



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

A report on

**Pengelli Primary School
Station Road
Grovesend
Swansea
SA4 4GY**

Date of inspection: January 2017

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

Pengelli Primary School is in the village of Grovesend to the north of Swansea. There are currently 99 pupils in the school from the ages of three to eleven. There are four mixed-year classes.

Over the last three years, the average number of pupils eligible for free school meals is around 24%, which is above the national average of 19%. About 29% have additional learning needs, which is above the national average of 25%. No pupils have a statement of special educational needs or are in the care of the local authority. Very few are from an ethnic minority background. None receives support in English as an additional language or speaks Welsh as a first language.

The last inspection was in November 2010. The headteacher took up her post in April 2014.

The individual school budget per pupil for Pengelli Primary School in 2016-2017 means that the budget is £4,108 per pupil. The maximum per pupil in the primary schools in Swansea is £5,232 and the minimum is £2,703. Pengelli Primary School is 12th out of the 79 primary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Nearly all pupils make good progress through the school in the development of their literacy, numeracy and information and communication technology (ICT) skills
- Pupils' performance at the expected level in literacy and mathematics over the last four years has placed the school mainly in the top 25% when compared with similar schools
- Nearly all pupils behave very well during lessons and at other times of the school day
- Attendance rates over the last six years have steadily improved, placing the school currently in the top 25% when compared with similar schools
- The school provides a broad and balanced curriculum that contains a wide range of enriching learning experiences
- The quality of teaching is consistently good and the assessment for learning arrangements are particularly strong
- The care, support and guidance provided for pupils is a strength of the school

Prospects for improvement

The school's prospects for improvement are good because:

- Leaders and governors have a clear vision for the school and its future development
- The headteacher is effective and efficient in her management of the school and has a clear and accurate overview of its current performance
- The deputy headteacher supports the headteacher well and has a notable impact on promoting effective teaching across the school
- The governing body helps to determine the strategic direction of the school well and holds the headteacher and staff to account effectively
- The self-evaluation process is well established and the school has a strong track record of securing improvements in standards and quality
- The school has developed a range of partnerships that benefit pupils' learning

Recommendations

- R1 Improve pupils' Welsh language skills, particularly in the Foundation Phase
- R2 Develop the provision for pupils' independent learning skills in the Foundation Phase
- R3 Address the health and safety issues related to the outside areas

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Nearly all pupils make good progress through the school in the development of their literacy, numeracy and ICT skills.

In the Foundation Phase, most pupils develop their speaking and listening skills well and use an increasing range of vocabulary effectively in various situations. They listen well and converse and discuss with other pupils and adults competently. In key stage 2, most pupils develop good oracy skills and use a suitable range of interesting vocabulary. They speak in front of other pupils confidently and contribute well to discussions, for example by expressing their opinions clearly and maturely.

Most pupils in the Foundation Phase develop good reading skills. Younger pupils begin to identify letters and sounds and to build words successfully. By the end of Year 2, the majority become confident readers and read with accuracy and fluency. They discuss their favourite stories enthusiastically. Across key stage 2, most pupils continue to develop their reading skills well. They read intelligently and with increasing accuracy. They are able to discuss content and express an opinion articulately. Most pupils talk confidently about their favourite authors and name the books they have read. Most more able pupils use higher order reading skills effectively to find information to support their class work, for example when finding out about Rhossili.

In the Foundation Phase, many pupils write an increasing range of simple sentences independently and spell the majority of common words correctly and with purposeful punctuation. By the end of Year 2, many make good progress and write in an appropriate range of genres and for different audiences across the curriculum well, for example when writing an account of their visit to a theme park. The majority of pupils in the Foundation Phase punctuate correctly and use adjectives successfully. In key stage 2, most pupils develop their writing skills well across the curriculum. They vary sentences successfully and arrange their work effectively. By Year 6, most write clearly and imaginatively in a range of forms. They are able to adapt their writing style and structure for different topics and purposes, for example when compiling 'The Diary of a Trapper's First Day in the Pit'. Most key stage 2 pupils punctuate correctly and consistently and use a wide range of vocabulary skilfully to enrich their work. Overall, most pupils across the school develop a neat and legible handwriting style.

