



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

A report on

**Gors Community Primary School
Gors Avenue
Cockett
Swansea
SA1 6SF**

Date of inspection: March 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Context

Gors Community Primary School is in the city of Swansea and serves the areas of Cockett and Townhill.

There are 309 pupils on roll between the ages of 4 and 11 years on roll. Sixty-one pupils attend the school's nursery part-time. The school admits pupils to its nursery class at the start of the term following their third birthday. There are 12 classes, four of which are mixed age.

Around 41% of pupils are eligible for free school meals. This figure is above the national average and has remained steady over the last three years. The school identifies that approximately 52% of pupils have additional learning needs. A very few pupils have a statement of special educational needs.

Pupil mobility is a significant factor for the school with nearly 25% of statutory age pupils having left or joined the school in the academic year 2015 to 2016. This compares with an average rate of 6.4% for the City and County of Swansea. Around 30% of pupils come from 31 different minority ethnic backgrounds. Around 28% of pupils speak first languages at home other than English or Welsh. Very few pupils speak Welsh at home.

The headteacher took up her post in September 2016. Estyn last inspected the school in January 2010.

The individual school budget per pupil for Gors Community Primary School in 2016-2017 means that the budget is £3,450 per pupil. The maximum per pupil in the primary schools in the City and County of Swansea is £5,232 and the minimum is £2,703. Gors Community Primary School is 38 out of the 79 primary schools in the City and County of 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:

- Pupils with English as an additional language make suitable progress in developing their language skills
- Most pupils are motivated and enthusiastic about their learning
- Most pupils show good levels of care towards each other and staff
- Teachers deliver well-planned lessons that engage the interest of most pupils well
- The school is an inclusive and welcoming community
- Provision to support pupils with additional learning needs is effective.

However:

- Pupils standards at the expected level and higher level at the end of key stage 2 in English, mathematics, science and information and communication technology (ICT) are too low
- More able pupils' problem solving skills and higher order thinking skills are limited
- A minority of pupils do not attend school often enough
- Pupils' abilities to peer assess and self-assess their work is limited.

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school, which is shared with all stakeholders
- Senior and middle leaders have high aspirations for pupils and staff, and they work effectively in their individual roles and as teams to put policies and plans into action
- Governors are supportive of the school and provide challenge to bring about improvements
- The school's self-evaluation is thorough and takes account of a wide range of first-hand evidence
- Senior leaders and staff have a good understanding of the school's strengths and areas for development
- A wide range of effective partnerships support pupils' learning well
- The budget is clearly linked to the school's priorities set out in the school development plan

Recommendations

- R1 Raise standards in English, mathematics and science in key stage 2
- R2 Raise standards in information and communication technology across the school
- R3 Develop the problem-solving and higher order thinking skills of more able pupils
- R4 Improve pupils' attendance
- R5 Develop further pupils' abilities to peer assess and to self-assess

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils start school with skills and understanding below the level expected for their age. They make suitable progress in their learning during their time in school.

By the end of the Foundation Phase, most pupils listen carefully to their teachers and peers. Most pupils recall prior learning well and give reasons for their answers and choices. Many read with fluency and expression and they have positive attitudes towards reading. They take notice of speech marks. Many pupils use their knowledge of sounds to read unfamiliar words.

Many Foundation Phase pupils have a good breadth of simple vocabulary. They present written work neatly. They write simple sentences and use simple punctuation, such as capital letters, commas and full stops, correctly. Pupils use their writing skills effectively in other subjects, for example when re-telling a story.

Most Foundation Phase pupils make steady progress in mathematical development and use their knowledge in other subjects well. For example, they understand and are able to show how butterfly wings are an example of symmetry.

By the end of key stage 2, most pupils can explain their learning clearly and accurately. They read familiar books with a good deal of fluency and intonation. They use their phonic knowledge well to read unfamiliar words. Most pupils are able to explain a storyline and predict what might happen next. Most pupils develop a good range of vocabulary which they use effectively in different types of writing, such as writing persuasive letters to the Welsh Government to save Mumbles Pier.

