



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Birchgrove Primary
Heol Nant Bran
Birchgrove
Swansea
SA7 9LS**

Date of inspection: July 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:

| 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

Birchgrove Primary School is in the village of Birchgrove, which is in the city and county of Swansea.

There are 372 full-time pupils between the ages of four and 11 on roll, taught in 14 classes. An additional 88 pupils attend the nursery on a part-time basis.

Around 21% of pupils are eligible for free school meals. This is about the same as the national average and slightly below the local average. Around 90% of pupils are of white British ethnic origin with a very few from other ethnic backgrounds who have English as an additional language. No pupils come from homes where Welsh is the first language.

The school identifies that about 26% of pupils have additional learning needs, which is above the average for Wales. Very few pupils have statements of special educational needs. A very few pupils are looked after by the local authority.

The headteacher was appointed in November 2013. The school's last inspection was in September 2009.

The individual school budget per pupil for Birchgrove Primary in 2013-2014 means that the budget is £3,084 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Birchgrove Primary is 70th out of the 80 primary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- standards in pupils' books have improved significantly;
- nearly all pupils behave well and are polite and courteous;
- pupils use their literacy and numeracy skills well across the curriculum;
- learning experiences motivate and engage pupils;
- the quality of teaching is good; and
- teaching assistants provide effective support for pupils needing additional help.

However:

- the school's performance over time does not compare well with that of similar schools; and
- attendance levels have not improved since the last school inspection.

Prospects for improvement

The school's prospects for improvement are good because:

- the leadership of the headteacher and the senior management team is purposeful and effective;
- leaders' vision for improving the school's performance has been shared with and embraced by all stakeholders;
- leaders have a clear understanding of the school's strengths and areas for improvement;
- all staff are clear about the schools priorities and are committed to school improvement; and
- recent initiatives are already impacting positively on outcomes for pupils.

Recommendations

R1 Improve outcomes in literacy and numeracy

R2 Raise levels of attendance

R3 Ensure consistency in marking pupils' work

R4 Include all stakeholders in the self-evaluation process

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Around half of pupils enter school with literacy and numeracy skills below those expected for their age.

In the Foundation Phase, nearly all pupils listen well to each other and to adults. Many speak clearly when responding to questions and joining in with class discussions, for example when talking about the story *Handa's Surprise* or making dens in the forest area. In key stage 2, most pupils listen with interest to teachers and other pupils. Nearly all talk confidently to each other and to their teachers and develop a good vocabulary as they move through the key stage. They use this effectively to present information to other pupils about topics that interest them, for example census material during their topic on life in the Victorian period.

In the Foundation Phase, most pupils enjoy reading and can explain why they like particular books. Nearly all pupils use phonic skills and a good sight vocabulary well to help them to read. The more able use good expression when reading texts aloud and show a good understanding of what they have read. By the end of key stage 2, nearly all pupils read fluently. They are able to say what may happen in a story and link this to their personal experiences. More able readers apply their reasoning skills well to make inferences about what they read. Most pupils are able to use dictionaries and glossaries to find out what words mean and use contents pages appropriately to locate information.

Younger pupils in the Foundation Phase are beginning to write simple words independently using their phonic knowledge well. By the end of the Foundation Phase, most write interesting stories, choosing words well for effect. They also write non-fiction texts well, for example reports on butterflies and discussions about whether children should wear school uniform. Spelling is generally accurate and where it is not correct pupils use appropriate phonic alternatives. Nearly all pupils use capital letters and full stops accurately and the more able pupils use a good range of punctuation including speech marks. Most pupils form their letters correctly and the handwriting of many pupils is joined and very neat. In key stage 2, many pupils write effectively in a range of forms for different purposes in their English books. They use these writing skills well, for example when writing letters about the amount of salt in food or discussing whether pupils should bring mobile phones to schools. Nearly all pupils use a range of punctuation including commas, speech marks, hyphens and brackets accurately. Standards of handwriting are variable throughout the key stage. However, nearly all pupils in Years 5 and 6 have very high standards of presentation.

