



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

A report on

**Tre Uchaf Primary School
Heol Cae Ty Newydd
Loughor
Swansea
SA4 6QB**

Date of inspection: November 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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Publication date: 27/01/2017

Context

Tre Uchaf Primary School is in the village of Loughor on the outskirts of the city of Swansea.

There are 220 pupils aged three to eleven years at the school, including 36 part-time pupils in the nursery. There are 10 classes including 20 pupils aged from three to eleven in two specialist teaching facility classes. Around half of these pupils come from a wider geographical area within the authority.

Approximately 27% of pupils are eligible for free school meals. This is well above the national average. Very few pupils are of mixed ethnic backgrounds and have English as an additional language. Most pupils are of white British ethnicity. A very few pupils are looked after by the local authority.

The school identifies 43% of pupils as having additional learning needs. This is significantly higher than the average for Wales. A few pupils have a statement of special educational needs.

The last inspection was in May 2010. The current headteacher took up her post in September 2008.

The individual school budget per pupil for Tre Uchaf Primary School in 2016-2017 means that the budget is £4,230 per pupil. The maximum per pupil in the primary schools in Swansea is £5,232 and the minimum is £2,703. Tre Uchaf Primary School is eighth out of the 79 primary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Nearly all pupils feel safe, happy and secure in school
- Teachers in key stage 2 plan a purposeful range of learning experiences, which are beginning to have a positive effect on improving standards
- In the Foundation Phase, teachers and teaching assistants work together well to blend indoor and outdoor activities to deliver stimulating lessons
- The school is a caring and supportive community
- There are effective arrangements for identifying pupils' additional needs at an early stage

However:

- Pupils attain at only an adequate level overall at the end of the Foundation Phase and key stage 2
- In both the Foundation Phase and key stage 2, many pupils' ability to write extended pieces in their work across the curriculum is underdeveloped
- The curriculum does not fully address the statutory requirements of science, knowledge and understanding and religious education
- Teaching does not consistently challenge more able pupils
- Staff do not always analyse data well enough to plan effectively for all pupils

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher, staff and governors have a clear and shared vision for the school where all staff and pupils are valued and respected
- The headteacher promotes a strong team ethos
- The school is making good progress in improving the school's attendance levels and reducing the under-attainment of socially disadvantaged pupils at the expected levels
- Staff work effectively with a wide range of partners and this has a beneficial effect on pupils' wellbeing
- The school deploys teachers and teaching assistants successfully and makes effective use of their experience and expertise

However:

- School leaders do not focus sufficiently on strategic issues often enough and do not have high enough expectations of the standards that pupils can achieve
- The governing body does not hold the school to account effectively enough for its performance or ensure that the school meets all statutory health and safety requirements
- The self-evaluation process lacks rigour and does not give sufficient attention to evaluating the development of pupils' skills and the impact of provision
- Recommendations from the last inspection regarding self-evaluation, assessment and target setting remain as areas for leaders to address effectively

In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides adequate value for money

Recommendations

- R1 Address the safeguarding and health and safety issues identified during the inspection
- R2 Raise the standards achieved by more able pupils
- R3 Provide greater opportunities for pupils to write independently and at length across the curriculum
- R4 Ensure that long term planning meets the requirements of the curriculum for science, knowledge and understanding and religious education
- R5 Make better use of assessment information to plan activities to meet the needs of all pupils
- R6 Strengthen the roles of senior leaders and the governing body in strategic planning and securing improvement

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Around half the pupils enter the school with skills, knowledge and understanding at a level below that expected for their age. Many pupils make purposeful progress as they move through the school.

In the Foundation Phase, most pupils listen carefully. They speak clearly and respond to questions well. By the end of key stage 2, most pupils have consistently good speaking and listening skills. They talk with increasing confidence to adults and each other.

Many pupils in the Foundation Phase read appropriately for their age and ability. They read with a suitable level of fluency and accuracy, using their knowledge of the names and sounds of letters to help them to tackle words that are more difficult. A few Year 2 pupils talk confidently about the types of books they like. Most pupils in key stage 2 read purposefully, using a range of suitable strategies. They show an appropriate understanding of the text. However, a minority's knowledge about the stories they read and a variety of authors is limited. By Year 6, more able pupils make suitable use of higher-order reading techniques, such as inference, to gain a clear understanding of more difficult texts. A minority of pupils develop appropriate research skills, which they apply suitably when gathering information.