In mathematics, most pupils make good progress in developing their knowledge and skills and many pupils use their knowledge well in other scenarios, for example calculating the areas of regular and compound shapes well to design a park. However, many more able pupils have not yet developed problem-solving skills and higher order skills well enough.

Many pupils are beginning to develop good basic skills in ICT. In the Foundation Phase, pupils learn how to programme a robot to send it in different directions. In key stage 2, as part of their physical movement lessons, pupils develop a dance to reflect different aspects of a car advert. Many pupils record their dance using electronic tablets so that they can evaluate their work with their peers. However, many pupils in the Foundation Phase and key stage 2 have not developed skills in ICT, such as modelling and using spreadsheets and databases.

Pupils with English as an additional language make suitable progress in developing and using their language skills, while pupils with additional learning needs make good progress against their individual targets.

Most pupils in the Foundation Phase have positive attitudes towards and make good progress in learning Welsh. They respond well to regular opportunities to role-play, for example taking their pet to the vet. In key stage 2, many pupils are keen to speak Welsh and they ask set questions willingly. However, they cannot sustain a conversation. They write in a range of styles. However, they do not often write in the past tense or write extensively.

At the end of the Foundation Phase, when compared with similar schools over the past four years, pupils' performance in literacy and mathematical development has generally placed the school in the lower 50% at the expected and higher outcomes.

In key stage 2, pupils' performance in English, mathematics and science at the expected level has mostly placed the school in the lower 50% over the past four years. However, pupils' performance at the higher level has placed the school in the lower 50% or the higher 50% over the past four years.

In the Foundation Phase, girls as a group tend to perform better than boys at the expected and higher levels. In key stage 2, girls and boys perform equally as well in English and mathematics at the expected level, but boys outperform girls in science.

Pupils eligible for free school meals generally perform as well as other pupils.

Wellbeing: Adequate

Nearly all pupils feel safe in school and know where to go to should they need help. They are confident to seek the help of adults. Most pupils have a good understanding of how to stay safe when using the internet. Playground buddies help to ensure that playtime is a safe and friendly place for all pupils. Most pupils have a good understanding of healthy lifestyles as well as the benefits of different foods and taking regular exercise. Key stage 2 pupils promote healthy eating by selling fruit at break times.

Most pupils behave well and are courteous to adults and their fellow pupils. As they progress through the school, most pupils develop good levels of concentration and participate enthusiastically in lessons. Many pupils work well in pairs and groups and are developing the ability to work well independently.

Pupils take part in caring for their school through a number of forums, such as the school council, the rights respecting school council, the eco-group and Criw Cymraeg. These groups are having a positive impact on school life. For example, the eco-committee has organised a litter pick and planting bulbs in containers at the school, while the rights respecting school council campaigned for and bought plastic bottles for each class so that pupils can have water during the day.

Most pupils arrive at school on time and the school has effective procedures to monitor punctuality. However, attendance in 2015 to 2016 placed the school in the bottom 25% when compared with similar schools.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a broad, balanced and diverse curriculum that offers a wide range of stimulating learning experiences that meet statutory requirements. Learning experiences in Foundation Phase provide an appropriate mix of adult-led and independent activities. These engage pupils' interests well across all areas of learning.

Teachers provide many purposeful opportunities for pupils to develop their literacy and numeracy skills across the curriculum. Nearly all teachers build successfully on pupils' prior learning. Provision for ICT is appropriate. The school offers a wide range of extra-curricular activities including lunchtime clubs and after-school clubs, which extend and support pupils' learning and develop their skills well, for example cookery, netball and recorder clubs.

The school has effective provision to develop pupils' Welsh language skills. The Welsh dimension is a strong feature and is present throughout the curriculum. The school promotes pupils' understanding of Welsh culture and heritage well, for example through the study of Welsh lighthouses, celebrating 'Shwmae?' day, arranging visits to Llanmadog and Cardiff and celebrating St David's Day.

The school focuses appropriately on raising pupils' awareness of sustainable development and global citizenship. As a result, there is improving provision to enable pupils to learn about sustainability through activities such as recycling and saving energy.

