



*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**

**Swiss Valley C.P. School  
Heol Beili Glas  
Swiss Valley  
Felinfoel  
Llanelli  
Carmarthenshire  
SA14 8DS**

**Date of inspection: June 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:

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

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

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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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**Publication date: 25/08/2015**

## Context

Swiss Valley Primary School is located on the outskirts of the town of Llanelli, in Carmarthenshire local authority. In January 2014, Swiss Valley increased its age range to 3-11, integrating the pupils from the new nursery pilot provision. The school has 237 pupils on roll, including 23 part-time nursery pupils. There are nine classes in the school.

Approximately 6% of pupils are eligible for free school meals. A very few pupils are looked after by the local authority. Nearly all pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. No pupils speak Welsh as a first language at home and a very few have English as an additional language.

The school has identified 16% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs.

The last inspection was in February, 2009. The current head teacher took up his post in 2003.

The individual school budget per pupil for Swiss Valley C.P. School in 2014-2015 means that the budget is £3328 per pupil. The maximum per pupil in the primary schools in the Carmarthenshire local authority is £9,977 and the minimum is £3,325. Swiss Valley C.P. School is 94th out of the 95 primary schools in the Carmarthenshire local authority in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- In lessons and over time, nearly all pupils make good progress from their starting points and more able pupils achieve well
- Nearly all pupils feel safe in school
- Nearly all pupils enjoy school, work hard and show pride in their achievements
- The school provides many worthwhile and interesting learning experiences that engage all pupils' interest and enthusiasm in learning
- Education for sustainable development and global citizenship is exceptional
- All teachers have good up-to-date knowledge of the curriculum and use a wide range of effective strategies for developing pupils' skills
- The school's assessment procedures are rigorous
- The school is a very caring and happy environment, where all staff value pupils highly

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear, purposeful vision and a strong commitment to raising standards and offering stimulating experiences to all pupils
- Governors are conscientious and supportive of the school
- The self-evaluation process is well established and helps to secure improvements in the quality of provision and standards
- There is a close link between the outcomes of self-evaluation and the school improvement plan
- The school's effective work with a wide range of partners has a beneficial effect on pupils' wellbeing and learning
- The school has a strong partnership with parents, who are very positive about all aspects of school life
- The school deploys teachers and teaching assistants well to meet the needs of pupils and makes effective use of their skills and expertise
- Despite the school having a deficit budget, the outcomes achieved by pupils and the quality of provision ensures that the school provides good value for money

## Recommendations

- A1 Improve pupils' Welsh oracy skills and increase their use of the language outside Welsh lessons
- A2 Increase pupils' independence to enable them to improve their own work and make decisions about their learning.
- A3 Raise attendance levels
- A4 Ensure that teachers' marking helps pupils to understand what they need to do to improve their work

### **What happens next?**

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

## Main findings

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

The majority of pupils enter the school with skills that are similar to those expected.. In lessons and over time, nearly all pupils make good progress from their starting points and more able pupils achieve well.

Throughout the school, most pupils listen very well. They speak confidently in a wide range of situations to staff, visitors and each other. In the Foundation Phase, pupils are keen to discuss their work and they offer interesting explanations of their tasks. By Year 6, many pupils recall previous learning well and show a good knowledge and understanding of what they have learnt, for example about the Llanelli Railway.

In the Foundation Phase, most pupils read at or above the level expected for their age. They are enthusiastic about reading and talk confidently about the books they like. Most pupils use a good range of strategies, including phonic skills, to read unfamiliar words. In key stage 2, most pupils' reading skills are good and they read with fluency and expression. Older pupils use higher-order reading skills, such as skimming and scanning, effectively to gather information from non-fiction texts and the internet.

In the Foundation Phase, most pupils make effective progress in developing their writing skills. Younger pupils convey their ideas well in simple sentences. By the end of Year 1, most pupils write competently for different purposes and audiences. More able pupils use more complex punctuation well and use a wide range of vocabulary to good effect. They produce extended pieces of writing confidently across the curriculum, for example when they describe life as a tadpole..

