



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

A report on

**St Helen's Primary School
Vincent Street
Swansea
SA1 3TY**

Date of inspection: February 2016

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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Context

St Helen's Primary School is in the centre of the city of Swansea. There are 228 pupils aged 3 to 11 years at the school. There are eight mainstream classes, including the part-time nursery provision.

The school serves a diverse ethnic community and there are currently 22 different languages spoken by pupils at the school. Eighty-eight per cent have English as an additional language. Thirteen per cent of pupils are of white British ethnicity. Approximately 16% of pupils are eligible for free school meals. This is lower than the national average (20%). A very few pupils are looked after by the local authority. .

The school has identified 32% of pupils as having additional learning needs. This is above the average for Wales (25%). Very few pupils have a statement of special educational needs.

The last inspection was in May 2010. The current headteacher took up his post in 2011.

The individual school budget per pupil for St Helen's Primary School in 2015-2016 means that the budget is £3,300 per pupil. The maximum per pupil in the primary schools in Swansea is £5,006 and the minimum is £2,556. St Helen's Primary School is 42nd out of the 79 primary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils are eager and enthusiastic learners who make very good and consistent progress in their learning
- Most pupils have good speaking and listening skills
- Many more able pupils attain very high standards in their written work
- Nearly all pupils achieve very good standards of behaviour
- Overall attendance rates are excellent
- The school provides a rich and varied range of learning experiences through a broad and balanced curriculum
- Across the school, teaching is consistently good and in a few lessons there is excellent practice
- Support for pupils with additional learning needs is comprehensive and effective
- The school provides a very caring and welcoming environment for all pupils

Prospects for improvement

The school's prospect for improvement is excellent because:

- The headteacher provides very effective leadership
- Leaders and managers have high expectations of pupils, staff and themselves
- The school has well-established systems for self-evaluation, which enables the school to identify, monitor and evaluate its performance successfully
- Leaders identify priorities for improvement that are specific for the school's needs and they pay consistently good attention to pupils' outcomes
- The use of performance data to inform the judgements in the self-evaluation processes pupils is extensive
- The school has a strong partnership with parents and this helps to create a cohesive and supportive community
- The school provides excellent transition programmes for the younger pupils and their families into the next stage of their schooling
- The school use targeted funds from the Pupil Deprivation Grant innovatively for pupils who are eligible for free school meals

Recommendations

- R1 Raise overall standards by the end of the Foundation Phase
- R2 Improve pupils' creative writing skills in key stage 2
- R3 Ensure that pupils receive regular opportunities to use their numeracy and science investigative skills across the curriculum

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils begin school with literacy and numeracy skills that are well below those expected for their age. The school's high level of commitment to support all pupils means that nearly all pupils are eager and enthusiastic learners who make very good and consistent progress in their learning.

Most pupils in the Foundation Phase listen attentively, talk confidently about their work and use vocabulary that is appropriate to their age and ability. By the end of the phase, many discuss their ideas clearly and enthusiastically using a mature vocabulary. They respond confidently to their teachers and peers when discussing their own work in groups and pairs. In key stage 2, most pupils discuss their work thoughtfully and use subject specific vocabulary confidently.

Most pupils' reading skills develop well as they move through the school. Many pupils in the Foundation Phase make good progress and become confident readers. A few of the most able pupils read fluently, accurately and with very good expression. By the end of key stage 2, most pupils have a good understanding of the features of a variety of texts. They read increasingly complex texts successfully and many read regularly for pleasure. Many pupils are able to discuss their texts appropriately. Many older pupils know how to skim and scan effectively to find specific information. However, most pupils' knowledge of a range of authors is limited.

Many pupils use different styles successfully when writing. A few of the younger pupils write successful portraits, for example of their superheroes. By the end of the Foundation Phase pupils are beginning to write independently, using a suitable range of genres, such as a diary entry and a letter. The majority of pupils present their work appropriately and the standard of most pupils' handwriting is developing purposefully. In key stage 2, many pupils' written work is of a good standard. By the end of key stage 2, the majority of pupils are able to write factually at length and for a range of purposes and audiences, using a wide choice of vocabulary. For example, pupils write a diary entry for Anne Boleyn, sharing her thoughts while she awaits her execution. Many more able pupils attain very high standards in their written work by using mature sentence structures and paragraphing across the curriculum. Most pupils' ability to write creatively at length is less well developed.

