



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Penclawdd Primary School  
Park Road  
Penclawdd  
Swansea  
SA4 3FH**

**Date of inspection: May 2014**

**by**

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

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

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

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

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

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

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

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

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## Context

Penclawdd Primary School is a community primary school for pupils aged three to 11. It is near the Loughor estuary outside Swansea and serves the area of Penclawdd and the surrounding communities. There are 189 pupils currently on roll. Of these, 39 attend part-time in nursery.

About 14% of pupils are entitled to receive free school meals, which is below the national average. Nearly all pupils are white British. A very few pupils speak Welsh at home.

Around 18% of pupils have additional learning needs, which is slightly less than the national average. No pupil has a statement of special educational needs. A very few pupils are looked after by the local authority.

The school was inspected last in 2008. The headteacher was appointed in 2007.

The individual school budget per pupil for Penclawdd Primary School in 2013-2014 means that the budget is £3,455 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Penclawdd Primary School is 44th out of the 80 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 current performance of the school is adequate because:

- most pupils have good speaking and listening skills;
- by the end of key stage 2, many pupils read well, with fluency and appropriate emphasis;
- many pupils' number skills are good;
- many pupils demonstrate effective thinking skills;
- nearly all pupils demonstrate enthusiasm and good attitudes to their learning;
- pupils' behaviour is generally good around school and in lessons;
- the school's curriculum is stimulating and engages most pupils successfully;
- staff create a positive learning environment and establish good working relationships with pupils; and
- pupils with additional learning needs make good progress.

However:

- the performance of pupils at the end of Foundation Phase and key stage 2 is too low when compared to that in similar schools;
- the quality of pupils' writing is too variable across a range of tasks;
- at the end of Foundation Phase, a significant minority of pupils lack fluency when reading;
- standards in Welsh are weak;
- teachers provide too few opportunities for pupils to assess their own learning and that of their peers; and
- attendance is too low when compared to that in similar schools.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher and the members of the senior leadership team share a common vision for the school;
- staff analyse data on pupils' performance carefully to identify trends and relevant issues;
- the school's self-evaluation report identifies appropriate areas for development;
- the school has engaged well with outside agencies to inform its understanding of how well it is doing; and
- appropriate performance management arrangements are in place for teaching staff.

However:

- there are few formal records of meetings or the actions agreed, which makes it

difficult to measure and to track progress in implementing actions plans;

- staff generally have little ownership of the school development plan and there is no systematic and regular review of its implementation by leaders and managers;
- there has been inconsistent implementation of new initiatives by staff across the school;
- the governing body do not challenge leaders and managers enough; and
- the school has not made enough progress in meeting the recommendations from the last inspection.

## Recommendations

R1 Improve outcomes for pupils at the end of Foundation Phase and key stage 2, particularly for the more able

R2 Improve the quality and consistency of pupils' writing

R3 Improve standards in Welsh

R4 Improve levels of attendance

R5 Ensure that pupils have good opportunities to develop scientific skills, knowledge and understanding in key stage 2

R6 Ensure that all teachers use assessment for learning strategies consistently and focus their marking on providing pupils with useful information on how to improve

R7 Establish more formal and systematic processes for monitoring, self-evaluation and school improvement planning

### 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

On entry to school, most pupils have language, literacy and personal skills that are appropriate for, or above their age. Most pupils make appropriate progress as they move through the school.

In the Foundation Phase, most pupils listen well. Many pupils express opinions clearly and provide appropriate answers to questions. By the end of key stage 2, most pupils have good speaking and listening skills and engage with adults and each other willingly during discussions. For example, pupils communicate thoughtful and extended responses in relation to poetry they study in class.

In the Foundation Phase, pupils are keen to read and many can name their favourite authors or books. Many pupils read at an appropriate level and most pupils are beginning to apply phonic strategies well to read unfamiliar words. However, at the end of Foundation Phase, a significant minority lack fluency when reading and few pupils read with expression. By the end of key stage 2, many pupils read well, with fluency and appropriate emphasis. A few pupils that are more able are beginning to infer meaning from more complex texts and understand authors' reason for particular word choices. Many older pupils are able to skim and scan stories to locate information efficiently.

