



*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**

**Newton Primary School  
Slade Road  
Newton  
Swansea  
SA3 4UE**

**Date of inspection: June 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
<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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**Publication date: 27/08/2014**

## Context

Newton Primary School is in the village of Newton, near Mumbles and in Swansea local authority. There are 235 pupils between three and 11 years of age on the school register, including 28 part-time nursery pupils.

Most pupils live near the school and very few pupils come from outside the catchment area. Around 2% of pupils receive free school meals. This is well below the average for primary schools in Wales.

The school has identified approximately 3% of its pupils as having additional learning needs. This is significantly below the average for Wales. English is the day-to-day language of the school and pupils learn Welsh as a second language. Nearly all pupils come from homes where English is the main language. A very few pupils come from ethnic minority backgrounds and have English as an additional language, but no pupils receive support to learn English.

The headteacher has been in post since June 2007. The school's last inspection was in June 2008.

The individual school budget per pupil for Newton Primary School in 2013-2014 means that the budget is £3,081 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Newton Primary School is 71st 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 school's current performance is good because:

- most pupils make good progress as they move through the school;
- pupils' standards in numeracy are good;
- standards of behaviour are high;
- learning experiences offer engaging opportunities for pupils to experience appropriate challenges to extend their learning within and beyond the school;
- teachers and support staff work well together to ensure that pupils make suitable progress in lessons; and
- the school is an inclusive, collaborative community.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher demonstrates good leadership skills, communicates high expectations and challenges staff positively;
- staff work collaboratively to create a supportive and motivating learning environment;
- the quality of governance is a particular strength of the school;
- leaders have a sound understanding of the use of data to monitor progress and to plan for improvement; and
- the school has developed strong partnerships with parents.

## **Recommendations**

- R1 Improve standards achieved by more able pupils across the school, particularly in writing
- R2 Improve pupils' spelling and punctuation work and presentation across the school
- R3 Ensure that pupils use Welsh more throughout the school day and extend their writing skills in Welsh in key stage 2
- R4 Ensure that the quality of teaching and assessment for learning are consistently good across the school
- R5 Improve the quality of the school development plan through more use of measurable targets for improvement

### **What happens next?**

Newton Primary 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

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Most pupils begin school with skills that are appropriate to, or above, those expected for their age. Most pupils make good progress as they move through the school.

In the Foundation Phase, many pupils listen well. They speak clearly and confidently to other pupils and adults. Many pupils are keen to talk about their work and many answer questions by including suitable detail. In key stage 2, most pupils have good speaking and listening skills, talk with increasing confidence and express their views and ideas clearly using a well-developed vocabulary. Most pupils concentrate well in teacher-led and independent learning tasks.

Most pupils in the Foundation Phase have a positive attitude towards reading. They show an interest in the books that they read, and many of them read well with expression and understanding by the end of the Phase. In key stage 2, most pupils have a positive attitude towards reading. Older pupils read a wide range of texts accurately and with expression. They discuss books and authors that they like freely. Many of them can skim-read a text in order to get its meaning and to collect information. They use information books effectively in order to research facts for use in cross-curricular work.

Most pupils in the Foundation Phase make good progress with their early writing skills. By the end of Year 2, many of them use their literacy skills well across the curriculum. Most write in full sentences with appropriate punctuation. In key stage 2, the majority of pupils write appropriately for a range of purposes and in different styles across the curriculum. However, the extended writing skills of pupils of higher ability do not develop fully enough. Pupils' spelling and punctuation are not accurate enough and the quality of handwriting and presentation is not consistent across the school.

Pupils' learning in mathematics is a strength of the school. By the end of the Foundation Phase, most pupils use addition and subtraction facts to solve simple problems. They recognise common 2D and 3D shapes and identify their features correctly. In key stage 2, pupils build on these skills successfully. They use mental strategies competently to investigate patterns. They also use a suitable range of formal and informal written methods confidently.

By the end of key stage 2, pupils' standards in numeracy are good. They use numeracy skills well in a range of activities across the curriculum. The standards of more able pupils in mathematics is very good. They solve real problems independently such as planning houses to sell in the Victorian Era.