In the Foundation Phase, most pupils develop their numeracy skills well as they move through the school. By the end of the Foundation Phase, they read and write numbers to 100 and compare and order two-digit numbers accurately. They sort objects using a Venn diagram well and gather and record data using tally and bar charts appropriately. By the end of key stage 2, most use a suitable range of different methods to reach correct answers in number problems. Most pupils' use of measuring and data handling skills is limited.

In both key stages, most pupils make good use of their literacy skills to support their work across the curriculum. However, most pupils' numeracy skills in other areas of learning are less evident.

Pupils' speaking skills in Welsh are developing appropriately in the Foundation Phase. Most pupils respond to a range of commands and answer questions with good pronunciation. The majority of pupils in key stage 2 use Welsh to answer a suitable range of questions on common themes correctly and the most able extend their sentences confidently. Across the school, most pupils' writing skills are developing purposefully, particularly those of pupils in upper key stage 2. For example, they write an informative profile about Dylan Thomas and a critical film review well. The majority of pupils make suitable progress in their reading skills.

Pupils with special educational needs make very good progress against their personal targets. Pupils with English as an additional language make very good progress in line with their ability and their stage of language acquisition. Those who are eligible for free school meals perform as well as other pupils in their class. Generally, there is no significant difference between the relative performance of boys and girls.

At the end of the Foundation Phase, over recent years, performance in literacy and numeracy at the expected outcome (outcome 5) has placed the school in the bottom 25% and 50% in comparison with similar schools. The school's performance at the higher outcome (outcome 6) in language and mathematics has mainly varied, moving the school between the lower 50% and the bottom 25%.

At the end of key stage 2, over the same period, the school's performance at the expected level (level 4) has varied considerably, moving the school between the upper 50% and the bottom 25% of similar schools in English, mathematics and science. Over the same period, the school's performance at the higher level has mainly placed the school in the top 25% in English, mathematics and science in comparison with similar schools.

Wellbeing: Excellent

Nearly all pupils are very happy in school and display high levels of confidence and self-worth. They show courtesy and consideration towards adults and peers alike, as well as respect and concern for others in school. All older pupils take on responsibilities willingly and they ensure that all pupils play a full part in the wider community. They organise an annual whole-school Eid party and a number of fundraising activities. For example, they support the local food bank at the local mosque.

Nearly all pupils make particularly good progress in developing their personal and social skills. They display excellent attitudes to learning and are highly motivated. They make valuable contributions to improving their own work and co-operate productively and confidently with others. They maintain concentration very well for extended periods and take pride in their work and their achievements. Nearly all pupils achieve very good standards of behaviour in lessons and around the school.

Nearly all pupils have a good understanding of the importance of regular exercise and eating and drinking healthily. They are aware of how to keep themselves safe, including online.

Attendance has improved significantly over recent years and has placed the school in the top 25% over the last three years when compared with similar schools. Nearly all pupils arrive punctually.

Nearly all pupils articulate their views confidently, and staff value their opinions fully and respond to them sensitively. The school council is effective in ensuring that school leaders hear pupils' views, and it has contributed significantly to developing the school's values programme.

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

The school provides a rich and varied range of learning experiences that is accessible to all pupils and meets the requirements of the National Curriculum and religious education. These engage and stimulate most pupils and enable them to build successfully on their previous learning. The school has established the Foundation Phase well. However, lessons for the older pupils in the Foundation Phase do not always provide enough opportunities for pupil-led activities and for pupils to write independently and at length.

Curriculum planning for literacy is thorough and builds progressively on pupils' skills. However, opportunities for pupils to consolidate skills in numeracy and science in other areas of the curriculum are less effective. Planning to develop pupils' information and communication technology skills across the school is appropriate. Support for pupils who need extra help with their learning and for those with English as an additional language is highly effective. This is strength of the school.

A wide range of extra-curricular activities and residential visits enrich pupils' learning and have a positive impact on their wellbeing.

Teachers develop pupils' knowledge of Welsh culture and traditions purposefully through topic work. Planning for the development of pupils' Welsh reading and writing in lessons is purposeful. Opportunities for pupils to use the language outside formal lessons are less effective.

