



**A report on**

**Glais Primary School  
School Road  
Glais  
Swansea  
SA7 9EY**

**Date of inspection: November 2014**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Glais Primary School is in the village of Glais, at the southern edge of the Swansea Valley, approximately six miles from Swansea. The school caters for pupils between the ages of 3 and 11. There are 107 pupils on roll, including 13 part-time nursery pupils. Very few pupils are eligible currently for free school meals. The three-year rolling average for pupils eligible for free school meals is around 2%, which is significantly below the average for schools in Wales.

Very few pupils are from minority ethnic backgrounds and have English as an additional language. Very few pupils speak Welsh at home. The school identifies 25% of pupils as having additional learning needs, which is slightly above the national average. A very few pupils have a statement of special educational needs.

The last inspection of the school was in December 2008. The headteacher took up her post in January 2012.

The individual school budget per pupil for Glais Primary School in 2014-2015 means that the budget is £3,773 per pupil. The maximum per pupil in the primary schools in Swansea is £7,839 and the minimum is £2,665. Glais Primary School is 18th out of the 80 primary schools in Swansea in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- most pupils make good progress during their time at the school;
- nearly all pupils across the school behave very well, are courteous and have a positive attitude towards learning;
- teachers plan interesting topics that have real purposes and contexts;
- teaching overall is good;
- the school is a happy, inclusive community; and
- staff provide a high level of care, support and guidance to all pupils and this has a positive effect on the standards they achieve and their wellbeing.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has had a significant impact on standards since her appointment;
- all members of staff are clear about their roles, work effectively as a team and are fully involved in school improvement activities;
- governors are well informed and challenge the school effectively;
- self-evaluation is accurate and identifies areas for improvement clearly; and
- positive partnership arrangements contribute well to pupils' standards and wellbeing.

## **Recommendations**

- R1 Improve all pupils' extended writing and numeracy skills across the curriculum
- R2 Develop pupils' ability to understand how well they are doing and what they need to do to improve their work
- R3 Continue to improve attendance
- R4 Ensure that teachers consistently set challenging targets so that all pupils are clear what to do to develop their literacy and numeracy skills

### **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?

Good

#### Standards: Good

Overall, most pupils make good progress as they move through the school and, by the end of key stage 2, they are confident learners.

Throughout the school, most pupils listen very well. Many pupils speak confidently in a wide range of situations to staff, visitors and each other. In the Foundation Phase, pupils are keen to discuss their work and they offer interesting explanations of their tasks. By Year 6, many pupils recall previous learning well and show a good knowledge and understanding of what they have learnt about the Tudors and Pembroke Castle.

Most pupils in the Foundation Phase make good progress with their early reading skills. They develop appropriate phonic strategies to decode complex or unfamiliar words. By the end of the phase, most read clearly and the more able read fluently and with good expression. Many are familiar with terms such as 'author' and are able to discuss characters and events confidently in their stories.

In key stage 2, many pupils enjoy reading, have favourite books and authors and talk about the books they like with good understanding. They can predict how a story may develop and what the outcome might be. Many can use non-fiction books and the internet confidently to find specific information or facts.

Throughout the school, the majority of pupils make good progress in developing their writing skills. By the end of the Foundation Phase, many produce appropriate pieces of writing using sound sentence structures and a range of vocabulary to good effect.

In key stage 2, most pupils' writing shows steady progress and they achieve appropriate standards. However, the ability of many pupils in the Foundation Phase and in key stage 2 to produce extended pieces of writing across the curriculum is underdeveloped.

By the end of Foundation Phase, most pupils develop their numeracy skills successfully. Most pupils add and subtract correctly using tens and units, and they double or halve numbers accurately. They understand and use simple measurements, for example when investigating the length of fingers. Most recognise common flat and solid shapes. Most pupils can distinguish between straight and turning movements, when controlling the movement of a robotic toy. Most pupils can gather information, use this to produce a bar graph and explain what it means. Most pupils do not apply their numeracy skills regularly enough across other areas of learning.

By the end of key stage 2, most pupils have appropriate numeracy skills. They use a range of mental and written methods of computation to solve problems effectively. They use number patterns confidently when identifying square numbers. Most have

a sound understanding of fractions, decimals and percentages, for example when working out the price of fireworks at a local supermarket. Most are able to measure and draw angles accurately. They collect and interpret data and present it in a suitable way, for instance when investigating the length of shadows at different times of the day. Most pupils apply their numeracy skills purposefully in science but not so well in other curriculum subjects.

As pupils move through the school; many make appropriate progress in developing their Welsh oral skills and they use an increasingly wide vocabulary. Most respond positively to instructions and display a good understanding of Welsh in lessons and in less formal situations. The majority of pupils' reading and writing skills in Welsh are developing appropriately.

