



*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**

**Craigcefnparc Primary School  
Craigcefnparc  
Clydach  
Swansea  
SA6 5TE**

**Date of inspection: May 2015**

**by**

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

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

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

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

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

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

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

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

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

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**Publication date: 15/07/2015**

## Context

Craigcefnparc Primary School is in the village of Craigcefnparc about a mile from Clydach near Swansea. It currently has 80 pupils from the ages of 3 to 11, including 15 part-time nursery children. There are four mixed-age classes. The number on roll has been relatively stable for the last three years.

About 12% of pupils are eligible for free school meals, which is well below the national average of approximately 21%. Around 25% have additional learning needs, which is similar to the national average and a substantial reduction from the previous year's figure of 47%. No pupils currently have a statement of special educational needs, speak Welsh as a first language or receive support in English as an additional language. A very few pupils come from an ethnic minority background or are looked after by the local authority.

The last inspection was in March 2009. The headteacher took up her post in January 2009.

The individual school budget per pupil for Craigcefnparc Primary School in 2014-2015 means that the budget is £4218 per pupil. The maximum per pupil in the primary schools in Swansea is £7839 and the minimum is £2665. Craigcefnparc Primary School is 11<sup>th</sup> 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>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The current performance of the school is adequate because:

- Most pupils make steady progress in their literacy and numeracy skills as they move through the school
- Nearly all pupils have well-developed speaking and listening skills
- Most pupils in the Foundation Phase and lower key stage 2 read with increasing fluency, accuracy and understanding.
- Most pupils make good progress in their writing skills
- Pupils eligible for free school meals generally perform as well as other pupils
- Most pupils behave well and enjoy school
- The school provides a broad and balanced curriculum, which meet the needs of pupils well
- The school is a friendly, inclusive and caring community

However:

- Pupils' performance in the Foundation Phase at the higher outcome 6 has been consistently in the bottom 25% of similar schools over the last three years
- Pupils' performance in key stage 2 has declined over the last two years, placing the school in the bottom 25% of similar schools in all three core subjects at the expected level 4
- In upper key stage 2, many pupils do not read fluently enough for their age and the standard of their mental mathematics is too low
- Most pupils' skills in speaking Welsh are underdeveloped across the school
- Attendance has been in the bottom 25% of similar schools for several years
- A minority of teachers do not always match tasks sufficiently well to pupils' abilities or enable them to work independently enough

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher leads the school efficiently and conscientiously, and records and monitors its progress meticulously
- The deputy headteacher supports the headteacher well and models good classroom practice
- All staff feel valued and work together well
- Most governors are supportive and well informed about the school's performance
- Procedures for self-evaluation are sufficiently robust

- The school works with a wide range of partners effectively
- The school manages its budget well

However:

- The role of the senior leadership team is undeveloped
- Governors' involvement in the school's strategic direction and self-evaluation procedures is limited
- The main priorities for improvement in the self-evaluation report are not clear
- The school has not fully addressed all the recommendations from the previous inspection
- There is scope to improve levels of communication and trust with parents

## Recommendations

- R1 Raise standards in reading and mental mathematics, particularly in key stage 2
- R2 Improve pupils' Welsh oracy skills across the school
- R3 Ensure that all teachers match tasks to pupils' ability levels and promote their independent learning skills
- R4 Raise levels of attendance
- R5 Develop the role of the governing body and the senior leadership team in moving the school forward
- R6 Ensure that self-evaluation procedures lead to continual improvement

### **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

Overall, most pupils make steady progress in their literacy and numeracy skills as they move through the school and apply them appropriately across the curriculum.

Most pupils speak clearly to staff, visitors and each other in a range of situations. In the Foundation Phase, most develop their speaking and listening skills well. They listen to the ideas of their friends with interest and are keen to talk to adults about their work. They express their opinions confidently. Most pupils in key stage 2 contribute purposefully in lessons and use their language skills effectively to provide clear explanations. They pay attention well and respect the views of others.

