



*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**

**Ynystawe Primary School  
Clydach Road  
Ynystawe  
Swansea  
SA6 5AY**

**Date of inspection: January 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

Ynystawe Primary School is in Ynystawe, which is at the lower end of the Swansea Valley and about four miles north of Swansea. About 40% of pupils come from the villages of Ynystawe and Ynysforgan, but about 60% come from beyond the school's designated catchment area.

The school is a maintained primary school for 202 pupils aged three to 11 years. There are five mixed-age classes and two single-age classes. There are five full-time and five part-time teachers in addition to the headteacher.

Currently, about 10% of pupils are entitled to free school meals, which is below the average for primary schools in Swansea and Wales. The school has identified about 23% of its pupils as having additional learning needs, including a very few who have statements of special educational needs.

Pupils' ethnicity is largely white British (90%), which is close to the average for the local authority. Nearly all pupils have English as their first language, but 15 pupils have English as an additional language. There are no pupils looked after by the local authority. There were no exclusions over the last 12 months.

The last inspection of the school was in March 2008. The current headteacher was appointed in October 2012 and the deputy headteacher in March 2013.

The individual school budget per pupil for Ynystawe Primary School in 2013-2014 means that the budget is £3,464 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Ynystawe Primary School is 43rd 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>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- most pupils progress well from their starting-points on entry to the school, especially pupils with English as an additional language and pupils who are more able;
- pupils' speaking and listening skills are good throughout the school;
- pupils develop strong artistic and creative skills, and the school celebrates pupils' artistic achievements well through vibrant displays in classrooms and communal areas;
- the curriculum in all classes is very interesting for pupils, and cross-curricular approaches stimulate pupils' active engagement in their learning very well;
- pupils have an effective voice in influencing the life and work of the school and in shaping what and how they learn;
- the quality of teaching is consistently good and often excellent and teachers undertake team teaching effectively across year groups;
- the care, support and guidance that pupils receive are good; and
- the outdoor environment is of high quality and it supports teaching and learning very well.

### Prospects for improvement

The school's prospects for improvement are good because:

- there is effective leadership at all levels within the school and staff undertake their management roles consistently well;
- there is a good level of teamwork;
- there is a strong learning culture among staff, who are keen to learn from each other and from other schools;
- improvement planning is effective and has a direct impact on improved outcomes, for example in the Foundation Phase, the progress of more able pupils and, more recently, in improving attendance rates;
- the self-evaluation processes within the school are robust and lead to appropriate priorities for development; and
- governors provide an appropriate degree of support and challenge.

## **Recommendations**

R1 Improve boys' reading and writing in English in key stage 2

R2 Improve attendance

R3 Develop further the systems for tracking pupils' achievements

### **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 written case studies, describing the excellent practice identified during the inspection. The local authority will monitor the school's progress in improving attendance.

## Main findings

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

Good

#### Standards: Good

On entry to school, the majority of pupils have skills that are about average for their age. By the end of key stage 2, most pupils have made good progress from their starting points and more able pupils achieve very well.

Pupils' speaking and listening skills are very good throughout the school. Pupils speak readily in response to teachers' questions. In the Foundation Phase, many pupils speak enthusiastically about their work, undertake role-play activities well and listen constructively to other children in pair and group work. Many pupils can address the class confidently to explain their work in detail. In key stage 2, many pupils use a wide range of vocabulary in their oral work. A few more able pupils use complex, extended sentences well. Many pupils make comments that show a high level of maturity and sensitivity. The quality of pupils' work in drama is very good, for example when performing a scene from 'Macbeth'. Throughout the school, pupils listen well to teachers and to each other.

Pupils' reading skills develop well in the Foundation Phase. Pupils show a strong interest in books and written language in nursery and reception classes. As they move through the Foundation Phase, they develop a suitable understanding of letters and sounds, they interact well with texts and many become keen readers. In key stage 2, pupils' reading skills are generally good. Most pupils read a range of texts confidently and respond well to a suitable range of fiction and non-fiction. Their ability to skim and scan texts is good, especially when undertaking research online. Most pupils read accurately and many modulate their voices well when reading aloud to reflect the meaning of the text. Many pupils in key stage 2 can tackle complex texts across the curriculum with a good level of confidence and skill, but a minority of boys have relatively weak reading skills.

