



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

A report on

**Groes Primary School
Bertha Road
Margam
Port Talbot
SA13 2AW**

Date of inspection: December 2015

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

Groes Primary School is in the Margam area of Port Talbot. The local authority is Neath Port Talbot. The school has 167 pupils, including 24 pupils who attend the nursery on a part-time basis. There are three mixed-age classes and four single-age classes.

Around 33% of pupils are eligible for free school meals, which is above the national average of 20%. The school identifies around 36% of pupils as having additional learning needs, which is above the national average of 25%. There are a very few pupils who have statements of special education needs and a very few who are looked after by the local authority. There are no pupils who speak Welsh as their first language at home. A very few pupils speak English as an additional language.

The headteacher took up her post in September 2010. The school's last inspection was in January 2010.

The individual school budget per pupil for Groes Primary School in 2015-2016 means that the budget is £3,425 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,039 and the minimum is £2,718. Groes Primary School is 40th out of the 65 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- Standards achieved at the end of key stage 2 have improved in the last two years
- Nearly all pupils are very well behaved and eager to learn in school
- Pupils generally make good progress in relation to their starting points
- Most pupils with additional learning needs make good progress in meeting their targets
- Most pupils' oracy, reading and numeracy skills develop well
- Nearly all pupils have a high awareness of how to stay healthy through appropriate diet and exercise
- Many pupils participate enthusiastically in extra-curricular activities

However

- Many pupils do not achieve good enough standards in writing and the quality of the presentation of their work in books is not high enough
- In comparison with similar schools, not enough pupils achieve at higher than expected levels, particularly boys
- Pupils' ability to use the Welsh language is not sufficiently developed

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong leadership
- The quality of teaching in the school is generally good
- The school provides a broad and balanced curriculum that engages pupils well
- The governing body supports and challenges the school effectively
- Self-evaluation processes are thorough and the school has demonstrated a capacity to make improvements
- The school makes effective use of the pupil deprivation grant to raise standards of groups of pupils likely to underachieve
- Staff provide a good level of care and support for pupils and this has a positive impact on standards of wellbeing

Recommendations

- R1 Raise the standards of pupils' writing skills
- R2 Improve the presentation of work in pupils' books
- R3 Raise the standards of pupils' use of the Welsh language
- R4 Improve the performance of all more able pupils
- R5 Ensure that pupils have sufficient opportunities to learn more widely about the history and culture of Wales

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils enter the school with skill levels that are below those normally expected for pupils of their age. Most make steady progress from their starting points during their time in the school and achieve expected standards by the end of key stage 2.

Throughout the school, pupils are eager to participate in the activities prepared for them and they are very willing to learn.

In the Foundation Phase, most pupils listen carefully to their teacher and will respond appropriately to questions. Older Foundation Phase pupils work with partners as directed in lessons, speaking and listening well when they work together to carry out tasks. In key stage 2, most pupils respond very well orally. They answer questions from adults appropriately and express their views and try out new vocabulary sensibly. Most collaborate well in group activities, taking notice of the views of their classmates, and they contribute effectively to class speaking and listening activities.

As they move through the school, pupils' reading develops appropriately for their age and ability, and they use their reading skills effectively to support their learning in different subjects. Most pupils in the Foundation Phase learn suitable ways to tackle unfamiliar words. They can explain the difference between fiction and non-fiction and describe the stories or ideas in their books. Many pupils in key stage 2 read with confidence and most make good progress. They enjoy talking about characters in their books.

In the Foundation Phase, pupils undertake a suitable range of written tasks. However, the skills of clear letter formation and use of capital letters and full stops are weak in the writing of too many pupils. Many pupils' ability to write extended pieces is also limited. In key stage 2, pupils make adequate progress in learning to write for different purposes, such as stories, descriptions or instructions, and they make suitable use of different ways to plan their writing. However, a majority have underdeveloped basic spelling and punctuation skills and do not present various types of written work clearly enough. This limits their ability to develop fluent writing in paragraphs and more complex sentences.