Most pupils develop their numeracy skills well as they move through the Foundation Phase. For example, they learn to add 2 and 3 digit numbers, find halves and quarters and divide numbers that have a remainder. Pupils use their numeracy skills very effectively across the curriculum including making tally charts and bar graphs

about mini-beasts. In key stage 2, many pupils make good progress in numeracy. More able pupils use their understanding of place value to multiply and divide whole numbers and can measure and draw angles to the nearest degree. They apply these skills well across the curriculum, for example drawing line graphs to show how the school's recycling rate has changed over time and working out the costs of a family holiday to St Lucia.

Nearly all pupils receiving additional support in reading and numeracy make good progress during the period of the intervention.

Pupils' Welsh language skills develop appropriately as they move through the school. Most pupils in the Foundation Phase respond to instructions in Welsh and can read and write simple phrases. By the end of key stage 2, most pupils can talk about familiar topics using the present and past tenses. Many pupils read aloud well with good pronunciation and show a good understanding of what they have read. They write sequences of sentences in Welsh accurately.

Work in pupils' books shows that most pupils at the end of the Foundation Phase and key stage 2 have made significant progress in literacy and numeracy this year.

In the Foundation Phase, pupils' performance at the expected outcome 5 in literacy in 2013 places the school in the bottom 25% when compared to similar schools. Pupils' performance in mathematical development in 2013 places it in the lower 50%. Performance of pupils at the higher than expected outcome 6 in 2013 places the school in the higher 50% of similar schools in literacy and in the lower 50% in mathematical development.

In key stage 2, pupils' performance at the expected level 4 in 2013 places the school in the lower 50% for mathematics and science when compared with similar schools, and in the bottom 25% for English and the core subject indicator. At the higher level 5, pupils' performance in 2013 places the school in the higher 50% for mathematics and the lower 50% for English and science when compared with similar schools.

Wellbeing: Adequate

Most pupils are happy and feel safe and secure in school. Nearly all pupils demonstrate good behaviour throughout the school day. They show care and concern towards each other and good manners and courteousness to adults. Pupils understand the benefits of a healthy lifestyle and participate in a good range of physical activities.

Most pupils have positive approach to learning. They demonstrate good levels of independence and co-operation in learning activities and most participate with interest and enthusiasm. Many pupils ask questions to clarify and inform their learning. Older pupils recognise making mistakes as good learning opportunities.

Pupils are developing their decision-making skills well. Members of the school and eco councils identify actions that improve the school appropriately and take suitable actions. For example, the eco council is currently working towards the completion of

a greenhouse made from recycled plastic bottles and the school council has raised money to buy new playground equipment.

Attendance has improved this year. However, when compared to similar schools, the school was in the bottom 25% in 2013 and has been in the lower 50% for the past three years.

| | |
|---|-------------|
| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Good

Teachers plan a broad, balanced and interesting curriculum that allows pupils to build upon their prior learning, understanding and skills well as they move through the school. The school provides a good range of extra-curricular activities and visits that enrich learning, such as a visit to Castell Henllys.

Effective provision for the development of literacy, numeracy and information and communication technology (ICT) skills ensures that pupils use these skills well. For example, teachers provide good opportunities for pupils to write often for different purposes. As a result, they write extended pieces of work of a good standard across the curriculum.

Teachers' plans to develop the Welsh language are comprehensive and ensure progression in learning the language. The school provides a good range of opportunities for pupils to learn about the culture and history of Wales, for example through the study of Welsh myths and legends such as Twm Sion Cati.

The school promotes awareness of living sustainably well. Teachers plan a good range of learning experiences that help pupils understand how people affect the environment such as through the recycling of waste. There are good opportunities for pupils to develop an awareness of other countries and global citizenship through their topic work. For example, pupils have interesting opportunities to learn about life in Lesotho and Brazil.