Nearly all pupils across the school develop an appropriate range of numeracy skills and there is clear evidence of progression in the work they produce. They undertake a range of mathematical tasks successfully, relative to their age and ability. Most pupils apply their skills well in an appropriate range of topics and activities across the curriculum, such as the use of data handling in science and time lines in history. Most pupils develop effective reasoning and thinking strategies to tackle problems confidently, many of which relate to real-life situations, for example when purchasing

and analysing the ingredients of food products to create a healthy breakfast. Many older more able pupils use a relevant range of mental strategies to reach correct answers quickly. They know their multiplication tables well. Most pupils across the school produce mathematical work of good quality and present it well, showing their methods of calculation clearly.

Many pupils use ICT skills appropriately across a relevant range of curriculum areas. For example, reception pupils use tablets purposefully to develop letter formation and lower key stage 2 pupils use databases well to find out about dinosaurs. Younger pupils develop good presentation skills by using text and images well. However, their skills in data handling and modelling are relatively less well developed. By Year 6, pupils apply their skills successfully in everyday activities, such as taking the minutes of school council meetings. Pupils also at times use ICT to enhance their learning, for example by using video to imagine life in space. Nearly all pupils have a good awareness of e-safety when using the internet.

Pupils' skills in Welsh are improving overall, but they remain relatively underdeveloped, particularly in the Foundation Phase. Most younger pupils respond positively to opportunities to use Welsh through songs and simple instructions and by writing basic sentences. By Year 2, most read adequately. However, their skills and understanding in the language are limited. In key stage 2, many pupils make steady progress in their oracy, reading and writing skills. They respond well to instructions and greetings, but lack the confidence and vocabulary to sustain a conversation in Welsh. Many pupils make steady progress in their reading skills and write in a range of styles, for example when composing role-play scripts and recounts of their holidays. Most pupils have an appropriate knowledge and understanding of their Welsh heritage.

Due to the relatively small number of pupils in each year group, the results of pupils' assessments have to be treated with caution. This is because one pupil's results can have a significant influence on overall school performance and on any benchmarked comparisons, especially those based on pupils eligible for free school meals. Pupils' performance at the expected level in literacy and mathematics over the last four years at the end of both the Foundation Phase and key stage 2 has tended to place the school in the top 25% when compared with similar schools. At the higher than expected level, pupils' performance in both key stages has varied more, but it has often placed the school in the top 25% when compared with similar schools. No specific groups of pupils, including those eligible for free school meals, underperform consistently.

Wellbeing: Good

Pupils feel happy and safe in school. Nearly all know what to do if they need support or help. They have a good understanding of how to stay healthy and can talk knowledgeably about the impact of food and drink choices on their health and the importance of physical exercise.

Nearly all pupils behave very well during lessons and at other times of the school day. They are polite and helpful to staff and visitors. Attendance rates over the last six years have improved steadily, placing the school currently in the top 25% when compared with similar schools. Nearly all pupils arrive punctually.

Most pupils take on responsibilities willingly, such as tuck shop managers and peer mediators. They are keen to express their views and to participate in the school's decision-making processes. For example, members of the school council decided to spend a donation from parents on an outdoor reading shelter. Many pupils support village events regularly, such as fundraising for a community defibrillator. The school council has met with the Community Council and campaigned successfully for a pedestrian crossing in the village.

Most pupils contribute to what they learn and, in the best cases, to how they learn. For example, reception pupils plan how to enhance the provision for a toy theme. Most pupils know what they need to do to improve their work. Nearly all sustain concentration appropriate to their age. They are well motivated and have a good attitude to learning. They develop appropriate levels of co-operation. The care, concern and respect they show for each other are a notable feature.

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

The school provides a broad and balanced curriculum that contains a wide range of enriching learning experiences that stimulate pupils' interests and develop their confidence as learners well. In the Foundation Phase, there are good opportunities for pupils to learn through play-based activities. However, the provision for this age group does not always develop pupils' independent learning skills sufficiently well.