Most pupils in the Foundation Phase have a positive attitude to reading and read with increasing fluency, accuracy and understanding. Nearly all use a suitable range of strategies to read familiar and unfamiliar words well. In lower key stage 2, most pupils read a wide range of texts with fluency, meaning and clarity of expression. They talk readily about books they have read and have a good awareness of favourite authors. However, in upper key stage 2, many pupils do not read fluently enough for their age or with sufficient expression. They have relatively underdeveloped skills in decoding unfamiliar words and reading for meaning.

Nearly all pupils in the Foundation Phase make good progress with their early writing skills. They sequence short pieces of writing effectively to describe events and to write simple stories and reports. Most use a suitable range of punctuation with increasing accuracy. Their spelling develops appropriately. Most pupils in key stage 2 write well using a range of sentence structures and interesting vocabulary. Many write confidently and accurately in a variety of forms and genres. They consolidate and expand their writing skills successfully to produce extended pieces of writing of good quality, for example in their history and science topics. Nearly all pupils across the school develop a neat and legible handwriting style by the end of key stage 2, although presentation at times is variable.

By the end of the Foundation Phase, most pupils count in twos, fives and tens competently and recognise numbers at least to 100. They add and subtract using tens and units and double numbers accurately. Nearly all pupils name basic two and three-dimensional shapes correctly. They tell the time to a quarter of an hour and know the months and seasons of the year. They use coins and various standard units of measurement confidently. They solve simple problems capably and collect, sort and present data effectively.

By the end of key stage 2, most pupils add, subtract, multiply and divide competently using larger numbers and they check their answers by calculating backwards. They know about fractions, decimals and percentages and negative numbers. They measure length, weight and capacity accurately in metric units and tell the time well in digital and analogue forms. They acquire good problem-solving skills related to

real-life situations. However, many older pupils in key stage 2 have less well-developed mental mathematical abilities and do not apply different calculation strategies confidently. Their knowledge of multiplication tables and basic geometry, for example, is insecure.

Most pupils' skills in speaking Welsh are improving, but overall they remain underdeveloped across the school. In the Foundation Phase, most pupils respond positively to regular opportunities to use Welsh through songs, simple instructions and when writing basic phrases and sentences. However, in key stage 2, nearly all pupils have limited oracy skills and lack confidence in speaking Welsh, although their writing skills develop appropriately. They write in a range of styles, including stories, factual writing and simple narratives. Across the school, most pupils develop a limited knowledge and understanding of their Welsh heritage and culture.

Due to the small number of pupils at the end of both key stages and the relatively high percentage of pupils with additional learning needs, the results of national assessments have to be treated with caution.

Over the last three years, at the end of the Foundation Phase, pupils' performance at the expected outcome 5 in literacy has improved from the lower 50% to the higher 50% of similar schools. However, in mathematical development, it has declined from the lower 50% to the bottom 25%. At the higher outcome 6, pupils' performance has been consistently in the bottom 25%.

Over the last five years, at the end of key stage 2, pupils' performance at the expected level 4 and the higher level 5 in all three core subjects has varied between the top 25% and the bottom 25% or lower 50% of similar schools. In general, performance has declined, particularly over the last two years.

In both the Foundation Phase and key stage 2, more able pupils do not always achieve their full potential. Pupils eligible for free school meals generally perform as well as other pupils.

### **Wellbeing: Adequate**

Nearly all pupils understand the importance of exercise and healthy eating and drinking. Many participate enthusiastically in physical education lessons, playtime games and after-school sports.

All pupils feel safe and well supported in school. They are courteous and polite and show care and consideration for themselves and others. They enjoy school and have a positive attitude to learning. Most pupils concentrate on their tasks well and work sensibly and conscientiously on their own and in groups. They are eager to talk about what they can do and what they have achieved.

The overall level of attendance, according to the school's unverified data, has risen substantially during the current year. However, the school has been in the bottom 25% of similar schools continually for several years. The number of persistent absentees and authorised absences has also been relatively high. Pupils eligible for free school meals generally attend less well than others on roll. A very few pupils arrive late at school regularly.



Most pupils are keen to take on responsibilities, for example as daily helpers, partners to new pupils and breakfast club monitors. The democratically elected school council and eco committee make decisions and suggestions on a range of issues, such as improving lunch times and playtime arrangements and redecorating the toilets. Nearly all pupils participate in a variety of community activities and local fund-raising events.

