



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

A report on

**Glyncollen Primary School
Heol Dolfain
Ynysforfan
Swansea
SA6 6QF**

Date of inspection: June 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 31/08/2016

Context

Glyncollen Primary School is in Morrison in Swansea. There are 245 pupils on the school roll, aged three to eleven years. There are eight single-age classes, including a nursery class. The school has five full-time and three part-time teachers.

Around 10% of pupils are eligible for free school meals. This is well below the average for primary schools in Wales (20%).

The school has identified about 30% of pupils as having additional learning needs. This is higher than the national average (25%). A few pupils have statements of special educational needs. Nearly all pupils speak English as their first language at home.

The school was last inspected in 2010. The headteacher has been in post since January 2011.

The individual school budget per pupil for Glyncollen Primary School in 2015-2016 means that the budget is £3,188 per pupil. The maximum per pupil in the primary schools in Swansea is £5,006 and the minimum is £2,556. Glyncollen Primary School is 47th out of the 79 primary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils make strong progress and achieve well
- Pupils behave well and have positive attitudes towards learning
- Nearly all pupils enjoy school and participate well in lessons and school life
- Support for pupils with additional needs enables them to make successful progress
- The quality of teaching is good
- Support staff provide valuable support for pupils and contribute well to the day-to-day running of the school
- Staff use performance data effectively to monitor pupils' progress
- The school is a welcoming and inclusive environment where pupils show care and respect for each other

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear, positive vision based on pupils' rights, which she communicates well to all staff, pupils and parents
- The school meets the needs of all pupils effectively
- Senior leaders make a purposeful contribution to school improvement
- Staff use pupil performance information to evaluate school performance accurately and to identify appropriate priorities for improvement
- Staff work very well as a team
- The governing body provides strong support to the school leadership
- The school has a good track record of making improvements for the benefit of pupils
- The school provides good value for money

Recommendations

R1 Improve the accuracy of pupils' writing in key stage 2

R2 Improve attendance

R3 Extend opportunities for pupils to use their numeracy skills across the curriculum at an appropriate level

R4 Improve written feedback to pupils so that they know how to improve their work

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils join the school with the expected levels of skills for their age and achieve well as they move through the school. In speaking and listening, they make good progress. Nearly all pupils listen purposefully and ask and answer questions or talk about their interests confidently by the end of the Foundation Phase. They nearly all make articulate and enthusiastic contributions to discussions. Older pupils use a wide range of suitable vocabulary to explain their ideas in detail, for example when they negotiate the most important characteristics of a hero or justify their reasoning when solving mathematical problems.

Pupils develop their reading skills systematically during their time at the school. In the Foundation Phase, pupils use their knowledge of letter sounds and the context of stories to decipher unfamiliar words. Most read instructions and simple questions independently. They show enjoyment of their reading and talk enthusiastically about favourite authors and texts. They recognise the illustrator and appreciate the humour in stories they know well.

In key stage 2, pupils expand their reading skills and continue to enjoy reading for a range of purposes. They appreciate different genres, such as a tragedy, humour or non-fiction books, and they show very good understanding of what they read. Nearly all become fluent readers who can skim and scan a text for information. By the time they are in upper key stage 2, they make good use of their reading skills to research topics, such as religious beliefs about life after death and organ donation, in school and as part of their home learning.

Most pupils develop their writing skills appropriately and, in the Foundation Phase, many write independently when answering questions or writing a short story. Older pupils write for a wider range of purposes, for example to make leaflets promoting organ donation or to record their findings after investigating the effects of rationing. Most pupils complete independent writing of suitable length and content. However, many pupils produce work that contains errors in spelling. Pupils' handwriting is generally legible, but the quality of pupils' presentation of their work is only adequate.