By the end of the Foundation Phase, many pupils organise their writing competently and use talk to plan their writing successfully. However, a significant minority of pupils do not have a good understanding of when to use full stops and capital letters. In key stage 2, many pupils make appropriate progress in developing their writing skills. In English lessons, older pupils produce imaginative pieces of writing following detailed preparation activities. However, the quality of pupils writing is too variable across a range of tasks. More able pupils do not write to a good standard consistently and many pupils' spelling and punctuation are not accurate enough.

Many pupils' number skills are good. At the end of the Foundation Phase, many pupils estimate the capacity of small containers well, can read from a scale accurately and understand how many millilitres there are in a litre. By the end of key stage 2, most pupils have suitable recall of multiplication tables and can multiply numbers and decimals accurately. However, older pupils do not develop skills in measuring and handling data sufficiently well. Most pupils apply their number skills across the curriculum successfully.

In the Foundation Phase, most pupils have an appropriate understanding of basic commands in Welsh. Most pupils can count accurately and understand a range of basic nouns, such as colours and the names of animals, well. However, a very few pupils understand or can use the sentences outlined in the school's sentence pattern guide. In key stage 2, many pupils are confident in speaking Welsh using basic,

familiar sentence patterns. However, by the end of key stage 2, most pupils do not write or read Welsh well enough.

Most pupils have appropriate information and communication technology (ICT) skills. They use a range of applications to enhance areas of their project work successfully. However, their understanding of databases and spreadsheets is not sufficiently developed.

Many pupils demonstrate effective thinking skills, which they use in a range of contexts across the curriculum. Many pupils are developing suitable problem-solving skills.

Pupils with additional learning needs make good progress towards the targets set for them.

In the Foundation Phase, performance in 2013 at the expected outcome 5 is higher than in 2012 in language and literacy, but lower in mathematical development. Over the last two years, when compared with that of similar schools, performance has improved from the bottom 25% to the top 25% in language and literacy but dropped from the top 25% to the higher 50% in mathematical development. At the higher outcome, performance in language and literacy and mathematical development improved from the bottom 25% to the lower 50% in 2013.

In key stage 2, performance in 2013 at the expected level 4 placed the school in the lower 50% of similar schools for all subjects. Performance at the expected level 4 has remained mostly in the lower 50% when compared with that of similar schools for the last three years. With the exception of 2010 when school was in the higher 50% or top 25% for all indicators, most results place the school in the lower 50% or bottom 25% when compared with similar schools. At the higher level, performance in 2013 placed the school in the bottom 25% for all subjects. Over the last four years, results have fluctuated between the top 25% and bottom 25% when compared with performance in similar schools.

### **Wellbeing: Adequate**

Pupils have a good understanding of how to lead a healthy lifestyle and enjoy taking part in a variety of healthy school initiatives. Most pupils feel safe in school and know whom to talk to when they have any concerns or issues. Nearly all pupils demonstrate enthusiasm and good attitudes to their learning, particularly when taking part in curriculum projects. Pupils' behaviour is generally good around school and in lessons.

School council members are enthusiastic and are aware of their roles and responsibilities. However, their role is underdeveloped and they have little impact on decision making within the school. The school has a play committee who have made informed decisions and actions to improve outdoor playtimes and lunchtimes, such as choosing play equipment. Older pupils take on responsibilities maturely. For example, they run the school fruit tuck shop confidently.

Pupils engage successfully with, and benefit from close links with, the local community. For example, they have effective links with the 'Rocky Tuesday' club and the local community centre and run a successful food co-operative that helps support a community business.

As a result of recent initiatives to improve attendance, current rates have improved significantly. However, the trend over the last four years is low when compared with that of similar schools and places the school mostly in the lower 50%.

