



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

A report on

**Sandfields Primary School
Lilian Street
Port Talbot
SA12 6AJ**

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:

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

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

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

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Context

Sandfields Primary School is in Aberavon, in Port Talbot. There are 374 pupils aged 3 to 11 years on roll. There are 12 mainstream classes and 62 pupils attend the part-time nursery provision.

Approximately 55% of pupils are eligible for free school meals. This is significantly above the national average of around 20%. A very few pupils are looked after by the local authority. The majority of pupils are of white British ethnicity, with a very few pupils speaking English as an additional language. No pupils speak Welsh as a first language at home.

The school identifies 37% of pupils as having additional learning needs. This is above the average for Wales. Very few pupils have a statement of special educational needs. There have been a very few fixed term exclusions in the last year.

The last inspection was in March 2009. The current headteacher took up her post in 1998.

The individual school budget per pupil for Sandfields Primary School in 2015-2016 means that the budget is £3,127 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,039 and the minimum is £2,718. Sandfields Primary School is 51st out of the 65 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Most pupils enter the school with skills, knowledge and understanding below the expected level for their age
- Nearly all pupils feel happy and safe to come to school and have a positive attitude to school life
- The school provides a broad and balanced curriculum that meets statutory requirements
- The environment is welcoming, nurturing and inclusive
- Most pupils are developing appropriate reading skills across the school
- Many pupils are beginning to apply their literacy and numeracy skills more effectively to other areas of the curriculum

However:

- Many pupils do not write at length often enough
- Many pupils across the school lack an enthusiasm for reading and their broader knowledge about books and authors is limited
- The school attendance rates over time are generally below those of similar schools
- The planning of learning experiences does not always provide sufficient challenge for pupils who are more able
- The quality of teaching varies too much across the school

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher's, staff's and governors' commitment to the welfare of the pupils has a positive effect on the pupils' attitudes towards learning
- All staff feel valued and work well together
- The school responds appropriately to national and local priorities, for example by working hard to reduce the impact of deprivation on educational attainment
- There is a clear management structure and the recent appointment of more senior leaders is beginning to contribute positively towards improving aspects of standards and provision, such as mathematics
- The school has successful strategic partnerships with parents, the community and other schools

However:

- Leaders and managers do not always have high enough expectations of the standards that pupils can achieve
- The self-evaluation report lacks clarity and is not evaluative enough accurately to identify strengths and areas requiring improvement
- Over time, self-evaluation and strategic planning have not had sufficient impact on raising standards and improving provision; for example, several recommendations from the previous inspection remain as issues requiring attention
- In view of the standards that many pupils achieve, and the overall quality of teaching and leadership, the school offers only adequate value for money.

Recommendations

R1 Raise the standards that more able pupils achieve

R2 Improve opportunities for all pupils to write creatively and at length across the curriculum

R3 Increase pupils' independence to enable them to improve their own work and make decisions about their learning

R4 Improve attendance

R5 Raise the expectations of all staff in regard to pupil achievement

R6 Strengthen improvement planning to ensure that actions to address identified priorities are robust

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

Most pupils enter the school with skills, knowledge and understanding below those expected level for their age. During their time in school many pupils, including those with additional needs, achieve well and make appropriate progress. Most pupils of higher ability do not always achieve as well as they could.

In the Foundation Phase, many pupils listen well to each other and to adults. Although a minority of pupils need support initially to develop effective speaking skills, by the end of the Foundation Phase many speak clearly when responding to questions and when talking to adults and their peers. In key stage 2, most pupils listen with interest to adults and to each other. They speak with growing confidence and an increasing vocabulary. For example, they discuss rhyme, pattern and syllables purposefully when writing limericks.

Many pupils in the Foundation Phase develop appropriate reading skills. By the end of Year 2, many read at a suitable level and use a range of appropriate strategies. Many apply their knowledge of letter sounds well to read unfamiliar words. Many pupils understand and discuss the main ideas in the stories they are reading with confidence. In key stage 2, most pupils develop purposeful reading skills. A few more able pupils explain the types of books they like and why, for example those written by Michael Morpurgo. They demonstrate a good understanding of what they read. More able pupils have sufficient reading strategies to draw upon when reading new or more difficult words. Many pupils locate information in non-fiction books confidently and use the internet effectively for research. However, many pupils across the school lack an enthusiasm for reading and their broader knowledge about books and other authors is limited.