Throughout key stage 2, most pupils develop their writing skills well. Many write at length in an engaging way and, by the end of the key stage, they use sophisticated vocabulary skilfully to enhance their writing. Most pupils apply their knowledge of different forms of writing successfully in other areas of the curriculum, for example when they write detailed reports on renewable energy. However, their ability to improve their work through redrafting is limited.

Presentation and handwriting skills are good and the majority of pupils show great pride in their work.

In the Foundation Phase, pupils make good progress in developing their numeracy skills. They solve problems through the challenges they undertake linked to a variety of areas of learning. Most Year 2 pupils use a good range of number facts with understanding, begin to measure accurately and have a suitable knowledge of shapes. Pupils who are more able use their numerical knowledge skilfully. For example, they compile a database on pets and analyse and present the information confidently.

Most pupils in key stage 2 have a firm grasp of appropriate numeracy skills and use them confidently to solve everyday problems. Their understanding of place value is good and many handle aspects of measure confidently. For example, they solve problems based on the theory of the Vitruvian man. Most pupils collect, analyse and present information effectively in a variety of different graphs. They recall facts quickly, explain their mental strategies clearly and use mathematical vocabulary correctly to discuss their work. Most pupils across the school use their numerical reasoning and number skills increasingly across relevant areas of the curriculum.

Most pupils' understanding of Welsh develops very effectively across the school. A majority of pupils in the Foundation Phase and key stage 2 use basic sentence structure well in their writing and the more able pupils write at length effectively. They read Welsh books competently with an appropriate level of understanding, according to their age and ability. However, key stage 2 pupils lack confidence in speaking Welsh in lessons and outside of the classroom

Pupils with special educational needs make good progress against their personal targets. Those who are eligible for free school meals perform as well as other pupils in their class. Generally, there is no significant difference between the performance of boys in comparison with girls. Work in books and lessons shows that the progress of more able pupils is effective.

In the Foundation Phase, pupils' performance over the last three years at the expected outcome 5 has placed the school mainly in the upper 50% when compared with similar schools. At the higher outcome 6, pupils' performance in mathematical development has remained mainly in the top 25%. Pupils' performance in literacy has moved the school from the top 25% to the lower 50% when compared with similar schools. The standards achieved by pupils in books and during lesson observations, over the course of the inspection are better than the school's performance data suggests.

In key stage 2, over the last four years, pupils' performance at the expected level 4 has fluctuated considerably. Performance in English and mathematics has mainly placed the school in the higher 50%, but pupils' performance in science has tended to be in the lower 50% when compared with similar schools.

Over the last four years, pupils' performance at the higher level has varied between the top 25% and the lower 50% when compared with similar schools.

### **Wellbeing: Adequate**

Nearly all pupils feel safe in school. They understand the need for regular exercise and the importance of a healthy diet and lifestyle. Nearly all pupils behave well and are respectful and courteous towards one another and adults. They enjoy school, work hard and show pride in their achievements.

Most pupils are well motivated and keen to learn. They take on responsibilities willingly and the role of the playground buddies is developing well. The school council represent the pupils' voice effectively and have introduced new playground equipment. Other pupil groups, such as the ground force team and enterprise

troopers, are successful in developing the entrepreneurial skills of most pupils in key stage 2, and Clwb Afal holds monthly drop in sessions if any internet issues arise. This has impacted significantly on most pupils' awareness of e-safety. The members of Clwb Afal judge the seriousness of the issue and will respond accordingly, either by resolving the issue themselves or discussing with a member of staff. However, most pupils' involvement in setting their own targets for improvement and making decisions about their own learning is limited.

Many pupils take part in worthwhile community events. They show high levels of concern and many become active citizens within their locality, for example by collecting food for a local food bank.

The attendance rates, although improved notably over the last three terms, have fluctuated between the lower 50% and the bottom 25% when compared with similar schools over five years. Most pupils arrive at school punctually.

<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 range of learning experiences that covers the National Curriculum requirements and develops pupils' skills successfully. Lessons for the older pupils in the Foundation Phase do not always provide enough opportunities for pupil-led activities.

