



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

A report on

**Penllergaer Primary School
Pontardulais Road
Penllergaer
Swansea
SA4 9DB**

Date of inspection: March 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 13/05/2016

Context

Penllergaer Primary School is in the village of Penllergaer to the north-west of the city of Swansea. There are currently 380 pupils on roll from the ages of 3 to 11. There are two single-age and nine mixed-age classes, plus two part-time nursery classes and two specialist teaching facilities for pupils with profound and multiple learning difficulties from across the Swansea local authority.

Over the last three years, the average number of pupils eligible for free school meals is around 12%, which is below the national average of 20%. About 37% have additional learning needs, which is well above the national average of 25%. Very few pupils have a statement of special educational needs, are from an ethnic minority background or receive support in English as an additional language. Very few pupils are in the care of the local authority or speak Welsh as a first language.

The last inspection was in February 2012. The headteacher took up her post in January 2011.

The individual school budget per pupil for Penllergaer Primary School in 2015-2016 means that the budget is £3,501 per pupil. The maximum per pupil in the primary schools in Swansea is £5,006 and the minimum is £2,556. Penllergaer Primary School is 26th 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 current performance of the school is good because:

- Nearly all pupils make very good progress in developing their literacy and numeracy skills across the curriculum
- By the end of key stage 2, many pupils who are more able achieve high standards
- In Welsh second language, standards and provision are good overall and outstanding in a minority of classes
- Nearly all pupils behave very well
- The consistency in teachers' planning for parallel classes is a particular strength of the school
- Teaching overall is good with some excellent features
- The school provides a highly supportive and caring environment for all pupils

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher manages the school very efficiently, provides exceptionally good strategic leadership and has established very consistent procedures and practices across the school
- The senior management team plays a major role in moving the school forward, for example in raising standards in reading and Welsh second language
- The strong team work between all staff and the corporate approach to school life are outstanding features that empower staff and secure their commitment to school improvement
- Governors are knowledgeable about the school's performance and participate actively in determining its strategic direction by holding the headteacher and staff to account, for example when agreeing targets in the school development plan
- Self-evaluation is well embedded into the life and work of the school and provides an accurate account of the school's strengths and weaknesses
- The school has a wide range of very effective partnerships with parents, other schools and the community that enrich the curriculum and support pupils' learning and wellbeing extremely well
- Staff share many aspects of good and excellent practice between themselves and with other schools, for example in pastoral care assessment and delegated leadership arrangements, that lead to continuous improvement

Recommendations

- R1 Improve the performance and attendance levels of pupils eligible for free school meals
- R2 Enable pupils, especially in key stage 2, to take more responsibility for their own learning
- R3 Extend the excellent practice in teaching evident in the school

What happens next?

The school will draw up an action plan that 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

Around half of the pupils in the school enter with literacy and numeracy skills below those expected for their age. However, nearly all make very good progress in developing their literacy and numeracy skills across the curriculum as they move through the school.

Nearly all pupils listen attentively to adults and to each other. In the Foundation Phase, most express their views and ideas confidently using a good range of vocabulary. By the end of key stage 2, most pupils explain and discuss their work in detail, using subject specific vocabulary accurately.

Pupils' reading skills develop well as they progress through the school. By the end of the Foundation Phase, nearly all read with appropriate pace and fluency. They discuss their favourite books enthusiastically and answer questions about what they have read knowledgeably. By the end of key stage 2, most pupils extract relevant information from texts successfully, for example when solving written problems in mathematics. They read a variety of fiction and non-fiction books and appreciate the styles and storylines of their favourite authors. They develop appropriate higher order skills, such as skimming, scanning and deduction, and read with good expression.

Throughout the school, nearly all pupils make good progress with their writing. Most present their work very neatly and handwriting is consistently good. By the end of the Foundation Phase, most pupils use the main features of different forms of writing well, for example when retelling the story of St David or giving instructions to make biscuits. Most pupils use full stops and capital letters appropriately and spelling is usually accurate. More able pupils develop ideas using a variety of sentence structures and they begin to select words to add interest to texts. By the end of key stage 2, most pupils organise their work appropriately for a variety of purposes and audiences, for example when writing a letter to keep a fruit tuck shop in the school or when recording a design technology challenge. Most pupils use punctuation accurately and spell correctly. Many organise their work into paragraphs appropriately. However, they do not produce extended pieces of writing regularly enough.