Pupils develop their mathematical skills well as they move through the school. At the end of the Foundation Phase, most pupils add and subtract two-digit numbers and can count forward and back on a number line. They use data to produce bar graphs successfully. They are beginning to understand standard measures and money. In key stage 2, pupils become increasingly confident at solving a variety of mathematical problems through a process of trial and error. They work confidently in mathematics lessons and most use strategies they have learnt to answer questions involving six-digit numbers, decimals and fractions. They extract basic statistical data from their research well. However, pupils do not often apply their numeracy skills in other subjects at an appropriately high level.

In the Foundation Phase, nearly all pupils express enthusiasm for learning the Welsh language. Most exchange daily greetings, ask simple questions and understand familiar classroom instructions. They read simple texts, pronouncing words accurately and showing good understanding of the text. They are beginning to write the words and phrases they know. As they move through the school, pupils learn a wider range of Welsh vocabulary and phrases and most can use the past tense to talk about their experiences, for example their trip to a local museum. They answer questions about familiar topics confidently and can extend a conversation. Most read and write for a range of purposes, including postcards, diary entries or dialogues in Welsh at an appropriate level.

Over the last four years, at the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has fluctuated. However, there is an improving trend and, last year, pupils' performance placed the school in the higher 50% when compared with similar schools. At the higher outcome, pupils' performance places the school mostly in the higher 50% when compared with similar schools.

At the end of key stage 2, pupils' performance in English, mathematics and science over the same period has tended to place the school in the higher 50% at the expected and higher outcomes when compared with similar schools.

Wellbeing: Adequate

Nearly all pupils feel that they are safe in school. They are confident that all staff will treat any concerns seriously and will act upon them quickly and fairly. Nearly all pupils understand the importance of taking regular exercise and feel that the school teaches them how to keep healthy. Many attend a range of after-school activities, including cross-country running, athletics and other sports clubs.

Nearly all pupils behave well in school. They are courteous and supportive towards each other. They enjoy learning and participate enthusiastically in a wide range of learning experiences. Pupils work well alongside their peers and support each other's ideas.

Pupils participate well in the life of the school, for example through the effective school council and learning detectives groups. The 'Fitness Friends' have completed surveys and they have requested a change to sports day events. Pupils often make choices about the content of their learning. They enjoy opportunities to take responsibility, such as when they work with parents to organise a Christmas fayre or work towards the Swansea in Bloom competition by developing the school grounds.

Attendance rates have improved steadily over the past three years. However, the school attendance rates continue to place the school in the lower 50% when compared with similar schools. Nearly all pupils arrive punctually for the start of the school day.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides exciting and stimulating learning experiences that motivate and engage nearly all pupils. The school curriculum builds appropriately on pupils' knowledge, understanding and skills as they move through the school. Detailed planning and organisation ensure that tasks meet the particular needs of specific groups and individuals. Learning often links to topics of particular interest to the pupils, such as local artists, popular films and current affairs. In both key stages, planning ensures regular and effective use of the outdoor environment, which further enhances the learning experiences for all pupils. Many opportunities to visit places of interest enrich the curriculum. Pupils benefit from a wide range of extra-curricular clubs and activities.

Pupils' literacy, numeracy and information technology skills develop systematically across the school. There are suitable opportunities for pupils to apply these skills, for example when they make leaflets to promote their Christmas fayre. However, opportunities for the use of their numeracy skills across the curriculum are less well developed.

The provision for Welsh and the Welsh dimension is good. Most teachers encourage pupils to use Welsh extensively. Pupils have many opportunities to visit places of interest, such as Swansea Market, The Royal Mint, Cardiff Castle and Dan Yr Ogof National Showcaves. Pupils study Santes Dwynwen and celebrate St David's Day with an eisteddfod, including a churning of the bard ceremony. Pupils study the work of artists and authors from Wales, for example Roald Dahl.

The school provides valuable opportunities to develop pupils' knowledge of how to act responsibly to create a sustainable environment. The active eco committee encourages recycling and promotes energy saving initiatives well. They have planted flowers and built sculptures in the school grounds. The school also provides good opportunities for pupils to learn about their responsibilities as global citizens. For example, the school has established links with a local college to raise funds for a school in Kenya.