In the Foundation Phase, pupils' emergent writing is developing well. They make marks and 'have a go' at writing with enthusiasm. A few children in reception are writing well for their age; for example, they can write facts about the Arctic animals they are studying. Older pupils in the Foundation Phase write effective simple stories and poems using a good range of descriptive words. Pupils use a suitable range of punctuation with increasing accuracy. In key stage 2, pupils write readily to record their ideas and to respond to class tasks and investigations. The quality of their creative, independent writing is frequently good. A few more able pupils write very effective stories, poems, descriptions and accounts. The quality of writing of girls as a group in key stage 2 is often better than the writing of boys.

Pupils' numeracy skills are developing well in the Foundation Phase. Pupils understand the order of numbers and count forwards and backwards confidently. Pupils sort objects into equal groups and have a growing understanding of even and odd numbers. By Year 2, they can add multiples of 10 confidently and have developed suitable halving and doubling strategies. In key stage 2, pupils have good

skills in measuring volume and capacity and they have a good grasp of 2D and 3D shapes and their properties. They understand place value well, use decimals confidently and can calculate averages accurately. They apply their mathematical skills well across the curriculum, for example when undertaking investigations in science or when calculating the costs of various business activities. Overall, pupils' ability to undertake calculations quickly is developing reasonably well in classwork, but too many struggle mentally to complete simple calculations independently.

Pupils' skills in Welsh develop well from a young age. Pupils respond well to regular opportunities to hear Welsh in the Foundation Phase and to use Welsh in songs, simple instructions and when writing basic phrases and sentences. In key stage 2, pupils' speaking and listening skills are good in Welsh sessions, but less so outside of them. Pupils' writing in Welsh is of good quality and pupils write well in a range of styles, including comic strips, play-scripts, simple narratives and accounts.

Pupils develop a good range of information and communication technology (ICT) skills, which they deploy well to support their learning across the curriculum. Pupils' artistic and craft skills develop very well throughout the school and are of a high standard overall.

In 2013, the performance of pupils at the expected outcome 5 in mathematical development and in the Foundation Phase indicator places the school in the higher 50% of similar schools. This is an improvement on the previous year. In 2013, the school is in the lower 50% for literacy and in the bottom 25% for pupils' personal and social skills, which is similar to the previous year's performance. At the higher-than-expected outcome 6, the school is in the top 25% compared with similar schools in literacy and mathematical development but in the lower 50% for pupils' personal and social skills.

In 2013, the performance of pupils at the expected level 4 at the end of key stage 2 places the school in the bottom 25% when compared with similar schools for English, mathematics and science. In the three years before last year, the school's performance has placed it mainly in the higher 50% of similar schools in all three subjects. Overall, girls perform better than boys in achieving level 4 and above, especially in English. At the higher-than-expected level 5, the school's performance in 2013 places it in the top 25% in all three subjects. It has been in the top 25% in all three subjects for the last three years.

Overall, pupils with English as an additional language make very good progress. The proportion making the anticipated level of progress has been consistently well above the average for the local authority over the last three years.

### **Wellbeing: Adequate**

Many pupils are very knowledgeable about the importance of healthy eating and drinking. Pupils exercise well at break times within the stimulating outdoor areas. Many display high levels of energy and activity in physical education sessions and clubs after school. They show respect for each other and the school environment. Nearly all pupils feel safe and well supported in school. They feel that staff will look after them thoughtfully if any problems arise.

Pupils' opinions and views have a very strong role in the life and work of the school. The school council and eco committee represent pupils' views well and they undertake their roles very conscientiously and thoughtfully. For example, the school council meets the governing body regularly, takes part in staff interviews and learns about the school's plans for the future through engagement with the school's self-evaluation report.

Pupils have a very significant influence on the content of the curriculum. They set out in detail the questions and areas of inquiry that they wish to explore at the start of each theme. These drive much of the subsequent learning that takes place. As a result, pupils engage very enthusiastically and purposefully in the very wide range of stimulating activities in classes and in the outdoor areas.

Classes establish their own rules and charters and pupils have a mature understanding of the relationship between rights and responsibilities. They reflect well on the impact of their actions on others. Pupils develop high levels of confidence and self-direction in the way they select activities and move readily between groups and tasks. Pupils' behaviour is very good throughout the school.

The school's attendance rates over the last four years are too low when compared with those of similar schools. Over this period, the school has mainly been in the bottom 25% when compared with similar schools, including last year. This is a significant shortcoming. However, the school's recent efforts to improve attendance rates have led to improvement. The attendance rate for the term before the inspection is 95.7%, which is well above what it was for the same period in the previous year (92.9%). However, it is too soon to judge whether this improvement will continue for the rest of the school year.