In the Foundation Phase, pupils learn to sort, count and measure accurately. By Year 2, nearly all use place value correctly to add and subtract two-digit numbers and they measure carefully in standard units. They recognise common two and three-dimensional shapes, understand the concept of symmetry, tell the time to a quarter of an hour and know the value of coins. They produce appropriate tally charts and diagrams to display data they have collected and collated.

Throughout key stage 2, most pupils, especially the more able, use their thinking and problem-solving skills well to achieve high standards in mathematics. By Year 6,

most use different mental calculation strategies well to reach answers quickly. They recognise patterns and relationships between numbers up to one million and are familiar with negative and squared numbers and ratios. They understand fractions, decimals and percentage equivalents and can convert between them. Most pupils interpret and represent different types of data accurately, for example in the form of a timetable. They know the names and properties of more complex shapes. Their knowledge of multiplication tables is secure.

Pupils' understanding and use of Welsh are good overall. In a minority of classes, where teachers conduct lessons bilingually, standards are outstanding. As result, many pupils communicate with adults and with each other in Welsh and in English in a wide range of cross-curricular activities. They also use their language skills enthusiastically outside of lesson times. By the end of the Foundation Phase, most pupils answer questions about themselves well and many use extended sentence patterns in their responses. Pupils in key stage 2 make good progress and apply their oracy skills well to support their reading and writing. Many older key stage 2 pupils read competently in Welsh with a good understanding of the text.

Over the last four years, at the end of the Foundation Phase, pupils' performance at the expected and higher outcomes in literacy and mathematical development has generally placed the school in the lower 50% when compared with similar schools. In key stage 2, performance at the expected level in English, mathematics and science over the same period has also placed the school mostly in the lower 50%. However, performance at the higher level in all three subjects is stronger. These figures include pupils assessed in the specialist teaching facilities. Although pupils eligible for free school meals are very few, overall they tend to perform consistently less well than other pupils.

Wellbeing: Good

Nearly all pupils have a good understanding of how to eat and drink healthily and they know the importance of taking regular exercise. They behave very well and feel safe in school. They know when to ask for advice and support.

Although the school's attendance rates are lower than the average for similar schools, they are improving steadily year on year. However, pupils eligible for free school meals tend to attend less well than other pupils. Nearly all pupils are punctual at the start of the school day.

Nearly all pupils show respect, care and concern for others and take responsibility for their own actions. They develop the skills needed to improve their own learning. Nearly all pupils show interest and motivation in their activities, concentrate fully on their tasks, work well together and enjoy school.

Most pupils are keen to express their views and opinions and to take on different roles and responsibilities, such as classroom monitors and digital leaders. The school council contributes constructively to the decision-making process and keeps the school and governing body well informed of its actions, for example in developing the school's code of conduct and in the provision of playground games. Older pupils run the fruit tuck shop and act as buddies to those younger than themselves. Many

pupils enjoy participating in community activities, such as 'Swansea in Bloom' and the 'Build a Bridge' project. The school choir performs in concerts and plays, both locally and nationally. As a result of these experiences, nearly all pupils develop effective social and life skills.

Key Question 2: How good is provision?

Good

Learning experiences: Excellent

The school provides a very well-balanced range of stimulating learning experiences for all pupils, which build on their previous knowledge extremely well. This results in good and, at times, excellent standards. The consistency in teachers' planning for parallel classes is a particular strength. Regular planning meetings focus clearly on pupils' outcomes and enable teachers to share expertise and knowledge, which ensures high quality provision. The school incorporates the literacy and numeracy framework successfully into the curriculum. Planning to develop pupils' literacy, numeracy and information and communication technology (ICT) skills is systematic and highly effective in ensuring progression of skills throughout the school. A wide range of extra-curricular activities, visits and visitors enhance pupils' learning experiences and promote their enjoyment of education very successfully.

Provision for Welsh is very good with excellent features in a minority of classes, for example when lessons take place bilingually. Staff have shared this best practice at training events for teachers across the local authority. The school promotes pupils' understanding of Welsh culture and traditions comprehensively. For example, pupils visit places of local and national interest, such as the Welsh Folk Museum, and study the works of famous artists, such as Sir Kyffin Williams.