In the Foundation Phase, most pupils make steady progress with their writing. By the time they reach Year 2, they spell common words accurately and use a suitably wide vocabulary. They begin to write at length for a range of purposes. Throughout key stage 2, most pupils develop their discrete writing skills well. Many write at length in an engaging way and, by the end of the key stage, they use sophisticated vocabulary skilfully to enhance their writing, for example when sharing a gladiator's personal experience. By the end of Year 6, many pupils are beginning to confidently draft and redraft their work to make improvements. However, in both the Foundation Phase and key stage 2, many pupils' ability to write extended pieces in work across the curriculum is less well developed. Many pupils develop suitable handwriting skills and present their work neatly.

In the Foundation Phase, many pupils make good progress in developing their numeracy skills in practical contexts. They use standard and non-standard units to measure, for example, the weight of mud for their cakes and when designing a Superhero's cape. More able pupils compare and order two-digit numbers correctly and use addition and subtraction to find amounts up to at least 100. Many pupils solve money problems in real-life contexts, for example by buying bread for the bakery in Pudding Lane. In key stage 2, many pupils make good progress in using a variety of calculation methods. They show efficient mental recall of key number facts appropriate for their age. Many pupils use effective multiplication and division strategies to solve problems. In both key stages, many pupils apply their numeracy skills well in worthwhile contexts across the curriculum.

Nearly all pupils make appropriate progress in their Welsh skills. Across the school, they respond suitably to a range of questions and instructions in Welsh. In the Foundation Phase, many communicate well using familiar sentences. For example, most converse simply in the daily 'drilio' sessions. By the end of Year 6, most pupils begin to write purposefully following basic patterns and develop suitable oral skills. Many pupils across the school are developing confident reading skills. However, most pupils' use of Welsh outside the classroom is limited. Across the school, most pupils have an appropriate understanding and knowledge of their Welsh heritage and culture.

Standards in information and communication technology (ICT) are developing purposefully across the school. Most pupils in the Foundation Phase develop their skills well. They are beginning to draw pictures and use a variety of applications on a tablet computer to support their learning. Many pupils programme a mechanical toy to move around a virtual village successfully. In key stage 2, many pupils use the internet competently to research information as part of their topic work and present their findings in an interesting way. For example, they produce a multi-media presentation on different types of flight. Most older pupils apply their communication skills successfully, for example when presenting a report following a school visit to film studios in London. They collect data and present this on graphs successfully. The older pupils confidently use formulae to create codes to send messages whilst studying the history of the Second World War. Most pupils' understanding of e-safety is secure.

In the past, most pupils eligible for free school meals have underperformed in comparison to their peers. However, recently, the trend has changed and the performance of pupils eligible for free school meals at the expected outcome and levels compares more favourably with that of other pupils. Generally, in lessons there is no significant difference between the performance of boys and girls. Pupils who have additional learning needs achieve well at a level that corresponds to their ability. Overall, most pupils in the special teaching facility make good progress. However, most pupils of higher ability do not always achieve as well as they could. Pupils' performance at the expected outcome at the end of the Foundation Phase has placed the school in the bottom 25% for literacy and mathematical development over the last four years when compared with similar schools. At the higher outcome, pupils' performance has varied, moving the school between the lower 50% and the bottom 25% in literacy and placing it mainly in the lower 50% in mathematical development.

Over the same period, performance at the end of key stage 2 in English, mathematics and science at the expected levels has placed the school in the bottom 25% when compared with similar schools. Pupils' performance at the higher level in all three subjects is also mostly below the average of similar schools.

Wellbeing: Adequate

Nearly all pupils feel safe, happy and secure in school. Most pupils understand the importance of having a healthy diet. The 'Pupil Change Team' reinforce this by conducting a weekly fruit survey and by announcing the healthiest class of the week. Most pupils participate in regular exercise and enjoy a wide range of extra-curricular

sporting activities, which help to improve pupils' physical fitness. Nearly all pupils are aware of how to keep themselves safe when using the internet.

Nearly all pupils are polite and courteous, and they collaborate well with others. They have a positive attitude towards their learning and behave well in lessons and around the school. Most pupils in the Foundation Phase demonstrate effective independent learning strategies to help them achieve during class activities. However, many older pupils' involvement in making decisions about their learning is limited.