The school has made good progress in incorporating the Literacy and Numeracy framework into its planning. Curriculum planning is thorough and builds progressively on pupils' skills in literacy and numeracy and there are regular opportunities for pupils to consolidate wider skills. For example, older pupils create Quick Response (QR) codes for the younger pupils to enhance their research skills. Support for pupils who need extra help with their learning is effective.

A wide range of extra-curricular activities and residential visits enrich pupils' learning and have a positive impact on their wellbeing.

Teachers develop pupils' knowledge of Welsh culture and traditions successfully in topic work across the curriculum. Planning for the development of pupils' Welsh reading and writing skills in lessons is good. However, opportunities for pupils' to use the language outside formal lessons are less effective.

Provision for education for sustainable development and global citizenship is exceptional. Enriched curricular and extra-curricular activities enable all pupils to develop a very good understanding of recycling, living sustainably and how their actions affect the environment. As a result of these opportunities, older pupils display a mature understanding of the ethics and economics of Fair Trade. Most pupils have a sound knowledge of their place in the wider world through links with two children in Tanzania and Swaziland and through numerous annual charity fundraising events.

## **Teaching: Good**

All teachers have good up-to-date knowledge of the curriculum and use a wide range of effective strategies for developing pupils' skills. All teachers manage their classrooms well, promoting good behaviour and encouraging engagement in learning. Teaching assistants support pupils' work well in lessons.

In many classes, where the quality of teaching is effective, 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 pupils can achieve are too low.

The school's assessment procedures are rigorous. School leaders track pupils' progress effectively and use the information well to. Teachers use a suitable range of assessment procedures effectively, enabling most pupils to reflect on and correct their own work and the work of their peers. The process of setting targets for individual pupils has a limited impact on pupils' progress. Teachers mark pupils' work regularly. However, written feedback is not always helpful to pupils in identifying their next steps to improve the quality of their work.

Annual reports to parents include clear information about each child's progress and meet statutory requirements.

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

The school is a very caring and happy environment where all staff value pupils highly. Learning experiences in school and educational visits promote pupils' cultural development well. The school plans regular opportunities for pupils to develop their skills as active citizens in the school and the local community which impacts successfully on their emotional wellbeing. The programme which promotes monthly values has a positive effect on pupils' social skills. Regular assemblies promote pupils' spiritual and moral development effectively. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school works closely with a wide range of specialist services to provide suitable support and guidance to parents and pupils with individual needs. Staff seek advice regularly from specialist services and make good use of the information they are given. For example, the newly established nurture groups are impacting successfully on pupils' self-confidence which has led to improved outcomes for these pupils.

Staff provide effective support for pupils who have additional needs. They identify pupils' needs at an early stage and set clear targets for improvement in their individual education plans. The school communicates well with parents, who are fully involved in the setting and regular reviewing of targets. Teaching and support staff provide good levels of support for targeted pupils in small groups to develop their confidence and self-esteem.

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

## **Learning environment: Good**

The school provides a very caring and welcoming environment for all pupils. The staff create a nurturing atmosphere that leads to high levels of pupil wellbeing. The curriculum is fully inclusive, engages all pupils and celebrates diversity and a range of cultures well. All pupils show tolerance, fairness and respect for others.

The school's accommodation is of a good standard and is secure and well maintained. The learning environment is stimulating and wall displays throughout the school celebrate pupils' achievement well. There is a good range of learning resources, to support all areas of the curriculum. The purpose built space in the key stage 2 block creates a purposeful learning area where pupils benefit from focused group sessions and developing their cookery skills.

The spacious outdoor environment is stimulating for all pupils and helps them to develop a variety of skills. Staff make creative use of the allotment area to enrich pupils' experiences across the curriculum. Foundation Phase pupils benefit from an extensive outdoor learning area that motivates their learning appropriately. All play areas include suitable outdoor activities to encourage physical development effectively.