By the end of the Foundation Phase, many pupils write short pieces for a limited range of purposes effectively. They write, for example, accurate recounts of the story of 'The Little Red Hen'. In key stage 2, many pupils make suitable progress in developing their writing skills. They spell a range of basic and more complex words with developing accuracy. Many plan and redraft their work effectively to improve the outcome. They write for a suitable range of purposes, for example a diary entry from a day in the Victorian era, using varied and interesting vocabulary. Many pupils apply their writing skills to other areas of their curriculum appropriately. However, most pupils across the school, especially those who are more able, do not write at length often enough. Most work is presented neatly, but many pupils do not develop suitable joined handwriting skills.

Most pupils develop effective number skills as they move through the Foundation Phase. For example, they learn to add and subtract appropriately. They occasionally apply these skills in their work across the curriculum, for instance when collecting data. By the end of key stage 2, most pupils have good mathematical skills. Many pupils can multiply and divide whole numbers and decimals well and

convert measurements, for example, from centimetres to kilometres accurately. They construct a range of graphs, including line graphs, accurately and analyse them appropriately. Many pupils are beginning to apply their numeracy skills for a limited range of purposes in other subjects across the curriculum.

Most pupils' Welsh language skills develop appropriately, as they move through the Foundation Phase. Nearly all pupils respond with understanding to basic instructions in Welsh. Many respond to simple questions using familiar vocabulary, for example when giving personal information. By the end of key stage 2, a few more able pupils read familiar texts well. The majority of pupils have a basic vocabulary and knowledge of simple sentence patterns that they use suitably in their speaking and writing. Few pupils across the school have the confidence to speak the language outside of Welsh lessons.

Pupils on intervention programmes make good progress in developing their literacy and numeracy skills. Pupils eligible for free school meals tend to perform less well than other pupils, particularly in achieving the higher-than-expected outcomes and levels. Girls as a group have attained consistently better than boys at the end of the key stages over the past five years.

In the Foundation Phase, pupils' performance over time at the expected outcome places the school in the lower 50% or bottom 25% in literacy and mathematical development when compared with similar schools. At the higher-than-expected outcome, pupils' performance in both areas is more variable and shows no consistent pattern.

In key stage 2, over the last four years, pupils' performance at the expected level has fluctuated widely in English, mathematics and science when compared to that of similar schools. At the higher-than-expected level, performance in English and science is also variable but performance in mathematics generally places the school in the lower 50% of similar schools.

Wellbeing: Adequate

Nearly all pupils are happy to come to school and have a positive attitude to school life. In most lessons, pupils are enthusiastic and focus well on tasks. Most pupils are respectful and considerate towards one another and many demonstrate good behaviour in class and around the school. All pupils feel safe in school and are confident to approach an adult with any concerns. They have a good awareness of the importance of a healthy lifestyle and participate enthusiastically in a wide range of physical activities.

Members of the school council represent the views of the pupils appropriately and are beginning to be more involved in whole school improvement, for example through fundraising to improve the quality of playtimes for the younger pupils. Many older pupils care for younger pupils through an effective playground ambassadors group. Reading buddies support younger readers well. A very few pupils contribute ideas effectively to what they want to learn, and pupils' ability to improve their own learning is limited.

Most pupils develop their social and life skills appropriately. Older pupils extend their skills purposefully through the contributions they make to the local community, such as their involvement in 'Daclus Aberavan'.

Attendance has improved steadily over the last four years. The most recent attendance levels are above the average for similar schools. Most pupils arrive at school punctually.

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

The school provides a broad and balanced curriculum that meets statutory requirements. Staff base the curriculum on topics that interest and engage most pupils.