Most pupils develop their numeracy skills well as they move through the Foundation Phase. Most pupils in Year 2 can read, write and order numbers to 100 accurately. They count confidently in multiples of 10 and 20, recognise odd and even numbers and have an appropriately developing knowledge of multiplication tables. Many have an awareness of money and are beginning to understand how coins make up different sums. They use the skills that they learn in mathematics effectively to help their learning, for example using rulers to measure in centimetres or when using a measuring jug to see how many millilitres of water are in a container.

In key stage 2, pupils' mathematical skills generally develop well. Most pupils in Year 6 use relevant information to calculate and solve problems. They use their understanding of place value to multiply and divide accurately. They have a good recall of multiplication strategies and use fractions and percentages to describe parts of a whole number correctly. Most draw and interpret diagrams effectively and create and interpret simple line graphs. They apply their skills well in different areas of the curriculum, for example to present results from scientific experiments or by using co-ordinates within maps.

Pupils use information and communication technology (ICT) to support their learning effectively in different areas of the curriculum.

Standards in Welsh are adequate. Pupils in Foundation Phase show developing reading skills and use basic phrases appropriately, for example when speaking about events in Welsh reading books. Pupils in key stage 2 write brief sentences, for example when describing themselves. However, they are hesitant when speaking and have a limited vocabulary. Generally, pupils do not use the language sufficiently outside formal Welsh lessons.

Most pupils who have support for additional learning needs make good progress in relation to their individual targets. The very few pupils with English as an additional language and those looked after by the local authority make good progress.

There is no clear trend in the performance of pupils in literacy and mathematical development at the expected and higher outcomes at the end of the Foundation Phase when compared with similar schools. However, pupils' performance over the last four years tends to place the school in higher 50% or lower 50% when compared with similar schools.

There is an upward trend in the performance of pupils at the expected level in English and mathematics at the end of key stage 2 over the last four years. In 2015, pupils' performance at the expected level placed the school in the top 25% in English compared with similar schools and in the higher 50% in mathematics. At the higher level, performance tends to place the school in the higher 50% or lower 50% for English, but in the bottom 25% for mathematics.

Pupils eligible for free school meals tend to perform less well than other pupils. However, in 2015, most of these pupils showed an improvement and attained the expected level and a few achieved the higher level.

Generally, girls as a group tend to outperform boys in assessments at the end of the Foundation Phase and key stage 2, but this gap closed considerably in key stage 2 last year. At the higher level in key stage 2, girls as a group tend to outperform boys by a large margin.

Wellbeing: Good

Pupils behave very well. Nearly all show respect, care and concern for others and relate well to other pupils and adults. They are polite and courteous to visitors. Pupils of all ages play together happily at break time and lunchtime. Most say that they feel safe and happy at school. They readily speak to staff and feel confident that staff listen to their concerns and help them appropriately.

Nearly all pupils understand the importance of eating and drinking healthily and exercising regularly.

Almost all pupils are enthusiastic in their lessons. Most are very keen to learn and have a positive attitude in lessons.. Most pupils make good progress in developing their social and learning skills. They collaborate well and most work together sensibly to discuss how successful they think they have been with different tasks and how they might improve.

Pupils' attendance has improved notably in recent years and has placed the school in the top 25% when compared with similar schools. A few pupils arrived late at school during the inspection period.

Many pupils take an active part in school life through involvement with the elected school council and eco-committee. They serve as playground mediators, helping playtimes to run smoothly, and they run a fruit tuck shop. Most feel that they contribute positively to decisions that affect their life in school. They take up opportunities to influence what they study in their lessons and have helped to make the school rules. Pupils benefit from involvement with the local community, for example by visiting a local residential home to sing for older members of the community. This develops their awareness and understanding of others in their locality effectively.

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

The school provides learning experiences that meet curriculum requirements and engage pupils' interest well. These include worthwhile opportunities for pupils to apply their literacy, numeracy and ICT skills across a suitable range of curriculum areas. Teachers plan together effectively to build on pupils' prior learning and to secure good progression in the development of many pupils' skills.

The school takes effective steps to meet the requirements of the national literacy and numeracy framework. Planning for the development of pupils' communication skills is thorough and results in many pupils becoming confident in speaking and listening. Teachers develop pupils' reading skills well through regular focused activities. An appropriate range of opportunities to develop writing skills is in place, but their impact is less effective than the provision to develop other skills. Throughout the school, planning for mathematics is good and pupils use and apply their numeracy skills successfully across the wider curriculum.