Teaching: Good

Teachers plan a wide range of stimulating learning experiences that engage all learners. They make good use of pupils' own ideas and take into account their suggestions about what they wish to learn. For example, they alter the rules of a game in physical education to incorporate pupils' recommendations. They ensure that they adapt the work to meet the needs of all pupils. Learning support assistants make a very valuable contribution to pupils' learning. They provide helpful support and guidance which contributes substantially to the good progress pupils make. All staff establish positive working relationships with pupils. They know their pupils well and this informs their teaching to good effect.

Teachers enable pupils to work well with other pupils and independently. They have good knowledge of the subjects they teach and they use questioning effectively to

promote pupils' thinking skills and their ability to consider different viewpoints. They make particularly good use of the outdoor environment to engage pupils and to promote their wellbeing and skills.

All adults provide frequent support and encouragement for pupils. Teachers give pupils regular and positive feedback on their work and progress. Occasionally, teachers challenge pupils to develop their work further, but at times teachers' marking does not help pupils to improve their work enough. All teachers help pupils to understand their general targets. However, teachers do not regularly encourage pupils to reflect on their own work in order to improve basic errors in spelling and presentation.

The school tracks pupils' progress and wellbeing effectively at an individual and group level. Staff use this information to ensure that pupils maintain progress and to provide extra support where needed. Annual reports to parents are detailed and helpful in describing the progress their child is making.

Care, support and guidance: Good

The school is a caring and well-ordered community that promotes pupils' moral, social, spiritual and cultural development effectively. It provides strong support and guidance for pupils through its effective personal and social education programme, based on the United Nations Rights of the Child. Staff teach pupils about positive values, such as thoughtfulness and co-operation. As a result, pupils show respect and consideration and are courteous to each other and adults.

The school makes appropriate arrangements for promoting healthy eating and drinking. Pupil voice groups, such as the 'Fitness Friends' and 'Glyncollen Guardians', promote healthy living and good citizenship actively. The effective use of the school grounds promotes outdoor activity and an appreciation of nature. Acts of collective worship reinforce the school's values well and provide purposeful opportunities for pupils to reflect upon their actions and values.

The provision for pupils with additional needs is a strong feature of the school. Teachers identify pupils who need extra support at an early stage. Staff use a wide range of highly beneficial intervention strategies, such as speech and language support, extra reading provision and the outdoor nurture programme. Pupils with additional needs have suitable targets in their individual plans. The school uses specialist advice where appropriate and to good effect. Teachers regularly review individual plans in meetings with pupils and parents. This detailed monitoring of pupils' progress against targets ensures that pupils with additional needs make strong progress from their starting points.

The school has appropriate policies and procedures to promote internet safety. The school's arrangements for safeguarding meet requirements and give no cause for concern.

There are suitable incentives to promote good attendance and punctuality at school, which are beginning to have a positive impact on overall pupil attendance rates.

Learning environment: Good

The school is an inclusive and welcoming community, where staff value and care for pupils well. All pupils have access to the learning opportunities and to the wide range of extra-curricular activities on offer. There is a strong, purposeful emphasis on promoting the rights of all children. The school promotes a range of values that reflect the belief that all children should be able to voice their opinions and that everyone deserves respect. As a result, pupils are fully aware of their rights and responsibilities. This enables them to work well together in an atmosphere of support and appreciation of diversity.

The school has a good level of resources for the number of pupils on roll. There are extensive grounds, which make a positive contribution to the experiences and learning opportunities for pupils. The school has developed the grounds well, and they include a woodland area, allotments and a playing field. The effective use of the outdoor environment makes a significant contribution to pupils' wellbeing. The school building is secure and well maintained. There are displays of good quality that enhance pupils' learning, allowing them to exhibit their work and to promote their effective participation in school life.