Staff have recently revised curricular planning and the school is making steady progress towards implementing the National Literacy and Numeracy Framework. Short term planning provides purposeful opportunities for pupils to develop their skills during lessons. Teachers ensure that the curriculum is covered and builds on pupils' learning from year to year. However, the over use of worksheets limits pupils' ability to extend their writing and opportunities to develop their independent learning skills are restricted. Pupils have worthwhile opportunities to use digital media to support their learning and to develop their thinking and problem solving skills purposefully.

Educational visits and a good range of extra-curricular experiences, including residential trips and after school clubs, for example the camera club, enrich pupils' experiences. This has a positive effect on their wellbeing and enjoyment.

Teachers develop pupils' knowledge of Welsh culture and traditions successfully in topic work across the curriculum. Planning for the development of pupils' Welsh reading and writing skills in lessons is inconsistent across the school. Opportunities for pupils to use the language outside formal lessons are limited.

Through the activities of the eco club, the school encourages all pupils to act in a sustainable way, for example by reducing the amount of waste and to save energy. Organising activities such as the annual fair trade café help to raise pupils' awareness of global issues appropriately.

Teaching: Adequate

In all classes, teachers have strong working relationships with pupils, and this creates an atmosphere in which pupils feel comfortable to contribute in lessons. Most teachers use a suitable range of effective questioning techniques to extend pupils' thinking and they share learning objectives appropriately. Teaching assistants support pupils' work well in lessons and withdrawal sessions. However, the quality of teaching varies too much across the school.

In the minority of classes where teaching is at its best, careful planning of learning activities ensures that all pupils learn and concentrate well throughout the lessons.

These teachers use a range of appropriate strategies to engage all pupils effectively. However, in around half of classes, teachers do not have a high enough expectation of what pupils can achieve. As a result, activities do not challenge the more able pupils well enough and learning does not progress at an appropriate pace. Teachers provide very few opportunities for pupils to develop their skills as independent learners.

All teachers mark pupils' work regularly. They generally provide comments that show pupils what they have done well, but do not always identify clearly enough what pupils need to do next to improve. The majority of pupils have effective opportunities to assess their own work. The school uses its tracking system and moderation processes well to ensure accurate teacher assessment.

Reports to parents meet statutory requirements. They provide useful information on pupils' achievements and give suitable targets for improving their literacy and numeracy skills.

Care, support and guidance: Good

The school is a welcoming and nurturing community. This ensures that pupils are well cared for and feel safe. There are effective arrangements to develop pupils' wellbeing and healthy lifestyles. These encourage pupils to participate in regular exercise. The school has appropriate arrangements to promote healthy eating and drinking. A structured programme supports pupils' emotional development effectively and there are appropriate strategies to promote good behaviour.

There are good opportunities to promote pupils' cultural and social development. For example, the school organises cooking events to raise awareness of different foods from around the world. Curriculum activities and daily acts of collective worship provide purposeful opportunities for pupils to reflect on spiritual and moral issues.

External agencies, such as social services, the educational psychologist, occupational health and specialist teachers, work in close partnership with the school to improve pupils' wellbeing.

There are good strategies to promote the importance of regular attendance. These are beginning to have a positive effect on raising overall attendance rates.

The school provides well for pupils who have additional learning needs. Staff identify pupils' needs at a very early stage and use information from observations and tests carefully to provide suitable intervention programmes. There are clear and measurable targets in the pupil friendly individual education plans, which staff review with parents and pupils regularly. Teaching assistants work efficiently to provide appropriate support in classes and withdrawal sessions. As a result, many pupils with additional learning needs make good progress,

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is a very caring community with an inclusive ethos. Teachers treat all pupils equally and ensure that they have the opportunity to access the full range of the school's provision. They promote an environment where staff and pupils show each other mutual respect and consideration. The school promotes tolerance and diversity effectively. For example, every pupil in key stage 2 has an opportunity to celebrate the cultures of a number of countries around the world.

Accommodation is of good quality and is sufficient for the number of pupils. It meets the needs of all pupils well. The colourful classroom displays help to create a stimulating and rich learning environment. The school has a wide range of resources of good quality, which support the learning well. These include a purposeful selection of books and a suitable range of information and communication technology resources that pupils use regularly and effectively.