Teaching: Good

All teachers have good up-to-date knowledge of the curriculum and use a wide range of effective strategies to develop pupils' knowledge and skills. Most teachers manage their classrooms well, promote good behaviour and encourage engagement in learning through interesting activities. Teachers and teaching assistants plan together effectively to raise pupils' standards of achievement. Teaching assistants support pupils' work well in lessons and in intervention groups.

In many classes, where the quality of teaching is good, teachers set out learning objectives clearly for pupils. Lesson introductions are brisk and purposeful and teachers use a range of teaching strategies to ensure that nearly all pupils are motivated and challenged well. In the few lessons where teaching is less effective, the pace is slow and teacher expectations of what more able pupils can achieve are too low.

Most teachers make use of a good range of assessment for learning strategies. The majority of teachers use effective questioning to help pupils explain their answers in greater depth. They provide useful oral feedback to pupils during lessons. However, a few teachers do not always explain well enough the pupils' progress in relation to the intended learning outcomes, or always ensure that pupils follow up on the correction tasks they set. In a few very effective cases, teachers challenge pupils very effectively to extend their learning independently.

The school has thorough procedures for tracking pupils' progress, including making effective use of the outcomes of standardised tests and teachers' assessments to monitor pupils progress and intervene appropriately. Assessment of learning procedures are developing appropriately, although pupils' skills in peer and self-assessment are limited. The process of setting targets for individual pupils is beginning to have a positive impact on pupils' progress.

Annual reports to parents about pupils' progress are clear and informative and meet statutory requirements.

Care, support and guidance: Good

The school is a welcoming, happy and safe community in which nearly all pupils respect and appreciate others. The strong emphasis on teaching pupils about values develops their spiritual, moral, social and cultural awareness effectively. The school encourages pupils to raise the issues that concern them as well as suggesting changes for improvement. This supports their wellbeing effectively. The school makes appropriate arrangements for promoting healthy eating and drinking. Pupils run a fruit shop daily and help to encourage others to have healthy lunchboxes.

The school liaises effectively with a wide range of external agencies, such as health and speech and language services, which provides good support and guidance to parents and pupils with individual needs. This is particularly effective in preparing vulnerable pupils in their transition to the school. Family liaison officers provide effective support to parents and teachers in helping to resolve issues that hinder pupils gaining the most from their learning. This is an excellent feature of the provision.

Many vulnerable pupils benefit greatly from the provision and support made available during the day to which pupils can self-refer if they are feeling anxious or distressed.

The school has put in place an attendance action plan, which is having a positive effect on raising pupils' understanding of the importance to attend school and improving attendance rates. The school has robust processes for identifying and tracking pupils with additional learning needs and teachers ensure early intervention to meet their needs. Individual education plans include clear targets that teachers discuss regularly with parents and pupils. The special needs co-ordinator provides effective support and training for members of staff to ensure that all pupils make expected progress in learning.

The school's arrangements for safeguarding pupils meet requirements and do not give cause for concern.

Learning environment: Good

The school has a supportive, caring and inclusive ethos. Staff and pupils treat each other with respect, regardless of gender, social background, race or faith. As a result there is a clear emphasis on recognising, respecting and celebrating equality and diversity. The school provides an organised community where nearly all feel valued and safe.

In the Foundation Phase, planning ensures regular use of outdoor areas to enhance experiences in learning such as numeracy, communication and thinking skills. The displays around the school are current, colourful and informative, and they support and celebrate pupils' learning and achievements.

The accommodation is in good condition and well maintained overall. Recent expenditure has resulted in a bright and colourful environment for learning. The school makes very good use of all internal spaces to support pupils' learning. The outdoor environment contains useful enclosed secure areas and opportunities for safe creative play.

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

The headteacher has established a clear vision for the school that focuses on developing a collaborative culture of ambition and aspiration in which there are high expectations for all members of the school community. There is a strong ethos of inclusivity where all staff encourage pupils and work hard to inspire them.

The headteacher distributes leadership successfully and holds all members of the staff team rigorously to account. She has brought about the rapid development of effective systems. The systems provide clarity of purpose, guidance and support. All staff have a clear understanding of their roles and responsibilities. Senior and middle leaders put into practice the vision of the school and the high expectations of the headteacher.