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

The school provides a broad and balanced curriculum, which meets statutory requirements. All teachers provide a range of interesting indoor and outdoor learning experiences, which meet the needs of most pupils well. Teachers plan together effectively to ensure that pupils build purposefully on their previous learning as they move through the school.

The provision for the development of pupils' literacy, numeracy and information and communication technology (ICT) skills is good. Pupils receive regular opportunities to apply these skills across the curriculum. The school has made good progress in meeting the requirements of the Literacy and Numeracy Framework through a collaborative approach to curriculum planning. Intervention programmes in literacy and numeracy provide effective support for pupils who require extra help.

The school provides a good range of visits and visitors and after-school activities, such as the gardening and sports clubs, to enhance pupils' learning experiences and wellbeing.

The provision for pupils' Welsh language skills is improving and beginning to have an impact on pupils' standards. Implementation of the Welsh dimension is at a relatively early stage of development.

The school provides good opportunities to raise pupils' awareness of how to improve the local environment, for example through recycling, saving energy, gardening and habitat studies. Pupils recognise their role in caring for others and making the world a better place by studying different cultures and natural disasters and by supporting various national and international charities.

### **Teaching: Adequate**

All teachers have relevant subject knowledge and prepare lessons thoroughly. They manage pupils' behaviour effectively and intervene at appropriate times to stimulate learning. They ask probing questions and value pupils' responses. Most teachers conduct lessons at a good pace and engage and maintain pupils' attention well. They make effective use of support staff.

All teachers provide a range of suitable activities, supported by relevant resources, to help pupils learn, although at times there is an over-reliance on worksheets. A minority of teachers do not always match tasks sufficiently well to pupils' abilities or enable them to work independently enough and to think for themselves. On these

occasions, teachers spend too much time providing instructions and directives and, as a result, pupils' interest in their learning declines and they do not make as much progress as they could.

The school undertakes a suitable range of relevant assessments that indicate how well pupils are performing. Teachers record this information in detail to track pupils' progress and to inform their planning, as well as to set accurate targets and to identify additional support.

Teachers agree personal targets with pupils in relation to literacy and numeracy. They are developing a range of assessment for learning strategies so pupils can understand how well they are learning and progressing, for example through assessing their own work and that of their peers.

Teachers mark nearly all pupils' work conscientiously and provide positive and supportive comments that usually indicate the next steps in learning. They encourage pupils to respond, but do not always challenge underachievement enough. Annual reports provide parents with comprehensive information about their children's achievements with targets for improvement. Parents have suitable opportunities to respond to the assessment information they receive.

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

The school has well-established arrangements to ensure pupils' safety and wellbeing, including safe use of the internet. It has consistent strategies that promote good behaviour. It is developing various initiatives to improve attendance and punctuality, which are beginning to have a positive impact. For example, enhanced reward systems and increased external support are reducing absences and lateness. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Provision for pupils' personal, social and health education, as well as their spiritual, moral and cultural development, is good. Pupils learn to work and play together co-operatively and to show care and concern for others, based on a carefully planned values programme. The school makes appropriate arrangements for promoting healthy eating and drinking.

Provision for pupils with additional learning needs is a strong feature. The school provides well-targeted support through a range of intervention programmes, delivered effectively by well-trained teaching assistants. These arrangements are helping to ensure that identified pupils reach their potential and make significant improvements in their attitudes, behaviour and self-esteem. Teachers agree targets in individual education plans with parents and pupils, which they monitor and evaluate regularly. The school has effective working relationships with a range of external agencies and specialist services

**Learning environment: Good**

The school is a friendly, inclusive and caring community. There are positive and supportive working relationships between staff and pupils, who all treat each other with respect. Appropriate policies and procedures promote tolerance and harmony successfully. As a result, pupils have positive attitudes to diversity and equality and feel that staff and other pupils appreciate and value them.