Due to the relatively small number of pupils at the end of both key stages, the outcomes of pupil assessments have to be treated with care, because one pupil's results can have a significant impact on school performance.

Over the last three years, pupil performance at the expected outcome 5 at the end of the Foundation Phase has varied, moving the school between the top and bottom 25% for literacy and mathematical development when compared with similar schools. Over the same period, when compared with similar schools, performance at the higher than expected outcome in literacy has placed the school in the top 25% every year. In mathematical development, pupil performance has varied, moving the school between the top and bottom 25% of similar schools.

In key stage 2, performance at the expected level 4 in English, mathematics and science in the last four years has varied, moving the school between the top 25% and lower 50% of similar schools. Over the same period, performance at the higher-than-expected level has also varied considerably. For performance in English, the school has moved between the higher and lower 50% of similar schools. In mathematics and science, the school has moved between the bottom 25% and higher 50%.

Very few pupils have been eligible for free school meals in the last three years, and therefore making a comparison between their performance and that of other pupils is not meaningful.

### **Wellbeing: Adequate**

Most pupils are well motivated, enjoy school and work enthusiastically. They co-operate well with members of staff and each other. Older pupils take their responsibilities for looking after younger pupils at break times seriously. Many work well independently and co-operatively in groups. However, only a few pupils have a clear understanding of what they need to do to improve their work.

Behaviour is very good throughout the school. All pupils feel safe and are happy in school. They are confident that teachers and other adults will deal quickly with any concerns or problems they might have.

Nearly all pupils have a clear understanding of how to develop a healthy lifestyle. They know that eating fruit and vegetables and drinking water and milk is good for them. Many pupils use the fruit tuck shop regularly at break times. Most pupils enjoy exercise and participate enthusiastically in a range of physical activities.

The school council takes its role seriously and members are proud to represent other pupils. However, it does not have a significant effect on decision-making in the school.

Many pupils take an active part in a range of community activities, which has a positive effect on their development as responsible individuals. A good example of this is the school's involvement with the local residential home.

Attendance shows a significant increase over the last four years. However, it remains below the average when compared with that of similar schools. Punctuality, for all but a very few pupils, is good.

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

Recent restructuring of curriculum planning ensures that this is now broad and balanced and meets statutory requirements. Teachers use the national skills framework well to help support the planning of interesting topics that have real purposes and contexts.

Cross-curricular themes provide an imaginative range of activities that enable pupils to apply their speaking and listening, reading, and information and communication technology (ICT) skills well in most areas of the curriculum. However, opportunities to use and apply extended writing and numeracy skills across all subjects and areas of learning are less well developed. The diversity and range of extra-curricular clubs and activities enrich and support learning well.

The provision for pupils' Welsh language development is successful across the school. There are numerous opportunities to develop pupils' Welsh skills within classroom contexts other than in Welsh lessons. The school places good emphasis on developing pupils' awareness of the history, geography and culture of their immediate locality and of Wales as a whole.

There is a new eco committee, whose members are beginning to undertake effective activities including, for example the recycling of fruit waste. To raise the profile of global citizenship, the school has links with a pupil in a school in Uganda. However, teachers' current curriculum planning to extend pupils' understanding of sustainable development in a global context is at an early stage of implementation.

### **Teaching: Good**

All teachers use a suitable range of teaching strategies and resources to support and enhance learning effectively. They share learning objectives consistently with pupils and make good use of plenary sessions to review progress. They demonstrate good



subject knowledge. Classroom support assistants work effectively with individual and groups of pupils and contribute significantly to the quality of teaching and learning. There are very positive working relationships throughout the school, which contribute effectively to an environment that fosters learning. All adults manage behaviour safely and effectively.

Teachers provide appropriate oral feedback and give pupils good encouragement about what they do well. Marking comments in pupils' books are often of a complimentary nature but they do not inform pupils regularly about what they need to do to improve their work. Teachers are beginning to encourage pupils to evaluate their own work and that of others.

The school gathers a wide range of assessment data and has a successful whole-school tracking system. All members of staff use the tracking process and the information on individual pupils to give a clear picture of their strengths and areas for development. Teachers use the information well to plan and set appropriate objectives for their lessons. However, the use of this information is less effective in setting targets that inform pupils exactly what they need to do to develop their literacy and numeracy skills.

Detailed reports to parents on pupils' progress provide useful information and indicate clearly how well pupils are doing. Parents feel well informed about their child's progress. Reports meet statutory requirements.

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

The school is a happy, caring and supportive community that teaches pupils to show care and respect for each other and adults. There are effective arrangements to promote healthy eating and drinking including, for example, opportunities for pupils to grow their own produce.