Pupils with additional learning needs make appropriate progress towards achieving the targets set for them. There is a suitable range of effective support programmes

for literacy and numeracy, in terms of improving the standards achieved by targeted pupils.

However, a minority of more able pupils do not achieve as well as they could in literacy.

Over the last two years, pupils' performance in the Foundation Phase indicator at the expected outcome 5 has slightly improved. Pupils' performance in mathematical development places the school in the lower 50% when compared with similar schools and performance in literacy has moved the school from the higher 50% to the lower 50%. The performance of more able pupils at outcome 6 placed the school in the lower 50% of similar schools in 2012 in literacy and in the higher 50% in mathematical development. In 2013, the school remains in the higher 50% of similar schools for performance in mathematical development, although performance in literacy has declined to place the school in the bottom 25%.

In key stage 2, pupils' performance at the expected level 4 has placed the school between the higher 50% and top 25% over the last four years when compared with similar schools. Performance in English has placed the school mainly in the higher 50%. There have been significant improvements in mathematics and science over the last three years, placing the school consistently in the top 25% of similar schools.

The performance of pupils at the higher-than-expected level 5 has fluctuated considerably in all three subjects. Performance in mathematics has placed the school mainly in the top 25%. Performance at the expected level 4 has been consistently high for all indicators for the last two years.

Many pupils in the Foundation Phase respond positively to learning Welsh. The majority answer simple questions appropriately. They are able to read a small range of simple words competently and to write familiar phrases and sentences correctly. Pupils' reading and writing skills are progressing well in key stage 2. A majority of pupils speak using a limited range of sentence structures satisfactorily. Many older pupils are beginning to read suitable texts with acceptable pronunciation and fluency, but understand only a minority of the words they read. Pupils write the past and present tense correctly to answer questions and they give reasons for their likes and dislikes. Overall, pupils do not develop their independent writing skills in Welsh well enough. The majority of pupils lack the confidence to use the language outside Welsh lessons.

### **Wellbeing: Good**

Nearly all pupils feel safe in school and trust the staff to deal with any problems quickly and fairly. Relationships between staff and pupils are very positive in class lessons. This is having an impact on the standards in the school.

Nearly all pupils get on well together and standards of behaviour are high. Pupils of all ages play together well at break time and lunchtime. They are polite and courteous to visitors.

Nearly all pupils have positive attitudes to healthy eating and understand the importance of taking exercise. Many pupils in key stage 2 participate in extra-curricular sporting clubs, both at school and in the local community, and they have very positive attitudes to exercise and team games. Pupils develop their musical talents well through participation in the school orchestra and choir.

Members of both the school council and the 'Newton Coalition pupil Council' take their responsibilities seriously in school. For example, they play key parts in driving forward the school's aim to become a Rights Respecting School. They are effective in promoting the pupil voice within the school.

Pupils participate in a range of valuable activities within the community. For example, the school choir entertains elderly residents at a local care home. From these experiences, pupils develop a good range of social, personal and life skills.

Attendance, at between 94% and 95% has remained steady over recent years and is in line with that of other, similar schools. Although the school moved to the lower 25% in 2013, there has been an increase in attendance rates this year. In three of the five years, the school has been in the higher 50% of similar schools. Nearly all pupils arrive on time for school.

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

The school's learning experiences offer engaging opportunities for pupils to experience appropriate challenges to extend their learning within and beyond the school. Whole-school planning and good class organisation allow most of the pupils to undertake suitable activities. Teachers have recently reviewed and adapted their planning to ensure that it now provides good opportunities to develop pupils' literacy and numeracy skills across the curriculum. The curriculum meets the needs of differing groups and individual pupils.

The teachers have adapted their planning effectively to meet the requirements of the Literacy and Numeracy Framework. The teachers provide regular opportunities for pupils to apply these skills in a range of ways across the curriculum.