The school buildings are old and varied in quality, but they are in a reasonably good condition and they are secure. Corridors are narrow, but the classrooms are of an appropriate size for the number on roll and provide pupils with a stimulating environment for learning. The outdoor environment contains various well-maintained areas that provide purposeful opportunities for pupils to take part in creative play, such as the forest school, a garden and allotments.

The school has resources of good quality to support pupils' learning, including a suitable range of books and ICT equipment.

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

The headteacher leads the school efficiently and conscientiously. She has a good overview of the school's performance and she records and monitors its progress meticulously. She retains a considerable range of leadership responsibilities, including the role of special educational needs co-ordinator and the performance management of all staff. With external support and advice, following her return to work, she is addressing the current needs of the school and has identified relevant areas for development.

The deputy headteacher has a suitable range of responsibilities and supports the headteacher well. She provides a good model classroom practice for other staff. However, the role of the senior leadership team is undeveloped. For example, it does not meet formally to agree management strategies or school improvement initiatives.

All staff, including teaching assistants and the caretaker, work together well. Teachers have various curriculum and administrative roles, although, due to staff and curriculum changes, they have taken on many of these only recently. They have relevant performance management targets linked to the school improvement plan.

Most governors are supportive and well informed about the school's performance. However, their involvement in the school's strategic direction and self-evaluation procedures and the degree to which they challenge the school are limited. A minority visit the school for various purposes, for example to monitor standards in literacy and the provision for additional learning needs. Most governors attend voluntary and mandatory training events relevant to their roles and interests. The governing body ensures that the school addresses statutory requirements and local and national priorities appropriately.

### **Improving quality: Adequate**

Procedures for self-evaluation are appropriately robust. However, the self-evaluation report is very detailed and too descriptive in parts. It recognises the strengths of the school and includes numerous areas for improvement, but it does not define the main priorities clearly enough.

The headteacher oversees the self-evaluation process, which involves the collection and analysis of a suitable range of first-hand evidence, including data on pupils' performance, outcomes of classroom observations, listening to learners and scrutinising pupils' work. The headteacher also considers the views of parents, as well as pupils through regular questionnaires. However, the senior leadership team and the governing body are not directly involved and do not have a specific strategic role in the process, although governors do consider school improvement initiatives and plans.

The school improvement plan is a purposeful and coherent document, which identifies relevant success criteria, staff responsibilities, timetables and monitoring reviews. There are appropriate targets in order to raise pupils' standards, for example in literacy, numeracy and bilingualism. However, progress in school improvement has been limited in recent years, due particularly to the absence of senior leaders and staff changes.

The school has addressed most of the recommendations from the last inspection. However, standards in Welsh remain a key area for improvement.

### **Partnership working: Good**

The school works with a wide range of partners well. Most parents are supportive and the new parent-teacher association is making a valuable contribution through organising fundraising events. In particular, many parents speak highly of the school's care and support for pupils who face specific challenges in their lives. However, there is scope to improve levels of communication and trust with parents.

Links with the local community and businesses are strong. For example, pupils regularly visit places of interest in the neighbourhood, such as the large factory nearby to learn about manufacturing and the local chapel for services and celebrations. The school also welcomes visitors from the community, for example religious groups and Welsh speaking volunteers. These experiences make a positive contribution to enriching pupils' learning and their awareness of their locality.

Pre-school children visit the nursery class in the term before starting and, as a result, settle into school very successfully. Well-established transition arrangements with local secondary schools ensure that pupils move on to the next stage of their education confidently.

Teachers in Year 2 and in Year 6 meet regularly with their colleagues in neighbouring cluster schools to ensure that they moderate and standardise pupils' work in English, mathematics, science and Welsh second language accurately and consistently.

### **Resource management: Adequate**

The school has sufficient suitably qualified, well-trained and experienced teachers and support staff. In recent years, it has experienced many changes in staffing and leadership, due mainly to extended absences through illness. However, plans are now in place to stabilise the staffing situation to ensure that pupils experience more continuity in their learning.

All staff participate in regular in-house and external training events, linked to their identified individual needs and school priorities. Most teachers also visit other schools and participate in networks of professional practice, for example in literacy and ICT. All teachers have appropriate planning, preparation and assessment time each week, which the school organises effectively.