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

The school's curriculum is stimulating and engages most pupils well. Staff have developed long term planning that gives appropriate attention to the development of pupils' literacy and numeracy skills. The school has established the Foundation Phase well. Teachers make good use of the outdoors to further pupils' learning and develop a suitable range of skills.

A commercial scheme has been introduced and implemented appropriately to provide pupils with opportunities to develop a good range of skills through topic based projects. However, long-term plans do not ensure the systematic coverage of all elements of the national curriculum in key stage 2. For example, teachers' planning does not ensure that pupils develop appropriate scientific knowledge and skills before the end of key stage 2. Staff have begun to map the current provision against the requirements of the National Curriculum. Where they have identified gaps, they have begun to respond appropriately, for example in planning for non-fiction writing in key stage 2.

A sentence pattern guide provides an appropriate structure for teachers to plan pupils' learning systematically. However, teachers do not use this well enough to ensure that pupils build on their Welsh language skills as they move through the school. There are insufficient opportunities for pupils to develop their reading and writing skills. There are appropriate opportunities for pupils to develop an understanding of the culture of Wales through trips, a popular Urdd club and curriculum projects that study Welsh artists and composers such as Kyffin Williams and Karl Jenkins.

There is good provision to enable pupils to learn about sustainability and global citizenship. Most pupils have a good understanding of the need to look after the planet and each other. The school's eco committee is leading energy saving initiatives, such as saving water and reducing school waste, well.

There is a good range of extra-curricular activities that has a positive impact on the health and wellbeing of pupils. The school takes an active part in a good range of sporting competitions and links well with local clubs and associations.



## **Teaching: Adequate**

All staff create a positive learning environment and establish good working relationships with pupils. Many teachers use an effective range of approaches that engage the interest of most pupils. Many lessons have clear learning goals and build successfully on pupils' previous learning. In most lessons, teachers ensure that effective use is made of learning support assistants, who make a valuable contribution to pupils' learning. However, in a significant minority of lessons, teachers do not differentiate work well enough and plan learning that takes account of the full range of pupils' abilities.

In most lessons, pupils receive good oral feedback that helps them to understand their progress. In a minority of classes, marking is effective and helps pupils understand how to improve their work. However, in other classes teachers' marking is less helpful and in many cases consists of ticks or over generous comments. The use of assessment for learning strategies is inconsistent throughout the school. Teachers provide too few opportunities for pupils to assess their own learning and that of their peers.

The school has effective systems to track and monitor pupils progress. Teachers use this information well to identify pupils who are not making appropriate progress and establish suitable intervention programmes. Teachers also use this system to identify pupils who are more able, but this information is not having enough impact on teachers' planning for this group of pupils.

Annual reports to parents meet requirements. They provide useful information on pupils' progress, mainly in literacy and numeracy, but comments on other subjects are of limited value.

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

The school is a caring community where most pupils feel safe and happy. There are appropriate policies and practices in place for promoting healthy living and pupils' wellbeing. For example, the school's involvement with the healthy schools initiative and local fruit and vegetable co-operative enhances pupils' awareness of the importance of eating healthily. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has effective procedures for promoting good behaviour. It has focused well on developing pupils' understanding of the United Nations' 'Rights of the Child' in its efforts to raise pupils' awareness of equal rights and fairness. The school is generally successful in promoting pupils' spiritual, moral, social and cultural development. However, the element of worship within daily assemblies is limited.

The school makes good use of a range of specialist services to enhance the support and guidance it provides for all pupils. For example, the English as an additional language service has provided effective support for a number of individual pupils.

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

Child-friendly individual education plans provide pupils with clear targets to improve their learning. The additional needs co-ordinator evaluates these regularly and class teachers updated them effectively in consultation with parents. Arrangements for pupils with additional needs ensure that they make good progress in relation to the targets set for them.

### **Learning environment: Good**

The school is a friendly community that values all pupils. Nearly all pupils have a good understanding of the 'Rights of the Child' and the importance of equal opportunities and fairness. The school has an inclusive ethos and all pupils have equal access to opportunities within school, including a good range of after school provision.