Visits to places of interest, such as Mumbles Pier and Brecon, along with visits to the school from a range of people, such as artists and theatre groups, enhance the quality of pupils' learning experiences well. A wide range of extra-curricular activities contributes effectively to the development of pupils' skills, for example through sporting and musical clubs.

Provision for the Welsh dimension and to promote pupils' understanding of the culture and heritage of Wales is good. However it does not promote pupils' independent use of the Welsh language enough.

Good provision enables pupils to learn about sustainability and to understand why we need to take care of the planet's resources. Pupils undertake stimulating experiences linked to sustainability, such as making bug homes and recycling.



Pupils have useful opportunities to develop a good understanding of the role they and others play in society and in the world, for example through participation in groups such as the Newton Coalition. Pupils have good opportunities to learn about their role as global citizens and about life in other countries, for example India.

### **Teaching: Good**

Teachers communicate learning objectives clearly, develop positive working relationships with pupils in class and plan an imaginative range of exciting activities to engage pupils. Teachers have good knowledge of the subjects they teach. Teachers and support staff work well together to ensure that pupils make suitable progress in lessons. The quality of teaching in the early part of the Foundation Phase is a particular strength, with effective team working to ensure that pupils experience a highly stimulating indoor and outdoor environment that promotes very effective learning. For example, the younger pupils in the Foundation Phase have enjoyed investigating mini beasts in preparation for their 'Ugly Bug Ball'.

In most of the lessons, teachers engage and motivate pupils successfully using a wide range of teaching and learning approaches and resources. These lessons are usually lively and capture pupils' interest well. Many teachers have effective questioning techniques and encourage pupils to think for themselves. Recent internal professional development opportunities have started to improve the quality of teaching in many classes.

In a few lessons where teaching is less effective, learning lacks pace. Systems to challenge more able and talented pupils are yet to become embedded and to impact on standards, especially of writing.

In a very few lessons, teachers do not allow pupils enough independence and overly direct the learning.

There are effective assessment procedures in place, which record clearly each pupil's achievements. There is a well-established process of tracking pupil progress from the start of the Foundation Phase through to the end of key stage 2. The school uses the information appropriately to monitor the progress of groups of pupils and to plan support programmes where appropriate.

Most teachers assess and mark learners' work accurately and regularly. They provide pupils with clear and helpful written comments that explain how well they are doing. Assessment for learning strategies are developing consistently well in most classes, but not all. Teachers are now beginning to encourage pupils to assess their own work and the work of others more regularly. Parents receive good information about their children's progress, and annual reports meet statutory requirements.

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

The school has effective arrangements in place to support pupils' wellbeing, including a wide range of extra-curricular activities. The school makes appropriate arrangements for promoting healthy eating and drinking. As a result, nearly all pupils

have positive attitudes to sport and know how to make healthy choices. All pupils feel that staff treat them fairly and equally.

The school's recent work in aiming to become a Rights Respecting School has helped to develop a range of stimulating experiences to promote pupils' social, moral and cultural knowledge and understanding. Collective worship further enhances pupils' awareness of different faiths, cultures and global issues.

The headteacher implements appropriate plans continuously to improve attendance.

The school liaises effectively with a range of specialist services, including educational psychologists and the speech and language service, to support pupils with additional learning or special educational needs. Support for additional learning needs pupils is good and teaching assistants play a key role in meeting their needs.

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

### **Learning environment: Good**

The school has successfully created an inclusive, collaborative community where pupils have a good understanding of their rights. Pupils have the opportunity to participate in all activities in the school including a wide range of after school clubs. Pupils show pride in their school and most agree that staff treat them fairly and with respect. All pupils have the opportunity to access the full range of the school's provision.

The quality of resources is good throughout the school and staff use them purposefully to support pupils' learning needs. There is a well-stocked library and good information and communication technology (ICT) resources. Displays celebrate pupils' work and achievements well throughout the school.