Teachers make frequent use of basic Welsh phrases to ensure that pupils frequently hear the language across the school. There are suitable activities for pupils to learn about their close locality, but there are not enough opportunities for them to learn about wider aspects of Welsh culture and history.

The school makes good provision for pupils' education for sustainable development and global citizenship. Teachers plan carefully to develop pupils' understanding of the lives of others, for example by studying world religions and festivals. Pupils learn about environmental issues by actively engaging in recycling and through topics, such as learning about rainforests in Brazil.

Teaching: Good

Most lessons proceed at a lively pace and teachers provide tasks in classes that engage pupils fully. Almost all teachers have up-to-date knowledge of what they are teaching and use a wide variety of teaching methods and equipment well to sustain pupils' interest. They lead class discussions and use questions skilfully to improve pupils' learning and thinking skills. There are consistent, effective approaches throughout the school to develop collaborative working and speaking and listening skills.

In the Foundation Phase, teachers successfully promote pupils' personal development and confidence. They deliver many different challenges and types of learning to stimulate younger learners effectively. Teachers in key stage 2 further develop and sustain pupils' positive attitudes to lessons. The school deploys teaching assistants effectively. They contribute strongly to the delivery of sessions and provide valuable support for individuals and groups of pupils. This makes a major contribution to meeting the needs of pupils at risk of underachievement.

Many pupils take part effectively in the assessment of their own and others' learning. This succeeds in raising their understanding of what they need to do to improve. Teachers mark pupils' work regularly and use a wide range of assessments to track their progress rigorously. They use the information well to set targets and to intervene at an early stage to tackle any underachievement. However, these systems do not focus effectively enough on improving pupils' writing skills, particularly in relation to more able pupils.

Annual reports provide parents with appropriate information on the progress their child is making and the steps they need to take to improve.

Care, support and guidance: Good

The school provides a supportive environment where pupils feel safe and secure. There are effective arrangements to support pupils' health and wellbeing, for example by encouraging extra-curricular sports and active playtimes for all pupils. The school makes appropriate arrangements for promoting healthy eating and drinking.

Members of staff provide good opportunities for pupils to develop their spiritual and moral awareness in regular whole-school collective worship. There are opportunities to compose music and play instruments in classes as well as to sing in assemblies and concerts. Together with visits to performances and various sites of special interest, these enhance pupils' cultural experiences successfully. Through an effective programme for personal and social education, pupils have good opportunities to reflect on relationships with others and to develop their emotional understanding and skills.

Provision for pupils with additional learning needs is good. The school has effective procedures and systems to identify pupils with additional learning needs at an early stage. Teachers track the progress of these pupils carefully and monitor the impact of interventions well. Child-friendly individual education plans identify clear and measurable targets for improvement. Teachers review these regularly with pupils and parents.

The school makes beneficial use of specialist support services, such as those for health, educational psychology and speech and language therapy to address the specific needs of individual pupils. For example, the school provides expert pupil counselling in collaboration with the local authority and this is effective in raising the self-esteem of individual pupils.

Teachers give clear guidance to pupils to help them protect themselves when using ICT and to be safe online.

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

Learning environment: Good

The school is very welcoming, has a fully inclusive ethos and offers equal opportunities throughout its curriculum. Pupils feel that staff value them and encourage them to participate in all aspects of school life.

The school's accommodation is well maintained and is sufficient for the number of pupils on roll. Classrooms provide lively, attractive spaces for learning. Teachers and pupils use displays of good quality to celebrate and enhance their learning. Classrooms are well proportioned and set out effectively.

Pupils in the Foundation Phase have suitable access to outdoor areas with spaces developed successfully to support pupils' learning. The nursery provision is well organised and has direct access to outdoor equipment. Pupils and staff use the grassed areas, playgrounds and outdoor equipment effectively. There is easy access to the playing fields of the adjacent partner secondary school and the primary school uses this provision appropriately. The school has good facilities and effective arrangements for those with disabilities, including wheelchair users.