All pupil groups take on responsibilities effectively. For example, the older pupils run a weekly community café, which develops their social and entrepreneurial skills well. The school council represents the views of pupils successfully and has a positive effect on the life and work of the school. For example, it has introduced rules to reduce the noise level in the hall during lunch break. Other pupil groups, such as the Play Pals, organise successfully a range of collaborative games for younger pupils. This has improved the pupils' interaction and behaviour during break times.

Although the school's attendance rates have improved over the last four years, for three of these years levels are in the lower 50% or bottom 25% when compared with those of similar schools. The attendance rate for pupils eligible for free school meals has improved over the last three years. However, this remains below the attendance rate of other pupils. Nearly all pupils arrive punctually at the start of the school day.

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

Overall, the school provides a broad and balanced curriculum, which in many respects meets the requirements of the National Curriculum and religious education appropriately. Teachers in key stage 2 plan a purposeful range of learning experiences, which are beginning to have a positive effect on improving standards. For example, the Friday interest groups provide stimulating and wide-ranging activities, which motivate the pupils well. There is a strong emphasis on learning through practical experiences in the Foundation Phase and access to continuous and enhanced provision is effective. A good range of extra-curricular activities and visits enhances the curriculum successfully.

The school is beginning to respond appropriately to the requirements of the literacy and numeracy framework. Curriculum planning for numeracy is effective and builds progressively on pupils' skills. However, the school does not provide enough opportunities for pupils to apply their independent extended writing skills across the curriculum. Long-term planning does not identify clearly enough how learning experiences in science, knowledge and understanding and religious education build systematically on pupils' existing knowledge, understanding and investigative skills across the school.

Provision for the development of pupils' Welsh language skills is purposeful. For example, the 'Criw Cymraeg' group is beginning to have a positive effect on pupils' use of Welsh outside the classroom environment. Pupils have suitable opportunities to learn about the history and culture of Wales through educational visits. There is appropriate provision for the development of pupils' understanding of sustainability and environmental issues within the school, for example through recycling and litter picking. However, pupils' knowledge of the wider world is limited, and opportunities to develop their understanding of the diverse world in which they live are underdeveloped.

Teaching: Adequate

Most teachers use a good range of teaching strategies in a skilful way. They present lessons in a lively manner and convey successfully their enthusiasm for what they are teaching to their pupils. All adults have high expectations of pupil behaviour.

All teachers show good subject knowledge and plan interesting activities. They use effective questioning techniques to encourage pupils to think independently. However, tasks do not always meet the needs of pupils of different abilities, particularly those who are more able. In the Foundation Phase, teachers and teaching assistants work together well to blend indoor and outdoor activities to deliver stimulating lessons. In a few classes in key stage 2, the pace of learning is too slow and an over-reliance on writing frames and too much direction by staff hinder the development of pupils' independent learning skills.

Staff use a wide range of assessment activities to gather data on pupil progress and outcomes. However, they do not always analyse the available data well enough to plan effectively for all pupils. All teachers use a suitable range of assessment for learning strategies and increasingly involve pupils in evaluating their own learning and that of their peers. The quality of marking is becoming more consistent across the school. In many classes, useful comments show pupils what they need to do to improve their work.

Parents receive effective information about their children's progress and annual reports comply fully with statutory requirements.

Care, support and guidance: Adequate

The school's arrangements for safeguarding pupils do not meet requirements and give cause for concern.

Staff create a caring and supportive community that promotes pupils' moral, social and cultural development well. The effective approach to develop values such as honesty and fairness has a positive effect on pupils' attitudes towards each other. However, the school provides fewer opportunities to promote pupils' spiritual development and does not comply fully with statutory requirements for collective worship. The school makes appropriate arrangements for promoting healthy eating and drinking and provides good opportunities for regular exercise.

There are effective processes in place to address attendance and punctuality, which are slowly raising pupil attendance levels. Staff link well with a wide range of specialist agencies, such as the health visitor, social services and the community police, to meet the needs of pupils and their parents.

The school has effective arrangements for identifying pupils' additional needs at an early stage and enables many pupils to make good progress. Staff and parents monitor and review pupils' individual learning plans thoroughly. Teaching assistants provide valuable support for pupils with additional learning needs through a wide range of intervention and nurturing programmes. These have a positive effect on improving individual pupils' attainment and wellbeing. The support for pupils in the specialist teaching facility is highly effective and is the strength of the school. In these two classes, nearly all pupils make good progress in line with their abilities.