The school building is well maintained, bright and attractive. Accommodation is in the process of being reorganised to create new accommodation for the Foundation Phase. The outdoor learning environment is large and well resourced. It provides good opportunities to enhance all pupils' learning. Pupils especially enjoy using these outdoor areas at break times and have a good range of organised activities to choose from as well as attractive and stimulating areas in which to play. The organisation of these outdoor areas is conducive to excellent interaction between different ages. This is a strong feature of the school.

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

The headteacher demonstrates good leadership skills and these have had a positive impact on raising standards and taking forward improvements to provision in the school, for example in the use of performance data. The headteacher communicates high expectations and challenges staff to good effect.

All members of staff work collaboratively to create a supportive learning environment. Regular staff meetings, which focus clearly on improvement priorities, ensure that all staff are aware of their responsibilities and their roles in achieving the school's priorities. There is a wide range of management and curricular policies, which are implemented effectively. All members of staff have clear responsibilities and job descriptions and they undertake their duties well.

An effective performance management system, based on a thorough knowledge of pupil performance, contributes to improvements in teaching and learning and assists teachers and teaching assistants in developing their professional development. The school addresses national and local priorities well, for example in taking forward the Literacy and Numeracy Framework.

The support from the members of the governing body is a particular strength of the school. They have a thorough understanding of the performance of pupils and how this compares with that of pupils in similar schools. Governors use relevant information about performance to identify strengths and areas for improvement. As a result, clear targets are in place linked to suitable strategic priorities. Governors challenge the school effectively regarding the standards and the quality of provision.

### **Improving quality: Adequate**

The school's self-evaluation report reviews many aspects of school life thoroughly and identifies the main strengths and areas for development appropriately. The views of pupils, staff, parents and the governing body contribute well to the self-evaluation process.

Leaders have a sound understanding of the use of performance data to monitor pupils' progress and to plan for improvement. Senior leaders carry out a good range of monitoring activities that focus well on pupils' standards. Activities include the analysis of performance data, lesson observations and scrutiny of pupils' work. As a result, most leaders use the data to compare progress with pupils' prior attainment well and to identify strengths in the school's provision. However, these activities do not identify shortcomings robustly enough.

Senior leaders support colleagues well, for example to develop teacher confidence and to embed new schemes of work and ways of working. However, feedback on first-hand observations of teaching do not always focus enough on identifying areas for improvement in the quality of teaching and learning. The monitoring and evaluation of curriculum planning is limited. As a result, leaders do not always focus well enough on key areas for improvement.

The school development plan links well to the outcomes of self-evaluation. Priorities focus appropriately on key areas, such as raising standards of achievement and improving teaching and learning. The plan includes broad timescales, lead responsibilities and estimated costs. However, it tends to be too descriptive. The school development plan has clear actions and strategies to support improvement but many actions do not include measurable success criteria and this limits its effectiveness in terms of monitoring and reviewing progress.

### **Partnership working: Good**

The school has developed strong partnerships with parents. It listens and responds well to any concerns raised by parents or pupils. For example, in response to pupils' requests, the school has recently introduced a 'quiet area' at lunchtimes and this is supervised and run by parent volunteers. Effective communication and good relationships strengthen home, school and community links well. The school contributes actively to the local community. Many members of the local community visit the school regularly to share expertise and to work with pupils, including running a lunch time knitting club.

A comprehensive plan ensures close co-operation between the school and a wide range of partners. Representatives from local churches enhance the provision for collective worship, and liaison with the local community police has helped the school to develop a comprehensive e-safety policy. As a result, most pupils feel that they are aware of the dangers of the internet and know how to keep safe when online.

The school works closely with the local authority and other schools in the cluster to moderate and standardise teacher assessments at the end of the Foundation Phase and key stage 2. This is effective in ensuring consistent and accurate judgements of standards. Transitions arrangements with the secondary schools are comprehensive and help to prepare pupils for the next stage of their education. Nearly all pupils feel that they are well prepared and have positive attitudes towards moving on to their new school.

### **Resource management: Good**

The school manages its resources well. The arrangements for teachers' planning, preparation and assessment time are appropriate. All staff, including support staff, work well together in order to provide a range of engaging and motivating learning experiences for pupils. The school is developing well into a reflective learning community, especially in its use of data to plan for improvements in standards.