The extensive outdoor environment, which includes a nature reserve, provides creative and imaginative learning areas for all pupils. However, the spacious outdoor learning area for the Foundation Phase lacks purpose and is not always used to best effect.

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

The headteacher's, staff's and governors' commitment to the welfare of all pupils has a positive effect on pupils' attitudes towards learning. All staff feel valued and work well together to bring about improvement. However, leaders and managers do not always have high enough expectations of the standards that pupils can achieve.

The school has a clear management structure and the recently appointed senior leaders are beginning to contribute positively towards improving aspects of standards and provision. The school has suitable performance management procedures for all staff that link purposefully to the school's priorities for improvement. However, progress towards achieving identified priorities is not always strong enough to ensure positive change.

The school responds appropriately to national and local priorities. For example, it is working hard to reduce the impact of deprivation on educational attainment. Staff focus suitably on developing pupils' literacy and numeracy skills in most lessons.

The governing body has a purposeful understanding of the school's strengths and the areas that need to improve. Governors analyse a range of performance data competently and their understanding of how the school is performing in comparison with similar schools is developing. The governors contribute to the process of self-evaluation appropriately following regular focused visits that include lesson observations and learning walks. The governing body fulfils its statutory requirements appropriately.

Improving quality: Adequate

The headteacher has established appropriate processes for self-evaluation that include a range of suitable activities such as data analysis, scrutiny of pupils' work and lesson observations. The school seeks the views of the governing body and parents effectively. As a result, it now uses social media and its website regularly to share information more successfully with these two groups. Pupils' contribution to the self-evaluation process is limited.

The self-evaluation report produced by the headteacher and teaching staff gives an appropriate picture of the school. However, the report lacks clarity overall and is not evaluative enough to identify accurately the school's strengths and areas for development. There are appropriate links between the self-evaluation report and targets in the school development plan.

The development plan provides suitable detail in relation to targets, success criteria and actions to be taken about improvement. The most recent plan pays purposeful attention to improving pupils' literacy and numeracy skills. For example, the introduction of a new scheme is having a positive effect on the standards of pupils' mathematical skills across the school.

Over time, self-evaluation and strategic planning have not had sufficient impact on raising standards and improving provision. For example, several recommendations from the previous inspection remain as issues requiring attention.

Partnership working: Good

The school has successful strategic partnerships with parents, the community and other schools. These have a positive effect on pupils' standards and wellbeing. Effective links with parents and carers, for example through a family information technology club and a mother and toddler group, help parents and other members of the community to access useful learning activities.

Communication with parents is good. Parents receive regular newsletters and information on the school website, and attend regular meetings to review their children's progress. An active parents, teachers and friends association raises valuable funds for the school.

The beneficial partnership with the Flying Start setting and the on-site integrated children's centre ensures that children settle into school quickly and confidently. Before starting nursery, children become familiar with the school environment through, for example, using the outdoor equipment and space on a daily basis.

The school has an appropriate partnership with the local comprehensive school so that most Year 6 pupils move smoothly into Year 7. Teachers ensure the accuracy of their end of key stage assessments through annual moderation and standardisation meetings with staff from other local primary schools.

There are good links with organisations in the local community, such as the church. Pupils also develop wider skills from training sessions with the local rugby club and by participating in a photography club run jointly by the school and the local library.

Resource management: Adequate

All staff are suitably qualified and experienced to deliver the curriculum effectively. The school deploys teaching and support staff well to make the most of their time and expertise. For example, teaching assistants deliver worthwhile intervention programmes, which have a positive effect on the attainment and wellbeing of targeted pupils, including pupils from disadvantaged backgrounds.

The school has suitable arrangements in place to provide planning, preparation and assessment time for teachers. Nearly all teachers and support staff have access to a good range of training opportunities, which the school identifies through regular appraisals. For example, the reorganisation of reading sessions across the school is beginning to improve the majority of pupils' skills.

The headteacher, school bursar and governors manage resources well, and they monitor the school's finances and spending thoroughly. They link expenditure to the school improvement plan appropriately. The school makes the best use of grants to support disadvantaged pupils through carefully planned literacy and numeracy interventions. Leaders have introduced a wellbeing programme to provide more specific support successfully for vulnerable pupils and their families.