The school responds appropriately to the requirements of the National Literacy and Numeracy Framework. It provides an appropriate range of opportunities for pupils to develop their ICT skills in purposeful contexts. A variety of interesting cross-curricular themes encourages pupils to use their skills creatively and proficiently across all subjects. The popular range of extra-curricular activities, such as the gardening club and dance group, as well as various educational visits and visitors, enriches the curriculum and enhances learning experiences well.

The provision for Welsh is improving, but it does not yet ensure that pupils acquire the necessary knowledge and skills to speak and pronounce the language accurately. The school promotes the Welsh dimension successfully. A good example is the work on folklore, such as the story of Gelert. Pupils have ample opportunities to celebrate living in Wales through special activities, such as Welsh Week and St. David's Day.

The school promotes education for sustainable development effectively. Members of the eco committee make an important contribution, for example by organising a 'Go Green' day. They help to raise awareness of recycling and energy efficiency. Through the curriculum, the school provides pupils with an appropriate range of opportunities to learn about the wider world. For example, pupils raise funds to buy water pumps for wells in Africa.

Teaching: Good

All teachers have high expectations of pupils' achievement. They prepare lessons thoroughly and use an appropriate range of strategies that stimulate and engage pupils effectively. They use praise and rewards regularly to encourage pupils to succeed. Overall, they match tasks suitably to pupils' different ages and abilities.

All teachers structure lessons suitably and manage pupils' learning and behaviour well. They use relevant questioning techniques and provide clear explanations and instructions, which ensure that pupils understand what to do. They establish very good working relationships with pupils. As a result, pupils ask for help regularly when they need it. Nearly all teachers conduct lessons at a brisk pace to ensure pupils remain on task. They encourage pupils successfully to co-operate with each other and to think for themselves.

Teachers use a suitable range of relevant standardised assessments to measure how well pupils achieve. Currently, they record evidence of assessment on three different tracking systems to ensure they have a full profile of each pupil's performance. The process is effective, but under review while teachers evaluate the strengths and weaknesses of each approach.

All teachers apply the school's assessment for learning procedures consistently and efficiently. The arrangements for self and peer assessment and for written feedback to pupils are particularly strong. They help teachers to move pupils' learning forward very effectively.

All pupils from reception to Year 6 have individual learning targets. Up to Year 4, teachers place these in pupils' homework books. Parents appreciate receiving this information, as well as the comprehensive annual reports and regular consultation evenings that the school provides. These arrangements ensure parents are well informed about their children's progress and achievements.

Care, support and guidance: Good

The care, support and guidance provided for pupils are a strength of the school. Staff encourage pupils to develop their understanding of healthy living, such as the importance of dental care. There are appropriate arrangements for promoting healthy eating and drinking. The school successfully fosters pupils' confidence and self-esteem and this has a positive effect on all pupils' ability to learn.

The school supports pupils' spiritual, moral, social and cultural development successfully. It manages pupils' behaviour well and implements a wide range of effective incentives to reduce absences. It reminds pupils and parents regularly about the importance of attendance and punctuality. The school's arrangements for safeguarding meet requirements and give no cause for concern. However, governors are aware of two health and safety issues regarding the outside areas.

The provision for pupils with additional learning needs is strong. Comprehensive tracking procedures are in place. The school identifies pupils' needs at an early stage. It provides a beneficial range of intervention programmes that focus on

literacy and numeracy skills, as well as emotional wellbeing and physical development. Individual education plans include targets that are mostly measurable and appropriate to pupils' needs. They clearly identify the support and strategies required, including links with external agencies, such as counselling services and family support programmes. The school reviews pupils' progress and future needs regularly with staff, pupils and parents.

Learning environment: Good

The school's inclusive and caring ethos ensures that adults and pupils treat each other with respect and sensitivity. Incidents of discrimination, oppressive behaviour or harassment are extremely rare. The school provides many opportunities for pupils to develop an awareness of diversity in society, for example through the curriculum and visits to different places of worship.

The school building is secure and, despite various traces of damp, provides a welcoming and well-organised learning environment. Classrooms are colourful, and interesting displays throughout the school reflect pupils' skills and achievements. The extensive outside areas include a large playground and field, although parts require essential maintenance. Vehicles can only access the site down a narrow lane, which pedestrians also use.