Teachers and pupils make ready use of a good range of ICT equipment to which there is easy access throughout the school. Overall, the school has a good stock of books and digital and other resources to meet pupils' learning needs.

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

The headteacher has a clear vision for the school based on striving for continuous improvement. She sets high expectations and challenges staff and pupils positively to maintain high standards of teaching and learning. Senior leaders support the headteacher effectively. Their various roles contribute well towards raising standards and the quality of pupils' wellbeing. Staff work together well to ensure that pupils across the school make good progress.

Staff have clearly defined roles and responsibilities. Regular meetings provide good opportunities for all staff to contribute to the strategic direction of the school. Staff throughout the school share in leadership well. They report on progress within their area of responsibility effectively. This contributes well towards evaluating pupil progress and in helping to plan for improvement.

The school's arrangements for monitoring and assessing pupils' progress operate well. They provide valuable information which informs the performance management of teachers usefully. Overall, these processes lead effectively to the identification of suitable targets for improvement that support the school's priorities.

The school takes good notice of national and local initiatives, such as developing the literacy and numeracy framework and raising standards of those pupils who are disadvantaged.

School governors provide effective support for the leaders and managers in the school. They visit the school regularly to focus on the impact of teaching on pupil standards. Governors have a good understanding of the school's performance data in comparison with similar schools and have received appropriate training in analysing this information. This has helped them to challenge the school strongly. They have a clear understanding of areas identified for improvement and hold the school to account appropriately.

Improving quality: Good

The school has established a thorough process of self-evaluation. It considers the views of parents, pupils, staff and governors when evaluating the school's performance. The self-evaluation report provides an accurate picture of the school's strengths and areas for improvement. It takes good account of data analysis, lesson observations and scrutiny of pupils' books. This enables leaders to monitor and evaluate standards and the quality of provision well.

There is a clear link between the outcomes of the self-evaluation processes and the priorities identified in the school development plan. The plan has effective strategies and priorities to improve outcomes for pupils. It includes realistic timescales and success criteria, and identifies staff with key roles to achieve targets. Actions identified to improve wellbeing have contributed effectively towards promoting a more positive attitude to learning among pupils and improving the attendance of many pupils. The school generally has a strong track record in improving standards and the quality of provision. For example, there has been a positive impact in raising standards attained in key stage 2. However, the school has not addressed the weaknesses identified in improving the standards of pupils' writing and quality of presentation robustly enough.

The school monitors progress against its targets on an annual basis and sets the information out clearly in a staffroom display. Overall it reviews progress in achieving its targets throughout the year effectively. The school has a good track record of managing change and securing improvements from one year to the next.

Partnership working: Good

Through working effectively with families, the school improves pupils' wellbeing and their attitude and motivation to learn. This is a strength of the school. Informal consultation sessions for parents of children with additional needs help them to understand how to support their children at home well. The parent-teacher association supports the school well and raises funds that help provide equipment for the school's outdoor area.

There is a close working partnership with the pre-school playgroup, located at the school. This develops early relationships well and helps nursery children settle in quickly and easily when they start at the school.

Partnerships with local community groups are strong. The school makes effective use of the expertise of local industry and sporting organisations to support the life and work of the school. For example, local industrialists visit the school to discuss environmental issues, and sports clubs provide specialist coaching. The school makes good use of volunteers who support pupils by listening to them read and assist by providing additional supervision for out-of-school visits.

The school deploys students from a local college on placements in the Foundation Phase and provides work experience opportunities for pupils from local high schools. The school works effectively with other schools in the area in a range of activities, including the moderation and assessment of pupils' work. This has helped to improve provision and to raise pupils' standards. Effective transition arrangements with the partner secondary school enable pupils to move confidently onto the next stage of their education.

Resource management: Adequate

The school has in place appropriate procedures to manage staff performance and responds effectively to the individual development needs of staff. Teachers and teaching assistants have suitable opportunities to take part in training that enables them to contribute more effectively to pupils' learning. Staff co-operate well in sharing knowledge and understanding developed from training or collaborations with other schools. Members of staff make effective use of their allocated time for planning, preparation and assessment.