Teaching: Good

Most teachers motivate pupils well and use a good range of strategies to support their learning. They establish the learning objectives and share them appropriately with pupils. Most teachers make good links with previous work and this helps pupils to make good progress in their learning. The majority of teachers ensure that learning proceeds at a good pace. Many teachers question pupils effectively in order to extend their thinking. Nearly all teachers deploy support staff effectively in lessons and this has a positive impact on the progress pupils make. Many teachers plan work to meet the needs of pupils of different abilities. However, in a few classes, teachers do not adapt the work sufficiently to meet the needs of all pupils.

Nearly all teachers mark pupils' work regularly. Most teachers' written comments help pupils to see what they have done well. More recently, teachers have started to give evaluative comments that help pupils to know what they need to do to improve. However, the quality of marking is not consistent in all classes and a few teachers do

not provide pupils with clear next steps in their learning. Many teachers provide opportunities for pupils to assess their own and other pupils' learning. For example, they use tablet computers to share and discuss written work. Most teachers make accurate assessments of pupils' achievements. The school tracks the progress of pupils effectively and leaders use this information well to plan appropriate provision for pupils in need of additional support. Annual reports to parents are appropriate. They give details of pupils' achievements and the next steps in their learning.

Care, support and guidance: Good

The school provides good opportunities for pupils to develop their social skills and, as a result, pupils are respectful of each other. They work well together in small groups and pairs. School assemblies provide suitable opportunities for pupils to reflect upon spiritual and moral issues. The school makes appropriate arrangements for promoting healthy eating and drinking and provides good opportunities for regular exercise.

The school liaises well with a wide range of specialist services in order to support pupils. For example, behaviour support services have worked effectively with the school and because of this, pupils' behaviour has improved.

Provision for pupils with additional learning needs is good. Teachers identify pupils with additional needs at an early stage. The school's provision map ensures that teachers provide well-planned support through a wide range of programmes. Targets in individual education plans are specific and clearly address pupils' needs. The provision enables pupils to make progress in all areas of the curriculum but specifically in literacy and numeracy.

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

Learning environment: Good

The school provides a very caring and welcoming community where everyone feels valued and safe. It has a fully inclusive ethos and treats everyone fairly and with respect. The school promotes equal opportunities well. Extra-curricular activities are open to all and both girls and boys attend these regularly.

The accommodation is in good condition. It provides pupils with a well-maintained environment for learning. The school has altered classrooms recently to increase the number of learning areas and this has enabled teachers to take a more flexible approach to teaching. This has had a positive impact on pupils' standards. The school has good quality resources that match pupils' needs well. Teachers use classroom displays effectively to support pupils' learning. The outdoor environment contains a good range of stimulating areas such as the forest school and the garden. The school uses its outdoor areas effectively to enhance pupils' learning and provide opportunities for physical activity.

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

| |
|-------------|
| Good |
|-------------|

Leadership: Good

The headteacher's leadership is strong and he has a clear vision for developing the school. Within a short time, he has shared his expectations successfully with all staff, governors, pupils and parents. There are effective procedures, such as the regular, robust scrutiny of pupils' work, across the school to ensure that standards continue to improve. All members of staff understand their responsibilities well and understand how these link to the school's improvement plans. Senior leaders and teachers have specific responsibilities and this ensures clear lines of accountability.

Staff meetings focus regularly on data analysis, the school's performance and setting targets for improvement. The process of performance management is well established. Managers now use the process effectively to support the professional development of staff and they link it well to school priorities.

The governors have a good understanding of their roles and their statutory responsibilities and are fully committed to raising achievement. They have a good understanding of the way the school is performing when compared with similar schools. They are aware of the issues arising from the analysis of data and the school's own self-evaluation. They now have the information they need to support the strategic direction of the school and provide appropriate challenge to the senior leaders.

The school gives good attention to local and national priorities. The literacy and numeracy framework is receiving detailed attention and teachers are addressing boys' underperformance in reading through better provision and resources.

Improving quality: Good

In a short time, the headteacher and staff have worked well together to make improvements to all aspects of the school's work.