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

The headteacher promotes the school's vision successfully with staff, governors, parents and pupils. She has high expectations of staff and pupils. She leads a team of staff who have a strong commitment to improving the quality of provision and outcomes for pupils. All staff have clearly-defined roles and leaders share their responsibilities effectively. Teamwork is a strong feature of school life and staff collaboration is having a positive impact on sustaining the good quality of teaching and learning. Staff share ideas and best practice regularly. This helps teachers to reflect well on their own teaching and helps to sustain consistently good quality of teaching across the school.

There are regular staff and leadership team meetings that focus appropriately on pupil progress and achievement and on planning for school improvement. There are well-established performance management processes for teachers and support. Staff have realistic, developmental targets that link clearly to school priorities. The school pays close attention to national and local priorities including the national Pioneer Schools' project and The Welsh Charter. These are having a positive impact on provision and outcomes for pupils.

Governors are very supportive of the school and know the local community well. They have a clear understanding of the school's strengths and its areas for improvement. The governors' role as critical friends is developing effectively and they are beginning to challenge the school more robustly.

Improving quality: Good

The self-evaluation process is well established and effective. It enables the school to identify its strengths and areas for development accurately. All members of staff and governors take part in the process, which draws information from a suitably wide range of first-hand evidence. This includes analysis of performance data, scrutiny of pupils' work and lesson observations. Parents contribute to the evaluation process by responding to questionnaires and through the parents' forum. The school responds well to their views and has worked with them to formulate new policies and procedures, for example the home learning policy. Pupils evaluate the work of the school well and they have brought about positive changes to the organisation of sporting events and to the teaching of Welsh.

The school uses the outcomes from the self-evaluation process effectively to inform the school development plan. This plan sets out the roles and responsibilities of all staff in implementing actions for improvement clearly and in detail. It links well with national and local priorities, such as continuing to improve pupils' attendance. The success criteria for judging the success of actions within the plan are clear and have realistic timescales. The school makes effective use of a variety of funding sources to address each priority within the plan. There is a good track record of bringing about improvement, for example in relation to the quality of teaching, Welsh and curriculum planning.

Partnership working: Good

The school communicates regularly with parents via newsletters, electronic mail and social networking sites. These channels enable parents to understand the work of the school and to engage with their children's learning effectively. The parent-teacher association makes valuable financial contributions to enrich the pupils' learning experiences, for example by funding an outdoor classroom and stage.

The school works closely with the local authority. It shares its good practice and provides support for schools within and beyond the locality. Notable examples include sharing good teaching and learning in mathematics, science and storytelling techniques. There are suitable procedures in place to standardise and moderate pupils' work within the local cluster of schools.

The arrangements for preparing new pupils to join the school are effective and ensure that the younger pupils settle confidently into the nursery class. Good transition arrangements with the local secondary schools ensure that pupils are confident to move on to the next stage in their education.

There are strong links with the community, which ensure that pupils understand the importance of contributing to their local area. For example, pupils raise funds for local charities and perform in churches and the town centre. Members of the community visit the school to lead collective acts of worship, to plant and tend flowers in the garden and to provide rugby training for older pupils.

The school collaborates well with specialist outside agencies to ensure effective support for vulnerable pupils and their families. For example, staff worked with other local schools to develop effective nurture provision. This is having a positive impact on aspects of pupils' wellbeing.

Resource management: Good

The school has sufficient well-qualified and experienced staff to teach all aspects of the curriculum. School leaders deploy teaching and learning support staff well to make best use of their expertise in order to enhance the learning experiences of pupils, for example in music, Welsh and philosophy for children.

The performance management processes support the continuous professional development needs of all staff effectively. All receive suitable training to develop their skills and to improve outcomes for pupils. There are suitable arrangements for teachers' planning, preparation and assessment time. These arrangements support the school well in achieving its strategic aims and priorities. There are good opportunities for staff to engage with other schools to share good practice. These contribute well to improving the quality of provision and outcomes for pupils.

The school manages its budget carefully. The headteacher and governors, in partnership with the local authority, monitor expenditure efficiently. Spending decisions relate well to the school's priorities for improvement. The school makes good use of its pupils deprivation grant to provide effective support for vulnerable pupils, for example the speech and language programmes and strategies to support pupils' wellbeing.