Arrangements for performance management are effective and link clearly to school development plan priorities. There is a clear strategy, which focuses successfully on developing high performance of all leaders and staff to improve provision, teaching and outcomes for all pupils. This is achieved by closely linking performance management objectives to the priorities in the school development plan and to national and local initiatives. This is beginning to have a positive impact on pupils' standards of achievement.

The chair and vice chair of governors have a good understanding of education in Wales. They provide strong leadership for the recently restructured governing body. The governors have a strong commitment to the school and they share the ambitions of the school leadership team.

The headteacher's well-structured and detailed reports ensure that the governors have a clear understanding of the learning experiences of the pupils and the standards they achieve. Members of the governing body visit the school regularly and work with school leaders to observe the work of the school at first-hand. As a result, the governors have a clear understanding of the strategic and operational priorities of the school. The governors are beginning to use their knowledge of the school to provide effective challenge, through which to develop a self-improving school.

Improving quality: Good

The school has a wide range of effective processes to evaluate its performance. Self-evaluation is robust, rigorous and accurate. Leaders at all levels draw upon a wide range of first hand evidence to identify strengths and areas for improvement. The evidence base includes learning walks, book scrutiny, observations, staff skill audits, pupil voice interviews and parental questionnaires.

Leaders make effective use of their evaluations to improve the quality of provision. For example, the analysis of work scrutiny evidence showed a lack of consistency and shared professional understanding of the way that teachers shared learning intentions and success criteria with pupils. As a result the headteacher provided a professional development programme which introduced a more consistent approach to sharing these effectively with pupils at all stages of their development. Following on from this, the key stage 2 leader developed a consistent set of expectations for assessment for learning strategies with teachers. These expectations are embedded across the whole school. The school also holds annual stakeholder events to consult the wider school community about future improvement priorities and to celebrate its successes.

Links between the school self-evaluation document and the school development plan are clear and secure. The plan has a manageable number of priorities focusing on improving the quality of teaching, provision and pupil outcomes. Plans are clear and have measurable milestones and success criteria, against which senior leaders and governors can monitor progress. All plans have appropriate funds allocated to them, and link governors identified to support monitoring and evaluation. All staff members show a good understanding of their role in bringing about the necessary improvements. School improvement planning has a positive impact on pupils' learning experiences. For example, in the Foundation Phase an action research project on developing continuous and enhanced provision has led to the development of rich, purposeful learning experiences to promote mathematical thinking in real life contexts.

The plan takes good account of both national and local priorities. For example, there are strategies for narrowing the gap in pupils' attainment, and to improve cross-curricular ICT links. The school is preparing for the new curriculum in line with work that is being carried out across Wales.

Partnership working: Good

The school works effectively with a wide range of partners and this has a beneficial effect on pupils' wellbeing and learning. It has a strong partnership with parents, who are very positive about all aspects of school life. The school's open, inclusive and co-operative culture encourages parents' regular commitment and support. Parents and friends of the school organising numerous social events to raise considerable funds, which they use to support the needs of pupils. The most recent purchase made by the parents is beginning to have a positive impact on developing the standards of ICT across the school.

The school has effective links with the local community, which enrich provision and broaden pupils' experiences successfully. The collaboration between the school and Trinity St. David's University PGCE art students on an art project has helped to develop pupils' creative skills.

There are strong links with the local secondary school, with purposeful transition activities that support older pupils transferring to the next step of their education.

Many successful links with other schools for joint planning and sharing good practice lead to improvements in school strategies. This is beginning to have a positive impact on the standards of pupils' work and the professional development of staff.

The school has suitable arrangements for standardising and moderating work with the local cluster of schools.

Resource management: Good

The school has a suitable number of well-qualified staff and leaders deploy teachers and support staff effectively to make the most of their expertise.

The headteacher provides staff with regular professional development opportunities that link appropriately to the school's priorities and the professional development needs of staff. She has developed an in-house professional development strategy for all staff which is recorded accurately along with the impact on standards of teaching and learning in the school. As a result of the literacy coordinator's attendance at a professional learning community meeting, she was asked by the local consortium to share with local schools, the school's effective practice about higher order questioning in the development of boy's reading.