The school manages its accommodation and resources well. The headteacher and governing body maintain a suitable overview of the school's financial situation. They have addressed the substantial budget surplus that had accrued over recent years through a planned overspend this year. The budget remains in surplus, but at a more suitable level. Appropriate financial controls are in place.

There is effective use of the pupil deprivation grant to target pupils in need. The school is spending the grant appropriately on pupils eligible for free school meals, for example by providing extra support in literacy and numeracy. Recent results indicate that pupils eligible for free school meals make good progress.

In view of the standards achieved by pupils and the overall quality of the provision and leadership, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6702117 - CRAIGCEFNPARC PRIMARY

Number of pupils on roll	88
Pupils eligible for free school meals (FSM) - 3 year average	12.1
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	8	9	15
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	87.5	88.9	80.0
Benchmark quartile	2	2	4
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	8	9	15
Achieving outcome 5+ (%)	87.5	88.9	93.3
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	12.5	0.0	0.0
Benchmark quartile	4	4	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	8	9	15
Achieving outcome 5+ (%)	87.5	88.9	80.0
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	0.0	0.0	13.3
Benchmark quartile	4	4	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	8	9	15
Achieving outcome 5+ (%)	87.5	100.0	100.0
Benchmark quartile	4	1	1
Achieving outcome 6+ (%)	0.0	0.0	40.0
Benchmark quartile	4	4	4

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.

**6702117 - CRAIGCFNPARC PRIMARY**

Number of pupils on roll	88
Pupils eligible for free school meals (FSM) - 3 year average	12.1
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	10	*	11	11
<b>Achieving the core subject indicator (CSI) (%)</b>	60.0	*	72.7	63.6
Benchmark quartile	4	*	4	4
<b>English</b>				
Number of pupils in cohort	10	*	11	11
Achieving level 4+ (%)	60.0	*	72.7	63.6
Benchmark quartile	4	*	4	4
Achieving level 5+ (%)	50.0	*	36.4	27.3
Benchmark quartile	1	*	3	4
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	10	*	11	11
Achieving level 4+ (%)	70.0	*	72.7	63.6
Benchmark quartile	4	*	4	4
Achieving level 5+ (%)	60.0	*	45.5	36.4
Benchmark quartile	1	*	1	3
<b>Science</b>				
Number of pupils in cohort	10	*	11	11
Achieving level 4+ (%)	60.0	*	72.7	63.6
Benchmark quartile	4	*	4	4
Achieving level 5+ (%)	30.0	*	45.5	27.3
Benchmark quartile	3	*	2	4

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.	35		35 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	35		35 100%	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.	35		35 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	35		35 100%	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.	35		35 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	35		33 94%	2 6%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	35		35 100%	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.	35		35 100%	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.	34		34 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	35		32 91%	3 9%	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.	33		32 97%	1 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	34		32 94%	2 6%	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.	41	16 39%	21 51%	4 10%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	41	24 59%	16 39%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	41	27 66%	14 34%	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.	40	18 45%	18 45%	3 8%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	39	17 44%	15 38%	2 5%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	39	18 46%	18 46%	2 5%	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.	41	16 39%	23 56%	2 5%	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.	40	14 35%	21 52%	5 12%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	38	21 55%	13 34%	4 11%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	39	17 44%	15 38%	6 15%	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.	40	23 57%	16 40%	1 2%	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.	34	12 35%	17 50%	4 12%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	41	17 41%	20 49%	4 10%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	40	21 52%	11 28%	6 15%	2 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I understand the school's procedure for dealing with complaints.	41	12 29%	20 49%	6 15%	1 2%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	41	14 34%	24 59%	2 5%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	33	7 21%	13 39%	3 9%	1 3%	9	Mae fy mhlentyn wedi'i barato'i'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	38	10 26%	18 47%	9 24%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	37	16 43%	12 32%	4 11%	3 8%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

The inspection team

Dr Peter David Ellis	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mr Terry James Davies	Lay Inspector
Mrs Andrea Waddington	Peer Inspector
Mrs Sarah Phelps (Headteacher)	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
- 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.