The headteacher, together with the bursar and the governing body, manages the school budget well and ensures that spending and resources match the priorities of the school improvement plan.

The school uses the pupil deprivation grant appropriately to enable those eligible for free school meals to receive interventions to help them make better progress. In addition the school has focused the funding on work with groups of parents to increase their capacity to support learning. This has enabled the relevant pupils to make good progress in reading and has contributed effectively to raising levels of attendance.

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

Appendix 1: Commentary on performance data

6712204 - Groes Primary School

Number of pupils on roll	184
Pupils eligible for free school meals (FSM) - 3 year average	33.8
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	20	22	18	23
Achieving the Foundation Phase indicator (FPI) (%)	65.0	81.8	72.2	78.3
Benchmark quartile	3	2	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	20	22	18	23
Achieving outcome 5+ (%)	75.0	81.8	83.3	82.6
Benchmark quartile	3	2	2	3
Achieving outcome 6+ (%)	15.0	27.3	22.2	30.4
Benchmark quartile	3	2	3	2
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	20	22	18	23
Achieving outcome 5+ (%)	65.0	86.4	77.8	78.3
Benchmark quartile	4	2	3	4
Achieving outcome 6+ (%)	25.0	22.7	11.1	26.1
Benchmark quartile	1	2	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	20	22	18	23
Achieving outcome 5+ (%)	80.0	95.5	83.3	91.3
Benchmark quartile	3	2	4	3
Achieving outcome 6+ (%)	20.0	13.6	22.2	39.1
Benchmark quartile	3	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.

6712204 - Groes Primary School

Number of pupils on roll	184
Pupils eligible for free school meals (FSM) - 3 year average	33.8
FSM band	5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	27	9	20	28
Achieving the core subject indicator (CSI) (%)	59.3	66.7	80.0	89.3
Benchmark quartile	4	4	2	1
English				
Number of pupils in cohort	27	9	20	28
Achieving level 4+ (%)	59.3	66.7	80.0	92.9
Benchmark quartile	4	4	3	1
Achieving level 5+ (%)	25.9	*	35.0	25.0
Benchmark quartile	2	*	2	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	27	9	20	28
Achieving level 4+ (%)	59.3	66.7	90.0	89.3
Benchmark quartile	4	4	1	2
Achieving level 5+ (%)	29.6	*	*	17.9
Benchmark quartile	2	*	*	4
Science				
Number of pupils in cohort	27	9	20	28
Achieving level 4+ (%)	59.3	66.7	85.0	92.9
Benchmark quartile	4	4	3	1
Achieving level 5+ (%)	33.3	*	*	21.4
Benchmark quartile	1	*	*	3

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.	71		69 97%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	64		61 95%	3 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	72		71 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	70		67 96%	3 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	69		65 94%	4 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	69		65 94%	4 6%	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.	72		72 100%	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.	70		70 100%	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.	69		60 87%	9 13%	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.	70		46 66%	24 34%	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.	55		36 65%	19 35%	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	61		52 85%	9 15%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	17	11 65%	6 35%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	17	15 88%	2 12%	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.	17	12 71%	5 29%	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.	16	13 81%	3 19%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	15	5 33%	8 53%	2 13%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	17	10 59%	7 41%	0 0%	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.	16	12 75%	4 25%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	14	7 50%	5 36%	2 14%	0 0%	3	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.	17	7 41%	10 59%	0 0%	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.	17	8 47%	9 53%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	17	12 71%	5 29%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	14	7 50%	7 50%	0 0%	0 0%	3	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.	17	7 41%	7 41%	3 18%	0 0%	0	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.	17	8 47%	9 53%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	15	6 40%	9 60%	0 0%	0 0%	2	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.	16	7 44%	9 56%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn 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.	11	6 55%	5 45%	0 0%	0 0%	3	Mae fy mhentyn 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.	17	11 65%	6 35%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	17	10 59%	7 41%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Gregory John Owens	Reporting Inspector
William Glyn Griffiths	Team Inspector
Matthew Evans	Lay Inspector
Sarah Townsin (nee Valencia)	Peer Inspector
Louise Jefford	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.