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

The headteacher has a clear, purposeful vision and a strong commitment to raising standards and offering stimulating experiences to all pupils. He shares this vision successfully to all staff, pupils, governors, parents and pupils effectively. The senior management team promotes strong leadership and members work together well to give the school a clear focus.

All members of staff undertake their responsibilities diligently and work closely to create a supportive whole-school ethos. They share a common understanding of the school's priorities for improvement and regular meetings focus clearly on improving standards and provision. There are good communication systems in place to keep staff fully informed about all aspects of the school's work.

Leaders address national and local priorities, such as the Literacy and Numeracy Framework, well. They are implementing strategies successfully to reduce the impact of deprivation on educational attainment.

Governors are conscientious and supportive of the school. They understand how the school is performing and challenge leaders effectively about standards and attainment of pupils. Through the 'buddies' system, the governors learn about the standards that pupils achieve as well as all aspects of school life. Governors have a strong strategic role in the preparation of both the self-evaluation report and the school development plan. For example, they recognised a need for improving the overall outcomes at the end of the Foundation Phase and have played a key role in establishing the nursery provision. This is already having a positive impact on pupil outcomes.

### **Improving quality: Good**

The self-evaluation process is well established in the school and is used to secure improvements in standards and quality. Leaders analyse a wide range of evidence to evaluate the school's performance. This includes the rigorous analysis of data, lesson observations and critical discussion with staff about school life. Senior leaders use the information well to compile a self-evaluation report. Although this is not always evaluative enough, it identifies the school's strengths and areas for improvement successfully.

The headteacher gathers the views of governors and staff regularly in meetings. He uses questionnaires well to seek the opinions of parents and acts on the information effectively. In response to parental feedback, the school has introduced a parent forum which gives parents additional opportunities to gain a deeper understanding, for example, of the Literacy and numeracy framework. This is having a positive impact on the quality and standard of homework produced.

There is a close link between the outcomes of self-evaluation and the school improvement plan. The plan reflects the school's priorities clearly and contains challenging targets. The school development plan includes a broad range of suitable targets and specific success criteria. It identifies staff responsible for each target and has realistic timescales. The school has been successful in addressing areas identified previously for improvement. For example, the school has introduced a whole school approach to improving literacy which has impacted successfully on raising the standards of writing.

### **Partnership working: Good**

The school works effectively with a wide range of partners and this has a beneficial effect on pupils' wellbeing and learning.

The school has a strong partnership with parents, who are very positive about all aspects of school life. They feel welcome in the school and know that the school values their support. Parents and friends of the school raise considerable funds by organising social events for pupils, parents and staff. The most recent purchase made by the friends has had a positive impact on the standards of reading across the school.

Open days, fund raising events and vegetable sales from the allotment promote the school's strong sense of community involvement. Workshops held by two local professional sporting organisations promote pupils' healthy lifestyles well. Established links with local businesses provide essential support to aspects of the curriculum provision and enhance pupils' extra-curricular experiences successfully. The school has also taken part in a project with the local college to design a commemorative bench for the battlefields in Flanders. This has strengthened the pupils' understanding of the First World War.

The part-time nursery and child care provision on site ensures that pupils have a sound foundation before starting school. and helps pupils settle quickly into full time education in the school. There are robust links with the local secondary school, with purposeful transition activities that support older pupils to transfer to the next step of their education.

The school has worthwhile links with schools in the cluster to ensure consistency in the levelling of pupils' work. Purposeful links with other schools to share good practice lead to improvements in standards of pupils' work and impact positively on the professional development of staff.

**Resource management: Good**

The school deploys teachers and teaching assistants well to meet the needs of pupils and makes effective use of their particular skills and expertise. The school has rigorous arrangements for performance management and professional development of all staff. Arrangements for teachers' planning, preparation and assessment time are effective.

Staff benefit from working in professional learning networks. For example, members of staff work closely with colleagues from partner primary schools to share good practice regarding more able and talented pupils. As a result, the school has detailed individual plans for these pupils which are impacting effectively on their progress and outcomes.