The school allocates its pupil deprivation grant well to provide resources and targeted support for disadvantaged learners. Learning assistants provide targeted support to help pupils move their learning forward in literacy, numeracy and wellbeing.

The budget is linked appropriately to the priorities in the school development plan. The headteacher and governing body monitor its expenditure carefully. The school has appropriate reserves that are earmarked for refurbishment of the playgrounds and toilets.

In view of the standards achieved by pupils, the school provides adequate value money.

Appendix 1: Commentary on performance data

6702233 - GORS COMMUNITY SCHOOL

Number of pupils on roll	303
Pupils eligible for free school meals (FSM) - 3 year average	36.5
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	33	29	33	33
Achieving the Foundation Phase indicator (FPI) (%)	66.7	86.2	78.8	75.8
Benchmark quartile	3	1	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	33	29	33	33
Achieving outcome 5+ (%)	72.7	86.2	78.8	78.8
Benchmark quartile	3	2	3	4
Achieving outcome 6+ (%)	39.4	31.0	24.2	12.1
Benchmark quartile	1	2	3	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	33	29	33	33
Achieving outcome 5+ (%)	78.8	86.2	81.8	81.8
Benchmark quartile	3	2	3	3
Achieving outcome 6+ (%)	36.4	31.0	21.2	21.2
Benchmark quartile	1	1	3	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	33	29	33	33
Achieving outcome 5+ (%)	97.0	93.1	93.9	90.9
Benchmark quartile	1	2	2	3
Achieving outcome 6+ (%)	39.4	27.6	54.5	51.5
Benchmark quartile	2	3	1	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6702233 - GORS COMMUNITY SCHOOL

Number of pupils on roll	303
Pupils eligible for free school meals (FSM) - 3 year average	36.5
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	16	20	27	28
Achieving the core subject indicator (CSI) (%)	75.0	80.0	92.6	78.6
Benchmark quartile	3	2	1	3
English				
Number of pupils in cohort	16	20	27	28
Achieving level 4+ (%)	87.5	80.0	92.6	82.1
Benchmark quartile	1	3	1	3
Achieving level 5+ (%)	18.8	45.0	55.6	21.4
Benchmark quartile	3	1	1	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	16	20	27	28
Achieving level 4+ (%)	81.3	80.0	96.3	82.1
Benchmark quartile	3	3	1	3
Achieving level 5+ (%)	25.0	45.0	63.0	28.6
Benchmark quartile	2	1	1	3
Science				
Number of pupils in cohort	16	20	27	28
Achieving level 4+ (%)	81.3	80.0	96.3	85.7
Benchmark quartile	3	3	1	3
Achieving level 5+ (%)	25.0	45.0	63.0	32.1
Benchmark quartile	2	1	1	3

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.	111	108 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	110	105 95%	5 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	111	105 95%	6 5%	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	111	108 97%	3 3%	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.	111	106 95%	5 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	111	103 93%	8 7%	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.	111	110 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	111	106 95%	5 5%	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.	111	103 93%	8 7%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	111	108 97%	3 3%	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.	106	83 78%	23 22%	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	111	76 68%	35 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.	35	25 71%	10 29%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	35	25 71%	10 29%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	35	29 83%	5 14%	1 3%	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.	35	26 74%	9 26%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	35	15 43%	19 54%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	35	26 74%	9 26%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	35	31 89%	4 11%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	34	20 59%	14 41%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	35	30 86%	5 14%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	35	24 69%	10 29%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	35	29 83%	6 17%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	34	25 74%	8 24%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	35	30 86%	4 11%	1 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	35	28 80%	7 20%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	35	18 51%	12 34%	1 3%	1 3%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	35	21 60%	14 40%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	35	13 37%	17 49%	0 0%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	35	19 54%	14 40%	2 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	35	26 74%	9 26%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Penny Lewis	Reporting Inspector
Dave Smith	Team Inspector
Hazel Hughes	Team Inspector
Terry James Davies	Lay Inspector
Susan Prosser	Peer Inspector
Fiona Gibbard	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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