The eco committee actively encourages all members of the school community to conserve energy, recycle and reduce waste. The successful eco club enables pupils to care for their environment, for example by litter picking and gardening. The school promotes pupils' understanding of the wider world very well through links with children in other countries, for example Romania, and through studying the effects of global crises, such as the destruction of the rainforest in Brazil. Many pupils have a very good understanding of fair trade and collect food for the local foodbank.

Teaching: Good

Nearly all teachers have a good knowledge and understanding of the curriculum and plan engaging and interesting lessons. They use a wide range of teaching strategies skilfully to ensure pupils learn successfully. Most make suitable provision for different abilities and use praise effectively to raise pupils' confidence. However, particularly in key stage 2, they do not always provide enough opportunities for pupils to contribute to what and how they learn.

Where there are excellent features in teaching in a few classes, teachers have high expectations of pupils' achievement and plan systematically to build on pupils' prior knowledge. They conduct lessons at a lively pace and integrate Welsh fully into all aspects of each session. They use skilful questioning to encourage pupils to think about their work and to suggest their own ideas and opinions. Both teachers and teaching assistants are positive role models and provide high levels of support to pupils of all abilities.

The school has effective tracking systems to monitor pupils' progress. It uses assessment information well to plan appropriate interventions and to help raise the achievement and wellbeing of targeted pupils. Teachers mark pupils' work regularly and thoroughly. They celebrate achievement and provide pupils with relevant written and oral feedback, which helps them understand what to do next and how to improve their work. Peer and self-assessment is developing well in all classes. Detailed annual reports to parents are informative and include an opportunity for parents and pupils to respond.

Care, support and guidance: Good

The school is a very caring community and, as a result, pupils feel safe and secure. There are appropriate arrangements for promoting healthy eating and drinking. Assemblies and the provision for pastoral care promote pupils' spiritual, moral, social and cultural development extremely well. The school has devised an innovative tool for measuring pupils' wellbeing, which the local authority has adopted as a model of good practice. This is enabling the school to meet pupils' social and emotional needs very effectively. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Positive incentives, based on weekly and annual awards, are in place to encourage pupils to behave well and to attend regularly and on time. The school makes effective use of support and guidance from a wide range of specialist services, to provide positive outcomes for pupils.

The school identifies pupils with additional learning needs at an early stage and provides targeted support, which has a positive impact on their progress. Pupils have appropriate individual education plans, which take account of their views. They know what their targets are and they review these on a termly basis alongside their parents and teachers. Teaching assistants deliver specific programmes that help pupils to improve their literacy and numeracy skills, in order to reach their full potential.

The specialist teaching facilities are a strength of the school. They support pupils with significant profound and multiple learning difficulties very effectively. The dedicated team of skilled, well-qualified and experienced staff know their pupils well and they use a wide range of multi-sensory support and intervention strategies very successfully. This ensures that pupils are happy in their setting.

Learning environment: Good

The school has a very positive and inclusive ethos that welcomes all pupils, whatever their background or circumstances. It promotes pupils' rights as a principle that underpins all of its work. Staff foster a sense of respect and tolerance for others very successfully and provide equality of opportunity for all pupils. The school recognises and celebrates cultural diversity well and is fully accessible for those with any physical disability.

The four separate school buildings are secure and mainly in a good state of repair. Staff make good use of the available space, including the separate 'barn' building

with its large climbing wall, particularly to promote pupils' physical, social and life skills. Very attractive displays enhance the learning environment in classrooms and corridors. The extensive grounds provide many opportunities for pupils' outdoor learning and recreation. The boundary fence and walls are secure.

The school has a varied supply of good quality resources, which meet the needs of pupils appropriately.

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

Leadership: Excellent

Leadership is a notable strength of the school. The headteacher manages the school very efficiently and provides exceptionally good strategic leadership. She has high expectations of pupils and staff and a clear understanding of the school's strengths and areas for development. She has established very consistent procedures and practices across the school, for example in planning and assessment, which are impacting on the quality of teaching and pupils' ability to improve their own learning. The deputy headteacher provides very effective support to the headteacher. She leads by example and is very active in establishing new initiatives, for instance in the teaching of reading. This is helping to raise standards in reading across the school.

All staff have clear leadership responsibilities. They meet regularly as a whole school and in phase and parallel class teams to learn from each other and to share good practice. The senior management team, in particular, contributes fully to decision-making and plays a major role in moving the school forward. The strong team work between all staff and the corporate approach to school life are outstanding features that empower staff and secure their commitment to school improvement.

