, not all teachers are consistent in how they implement these plans.

Most teachers deliver lessons at a good pace and make effective use of time. They hold pupils' attention well and maintain their interest by varying activities. In the most effective lessons in upper key stage 2, pupils are spellbound by the teacher's energy and enthusiasm. This has a positive impact on pupils' determination to please and succeed.

Most teachers use questioning effectively to extend pupils' learning. They use effective strategies to develop pupils' thinking skills. For example they encourage pupils to use 'talking partners' to discuss a question before feeding back and allow pupils time to think and develop their understanding before giving answers. This helps to build pupils' confidence and to increase their willingness to participate in lessons.

Across the school, teachers' assistants provide valuable support for pupils. They work closely with teachers and take an active role in leading purposeful group activities.

The school carries out a thorough analysis to assess pupils' progress and identify where they need support. Teachers mark pupils' work carefully and provide useful information to help them to improve. Pupils gain confidence from a range of strategies that help them to assess their own and each other's learning. For example, they consider how well a fellow pupil's work meets the lesson objective and provide feedback in a mature and helpful way.

Reports to parents provide suitable detail about pupils' progress.

Care, support and guidance: Good

The school provides a caring and supportive environment for all pupils. This has a very positive impact on pupils' enjoyment of school and their wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking. The personal and social education programme caters well for pupils' spiritual, moral, social and cultural development. The school has clear procedures that encourage pupils to behave well. As a result, pupils feel valued and safe.

The school has successful arrangements to promote and reward pupils' regular attendance. The school's wellbeing co-ordinator manages the school attendance procedures effectively. As a result, there has been a steady improvement in pupils' attendance.

The school has good links with a range of outside agencies. For example, staff work closely with the educational psychologist and ethnic minority language acquisition service to support pupils' particular needs. The school identifies pupils with additional learning needs promptly. Staff monitor provision carefully. All pupils with additional learning needs have useful individual educational plans that staff use systematically to deliver well-targeted support, for example, to improve standards in reading.

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

Learning environment: Good

The school is a highly inclusive community that prides itself on respecting the rights of all children. Most pupils understand and try to behave in line with the school's values. The strong ethos underpins the life and work of the school. Pupils receive equal access to all areas of the school's provision. Staff ensure that fairness and diversity are celebrated in all aspects of school life. As a result, there is a high level of trust and appreciation between staff and pupils.

The school building provides a clean, attractive working environment with spacious classrooms. Displays throughout the school are stimulating and support pupils' learning well. Recent alterations to the school premises have improved site security. They have also provided good additional facilities to support parents and to enhance pupils' wellbeing, for example the on-site office for the health visitor.. The school makes effective use of a wide range of good quality resources including up-to-date ICT equipment.

Foundation Phase pupils have appropriate opportunities to use the outdoor learning area. However, the play area for older pupils is not developed well enough.

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

The headteacher is highly successful in establishing a clear strategic direction for the school. Her drive and commitment promote a clear vision that aims to secure the best possible opportunities for all pupils. With the support of the governing body, she has addressed staff underperformance and assembled a strong team that share her vision and ambition for the school. Together with the deputy headteacher, they provide highly effective leadership for the school. As a result, the school has been successful in bringing about notable improvements over time, so that almost all pupils make good progress from their low starting points.

The headteacher's vision extends to broadening pupils' experiences and optimising their life chances. Her determination in securing funding for a Flying Start setting in the school for pre-nursery children demonstrates this ambition well. All staff have high expectations of each other and of other members of the school team. The headteacher ensures that effective performance management procedures identify staff development needs, and arranges a comprehensive programme of training to meet those needs.

The governing body shows strong commitment to supporting and challenging the school to improve its provision and performance. Governors know the school well. They visit regularly to meet staff and visit classes. The headteacher's reports are detailed and comprehensive, and they give members a clear understanding of how the school's performance compares with that of similar schools. Governors perform their role as critical friends very effectively.

Improving quality: Good

There is an established culture of effective self-evaluation throughout the school. Leaders conduct a rigorous programme of monitoring and review that provides a wide range of first-hand information. All staff contribute effectively to the analysis of attainment data and co-ordinators carry out annual audits of their subjects that lead to appropriate action plans. Senior leaders observe lessons routinely and conduct regular checks of the standards of work in pupils' books. They use information from these activities to identify areas for improvement successfully. The self-evaluation process also enables parents, governors and pupils to give their views through an on-line tool. As a result, the leadership team has a clear picture of the school's strengths and areas for development.

The headteacher and governing body identify a manageable number of appropriate priorities for improvement in their annual school development plan. This plan is well-organised. For each priority, it identifies actions to take, personnel with responsibility, costs and timescales. Clear criteria for success enable leaders to measure progress towards the targets accurately. The school has a good track record of bringing about improvements and has made strong progress against the recommendations from the previous inspection.

Partnership working: Good

The school works very successfully with parents as partners in their children's education. Parents learn about their children's learning experiences through the school website, social media channels and regular opportunities to attend school events. Many parents take opportunities provided by the school to gain accredited qualifications. This effective partnership contributes well to the good progress made by pupils.

Links with other schools are strong. Teachers have annual meetings to moderate pupils' work and to agree standards. This helps to improve the accuracy of teachers' assessments. The school takes part in beneficial training events with other local schools regularly. For example, staff have attended a workshop recently to learn about how to improve pupils' fine motor skills.