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

The school gives pupils very many engaging, challenging and stimulating learning experiences within a broad and balanced curriculum. Across the school, teachers provide an interdisciplinary, thematic approach to teaching and learning, which develops pupils' skills, knowledge and understanding very well. Throughout the school, there is a strong emphasis on experiential learning and the use of the outdoors. The taught curriculum is both creative and inspiring. It focuses particularly well on combining work in art and science and on using pupils' interests as a focus for their learning.

Teachers place great emphasis on developing pupils' independence. Their excellent forward planning develops pupils' self-direction and their thinking skills to a high level. The planning for collaborative teaching across pairs of classes and a range of year groups is extremely effective. The school uses visits and visitors extremely well to enhance the learning experiences of pupils. A good range of extra-curricular activities contribute effectively to the development of pupils' skills, for example in Welsh, sport, science and business enterprises.

The provision for the development of pupils' literacy, numeracy and ICT skills is of a high standard. Pupils receive regular opportunities to apply these skills in imaginative and creative ways across the curriculum. The school has made effective progress in meeting the requirements of the Literacy and Numeracy Framework.

There is good provision to develop pupils' Welsh language skills and pupils receive many opportunities to use Welsh in broader contexts outside of formal lessons. The Welsh dimension is present throughout the curriculum and the school promotes pupils' understanding of Welsh culture well, especially in relation to Welsh artists. Visits to places such as Dylan Thomas' Boat House and The Waterfront Museum, as well as visits to the school from Welsh artists and historians, enhance this aspect of the school's work effectively.

Pupils have very good opportunities to learn about sustainable development. The school has a strong commitment to fair trade and recycles many products. Pupils have a good understanding of why we need to conserve the world's resources.

The school broadens pupils' horizons and knowledge of the wider world successfully by linking up with schools from overseas. Through the school's teaching of the UN convention on the rights of a child, pupils develop a very good understanding of their role as global citizens.

### **Teaching: Excellent**

Teachers plan very creative, stimulating and challenging lessons for pupils. These engage pupils' interest and enthusiasm very well. As a result, teachers regularly make learning fun for pupils in all the classes. They facilitate pupils' learning superbly well and oversee activities effectively, yet unobtrusively. There is regular team-teaching between pairs of classes throughout the school and teachers plan this well. Teachers have established clear classroom routines and pupils move to different groups and activities naturally and independently. Teachers adapt work for different ages and abilities effectively. More able pupils receive appropriate challenges to extend their learning and achievements. Teachers' level of expectation is suitably high.

Teachers provide regular and beneficial opportunities for pupils to use and apply their literacy and numeracy skills in lessons. They plan these opportunities in detail and evaluate the success of planned activities regularly, often in collaboration with a team teacher and teaching assistants. Teaching assistants receive an appropriate degree of direction from teachers and they have a sound understanding of the learning objectives established by the teacher for the lesson. They support pupils' learning very well in all classes.

Many teachers ask questions very skilfully and draw out extended responses and careful thinking from pupils as a result. They integrate ICT well into many lessons and make regular use of tablet computers to facilitate learning, to initiate activities and to engage pupils' interest. In the Foundation Phase and key stage 2, teachers, make regular use of the outdoors to develop pupils' learning across the curriculum, for example in creative work and in developing their knowledge and understanding of the world.

The quality of assessment is good. Teachers mark pupils' work regularly and constructively. Teachers have established high quality portfolios of pupils' work in cross-curricular themes for standardisation and moderation purposes. These portfolios support the schools' accurate and reliable assessments well.

The tracking of pupils' achievements is appropriate and staff now use assessment information more regularly to identify pupils in need of support and to influence their planning. However, the system does not yet track designated groups of pupils enough. End-of-year reports to parents are highly personal and give a very good indication of the work covered and standards achieved by pupils as well as targets for future progress.

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

The school caters very well for pupils' physical and emotional wellbeing. As a result, pupils feel safe in school and are ready to learn. The management of pupils' behaviour through a restorative justice system develops pupils' understanding that actions lead to consequences very well. The promotion of pupils' personal and social skills is integral to the curriculum. The school makes appropriate arrangements for promoting healthy eating and drinking. There is a carefully-planned programme to support pupils' spiritual and moral development. Nurture sessions for identified pupils with social and emotional needs support their wellbeing effectively. There are now better procedures and protocols in place to improve attendance levels. These are having a positive impact on improving recent levels of attendance.