The learning environment is spacious with interesting displays that celebrate pupils' learning. However, the decor of the building has deteriorated in a few areas and requires some maintenance and modernisation. The school uses its teaching areas and maintains its grounds well. This contributes to a positive learning atmosphere, especially for Nursery and Foundation Phase pupils. Resources meet the needs of learners effectively.

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

The headteacher and the senior leadership team share a common vision for the future development of the school. Senior leaders and the whole staff hold regular meetings to discuss issues affecting the school. However, there are few formal records of meetings or the actions agreed. This makes it difficult to measure and to track progress in implementing actions. Staff at all levels understand their roles and responsibilities. After a period of instability, a number of leadership roles are still distributed on a temporary basis and do not rest with the appropriate post holders.

The school's strategic priorities are generally appropriate. Leaders and managers have introduced many new, relevant initiatives which link well with local and national priorities, especially in relation to the development of pupils' literacy skills. However, the volume of initiatives over the last 18 months has led to a degree of overload on managers and inconsistent implementation by staff across the school.

Staff analyse data on pupils' performance carefully to identify trends and relevant issues. This has helped to identify relevant priorities within the school development plan, for example in relation to the achievements of more able pupils. While staff have an appropriate awareness of targets for individual pupils, their awareness of whole-school targets is more limited.

The governing body supports the school well. Governors have a sound understanding of the issues that affect the school, for example in supporting recent initiatives to improve curriculum planning and the provision for literacy and numeracy. They review policies formally, have a suitable range of sub-committees and manage

their meetings well. However, governors do not always challenge leaders and managers enough in relation to the standards pupils achieve.

### **Improving quality: Adequate**

Leaders and managers undertake a suitable range of self-evaluation processes, mainly linked to the review of recent initiatives. These include regular reviews of teachers' planning, scrutiny of pupils' books and observation of lessons. Lesson observations have also focused on the work of teaching assistants, for example in delivering lessons in French and art. These focus reasonably well on standards achieved by pupils and set out relevant areas for development. However, they are in a range of different formats and this makes it difficult to draw out common messages from the observations. The headteacher has a plan that outlines an annual cycle of self-evaluation activities, but leaders have yet to implement this fully.

Overall, the school's self-evaluation report identifies appropriate areas for development. The school development plan contains relevant priorities and indicates the staff responsible for undertaking actions, the costs and timescales associated with them and suitable success criteria. However, staff generally have little ownership of the plan and there is no systematic and regular review of its implementation by leaders and managers.

The school has engaged well with outside agencies to inform its understanding of how well it is doing, for example through a scrutiny of pupils' books and a review of the school's SEN provision by the local authority. Staff are undertaking conscientious and relevant activities to improve the school in various ways, particularly in relation to the provision for literacy. However, there are few formal records of management meetings or formal plans to implement change systematically. This limits the ability of leaders to monitor the implementation of plans robustly or to hold staff to account.

The school has not made enough progress in addressing the recommendations from the previous inspection.

### **Partnership working: Good**

The school works well with a suitable range of partners. Parents are supportive of the school and take part in many school activities, such as the Global Gourmet project and accompanying pupils on trips. The school uses online communication channels well to inform parents of school activities and to celebrate pupils' successes. It has established a successful breakfast club and an after-school club to support pupils and to look after pupils when parents are at work.

The school has close links with local churches, societies and charities. For example, a youth worker from a local chapel and local play workers visit the school every week. This has a positive effect on pupils' wellbeing. The school has developed a good range of links with local sports clubs and associations. This has a positive impact on pupils' skills and the school has taken part in a good range of sporting competitions successfully. The local police officer makes regular contributions to the

personal and social education of pupils, for example through inputs on internet safety, bullying, playing safely and drugs and alcohol.

Links with the local secondary school are good. There are effective arrangements to help pupils to transfer to secondary education, including a three-day visit by Year 6 pupils to the secondary school in the summer term. The school also works well with its cluster of local primary schools, for example to moderate and standardise pupils' work and to share expertise in the implementation of a structured literacy programme.