Pupils have access to a broad range of appropriate learning resources to meet their learning needs.

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

Leaders and governors have a clear vision for the school and its future development. The headteacher is effective and efficient in her management of the school and has a clear and accurate overview of its current performance. She promotes good relationships with staff and other stakeholders.

The deputy headteacher has a notable impact on promoting effective teaching across the school. He supports the headteacher well, as the second member of the senior management team. Together, they lead the performance management process successfully. All staff have appropriate appraisal targets linked to pupils' performance and the school development plan. The senior management team is effective in driving forward new initiatives, for example in mathematics and assessment. These innovations are having a positive impact on standards and teaching.

All staff have a shared understanding of the school's mission and aims. They work together well. They have a range of relevant responsibilities, matched closely to their areas of expertise and the needs of the school. They welcome advice from fellow professionals and share successful practice regularly between themselves and with other schools. As a result, nearly all pupils learn effectively and make consistently good progress through the school.

The governing body is knowledgeable about the school's performance. It helps to determine the strategic direction of the school well and holds the headteacher and staff to account effectively, for example by holding two meetings each term, one of which is to consider specifically the school's performance and progress. Most governors visit the school regularly and have link subject responsibilities. The school fulfils all statutory requirements, such as mandatory governor training, and addresses local and national priorities well.

Improving quality: Good

The self-evaluation process is well established and the school has a strong track record of securing improvements in standards and quality, for example in problem-solving and the tracking of pupils' progress. The headteacher has developed effective procedures to evaluate the school's performance. As a result, staff make good use of a range of first-hand evidence from lesson observations, scrutiny of pupils' work, subject monitoring and detailed analysis of performance data. Regular questionnaires and meetings ensure the views of governors, pupils and parents inform the process constructively. For example, the headteacher takes a draft copy of the self-evaluation report to a coffee morning to share with parents in case they have not seen it.

The school's self-evaluation report is clear and informative and gives a comprehensive and accurate picture of the school's strengths and areas for improvement. Priorities in the school development plan derive directly from the evidence gathered during the self-evaluation process. The plan is clear, honest and well-structured. It includes a broad range of realistic and attainable targets to improve standards and provision. It contains detailed success criteria, identifies staff responsible for delivering the targets and has relevant timescales. Governors and senior leaders have appropriate responsibilities for evaluating and monitoring progress. As a result, the school is able to move forward purposefully and successfully.

Partnership working: Good

The school has developed a range of partnerships that benefit pupils' learning. There is a strong relationship with parents. The headteacher regularly consults with them about their views and responds effectively. During the monthly coffee mornings, parents have the opportunity to inform school policies, for example they agreed with the headteacher to place pupils' individual targets in their homework books. As a result of this close partnership, nearly all parents are very supportive and feel the school values their opinions. They appreciate the experiences their children receive.

The school has effective links with other schools in the cluster and benefits from taking part in shared improvement activities. For example, a joint focus on improving the standard of spelling has led to better than expected improvements in spelling for many pupils in Year 3 and Year 4. The school also successfully provides support and training to other professionals, for example in using assessment for learning strategies. Good transition links with the receiving secondary school ensure that pupils look forward to moving to Year 7.

The school has many strong partnerships with the local and wider community, which enhance the learning experiences of pupils effectively. For example, visiting ministers from different churches lead collective worship. In 2015-2016, the school celebrated its centenary through many local events and participated in a joint creative project with other schools and artists to celebrate 150 years of establishing the Welsh community in Patagonia. Links to local businesses support key initiatives successfully, such as raising attendance through the reward of vouchers.

Resource management: Good

The school has suitably qualified and experienced teachers to deliver the curriculum. It also deploys well-trained support assistants appropriately. All staff make a valuable contribution to pupils' learning and wellbeing. As a result, nearly all pupils enjoy school and make good progress.

All staff participate in regular in-house and external training events, linked to their individual targets and school priorities, such as improving the provision for teaching Welsh. A majority of staff have recently undertaken behaviour management training. This is having a positive impact on classroom practice. The arrangements for teachers' planning, preparation and assessment time are appropriate and allow teachers in each phase to work together.