Leaders have developed a robust approach to self-evaluation based securely on first hand evidence. However, not all stakeholders contribute to the process currently. Leaders have overseen the development of a culture of honest review involving all members of staff. Monitoring activities include classroom observation and scrutiny of pupils' work. The leadership team uses outcomes from self-evaluation effectively to identify clear priorities to raise standards and targets for school improvement. Staff have a clear understanding of the school's strengths and weaknesses and their involvement in improving quality is developing well.

The school development plan focuses on the main priorities and actions that will bring about improvement. Although the improvement planning process has not yet had sufficient time to impact fully on standards, the impact of change is evident. For example, whole school short term planning has become more consistent and the development of literacy and numeracy skills across the curriculum is very evident. The plan identifies those teachers with responsibility and includes appropriate

timescales and costs. The implementation of the plan has had a positive impact on standards this year.

Partnership working: Good

There are a good range of partnerships that have a positive effect on pupils' learning and wellbeing. These include partnerships with parents, specialist support services and the wider community including local businesses and the police. The strong partnership with the local authority this year has helped to improve important areas of the school's work, such as raising pupils' standards and improving attendance.

Communication with parents is very good and there are a range of appropriate opportunities for parents to approach the school. They are involved effectively in their children's learning. The school provides parents and carers with a good range of information about the life and work of the school through open evenings, the school website and the school newsletter. Parents and friends of the school contribute significantly to raising funds to buy resources for the school.

The school works effectively with the local secondary school to support pupils' successful transfer to Year 7. There are good opportunities for teachers from the primary and secondary schools to work together, particularly in the subjects of English, mathematics and science. A particularly effective partnership exists with the local colleges, which provide training for student teachers and learning support assistants. This has led to additional development opportunities for staff that mentor others. Training in emotional literacy has led to significant improvement in pupils' achievement and wellbeing.

Resource management: Adequate

The headteacher and the governing body's finance committee plan the school's expenditure carefully. There is a strong link between the school's priorities and its spending plans. The school has enough suitably qualified teachers and support staff to teach the curriculum appropriately. The school has effective processes for the performance management of teachers. However, support staff are not part of this process at present. There are appropriate arrangements for teachers' planning, preparation and assessment time. Teaching assistants are effective in their work and they have a positive effect on the attainment of all pupils.

There are good opportunities for staff to engage in professional development activities. A majority of teachers are involved in networks of professional practice with other schools. These activities have a positive impact on the work of the school. For example, all teachers are more confident in assessing and moderating learners' work as a result of working with teachers from other schools.

As standards are adequate, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase, pupils' performance in 2013 at the expected outcome 5 is slightly higher than in 2012 in literacy and mathematical development. For pupils' performance in literacy, the school is in the bottom 25% when compared to similar schools, and for mathematical development is in the lower 50%. Pupils' performance in personal and social development is higher in 2013 than in 2012 but still places the school in the bottom 25% when compared to similar schools. In 2013, performance in literacy, mathematical development and personal and social development is lower than the family average.

Pupils' performance at outcome 6 in 2013 is higher than in 2012 in literacy and personal and social development, but lower than in 2012 for mathematical development. Pupils' performance at this level places the school in the higher 50% of similar schools for literacy, and the lower 50% in mathematical development and personal and social development. Pupils' performance at outcome 6 is below the family averages for all three areas of learning.

Girls tend to perform better as a group than boys in literacy, mathematical development and personal and social development at outcome 5. Girls perform better than boys in all areas of learning at outcome 6. There is a significant difference in favour of girls in personal and social development at the higher than expected level.

At outcome 5, the attainment of pupils eligible for free school meals tends to be lower than for other pupils in literacy, mathematical development and personal and social development. At outcome 6, pupils eligible for free school meals tend not to attain as well as other pupils in all three areas of learning. No pupils eligible for free school meals attained the higher than expected level for literacy, mathematical development or personal and social development in 2013.

In key stage 2, at the expected level 4, pupils' performance is slightly higher than in 2012 for English but is lower for mathematics and science. When compared with similar schools, pupils' performance in 2013 places the school in the lower 50% for English and mathematics, and the bottom 25% for the core subject indicator and science. Pupils' performance for English is slightly above the family average while pupils' performance in mathematics, science and the core subject indicator is below family averages.