Provision for education for sustainable development and global citizenship is effective. Enriched curricular weeks and extra-curricular activities enable all pupils to develop a good understanding of global citizenship. Most pupils have a sound knowledge of their place in the wider world through links with the local community and places in other parts of the world, and through numerous annual charity fundraising events. As a result, pupils' understanding of environmental issues and global issues is developing well.

Teaching: Good

The good standard of teaching across the school ensures that pupils are motivated in an enthusiastic learning environment. There are especially good working relationships between staff and pupils. Where teaching is at its best, all adults have high expectations of pupils and they use effective range of methods to develop pupils' skills, including those who have additional learning needs, pupils of higher ability and those with English as an additional language.

Teachers plan a wide range of interesting activities in order to motivate and challenge all pupils. All lessons have clear learning objectives and teachers encourage all pupils to create their own success criteria. Teachers and teaching assistants question pupils skilfully in order to expand their understanding and to develop their thinking and communication skills effectively. However, the pace of delivery in a very few classes is too slow and there are few opportunities for the more able pupils to develop as independent learners. Overuse of work sheets hinders younger pupils to write at length.

Teachers use assessment for learning strategies successfully throughout the school. Many pupils discuss their learning and next steps for improvement knowledgeably. Nearly all older key stage 2 pupils reflect intelligently on their work and that of their peers.

The marking of pupils' work is consistently of high quality across the school and shows pupils clearly what they need to do to improve through 'think' comments. There are extensive processes for assessing and tracking pupils' work regularly. Staff use this information highly effectively to identify the needs of different pupils and to plan the next steps of their learning carefully.

Annual reports to parents are comprehensive and provide a valuable picture of their children's standards and attainment.

Care, support and guidance: Excellent

The school provides excellent provision for pupils' health, care and wellbeing. Staff work together very efficiently to promote a positive, inclusive and caring environment throughout the school. Learning experiences are effective in developing pupils' personal, moral, social and cultural development through fostering shared values, such as respect and fairness.

Specific planning to support identified pupils has resulted in significant improvements in their attendance, confidence and achievement and this is an outstanding feature. The well-established family engagement team tracks every pupil against a wide range of needs in partnership with many other agencies. The school has worked very effectively over the years to engage parents and to involve them in their child's learning through innovative approaches. Parents who have attended specific training, for example on the school's phonic strategy, are now training new parents to enable them to support their children at home. Such approaches are highly effective in improving links between home and school, enhancing pupil attendance and raising parental expectations.

The school has highly effective initiatives to maintain its excellent attendance levels. These include appealing, child-friendly incentives and the rigorous monitoring of poor attendance.

Support for pupils with additional learning needs is comprehensive and complies fully with statutory requirements. Staff identify pupils' needs at a very early stage in the Flying Start provision and put well-planned intervention programmes in place successfully to provide pupils with support of high quality. Parents and teachers review progress together regularly. This helps to ensure that nearly all pupils make good progress against their agreed targets.

All staff support pupils with English as an additional language exceptionally well. The highly effective arrangements between the school and the Ethnic Minority and Achievement Unit ensure that all identified pupils make at least good but often excellent progress, especially in their oracy and writing skills.

The school has good arrangements for promoting healthy eating and drinking. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school provides a very caring and welcoming environment for all pupils. The staff create a nurturing atmosphere that leads to high levels of pupil wellbeing. The curriculum is fully inclusive, engages all pupils and celebrates diversity and a range of cultures extensively. All pupils show tolerance, fairness and respect for others. There are very supportive relationships between pupils through a successful buddy system.

The school's accommodation is of a good standard and is secure and well maintained. The learning environment is stimulating and wall displays throughout the school celebrate pupils' achievement well. There is a good range of learning resources to support all areas of the curriculum.

The building has been adapted to create three purposeful learning areas, which include the 'Engage' project, creative lounge and the rainbow room. These create purposeful learning areas where pupils benefit from focused group sessions and developing their wider skills. The school has adapted the outdoor environment purposefully for all pupils and helps them to develop a suitable variety of skills. However, opportunities to promote regular outdoor learning for the older pupils in the Foundation Phase is less effective.

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

The headteacher provides very effective leadership. He has a clear and shared vision for the school that promotes strongly the wellbeing of pupils, achieving high standards and engaging extensively with the local community. He communicates this exceptionally well with staff, governors and parents through all aspects of school life, which underpins the school's successful development over recent years.