Performance management targets of staff link well to school priorities.

There is a suitable range of learning resources and staff make good use of the excellent outdoor facilities to enhance pupils' experiences. There is a good supply of ICT equipment, and staff and pupils use it regularly and well.

The school's spending links carefully to its plans for improvement, taking into account national and local priorities. Governors monitor the school's budget effectively and challenge the school well on its use of resources.

The school has many strong features in its provision and many pupils achieve well. The school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2013, the percentage of pupils who achieved the expected outcome 5 at the end of the Foundation Phase was slightly below the average for the family of similar schools in literacy, language and communication and mathematical development. It was in line with the average for the Foundation Phase indicator, but below the average in personal and social skills.

The proportion of pupils attaining the higher-than-expected outcome 6 in the Foundation Phase in 2013 was slightly above the family average in mathematical development, but below the family average in personal and social skills, and it was significantly below the average in literacy, language and communication.

Over the last two years, performance in the Foundation Phase indicator at the expected outcome 5 has improved. Performance in mathematical development places the school in the lower 50% when compared with similar schools, while literacy has moved the school from the higher 50% to the lower 50%. The performance of more able pupils at outcome 6 placed the school in the lower 50% of similar schools in 2012 in literacy and in the higher 50% in mathematical development. In 2013, the school remains in the higher 50% of similar schools for performance in mathematical development, although performance in literacy has fallen and has placed the school in the lowest 25%.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 was above the family average in English, mathematics and science. The proportion attaining the higher-than-expected level 5 was above the family average for mathematics, below the family average in science, but significantly below in English.

In key stage 2, performance at the expected level 4 has moved the school between the higher 50% and top 25% over the last four years when compared with similar schools. Performance in English has placed the school mainly in the higher 50%. There have been significant improvements in mathematics and science over the last three years, placing the school consistently in the top 25% of similar schools.

The performance of pupils at the higher-than-expected level 5 has fluctuated considerably in all three subjects. Performance in mathematics has placed the school mainly in the top 25%. Performance at the expected level 4 has been consistently high for all indicators for the last two years.

For most indicators in the Foundation Phase and in key stage 2, the performance of girls as a group was better than that of boys, especially in literacy and English. The exception to this is in mathematics and science at the higher level 5 where boys as a group tend to do better than girls.

## 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.	106	105 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	104	102 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	107	99 93%	8 7%	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	106	96 91%	10 9%	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.	107	105 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	103	102 99%	1 1%	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.	106	105 99%	1 1%	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.	107	105 98%	2 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.	104	94 90%	10 10%	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.	105	103 98%	2 2%	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.	99	68 69%	31 31%	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	70 68%	33 32%	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.	27	18 67%	8 30%	1 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	20 74%	6 22%	1 4%	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.	27	22 81%	4 15%	1 4%	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.	27	18 67%	8 30%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	27	13 48%	13 48%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	27	14 52%	11 41%	1 4%	1 4%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	15 56%	11 41%	1 4%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	27	12 44%	12 44%	1 4%	2 7%	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.	27	12 44%	9 33%	1 4%	1 4%	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.	27	15 56%	9 33%	2 7%	0 0%	1	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.	27	19 70%	6 22%	1 4%	0 0%	1	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'.	27	10 37%	10 37%	4 15%	1 4%	2	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.	27	13 48%	14 52%	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.	27	13 48%	13 48%	1 4%	0 0%	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.	27	10 37%	13 48%	3 11%	0 0%	1	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.	27	12 44%	12 44%	1 4%	0 0%	2	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.	24	9 38%	4 17%	1 4%	0 0%	10	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.	27	15 56%	11 41%	1 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	27	13 48%	13 48%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		



## Appendix 3

### The inspection team

Meinir Howells	Reporting Inspector
Aileen Brindley	Team Inspector
Catherine Jenkins	Lay Inspector
Marilyn Balkwill	Peer Inspector
Helena Rees	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.