Arrangements for the identification and monitoring of pupils with additional learning needs are clear and comprehensive. Members of staff know pupils well and they use this knowledge to provide effective support and guidance for individual pupils. The school liaises effectively with an extensive range of outside agencies to support pupils' wellbeing and learning. Staff identify pupils with additional learning needs at an early stage and provide effective, targeted support through a suitable range of intervention programmes. These include any personal or social needs that may hinder a pupil's ability to learn. Targets in individual education plans are specific and written with the pupils. They address pupils' needs well. Teaching assistants provide high-quality support for pupils with additional learning needs. This support has a positive impact on pupils' progress.

Well-documented policies and procedures are in place to ensure the safety and wellbeing of both pupils and staff. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Excellent**

The school is a busy, yet calm and well-ordered community. Pupils enjoy learning as a result of a very stimulating curriculum, and they are confident and happy in school. The school has a very inclusive ethos and teachers give pupils a high level of autonomy, for example in deciding what and how they learn. The staff value and celebrate pupils' achievements very well. The school's emphasis on pupils' rights and responsibilities and on restorative practice is effective in developing mature, responsible attitudes and values among the pupils.

The display of pupils' art and craft work in a wide variety of media throughout the school is excellent, and includes large-scale substantial pieces as well as smaller artefacts. These displays celebrate pupils' achievements very well and provide a highly creative, vibrant learning environment for pupils in classes and communal areas. The school has a small museum that it established in partnership with The National Waterfront Museum. The school uses this resource well. It has shared its experience of developing a museum with other schools. The school's outdoor environment is also excellent. It has a range of very stimulating areas for pupils to explore, play and learn, including a woodland area, various gardens and raised beds, a bird hide, a round house and the cabin of a canal barge. The school has a suitable range of resources of good quality to support teaching and learning, including ICT.

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

The leadership skills and vision of the headteacher have been key factors in sustaining provision of high quality and bringing about improvements in both standards and provision in the school. She communicates high expectations and challenges staff positively to good effect. The senior leadership team and governors use relevant information about performance appropriately to identify the school's strengths and areas for improvement. They set clear targets linked to suitable strategic priorities.

All members of staff work very closely together to create a supportive whole-school ethos based on excellent team work. They have regular meetings to discuss planning and pupils' work and they share a common understanding of the school's priorities for improvement. This creates a strong foundation for delivering a stimulating curriculum and for raising standards and improving pupils' work.

A sound performance management system contributes well to improvements in teaching and learning and supports the professional development of teachers and teaching assistants effectively.

The school addresses national and local priorities well, for example in relation to the Foundation Phase and taking forward the Literacy and Numeracy Framework.

Governors fulfil their statutory obligations conscientiously and are very supportive of the school. They have a thorough understanding of the performance of pupils and how this compares with that of pupils in similar schools. They have a good knowledge of school priorities for development and school finances. Governors challenge the school effectively about the standards and the quality it achieves.

### **Improving quality: Good**

There is a very secure strategy for self-evaluation that draws on an appropriately wide range of first-hand evidence. This includes data on the performance of pupils, classroom observations, scrutiny of pupils' work and considering the views of pupils and parents.

Thorough analysis of all aspects of the school's life and work, including pupils' wellbeing, allows staff to arrange provision in ways that provide the greatest benefit to pupils. The school's self-evaluation of its strengths and areas for development is detailed, comprehensive and accurate. Teachers use performance information very effectively to identify groups of pupils who are underachieving. They put in place a series of suitable strategies that are effective in raising pupils' standards and wellbeing. The school has a strong learning culture among its staff and the close team working provides a strong basis for teachers to benefit from each other's ideas, to support the further development of the curriculum and to secure lasting improvements.

The outcomes of self-evaluation determine clear priorities and targets for improvement very effectively. These inform a detailed school development plan. The implementation of the plan is having a positive impact on pupils' standards and achievements.

### **Partnership working: Excellent**

The school has developed an excellent partnership with parents, who appreciate the way in which the school listens and responds to their concerns. They feel very welcome in school and their views and opinions are valued. The effective school website strengthens home, school and community links. The school develops excellent communication links with parents through its commercial texting service and web-based communication channels. It offers parents advice on supporting their children with a wide variety of activities relating to the curriculum and helps parents to see their pupils' current work and how best to support them. Pamphlets like 'Every little helps' based on literacy and numeracy skills and the basic skills week brochure involve parents in their child's learning and development. Taken together, these initiatives have boosted the capacity of parents to support their children's learning very well.