The headteacher distributes responsibilities very well among staff at all levels. Staff understand their responsibilities well and undertake their roles effectively. The headteacher has clear structures and systems to support staff and, as a result, leaders, staff and governors have very high expectations of themselves, each other and of all pupils. He has invested in the skills of staff as leaders to significantly improve provision through a range of wellbeing and mentoring programmes for pupils and parents. These have led to significant improvements, for example in attendance and pupil progress. Carefully-structured management and staff meetings provide effective lines of communication between leaders, teachers and support staff.

The school responds positively to national and local priorities, for example in relation to improving attendance and integrating the Literacy and Numeracy Framework within its planning. The school has highly effective systems in place to reduce the effect of poverty and deprivation on vulnerable pupils. The strategic employment of the support staff for example, provides a maths challenge group for the Foundation Phase pupils and a young writers' club for the pupils in key stage 2.

The governing body provides effective support. Governors have a very good understanding of performance data and how well the school is doing compared with similar schools. They are well aware of the issues that arise from analysing data and from the school's self-evaluation report. Regular use of school evaluations enable the governors to identify and agree on areas that the school needs to improve further, and to challenge the headteacher appropriately. Governors fulfil their role as critical friends effectively.

Improving quality: Good

The school has well-established systems for self-evaluation, which enables it to identify, monitor and evaluate its performance successfully. The self-evaluation process benefits well from the collection and use of robust evidence from a wide range of sources, including the views of pupils, governors and parents.

Leaders meet regularly to evaluate pupils' work, to observe lessons, to review teachers' planning and to analyse the outcomes of parent and pupils questionnaires carefully. These provide a worthwhile basis on which to appraise the progress of pupils and the quality of provision. The most recent monitoring cycle identifies useful areas for improvement. However, actions to improve these aspects have had insufficient time to improve the provision fully. The use of performance data to inform the judgements in the self-evaluation processes and to identify specific targets to raise standards achieved by pupils is extensive. This has supported improvement, for example in literacy and numeracy by targeted groups of pupils at the higher levels in key stage 2.

The findings from the school self-evaluation processes link effectively to priorities for improvement in the school development plan. The school development plan is a comprehensive and purposeful document. It sets out the school's priorities very effectively and is a beneficial aid for raising standards.

Partnership working: Excellent

The school has a number of strategic partnerships that contribute very effectively to pupils' achievement, wellbeing and provision.

The school has a strong partnership with parents. Effective communication ensures that relevant information is available to parents continuously. A special feature of the partnership is the number of courses that the school delivers for parents, for example English as a second language and the school's phonic programme. These have helped to establish a strong relationship with parents and developed their capacity to support their children's learning at home. This has helped the school to maintain and improve standards.

There are very many links with the local community and this has an extensive influence on pupils' learning experiences and their awareness of their community and the importance of contributing to it.

The school has established a Flying Start nursery, which provides excellent transition programmes for these pupils and their families into the next stage in school. The close co-operation and the staff's working relationship are extremely effective and have a strong influence on the wellbeing and progress of these pupils. The school has highly effective collaboration with English as an additional language staff who make a significant contribution to pupils' progress and family engagement.

The school shares its good practices in leadership and teaching across Wales. It contributes effectively to national conferences and workshops at higher educational establishments. These activities support the staff's ability to ensure continuous improvements at the school.

There are sound arrangements with local secondary schools to prepare pupils appropriately for the next stage of their education. Teachers co-operate effectively and take a leading part in standardisation and moderation meetings with primary and secondary schools to ensure the accuracy and reliability of teacher assessments.

Resource management: Good

The headteacher and staff manage all resources very skilfully. There is a healthy culture of effective co-operation, which creates a successful learning community.

There are appropriate arrangements for teachers' planning, preparation and assessment time. The school has effective performance management processes and worthwhile training supports staff development priorities successfully. All staff's continuous professional development links closely to priorities for school improvement. Teaching assistants support teachers very effectively and make a very strong contribution to pupils' outcomes across the school.