**Resource management: Adequate**

The school has enough staff with suitable qualifications and experience to deliver the curriculum and to meet pupils' needs. Teaching assistants generally support pupils' learning well in intervention programmes and in most lessons, but they do not always contribute fully enough in literacy sessions in key stage 2. The arrangements for teachers' planning, preparation and assessment time are appropriate.

The headteacher and governing body manage the school finances carefully. Expenditure links closely to the priorities within the school development plan. The school has used its reserves appropriately to fund recent initiatives in literacy and curriculum planning as well as to maintain or improve aspects of the school building.

Appropriate performance management arrangements are in place for teaching staff, although these do not yet extend to teaching assistants. Staff undertake a suitable degree of professional training linked to school priorities. Staff with particular skills model teaching approaches appropriately with other staff at meetings or during training days. Staff have participated in a local cluster network for professional development in relation to literacy and the development of pupils' writing skills.

Staff use resource well to support pupils' learning, but the lack of a wireless network limits the use of portable tablet computers by pupils and staff across the school.

In view of the standards achieved by pupils and the quality of provision overall, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

In 2013, the percentage of pupils who achieved the expected outcome 5 at the end of Foundation Phase was above the average for the family in language and literacy and mathematical development but below in personal and social skills. At the higher outcome 6, performance was below the family average in all areas of learning.

In the Foundation Phase, performance in 2013 at the expected outcome 5 was higher than in 2012 in language and literacy, but lower in mathematical development. Over the last two years, when compared with that of similar schools, performance has improved from the bottom 25% to the top 25% in language and literacy but dropped from the top 25% to the higher 50% in mathematical development. At the higher outcome 6, performance in language and literacy and mathematical development improved from the bottom 25% to the lower 50% in 2013.

In the Foundation Phase in 2013, the performance of girls at the expected outcome was better than that of boys in personal and social skills. At the higher level, girls' performance was better than that of boys in language and literacy, but boys did better than girls in mathematical development.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 and the higher level 5 was below the family average in all subject areas.

In key stage 2, performance in 2013 at the expected level 4 placed the school in the lower 50% for all subjects when compared with similar schools. Performance at the expected level 4 has remained mostly in the lower 50% when compared with that of similar schools for the last three years. With the exception of 2010, when school was in the higher 50% or top 25% for all indicators, most results place school in the lower 50% or bottom 25% of similar schools. At the higher than expected level 5, performance in 2013 placed the school in the bottom 25% for all subjects. Over the last four years, results have fluctuated, moving the school between the top 25% and bottom 25% of similar schools.

At key stage 2 in 2013, at the expected level 4, girls outperformed boys in English. At the higher level 5, boys outperformed girls in mathematics and science.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

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.	89	82 92%	7 8%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	89	69 78%	20 22%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	89	82 92%	7 8%	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	89	85 96%	4 4%	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.	89	86 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	89	80 90%	9 10%	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.	89	85 96%	4 4%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	89	81 91%	8 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.	89	70 79%	19 21%	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.	89	79 89%	10 11%	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.	89	57 64%	32 36%	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	89	76 85%	13 15%	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.	38	23 61%	15 39%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	38	26 68%	12 32%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	38	23 61%	15 39%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	38	24 63%	13 34%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	39	13 33%	25 64%	1 3%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	39	20 51%	18 46%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	39	24 62%	15 38%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	36	15 42%	16 44%	3 8%	1 3%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	38	18 47%	19 50%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	39	16 41%	21 54%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	39	20 51%	19 49%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	35	18 51%	13 37%	1 3%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	39	21 54%	17 44%	0 0%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	39	26 67%	13 33%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	38	15 39%	17 45%	3 8%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	39	20 51%	19 49%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	31	12 39%	10 32%	2 6%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	39	19 49%	19 49%	1 3%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	39	21 54%	18 46%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Andrew Thorne	Reporting Inspector
Barry Norris	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Catherine James	Peer Inspector
Liz Jackson	School Nominee



## Copies of the report

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

### 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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.