The headteacher and governors monitor and manage expenditure carefully and have effective systems to ensure that decisions meet the needs and priorities identified in the school development plan. The school currently has a large deficit. However, this has not had a significant impact on pupil outcomes and the headteacher and governors in conjunction with the local authority has a detailed action plan to reduce this deficit. The school makes good use of the Pupil Deprivation Grant to provide 'nurture' support and small group sessions for identified pupils. This additional provision is impacting successfully on areas of numeracy, information technology and pupil wellbeing.

Despite the school having a deficit budget, the outcomes achieved by pupils and the quality of provision means that the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6692176 - Swiss Valley Primary School

Number of pupils on roll	223
Pupils eligible for free school meals (FSM) - 3 year average	5.1
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	22	35	23
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	100.0	100.0	91.3
Benchmark quartile	1	1	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	22	35	23
Achieving outcome 5+ (%)	100.0	100.0	91.3
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	36.4	51.4	43.5
Benchmark quartile	2	1	3
<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	22	35	23
Achieving outcome 5+ (%)	100.0	100.0	95.7
Benchmark quartile	1	1	2
Achieving outcome 6+ (%)	31.8	60.0	52.2
Benchmark quartile	2	1	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	22	35	23
Achieving outcome 5+ (%)	100.0	100.0	95.7
Benchmark quartile	1	1	4
Achieving outcome 6+ (%)	36.4	77.1	69.6
Benchmark quartile	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.

**6692176 - Swiss Valley Primary School**

Number of pupils on roll	223
Pupils eligible for free school meals (FSM) - 3 year average	5.1
FSM band	1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	31	27	29	37
<b>Achieving the core subject indicator (CSI) (%)</b>	90.3	74.1	96.6	97.3
Benchmark quartile	3	4	2	2
<b>English</b>				
Number of pupils in cohort	31	27	29	37
Achieving level 4+ (%)	93.5	74.1	96.6	97.3
Benchmark quartile	2	4	2	2
Achieving level 5+ (%)	51.6	37.0	48.3	40.5
Benchmark quartile	1	3	2	3
<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	31	27	29	37
Achieving level 4+ (%)	100.0	88.9	96.6	97.3
Benchmark quartile	1	4	2	2
Achieving level 5+ (%)	41.9	37.0	44.8	40.5
Benchmark quartile	2	3	2	3
<b>Science</b>				
Number of pupils in cohort	31	27	29	37
Achieving level 4+ (%)	96.8	85.2	96.6	97.3
Benchmark quartile	2	4	3	3
Achieving level 5+ (%)	41.9	40.7	41.4	45.9
Benchmark quartile	2	3	3	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.	99		97 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	83		69 83%	14 17%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	99		95 96%	4 4%	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	98		96 98%	2 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	99		90 91%	9 9%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	99		95 96%	4 4%	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.	99		98 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.	99		95 96%	4 4%	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.	99		85 86%	14 14%	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.	99		89 90%	10 10%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	99		56 57%	43 43%	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	99		71 72%	28 28%	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	42 59%	29 41%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	72	52 72%	20 28%	0 0%	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.	71	53 75%	17 24%	1 1%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	71	47 66%	23 32%	1 1%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	67	34 51%	28 42%	5 7%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	70	47 67%	23 33%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	72	48 67%	24 33%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	64	36 56%	26 41%	2 3%	0 0%	8	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	69	42 61%	24 35%	3 4%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	70	48 69%	20 29%	2 3%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	70	45 64%	24 34%	1 1%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	56	32 57%	24 43%	0 0%	0 0%	12	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.	72	31 43%	34 47%	7 10%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	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.	72	46 64%	23 32%	3 4%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	67	32 48%	31 46%	4 6%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	67	40 60%	27 40%	0 0%	0 0%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	42	27 64%	13 31%	1 2%	1 2%	23	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	70	44 63%	25 36%	1 1%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	70	41 59%	27 39%	2 3%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

### Appendix 3

#### The inspection team

Eleri Anwen Hurley	Reporting Inspector
Hazel Hughes	Team Inspector
Deris Davies Williams	Lay Inspector
R Richard Thomas	Peer Inspector
Ceri Morris	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.