In view of the standards that many pupils achieve and the overall quality of teaching and leadership, the school offers only adequate value for money.

Appendix 1: Commentary on performance data

6712161 - Sandfields Primary School

Number of pupils on roll	369
Pupils eligible for free school meals (FSM) - 3 year average	54.8
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	44	29	35	43
Achieving the Foundation Phase indicator (FPI) (%)	59.1	72.4	68.6	72.1
Benchmark quartile	4	3	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	44	29	35	43
Achieving outcome 5+ (%)	63.6	75.9	68.6	79.1
Benchmark quartile	4	3	4	3
Achieving outcome 6+ (%)	11.4	17.2	28.6	14.0
Benchmark quartile	4	3	2	4
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	44	29	35	43
Achieving outcome 5+ (%)	72.7	79.3	77.1	76.7
Benchmark quartile	3	3	3	4
Achieving outcome 6+ (%)	0.0	27.6	34.3	18.6
Benchmark quartile	4	2	1	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	44	29	35	43
Achieving outcome 5+ (%)	81.8	82.8	94.3	90.7
Benchmark quartile	3	4	2	3
Achieving outcome 6+ (%)	22.7	17.2	42.9	25.6
Benchmark quartile	3	4	2	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.

6712161 - Sandfields Primary School

Number of pupils on roll	369
Pupils eligible for free school meals (FSM) - 3 year average	54.8
FSM band	5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	30	26	35	39
Achieving the core subject indicator (CSI) (%)	80.0	84.6	77.1	82.1
Benchmark quartile	2	1	3	3
English				
Number of pupils in cohort	30	26	35	39
Achieving level 4+ (%)	80.0	88.5	77.1	84.6
Benchmark quartile	2	1	3	2
Achieving level 5+ (%)	*	30.8	25.7	33.3
Benchmark quartile	*	2	3	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	30	26	35	39
Achieving level 4+ (%)	83.3	84.6	80.0	84.6
Benchmark quartile	2	2	3	3
Achieving level 5+ (%)	23.3	23.1	20.0	28.2
Benchmark quartile	2	3	3	3
Science				
Number of pupils in cohort	30	26	35	39
Achieving level 4+ (%)	83.3	88.5	80.0	87.2
Benchmark quartile	2	2	3	2
Achieving level 5+ (%)	33.3	19.2	25.7	41.0
Benchmark quartile	1	3	3	1

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.

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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.	108		108 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	108		107 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	108		107 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	108		107 99%	1 1%	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.	108		107 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	108		103 95%	5 5%	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.	108		108 100%	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.	108		108 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	108		104 96%	4 4%	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.	108		105 97%	3 3%	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.	108		84 78%	24 22%	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	108		95 88%	13 12%	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.	145	108 74%	37 26%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	145	115 79%	30 21%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	144	118 82%	26 18%	0 0%	0 0%	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.	143	102 71%	39 27%	1 1%	1 1%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	141	70 50%	67 48%	4 3%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	144	113 78%	31 22%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	142	114 80%	27 19%	1 1%	0 0%	1	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.	143	109 76%	33 23%	1 1%	0 0%	1	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.	143	113 79%	30 21%	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.	140	101 72%	37 26%	1 1%	1 1%	3	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.	142	110 77%	32 23%	0 0%	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'.	137	102 74%	34 25%	1 1%	0 0%	5	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.	142	103 73%	36 25%	2 1%	1 1%	2	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.	144	108 75%	34 24%	1 1%	1 1%	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.	139	97 70%	39 28%	3 2%	0 0%	5	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.	143	106 74%	36 25%	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.	122	74 61%	40 33%	6 5%	2 2%	17	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.	144	98 68%	42 29%	2 1%	2 1%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	143	106 74%	37 26%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Mary Elspeth Dyas	Team Inspector
Alexis Edwards	Team Inspector
Alison Huckle	Lay Inspector
Rebecca Turner	Peer Inspector
Shirley Davies	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.