The school manages its accommodation, site and resources appropriately. In the Foundation Phase, pupils make regular use of the outside area. Leaders and governors are aware that the school has accumulated a large surplus of funds over the last few years due to particular circumstances. However, the amount is now reduced considerably. Good financial controls are in place and spending decisions reflect school priorities.

Current plans for allocating the pupil deprivation grant focus appropriately on support in literacy and numeracy for disadvantaged pupils. As a result, most targeted pupils make at least the expected progress, for example by improving their reading and numeracy scores in standardised tests from year to year.

Due to the good standards that pupils achieve and the effective quality of the provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6702172 - PENGELLI PRIMARY

Number of pupils on roll	95
Pupils eligible for free school meals (FSM) - 3 year average	24.0
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	14	4	12	10
Achieving the Foundation Phase indicator (FPI) (%)	92.9	100.0	100.0	100.0
Benchmark quartile	2	1	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	14	4	12	10
Achieving outcome 5+ (%)	92.9	100.0	100.0	100.0
Benchmark quartile	2	1	1	1
Achieving outcome 6+ (%)	42.9	75.0	25.0	40.0
Benchmark quartile	1	1	3	1
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	14	4	12	10
Achieving outcome 5+ (%)	92.9	100.0	100.0	100.0
Benchmark quartile	2	1	1	1
Achieving outcome 6+ (%)	14.3	75.0	33.3	50.0
Benchmark quartile	4	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	14	4	12	10
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	71.4	100.0	41.7	60.0
Benchmark quartile	1	1	4	2

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.

6702172 - PENGELLI PRIMARY

Number of pupils on roll	95
Pupils eligible for free school meals (FSM) - 3 year average	24.0
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	10	15	8	15
Achieving the core subject indicator (CSI) (%)	100.0	93.3	100.0	86.7
Benchmark quartile	1	2	1	3
English				
Number of pupils in cohort	10	15	8	15
Achieving level 4+ (%)	100.0	93.3	100.0	86.7
Benchmark quartile	1	2	1	3
Achieving level 5+ (%)	60.0	26.7	25.0	40.0
Benchmark quartile	1	3	4	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	10	15	8	15
Achieving level 4+ (%)	100.0	93.3	100.0	86.7
Benchmark quartile	1	2	1	4
Achieving level 5+ (%)	50.0	20.0	50.0	40.0
Benchmark quartile	1	4	1	2
Science				
Number of pupils in cohort	10	15	8	15
Achieving level 4+ (%)	100.0	93.3	100.0	86.7
Benchmark quartile	1	2	1	4
Achieving level 5+ (%)	60.0	33.3	50.0	40.0
Benchmark quartile	1	3	1	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

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.	41	41 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	41	41 100%	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.	41	40 98%	1 2%	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	41	41 100%	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.	41	41 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	41	41 100%	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.	41	41 100%	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.	41	40 98%	1 2%	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.	41	38 93%	3 7%	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.	41	32 78%	9 22%	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.	41	29 71%	12 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	41	40 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.	19	17 89%	2 11%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	19	15 79%	4 21%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	19	17 89%	2 11%	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.	19	16 84%	3 16%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	18	13 72%	5 28%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	18	15 83%	3 17%	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.	19	16 84%	3 16%	0 0%	0 0%	0	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.	19	10 53%	9 47%	0 0%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	18	15 83%	3 17%	0 0%	0 0%	1	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.	19	12 63%	7 37%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	19	17 89%	2 11%	0 0%	0 0%	0	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'.	17	13 76%	4 24%	0 0%	0 0%	2	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.	19	9 47%	10 53%	0 0%	0 0%	0	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.	18	15 83%	3 17%	0 0%	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.	18	12 67%	6 33%	0 0%	0 0%	1	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.	19	17 89%	2 11%	0 0%	0 0%	0	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.	15	13 87%	2 13%	0 0%	0 0%	4	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.	19	14 74%	5 26%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	19	16 84%	3 16%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Dr Peter David Ellis	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Mrs Rachael Owen	Peer Inspector
Mrs Helen Talaat (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.