All staff set clear expectations of pupils' behaviour and provide opportunities for them to resolve conflict and disputes independently by understanding clearly what issues arise from their actions. The school promotes pupils' spiritual, moral and cultural development well, particularly through acts of collective worship and visits in the local community.

Teachers and support staff provide effective support for pupils with additional learning needs. They identify pupils swiftly on entry and develop purposeful intervention programmes to meet their needs. The headteacher and additional learning needs co-ordinator have many useful links with a range of specialist agencies including the speech and language service. These links have a positive effect on pupil progress. All pupils with additional needs have detailed individual education plans, which set clear targets for pupils. Teachers draft these in consultation with the pupil and the parents and this means that all parties have a good understanding of each pupil's areas for development. As a result, most pupils make good progress in relation to their abilities.

The policy and procedures now in place for attendance demonstrate a positive improvement in attendance rates, particularly in the last two years. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

## **Learning environment: Good**

The school has an ethos that is inclusive, celebrates diversity and values all learners. It promotes tolerant attitudes and takes effective steps to ensure that all pupils have equal access to the school curriculum and the physical environment.

There are a good range of resources to support the curriculum. Significant investment in ICT over the last year is having a positive effect on pupils' skills development. Both staff and pupils use resources purposefully to enhance learning. Teachers utilise displays well to celebrate and value pupils' work.

The school uses its accommodation very efficiently and makes good use of the available space. The outdoor yards and garden areas provide interesting and stimulating environments that enrich learning. However, access to the outdoors for the very youngest pupils is limited as there is no direct link between the inside and outside space.

Pupils utilise the community space well during break and lunchtimes and this enhances the provision for physical activity.

The building and the yard are in good condition generally, with clean decoration and effective maintenance.

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

The headteacher has a clear vision for the school and an appropriate focus on maintaining and improving pupil outcomes. She is effective in communicating this focus to all members of staff, governors, parents and pupils. This strong strategic direction is leading to improvements in standards. For example, the restructuring of curriculum planning ensures improved continuity and progression for pupils to build on and develop their skills in reading and ICT.

All members of staff have clear responsibilities and work well as a team. Regular staff meetings focus appropriately on the outcomes of self-evaluation and issues for improvement. These assist the staff in understanding their role in relation to the school's current priorities and their responsibility for maintaining and improving standards. The school analyses its assessment information well and this gives a firm foundation for monitoring performance across the school.

Leaders respond effectively to local and national priorities. For example, planning clearly identifies links to the national Literacy and Numeracy Framework.

The governing body is enthusiastic, supportive of the school's work and aware of its responsibilities. Governors have a very good understanding of the way in which the school performs through speaking to staff and pupils and by visiting classes. They are aware of the school's performance data, which they use very well in their role of critical friend. A good example of this is the governors' role in prioritising improving attendance, which has resulted in a significant improvement in attendance rates in the last two years.

### **Improving quality: Good**

The school has a regular cycle of self-evaluation activities, during which it reviews evidence from a wide range of sources, including that from external organisations, such as the local authority. As a result of the views of parents and pupils, improvements made to the outside play areas include markings for different learning zones for literacy and numeracy.

The self-evaluation report makes good use of first-hand evidence such as data analysis, scrutiny of pupils' work and talking to pupils. The report is detailed, honest and accurate and, as a result, governors and staff have a thorough understanding of the school's strengths and areas for improvement.

There is a clear link between the self-evaluation report's findings and the priorities in the school improvement plan, which focuses on improving pupil outcomes. The improvement plan sets out the school's priorities for three years. The plan contains suitable timescales, targets, responsibilities and costs, and indicates clearly how leaders will measure progress. Monitoring arrangements are robust and regular staff meetings check that progress is made towards achieving the agreed targets.

### **Partnership working: Good**

The school has a wide range of partnerships that have a beneficial effect on pupils' wellbeing and attainment. There are positive relationships with most parents, and leaders respond positively to their views. A good example of this is the reorganisation of the homework timetable so that parents can support their children more effectively.

The 'Getting Ready for school Project' supports pupils' entry to the nursery very well. Staff make home visits to outline nursery life followed by parents attending lessons with their children. This has a positive effect in improving parents' understanding of what children are learning and prepares them well for the nursery class.

There are close links with the local family of schools. Members of staff collaborate effectively on training initiatives and work together appropriately to moderate pupils' work to ensure the accuracy of teacher assessments. Good arrangements with the partner secondary schools enable nearly all pupils to transfer smoothly to their next stage of learning. The pooling of resources enables the school to achieve economies when arranging training events, for example to look at strategies to improve pupils' spelling. This has resulted in improved spelling scores for many pupils in key stage 2.