Rigorous performance management procedures are in place and involve all staff. The senior management team leads the process effectively and ensures that appraisal targets link closely to the school development plan and the professional needs of individual staff, for example in the teaching of Welsh second language. As a result, standards in Welsh in a minority of classes are now outstanding. The school responds to national and local priorities well, for example by introducing new approaches to the teaching of mathematics, which are helping to raise pupils' achievement in reasoning and problem-solving.

Governors are knowledgeable about the school's performance, for example through their data committee. They participate actively in determining its strategic direction. They challenge decisions appropriately and hold the headteacher and staff to account constructively, for example when agreeing targets in the school development plan. All governors have a subject interest role and most attend training events and visit the school regularly. This gives them a good understanding of the life and work of the school. The governing body fulfils its statutory obligations well.

Improving quality: Good

Self-evaluation is systematic and well embedded into the life and work of the school. Leaders make good use of information from data analysis, book scrutiny and classroom observations to evaluate the school's performance. All staff participate in

the process regularly, for example through team meetings, evaluating performance data, assessing pupils' work and compiling annual action plans. Governors, parents and pupils also contribute by completing questionnaires and attending meetings with senior leaders. The school responds suitably to their views.

The outcomes of the self-evaluation process provide the school with an accurate account of its strengths and weaknesses. The self-evaluation report is mainly evaluative and identifies relevant priorities for development. The link between self-evaluation and the school development plan is clear. The current plan has a manageable number of priorities with specific actions, clear success criteria and identified expenditure. Targets for improvement are sufficiently challenging and measurable. All members of staff understand their role in implementing and monitoring the plan and governors receive regular progress reports.

Evaluation of the previous school development plan is thorough and informs the current plan well, for example in relation to the further development of assessment for learning strategies. The school has made good progress in meeting the recommendations from the previous inspection report.

Partnership working: Excellent

The school has a wide range of very effective partnerships that enrich the curriculum and support pupils' learning and wellbeing extremely well. Parents have good opportunities through questionnaires and coffee mornings to offer constructive ideas. Most consider that the school listens to their views and takes action, when appropriate, for example in relation to the transition arrangements between classes. Most parents say that the school keeps them well informed about its work and activities, for example through regular newsletters and its web site. They feel comfortable about approaching the school's leaders and staff.

All teachers share many aspects of good and excellent practice between themselves and with other schools that lead to continuous improvement. Notable examples are its work in bilingualism, pastoral care assessment and delegated leadership arrangements, which the senior management team is disseminating to a wide range of other providers. This is an excellent feature of the school.

The school has extensive and highly successful transition links with its local receiving secondary school, including a full week of bridging activities. As a result, pupils have a clear understanding of what to expect when they transfer to secondary education. The school undertakes standardisation and moderation activities regularly, both internally and within the local cluster, in line with statutory requirements. Comprehensive portfolios of levelled work ensure consistency of standards and support accurate assessment of pupils' progress.

The school has established very effective links with the local community, for example with an animal centre, a supermarket and a regional university. These experiences greatly enhance pupils' understanding of the world of work, for example in relation to the caring professions, the retail industry and science and technology careers. Members of the community, such as the horticultural society, often come into the school to deliver assemblies and support curriculum activities.

Resource management: Good

Teachers and support staff are well qualified and suitably experienced. All make a valuable contribution to pupils' learning and wellbeing and to the life and work of the school. All staff attend regular training events, linked to their performance management targets and school priorities. There is a well-planned programme of in-house training, when staff have the opportunity to share their expertise and experiences and to learn about new initiatives, for example in the teaching of reading and mathematics. Many teachers also visit other schools to witness good practice in action. As a result of these experiences and opportunities, the quality of teaching is improving across the school with excellent features evident in a few classes.

The school manages its accommodation and resources very well. Day-to-day administrative routines operate efficiently. The arrangements for teachers' planning, preparation and assessment time are appropriate.

The school manages its budget well and good financial controls are in place. It ensures that expenditure links clearly to the school development plan and national and local priorities. Targeted funding results in measurable improvements, for example in more able pupils' achievement in key stage 2.

The school allocates the pupil deprivation grant appropriately to support the few pupils eligible for free school meals. For example, it has developed successful strategies and intervention programmes to raise attendance and to develop pupils' literacy and numeracy skills. Initiatives include family learning, homework clubs and themed workshops for parents to help their children learn at home. It also supports families in need by loaning out ICT equipment and by enabling their children to attend residential courses. Outcomes from these various initiatives indicate that the grant is having an impact on improving identified pupils' wellbeing and their literacy and numeracy skills. There is also a notable increase in parental involvement in their children's learning.