Learning environment: Adequate

The school is a fully inclusive community, where adults and pupils treat each other with respect. Staff create a nurturing atmosphere that leads to high levels of pupil wellbeing. Every pupil has equal access to the curriculum. However, there is a lack of opportunity to raise pupils' awareness of diversity and ethnicity in society.

The buildings and playgrounds are secure, generally safe and in good order. The school shares a large field with the community, which enhances the extra-curricular and healthy lifestyle provision purposefully. A health and safety matter was brought to the attention of the governing body at the time of the inspection.

The accommodation provides a calm and well-organised atmosphere. There is a good range of resources, which are appropriate to support learning in all curriculum areas. The learning environment is purposeful and wall displays throughout the school support and celebrate pupils' learning suitably.

Staff use the organised outdoor areas regularly to provide pupils with a creative and stimulating curriculum. For example, the younger pupils use the woodland area daily to support their learning.

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

The headteacher, staff and governors have a clear and shared vision for the school where all staff and pupils are valued and respected. The headteacher promotes a strong team ethos.

Staff roles and responsibilities are clear and focus appropriately on improving the curriculum and raising pupil standards. The senior management team plays a suitable role in whole-school development, for example in improving the provision for spelling and more recently reading. However, senior leaders do not address strategic issues often enough and do not have high enough expectations of the standards that pupils can achieve. Staff meetings focus appropriately on school improvement issues. However, the recording of agreed decisions and the communication of agreed action points to other members of staff are limited.

There are appropriate arrangements to manage the performance of all teachers and teaching assistants. Improvement targets link suitably to school priorities and, as a result, pupils' ability to reason mathematically has improved recently.

The school takes appropriate account of national and local priorities. Leaders have made good progress in improving the school's attendance levels and reducing the under-attainment of socially disadvantaged pupils at the expected levels. However, they have not fully addressed the implementation of the national literacy and numeracy framework.

The governing body is supportive of the school and fulfils appropriately its statutory duties. Governors have an increasing understanding of the school's strengths and areas for development. They are beginning to develop their role in the school's strategic processes and self-evaluation. However, the governing body does not hold the school to account effectively enough for its performance or ensure that the school meets all statutory health and safety requirements.

Improving quality: Adequate

The school has developed appropriate systems to evaluate the quality of its work. It gathers a wide range of first-hand evidence and takes account of the views of governors, parents and pupils well. For example, pupils' views about the need for more religious education were included in the school's curriculum review.

All staff and governors carry out a range of monitoring activities including lesson observations and scrutiny of pupils' work. However, the process lacks rigour and does not give sufficient attention to evaluating the development of pupils' skills and the impact of provision.

Senior leaders analyse data appropriately to monitor progress and plan for improvement for groups of pupils who are underachieving. For example, the school has improved the literacy and numeracy skills of a minority of pupils over a short period through additional support programmes.

The school's development plan uses information from self-evaluation appropriately and provides suitable detail in relation to targets, success criteria and actions to bring about improvement. For example, the introduction of a new structure for spelling ensures that pupils now develop skills more systematically. However, over time, strategic planning has not had sufficient impact overall on raising standards and improving provision.

Recommendations from the last inspection regarding the implementation of more effective self-evaluation, assessment and target setting procedures to raise overall pupil standards remain as areas for the school to address effectively.

Partnership working: Good

The school works effectively with a wide range of partners and this has a beneficial effect on pupils' wellbeing.

There is a strong working relationship with parents. Regular communication through the parent focus group meetings and coffee afternoons ensures that relevant information is always available to parents. The school also draws upon the expertise of parents to enhance pupils' learning experiences further during the Friday focus groups. The active parent-teacher association make a valuable financial contribution to help improve the resources for pupils.

The school has worthwhile contacts with local businesses. Visiting a local café allows groups of pupils from the school's specialist teaching facility to develop their social skills effectively. The many links with the local work force in the school's annual job fayre contribute successfully to the pupils' knowledge of the world of work. Performing in the local church and participating in special services make a positive contribution to enriching pupils' experiences. The weekly playgroup session established by a parent means that nearly all younger pupils settle easily into the nursery class.