The school has an important and active role within the local community. A very well-managed strategy ensures close co-operation between the school and a wide range of partners. Many members of the local community visit the school regularly to share expertise and to work with pupils. Links with museums and galleries are very strong and support the school's strong work in developing pupils' creative and historical skills and understanding.

The school has established a range of successful and well-attended afterschool clubs and activities, which are led by staff and members of the community such as 'The Biz' and the gardening club.

There is a very strong partnership with the nearby comprehensive school. This ensures a successful transition experience for pupils. It supports appropriate opportunities for the moderation of pupils' work in core subjects and provides pupils with learning experiences in science and mathematics at the secondary school. This is having a beneficial effect on pupils' standards and achievements in Year 6.

## **Resource management: Good**

The school manages its resources effectively. The arrangements for teachers' planning, preparation and assessment time are appropriate. There are many teaching assistants in school and they support teachers and pupils well in all classes. All members of staff work together well to provide a range of interesting and stimulating learning experiences for pupils. The school is a strong learning community and has initiated many effective networks of professional practice, which have had a positive and significant effect on pupils' standards and learning experiences.

Performance management arrangements identify appropriate opportunities for the development and training of all staff. These link well to school priorities. There is an excellent range of learning resources and staff use the accommodation very effectively to enhance pupils' learning. ICT equipment is in good supply and staff and pupils use it regularly and well.

The school's spending links carefully to its plans for improvement. Governors monitor the school's budget effectively and challenge the school well on its use of resources.

As pupils achieve well and the school has many strong features in its provision, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2013, the performance of pupils at the expected outcome 5 in mathematical development and in the Foundation Phase indicator places the school in the higher 50% of similar schools. This is an improvement on the previous year. In 2013, the school is in the lower 50% for literacy and in the bottom 25% for pupils' personal and social skills, which is similar to the previous year's performance. At the higher-than-expected outcome 6, the school is in the top 25% compared with similar schools in literacy and mathematical development. This is a significant improvement on the previous year. However, in 2013, the school is in the lower 50% for pupils' personal and social skills at outcome 6.

In 2013, the performance of pupils at the expected level 4 at the end of key stage 2 places the school in the bottom 25% when compared with similar schools for English, mathematics and science. However, the presence of a small number of pupils with a statement of special educational needs and with English as an additional language has had a negative effect on the school's relative performance in 2013. In the three years before last year, the school's performance has placed it mainly in the higher 50% of similar schools in all three subjects. Overall, girls perform better than boys in achieving level 4 and above, especially in English. At the higher-than-expected level 5, the school's performance in 2013 places it in the top 25% in all three subjects. It has been in the top 25% in all three subjects for the last three years.

Overall, pupils with English as an additional language make very good progress and the proportion making the anticipated level of progress has been consistently well above the average for the local authority over the last three years. Last year, about 85% of the pupils with English as an additional language made anticipated progress compared with the local authority average of 68%. The very few pupils who do not make the anticipated progress usually have additional learning difficulties that limit their progress in learning English.

## 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.	99	99 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	99 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	99	99 100%	0 0%	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	99	98 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	99	98 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	99	94 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.	99	99 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	99	99 100%	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.	99	88 89%	11 11%	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.	99	99 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	99	91 92%	8 8%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	99	97 98%	2 2%	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.	61	46 75%	15 25%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	62	55 89%	7 11%	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.	62	51 82%	11 18%	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.	62	44 71%	15 24%	1 2%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	61	35 57%	19 31%	3 5%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	62	41 66%	20 32%	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.	61	45 74%	15 25%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	62	35 56%	19 31%	4 6%	0 0%	4	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.	61	46 75%	12 20%	1 2%	1 2%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	62	45 73%	17 27%	0 0%	0 0%	0	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.	62	48 77%	14 23%	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'.	59	39 66%	10 17%	1 2%	0 0%	9	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.	62	38 61%	21 34%	2 3%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	60	47 78%	13 22%	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.	61	32 52%	19 31%	3 5%	0 0%	7	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.	61	46 75%	13 21%	0 0%	0 0%	2	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.	50	22 44%	13 26%	1 2%	0 0%	14	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.	61	34 56%	21 34%	2 3%	0 0%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	59	43 73%	15 25%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

## Appendix 3

### The inspection team

Barry Norris	Reporting Inspector
Hazel Hughes	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Andrea Waddington	Peer Inspector
Helen Houston-Phillips	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.