There are particularly effective transfer arrangements with the local secondary school. These ensure a smooth transition from one phase of education to the next for all pupils. For example, Year 6 pupils spend the last two weeks of the summer term at the local high school. Strong links with another school provide Foundation Phase pupils with a valuable opportunity to use a forest school area to develop an understanding of different outdoor environments

The school has positive links with organisations serving the local community, such as Communities First and local churches. The school improves provision for vulnerable pupils successfully by working with specialist services. For example, the Ethnic Minority Learning and Achievement Service team provide effective support for pupils who have English as an additional language, while the behaviour support team has helped to reduce pupil exclusion rates.

Resource management: Good

There are enough suitably qualified staff to deliver the curriculum. Leaders deploy staff efficiently to make optimum use of their experience and expertise. Staff have good up-to-date knowledge of the subjects they teach. They undertake appropriate training that is linked to their performance management objectives. The school plays an active part in a range of networks of professional practice. For example, senior teachers have supported other local schools in sharing their good practice in curriculum development. This has helped to enhance their leadership skills and experience. There are appropriate arrangements to meet requirements for teachers' planning, preparation and assessment time.

The headteacher and governing body manage the school's finances efficiently. All spending decisions link well to school development priorities and reserves are allocated appropriately to maintaining the school building and grounds. The school uses its Pupil Deprivation Grant very effectively. Actions include the employment of the wellbeing and attendance officer to raise levels of attendance, refining assessment to track pupils' progress more closely and improving provision to support the development of pupils' literacy and numeracy skills. The school also funds art and photography clubs to enrich pupils' experiences.

In view of the standards most pupils achieve and the good progress that almost all make from their low starting points, the school provides good value for money.

Appendix 1: Commentary on performance data

6702051 - PLASMARL PRIMARY SCHOOL

Number of pupils on roll	139
Pupils eligible for free school meals (FSM) - 3 year average	57.6
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	14	20	15
Achieving the Foundation Phase indicator (FPI) (%)	78.6	70.0	86.7
Benchmark quartile	2	3	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	14	20	15
Achieving outcome 5+ (%)	78.6	75.0	86.7
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	28.6	5.0	26.7
Benchmark quartile	1	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	14	20	15
Achieving outcome 5+ (%)	78.6	70.0	93.3
Benchmark quartile	3	4	1
Achieving outcome 6+ (%)	7.1	5.0	26.7
Benchmark quartile	4	4	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	14	20	15
Achieving outcome 5+ (%)	92.9	85.0	93.3
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	35.7	10.0	40.0
Benchmark quartile	2	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.

6702051 - PLASMARL PRIMARY SCHOOL

Number of pupils on roll	139
Pupils eligible for free school meals (FSM) - 3 year average	57.6
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	8	9	9	11
Achieving the core subject indicator (CSI) (%)	37.5	66.7	88.9	90.9
Benchmark quartile	4	3	1	1
English				
Number of pupils in cohort	8	9	9	11
Achieving level 4+ (%)	50.0	77.8	88.9	90.9
Benchmark quartile	4	3	1	1
Achieving level 5+ (%)	0.0	22.2	33.3	9.1
Benchmark quartile	4	3	1	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	8	9	9	11
Achieving level 4+ (%)	62.5	66.7	88.9	90.9
Benchmark quartile	4	4	1	1
Achieving level 5+ (%)	0.0	22.2	33.3	9.1
Benchmark quartile	4	3	1	4
Science				
Number of pupils in cohort	8	9	9	11
Achieving level 4+ (%)	50.0	66.7	88.9	90.9
Benchmark quartile	4	4	2	2
Achieving level 5+ (%)	0.0	22.2	22.2	9.1
Benchmark quartile	4	3	3	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.

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.	63		63 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	63		57 90%	6 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	63		61 97%	2 3%	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	62		61 98%	1 2%	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.	63		62 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	63		63 100%	0 0%	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.	63		63 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	63		62 98%	1 2%	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.	63		62 98%	1 2%	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.	62		59 95%	3 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.	63		54 86%	9 14%	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	63		54 86%	9 14%	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.	65	39 60%	26 40%	0 0%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	68	48 71%	19 28%	1 1%	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.	68	51 75%	17 25%	0 0%	0 0%	0	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.	67	44 66%	22 33%	1 1%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	64	25 39%	38 59%	1 2%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	67	45 67%	22 33%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	68	48 71%	20 29%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	59	26 44%	30 51%	2 3%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	66	41 62%	25 38%	0 0%	0 0%	1	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.	65	37 57%	26 40%	2 3%	0 0%	2	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.	66	42 64%	24 36%	0 0%	0 0%	2	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'.	63	34 54%	24 38%	4 6%	1 2%	4	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.	68	43 63%	21 31%	3 4%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	67	46 69%	21 31%	0 0%	0 0%	1	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.	64	32 50%	29 45%	3 5%	0 0%	4	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	45 67%	21 31%	1 1%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn 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.	53	32 60%	17 32%	2 4%	2 4%	11	Mae fy mhlentyn 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.	66	36 55%	28 42%	2 3%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	67	38 57%	29 43%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Rosemary Lloyd Lait	Reporting Inspector
Mr Christopher Ian Dolby	Team Inspector
Mrs Elizabeth Counsell	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Mr Jonathan Lloyd	Peer Inspector
Miss Lucy Saunders (Headteacher)	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.