At the higher level 5, pupils' performance in all three subjects is lower than in 2012. When compared to similar schools, pupils' performance at level 5 in 2013 in mathematics places the school in the higher 50%, while performance in English and science places the school in the lower 50%. Performance at level 5 is above the family average for mathematics, about the same as the family average for science and below the family average for English. .

Girls tend to perform better than boys in all three subjects at level 4. At level 5, girls' performance tends to be better in English and boys' performance tends to be better in mathematics.

Pupils eligible for free school meals do not perform as well as other pupils in English, mathematics or science at level 4. However, at level 5 pupils eligible for free school meals perform better than other pupils in English and science.

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. | 103 | | 102 99% | 1 1% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 103 | | 102 99% | 1 1% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 103 | | 99 96% | 4 4% | Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio. |
| | | | 96% | 4% | |
| The school teaches me how to keep healthy. | 103 | | 101 98% | 2 2% | 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. | 103 | | 102 99% | 1 1% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 103 | | 103 100% | 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. | 103 | | 103 100% | 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. | 103 | | 103 100% | 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. | 103 | | 101 98% | 2 2% | 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. | 103 | | 98 95% | 5 5% | 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. | 103 | | 100 97% | 3 3% | 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 | 103 | | 100 97% | 3 3% | 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. | 38 | 23 61% | 14 37% | 0 0% | 0 0% | 1 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 38 | 31 82% | 7 18% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn hoffi'r ysgol hon. |
| | | 73% | 26% | 1% | 0% | | |
| My child was helped to settle in well when he or she started at the school. | 38 | 31 82% | 6 16% | 0 0% | 0 0% | 1 | 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. | 38 | 24 63% | 14 37% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 38 | 16 42% | 20 53% | 0 0% | 0 0% | 2 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 45% | 46% | 4% | 1% | | |
| Teaching is good. | 38 | 22 58% | 15 39% | 0 0% | 0 0% | 1 | Mae'r addysgu yn dda. |
| | | 60% | 35% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 38 | 25 66% | 13 34% | 0 0% | 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. | 38 | 14 37% | 17 45% | 3 8% | 1 3% | 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. |
| | | 47% | 40% | 6% | 1% | | |
| Staff treat all children fairly and with respect. | 38 | 20 53% | 13 34% | 1 3% | 0 0% | 4 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 58% | 34% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 38 | 21 55% | 13 34% | 0 0% | 0 0% | 4 | 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. | 38 | 30 79% | 8 21% | 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'. | 37 | 16 43% | 16 43% | 0 0% | 0 0% | 5 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 50% | 34% | 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. | 38 | 19 50% | 15 39% | 3 8% | 0 0% | 1 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 49% | 40% | 8% | 2% | | |
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 38 | 23 61% | 13 34% | 1 3% | 0 0% | 1 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| | | 62% | 31% | 4% | 2% | | |
| I understand the school's procedure for dealing with complaints. | 38 | 14 37% | 11 29% | 5 13% | 1 3% | 7 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 44% | 39% | 7% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 38 | 21 55% | 14 37% | 0 0% | 0 0% | 3 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 56% | 39% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 38 | 13 34% | 16 42% | 1 3% | 0 0% | 8 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 42% | 34% | 4% | 1% | | |
| There is a good range of activities including trips or visits. | 38 | 12 32% | 20 53% | 5 13% | 0 0% | 1 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 53% | 38% | 5% | 1% | | |
| The school is well run. | 38 | 24 63% | 11 29% | 1 3% | 0 0% | 2 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 32% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|-------------------|---------------------|
| Jane McCarthy | Reporting Inspector |
| David Davies | Team Inspector |
| Terry Davies | Lay Inspector |
| Michael Griffiths | Peer Inspector |
| Phillip Harry | Peer Inspector |
| Matthew O'Brien | Nominee |

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.