Governors and senior leaders manage school finances well and ensure that the school's priorities receive appropriate funding. Leaders make very effective use of money to improve provision at the school, for example to adapt the indoor space creatively. The school has used funds from the Pupil Deprivation Grant creatively for

pupils who are eligible for free school meals, including pupils of higher ability. The grant mainly funds the roles of the Family Engagement Team to support pupils' basic needs, to provide suitable challenge and wellbeing in classes and through a series of after-school clubs. This has successfully raised standards in literacy and numeracy for most of these pupils.

Considering pupils' progress and standards of achievement, and the quality of teaching and provision overall, the school provides good value for money.

Appendix 1: Commentary on performance data

6702055 - ST HELEN'S PRIMARY SCHOOL

Number of pupils on roll	228
Pupils eligible for free school meals (FSM) - 3 year average	19.8
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	18	17	18	23
Achieving the Foundation Phase indicator (FPI) (%)	83.3	58.8	83.3	82.6
Benchmark quartile	2	4	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	18	17	18	23
Achieving outcome 5+ (%)	83.3	58.8	88.9	82.6
Benchmark quartile	3	4	3	4
Achieving outcome 6+ (%)	61.1	0.0	22.2	30.4
Benchmark quartile	1	4	3	3
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	18	17	18	23
Achieving outcome 5+ (%)	83.3	64.7	88.9	87.0
Benchmark quartile	3	4	3	4
Achieving outcome 6+ (%)	16.7	5.9	11.1	26.1
Benchmark quartile	3	4	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	18	17	18	23
Achieving outcome 5+ (%)	94.4	100.0	100.0	91.3
Benchmark quartile	2	1	1	4
Achieving outcome 6+ (%)	61.1	11.8	27.8	43.5
Benchmark quartile	1	4	4	3

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.

6702055 - ST HELEN'S PRIMARY SCHOOL

Number of pupils on roll	228
Pupils eligible for free school meals (FSM) - 3 year average	19.8
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	19	22	29	28
Achieving the core subject indicator (CSI) (%)	89.5	81.8	82.8	92.9
Benchmark quartile	1	3	4	2
English				
Number of pupils in cohort	19	22	29	28
Achieving level 4+ (%)	94.7	86.4	82.8	92.9
Benchmark quartile	1	2	4	2
Achieving level 5+ (%)	57.9	45.5	41.4	57.1
Benchmark quartile	1	1	2	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	19	22	29	28
Achieving level 4+ (%)	89.5	86.4	82.8	92.9
Benchmark quartile	2	3	4	2
Achieving level 5+ (%)	47.4	31.8	44.8	50.0
Benchmark quartile	1	2	1	1
Science				
Number of pupils in cohort	19	22	29	28
Achieving level 4+ (%)	89.5	81.8	82.8	92.9
Benchmark quartile	2	4	4	3
Achieving level 5+ (%)	47.4	31.8	34.5	57.1
Benchmark quartile	1	2	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.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	87		87 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	87		87 100%	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.	87		87 100%	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	87		87 100%	0 0%	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.	87		87 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	87		87 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	87		87 100%	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.	87		87 100%	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.	87		87 100%	0 0%	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.	87		87 100%	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.	87		87 100%	0 0%	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	87		87 100%	0 0%	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.	92	75 82%	17 18%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	92	83 90%	9 10%	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.	92	79 86%	13 14%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	90	73 81%	14 16%	2 2%	1 1%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	90	66 73%	20 22%	4 4%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	92	76 83%	14 15%	2 2%	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.	91	72 79%	18 20%	1 1%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	88	57 65%	29 33%	1 1%	1 1%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	92	80 87%	11 12%	1 1%	0 0%	0	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.	92	64 70%	24 26%	4 4%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	91	79 87%	12 13%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	86	61 71%	24 28%	1 1%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	91	71 78%	18 20%	1 1%	1 1%	1	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.	91	72 79%	18 20%	1 1%	0 0%	1	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.	86	62 72%	23 27%	0 0%	1 1%	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.	91	69 76%	22 24%	0 0%	0 0%	0	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.	77	57 74%	18 23%	1 1%	1 1%	14	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.	91	67 74%	21 23%	2 2%	1 1%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	91	80 88%	11 12%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Eleri Anwen Hurley	Reporting Inspector
Mrs Aileen Patricia Brindley	Team Inspector
Mr Matthew Evans	Lay Inspector
Mr Jamie Keith Tennant	Peer Inspector
Mr Mark Thompson (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.