The school is at the centre of the community and pupils regularly visit the local residential home, the church and the village store. This develops pupils' understanding and appreciation of a range of different activities that go on in their village.

## **Resource management: Good**

The school has an appropriate level of staff and uses their expertise effectively to deliver the curriculum and to enrich teaching and learning. Classroom support assistants' involvement in supporting individual and groups of pupils is very effective in improving pupils' literacy skills, for example in reading.

There are appropriate arrangements for covering teachers' planning, preparation and assessment time. The arrangements for the performance management of the headteacher and teaching staff are robust, and link very well to the school's priorities for improvement.

The school supports the continuous professional development of teachers well. All teachers take part in a number of networks of professional practice with other schools. This has a positive effect on standards and provision, for example in improving standards of spelling in key stage 2.

The headteacher and governing body manage finances carefully and have appropriate systems to plan and monitor spending closely. This ensures that decisions meet the needs and priorities in the school improvement plan. The school uses specific grants such as the pupil deprivation grant very effectively to provide additional teaching time to support intervention groups, particularly to improve younger pupils' oral skills.

The school provides good value for money in terms of pupils' outcomes and the quality of provision.

## Appendix 1: Commentary on performance data

### 6702023 - GLAIS PRIMARY SCHOOL

Number of pupils on roll	107
Pupils eligible for free school meals (FSM) - 3 year average	1.7
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	16	9	16
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	75.0	77.8	100.0
Benchmark quartile	4	4	1
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	16	9	16
Achieving outcome 5+ (%)	87.5	77.8	100.0
Benchmark quartile	3	4	1
Achieving outcome 6+ (%)	50.0	55.6	75.0
Benchmark quartile	1	1	1
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	16	9	16
Achieving outcome 5+ (%)	81.3	88.9	100.0
Benchmark quartile	4	3	1
Achieving outcome 6+ (%)	6.3	55.6	31.3
Benchmark quartile	4	1	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	16	9	16
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	81.3	88.9	87.5
Benchmark quartile	1	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.

**6702023 - GLAIS PRIMARY SCHOOL**

Number of pupils on roll	107
Pupils eligible for free school meals (FSM) - 3 year average	1.7
FSM band	1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	12	15	13	13
<b>Achieving the core subject indicator (CSI) (%)</b>	100.0	100.0	92.3	92.3
Benchmark quartile	1	1	3	3
<b>English</b>				
Number of pupils in cohort	12	15	13	13
Achieving level 4+ (%)	100.0	100.0	92.3	92.3
Benchmark quartile	1	1	3	3
Achieving level 5+ (%)	33.3	40.0	46.2	53.8
Benchmark quartile	3	3	2	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	12	15	13	13
Achieving level 4+ (%)	100.0	100.0	92.3	92.3
Benchmark quartile	1	1	3	3
Achieving level 5+ (%)	33.3	20.0	46.2	53.8
Benchmark quartile	3	4	2	2
<b>Science</b>				
Number of pupils in cohort	12	15	13	13
Achieving level 4+ (%)	100.0	100.0	92.3	92.3
Benchmark quartile	1	1	4	4
Achieving level 5+ (%)	25.0	20.0	53.8	53.8
Benchmark quartile	3	4	2	2

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

##### Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	55	55 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	55	55 100%	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.	55	55 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	55	55 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	55	55 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	55	55 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	55	55 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	55	55 100%	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.	55	55 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	55	55 100%	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.	55	53 96%	2 4%	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	54	53 98%	1 2%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	49	33 67%	15 31%	0 0%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	49	37 76%	12 24%	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.	49	41 84%	8 16%	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.	49	32 65%	16 33%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	49	32 65%	15 31%	0 0%	1 2%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	48	34 71%	14 29%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	49	32 65%	16 33%	1 2%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	49	28 57%	18 37%	3 6%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	49	31 63%	14 29%	3 6%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	49	28 57%	17 35%	4 8%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	49	36 73%	13 27%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	46	26 57%	11 24%	1 2%	1 2%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	49	26 53%	21 43%	2 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	49	37 76%	9 18%	2 4%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	49	23 47%	20 41%	4 8%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	49	32 65%	15 31%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	44	23 52%	13 30%	0 0%	0 0%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	48	26 54%	15 31%	6 12%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	49	34 69%	13 27%	1 2%	1 2%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Mervyn Jones	Reporting Inspector
Roger Rees	Team Inspector
Rhiannon Boardman	Lay Inspector
Julie Wood	Peer Inspector
Anne Long	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language
- mathematics; and
- science

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

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

### **All-Wales Core Data sets**

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

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

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