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

Appendix 1: Commentary on performance data

6702226 - GLYNCOLLEN PRIMARY SCHOOL

Number of pupils on roll	241
Pupils eligible for free school meals (FSM) - 3 year average	9.8
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	29	30	25	29
Achieving the Foundation Phase indicator (FPI) (%)	82.8	66.7	88.0	96.6
Benchmark quartile	3	4	3	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	29	30	25	29
Achieving outcome 5+ (%)	96.6	76.7	92.0	96.6
Benchmark quartile	1	4	3	2
Achieving outcome 6+ (%)	31.0	26.7	36.0	58.6
Benchmark quartile	2	3	2	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	29	30	25	29
Achieving outcome 5+ (%)	86.2	66.7	96.0	96.6
Benchmark quartile	3	4	2	2
Achieving outcome 6+ (%)	27.6	20.0	32.0	41.4
Benchmark quartile	2	3	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	29	30	25	29
Achieving outcome 5+ (%)	96.6	90.0	100.0	100.0
Benchmark quartile	2	4	1	1
Achieving outcome 6+ (%)	44.8	46.7	52.0	82.8
Benchmark quartile	2	3	3	1

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.

6702226 - GLYNCOLLEN PRIMARY SCHOOL

Number of pupils on roll	241
Pupils eligible for free school meals (FSM) - 3 year average	9.8
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	26	29	26	26
Achieving the core subject indicator (CSI) (%)	88.5	100.0	100.0	96.2
Benchmark quartile	2	1	1	2
English				
Number of pupils in cohort	26	29	26	26
Achieving level 4+ (%)	92.3	100.0	100.0	96.2
Benchmark quartile	2	1	1	2
Achieving level 5+ (%)	42.3	48.3	23.1	46.2
Benchmark quartile	2	2	4	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	26	29	26	26
Achieving level 4+ (%)	96.2	100.0	100.0	96.2
Benchmark quartile	2	1	1	2
Achieving level 5+ (%)	42.3	41.4	19.2	50.0
Benchmark quartile	2	2	4	2
Science				
Number of pupils in cohort	26	29	26	26
Achieving level 4+ (%)	100.0	100.0	100.0	96.2
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	50.0	58.6	*	50.0
Benchmark quartile	1	1	*	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	96		95 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	96		84 88%	12 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	96		89 93%	7 7%	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	96		91 95%	5 5%	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.	96		93 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	96		93 97%	3 3%	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.	96		96 100%	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.	96		93 97%	3 3%	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.	95		77 81%	18 19%	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.	96		87 91%	9 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.	96		76 79%	20 21%	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	95		79 83%	16 17%	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.	71	37 52%	30 42%	3 4%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	71	47 66%	24 34%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	70	38 54%	29 41%	3 4%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	71	30 42%	37 52%	4 6%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	66	30 45%	35 53%	1 2%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	69	33 48%	34 49%	2 3%	0 0%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	68	34 50%	31 46%	3 4%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	66	20 30%	33 50%	10 15%	3 5%	4	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.	70	32 46%	32 46%	6 9%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	70	37 53%	28 40%	4 6%	1 1%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	69	46 67%	22 32%	1 1%	0 0%	2	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'.	58	28 48%	27 47%	3 5%	0 0%	13	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	71	34 48%	29 41%	5 7%	3 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	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 feel comfortable about approaching the school with questions, suggestions or a problem.	71	40 56%	25 35%	5 7%	1 1%	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.	63	25 40%	30 48%	6 10%	2 3%	8	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.	68	31 46%	34 50%	3 4%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	50	16 32%	30 60%	3 6%	1 2%	20	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.	70	36 51%	27 39%	5 7%	2 3%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	67	32 48%	33 49%	2 3%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Catherine Anne Barnett	Reporting Inspector
Rhian Jones	Team Inspector
Terry James Davies	Lay Inspector
Nicola Rhianne Edwards	Peer Inspector
Anna Bolt	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.