Due to the positive outcomes in pupils' standards of achievement and the notable quality of the provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6702174 - PENLLERGAER PRIMARY SCHOOL

Number of pupils on roll	366
Pupils eligible for free school meals (FSM) - 3 year average	11.5
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	50	49	40	51
Achieving the Foundation Phase indicator (FPI) (%)	84.0	85.7	90.0	90.2
Benchmark quartile	3	3	2	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	50	49	40	51
Achieving outcome 5+ (%)	88.0	85.7	95.0	94.1
Benchmark quartile	3	3	2	2
Achieving outcome 6+ (%)	14.0	26.5	27.5	27.5
Benchmark quartile	4	3	3	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	50	49	40	51
Achieving outcome 5+ (%)	92.0	87.8	90.0	90.2
Benchmark quartile	2	3	3	3
Achieving outcome 6+ (%)	18.0	26.5	35.0	37.3
Benchmark quartile	3	3	2	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	50	49	40	51
Achieving outcome 5+ (%)	90.0	91.8	95.0	98.0
Benchmark quartile	4	4	3	3
Achieving outcome 6+ (%)	30.0	55.1	70.0	78.4
Benchmark quartile	3	2	1	1

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.

6702174 - PENLLERGAER PRIMARY SCHOOL

Number of pupils on roll	366
Pupils eligible for free school meals (FSM) - 3 year average	11.5
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	50	35	43	37
Achieving the core subject indicator (CSI) (%)	88.0	88.6	95.3	89.2
Benchmark quartile	2	3	2	3
English				
Number of pupils in cohort	50	35	43	37
Achieving level 4+ (%)	90.0	91.4	95.3	91.9
Benchmark quartile	3	3	2	3
Achieving level 5+ (%)	40.0	60.0	46.5	56.8
Benchmark quartile	2	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	50	35	43	37
Achieving level 4+ (%)	90.0	88.6	95.3	94.6
Benchmark quartile	3	3	2	3
Achieving level 5+ (%)	24.0	34.3	44.2	51.4
Benchmark quartile	4	3	2	2
Science				
Number of pupils in cohort	50	35	43	37
Achieving level 4+ (%)	90.0	91.4	95.3	91.9
Benchmark quartile	3	3	3	4
Achieving level 5+ (%)	30.0	45.7	41.9	54.1
Benchmark quartile	3	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.	101		101 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	101		101 100%	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.	101		100 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	101		100 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	101		101 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	100		98 98%	2 2%	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.	101		100 99%	1 1%	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.	101		101 100%	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.	101		93 92%	8 8%	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.	101		101 100%	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.	100		84 84%	16 16%	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	100		94 94%	6 6%	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.	119	72 61%	40 34%	7 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	118	89 75%	26 22%	2 2%	1 1%	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.	118	81 69%	33 28%	4 3%	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.	117	68 58%	39 33%	10 9%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	115	47 41%	65 57%	2 2%	1 1%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	115	74 64%	36 31%	5 4%	0 0%	4	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	116	84 72%	32 28%	0 0%	0 0%	2	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.	107	46 43%	45 42%	13 12%	3 3%	11	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.	111	60 54%	44 40%	4 4%	3 3%	8	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.	113	66 58%	42 37%	4 4%	1 1%	4	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.	114	71 62%	40 35%	2 2%	1 1%	3	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	96	49 51%	41 43%	2 2%	4 4%	22	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.	118	40 34%	56 47%	18 15%	4 3%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	41%	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.	116	72 62%	35 30%	3 3%	6 5%	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.	101	44 44%	44 44%	13 13%	0 0%	16	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.	113	70 62%	38 34%	2 2%	3 3%	4	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.	89	37 42%	42 47%	7 8%	3 3%	27	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.	116	45 39%	63 54%	7 6%	1 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	117	69 59%	44 38%	2 2%	2 2%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Dr Peter David Ellis	Reporting Inspector
Mrs Rhian Jones	Team Inspector
Mr Phillip Bowker	Team Inspector
Mr Matthew Evans	Lay Inspector
Ms Julie Farmer	Peer Inspector
Mr Bryn Dennis Jones	Peer Inspector
Mrs Jayne Woolcock (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.