Well-established transition arrangements with the local secondary school ensure that nearly all pupils are confident to move on to the next stage in their education. The school participates annually with the local cluster of schools in the standardisation and moderation of pupils' work to ensure accuracy of assessment. Effective collaboration with other local schools also contributes to improving school provision for more vulnerable pupils.

Resource management: Adequate

The school deploys teachers and teaching assistants successfully and makes effective use of their experience and expertise. Teaching assistants work well alongside teachers to provide high quality support, particularly for identified pupils.

There are purposeful opportunities for professional development, which link suitably to the development plan. Staff collaborate effectively in the school and share expertise with one another well. They are beginning to observe good practice in teaching internally, which is enabling teachers to evaluate and improve their own teaching approaches in Welsh.

The headteacher and the governing body finance sub-committee monitor and manage expenditure effectively. They plan and use school funds purposefully in order to improve provision, for example to enable pupils to develop reading skills systematically through key stage 2. Expenditure links appropriately to priorities in the development plan for raising pupils' standards and wellbeing.

The school makes purposeful use of the pupil deprivation grant in order to improve the literacy and numeracy skills and wellbeing of targeted pupils, for example through a range of specific learning interventions and nurture groups.

In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6702211 - TRE UCHAF PRIMARY SCHOOL

Number of pupils on roll	218
Pupils eligible for free school meals (FSM) - 3 year average	19.9
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	24	25	30	22
Achieving the Foundation Phase indicator (FPI) (%)	62.5	60.0	80.0	72.7
Benchmark quartile	4	4	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	24	25	30	22
Achieving outcome 5+ (%)	75.0	64.0	80.0	77.3
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	20.8	16.0	30.0	18.2
Benchmark quartile	3	4	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	24	25	30	22
Achieving outcome 5+ (%)	62.5	68.0	86.7	77.3
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	20.8	20.0	30.0	40.9
Benchmark quartile	3	3	3	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	24	25	30	22
Achieving outcome 5+ (%)	75.0	88.0	93.3	90.9
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	16.7	24.0	43.3	40.9
Benchmark quartile	4	4	3	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

6702211 - TRE UCHAF PRIMARY SCHOOL

Number of pupils on roll	218
Pupils eligible for free school meals (FSM) - 3 year average	19.9
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	17	19	29	21
Achieving the core subject indicator (CSI) (%)	64.7	78.9	72.4	76.2
Benchmark quartile	4	4	4	4
English				
Number of pupils in cohort	17	19	29	21
Achieving level 4+ (%)	70.6	78.9	75.9	81.0
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	11.8	42.1	27.6	23.8
Benchmark quartile	4	2	4	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	17	19	29	21
Achieving level 4+ (%)	64.7	84.2	75.9	76.2
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	11.8	31.6	31.0	19.0
Benchmark quartile	4	3	4	4
Science				
Number of pupils in cohort	17	19	29	21
Achieving level 4+ (%)	70.6	84.2	75.9	81.0
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	17.6	31.6	27.6	23.8
Benchmark quartile	4	3	4	4

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.	94	92 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	94	90 96%	4 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	93	90 97%	3 3%	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	94	93 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.	94	90 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	94	89 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.	93	93 100%	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.	94	91 97%	3 3%	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.	93	88 95%	5 5%	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.	94	90 96%	4 4%	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.	93	66 71%	27 29%	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	94	54 57%	40 43%	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.	48	30 62%	18 38%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	49	39 80%	10 20%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	49	42 86%	7 14%	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.	48	30 62%	17 35%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	46	24 52%	22 48%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	47	29 62%	18 38%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	48	37 77%	11 23%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	47	26 55%	19 40%	2 4%	0 0%	2	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	47	31 66%	16 34%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	45	32 71%	13 29%	0 0%	0 0%	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.	48	38 79%	9 19%	1 2%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	43	28 65%	14 33%	1 2%	0 0%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	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.	48	31 65%	15 31%	2 4%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	48	34 71%	12 25%	2 4%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	46	24 52%	21 46%	1 2%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	48	30 62%	18 38%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	43	23 53%	19 44%	0 0%	1 2%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	48	29 60%	19 40%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	48	29 60%	19 40%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Mrs Eleri Anwen Hurley	Reporting Inspector
Mr Geoff Cresswell	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Ms Helen Power	Peer Inspector
Mrs Christine Sanderson (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.