



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

A report on

**Baden Powell Primary School
Muirton Road
Tremorfa
CF24 2SJ**

Date of inspection: July 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.

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Context

Baden Powell Primary School is in Tremorfa, in the Cardiff local authority. There are 420 pupils aged three to eleven years at the school including 49 in the part-time nursery provision. There are 14 single-age classes and a further two part-time nursery classes. Around 22% of pupils have English as an additional language. No pupils speak Welsh at home.

Approximately 37% of pupils are eligible for free school meals. This is much higher than the national average (19%).

The school has identified around 26% of pupils as having additional learning needs. A very few pupils have a statement of special educational needs. A very few pupils are looked after by the local authority.

The school's last inspection was in October 2010. The current headteacher took up his post in September 2010.

The individual school budget per pupil for Baden Powell Primary School in 2016-2017 means that the budget is £3,570 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,995 and the minimum is £3,046. Baden Powell Primary School is 63rd out of the 97 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress against their individual targets and achieve well in line with their ability
- Nearly all pupils feel secure in school and have a good understanding of how to stay safe online
- All pupil groups take a lead in representing the views of pupils competently
- The school provides a broad and balanced curriculum, which meets the requirements of the Foundation Phase and the key stage 2 curriculum purposefully
- There are good working relationships between pupils and all the staff
- The school creates a strong supportive atmosphere for all pupils
- All staff place a high priority on promoting pupils' health and wellbeing
- The school has a very engaging outdoor area that provides a stimulating and varied environment to enrich most pupils' learning

Prospects for improvement

The school's prospect for improvement is adequate because:

- The headteacher has a clear and shared vision for the school where all staff and pupils are valued and respected
- The school has made good progress in reducing the under attainment of disadvantaged pupils
- The school has established appropriate processes for self-evaluation that includes lesson observations and the scrutiny of pupils' work
- The school works well with a wide range of partners to enrich and support pupils' learning and wellbeing
- The school has a strong partnership with parents
- The school provides good value for money

However:

- The headteacher's role in leading the school forward, for example in the curriculum and teaching and learning, is less effective
- Not all leaders and experienced staff are fulfilling their roles purposefully; they do not address strategic issues often enough and do not have high enough expectations of the standards that pupils can achieve
- The role of the governing body in the school's self-evaluation procedures and strategic planning is currently underdeveloped
- Monitoring arrangements to evaluate the impact of initiatives lack rigour

Recommendations

- R1 Raise the attainment of more able pupils
- R2 Improve pupils' use of numeracy skills across the curriculum
- R3 Provide opportunities for all pupils to develop better oracy and writing skills in Welsh
- R4 Improve the quality of teaching and assessment so that pupils in all classes have work that challenges them appropriately
- R5 Strengthen leadership and management at all levels and develop the governing body's role as a critical friend
- R6 Ensure purposeful use of the school's monitoring reports and act more effectively on findings that arise from them

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Many pupils enter the school with skills, knowledge and understanding at a level below that expected for their age. However, these pupils make good progress against their individual targets and achieve well in line with their ability by the time they leave school at the end of Year 6.

Most pupils in the Foundation Phase listen carefully to each other and their teachers. Nearly all pupils communicate well and present their ideas clearly. They link new ideas to previous learning effectively and they use their knowledge to answer questions thoughtfully. By the end of the Foundation Phase, most pupils read aloud well. They pay good attention to punctuation and read with good pronunciation and intonation. Most pupils use their knowledge of phonics appropriately to read unfamiliar words.

In key stage 2, pupils concentrate well in lessons. They listen closely to their teachers and to other pupils. They provide thoughtful answers to questions and share their ideas willingly. Nearly all pupils read aloud with good expression and have a good awareness of punctuation. Most pupils enjoy reading and they show an appropriate understanding of characters and plot. In many cases, pupils make sensible predictions about what may happen based on their previous knowledge and understanding of the story. Most pupils give clear reasons for their preferences in reading and many enjoy reading non-fiction as well as fictional text.

Many pupils develop early writing skills competently. They write simple sentences with appropriate grammar and punctuation, using a wide range of vocabulary. By the end of the Foundation Phase, most pupils' spelling skills develop in line with their age and ability. Many pupils write in a purposeful range of styles, which they are beginning to apply across the curriculum. For example, they write a diary entry from the perspective of pit-girl, Susan Rees.

In key stage 2, most pupils have a wide vocabulary, which they use to good effect in their writing. In English lessons, many pupils' independent writing is of good quality and they write at an appropriate length to develop their skills fully. As a result, most pupils extend their writing confidently, for example when writing a biography on Mo Farah. By Year 6, they develop a good understanding of different opinions and styles of writing, such as creating a newspaper report or designing a leaflet on Iceland. Many pupils are beginning to plan and redraft their work effectively, for example when expressing their opinions about who was to blame for the sinking of the Titanic. The quality of pupils' handwriting varies too much across the school and only a majority present their work neatly.

In the Foundation Phase, many pupils make good progress in developing their numeracy skills in practical contexts. They use standard units to measure objects in the classroom and collect data purposefully, for example using bar charts to record

the number of cars passing the school gates. Most pupils compare and order two-digit numbers correctly and use addition and subtraction to find amounts up to at least 100. Many pupils solve money problems in real-life contexts and record their work well, but they do not use their numeracy skills often enough in other areas of the curriculum. Most pupils in key stage 2 continue to make good progress in developing their mathematical skills. They read and write very large numbers accurately and have quick recall of number bonds and multiplication tables. They perform calculations with decimal fractions successfully and have a good understanding of shapes and co-ordinates. A minority of pupils are beginning to apply the numeracy skills they acquire in mathematics lessons at the same level in other subjects, for example when organising an ice cream stall for the other pupils in key stage 2.

Standards in information and communication technology (ICT) are good across the school. Most pupils in the Foundation Phase develop their skills confidently. They are beginning to draw pictures and use a variety of applications on a tablet computer to support their learning. Many pupils can move an object around the screen successfully by entering directional instructions. In key stage 2, most pupils use the internet competently to research information as part of their topic work and present their findings in an interesting way. For example, they produce a multi-media presentation on the experiences of an evacuee. Most older pupils apply their communication skills successfully, for example to create their own computer programs with moving pictures and sounds. They create graphs and interpret databases successfully. Most pupils' understanding of e-safety is secure.

Nearly all pupils take part enthusiastically in Welsh activities and display a positive attitude towards learning the language. The majority of pupils' Welsh language skills in the Foundation Phase are developing appropriately. Many respond with understanding to basic instructions in Welsh. By the end of key stage 2, a majority of pupils have a basic vocabulary and knowledge of simple sentence patterns that they use suitably when speaking. Most pupils' reading skills are effective. However, most pupils' ability to write in Welsh is less well developed and they do not have enough confidence to use their Welsh in more informal situations outside of lessons.

Most pupils with additional learning needs make good progress towards achieving their targets. Pupils with English as an additional language make effective progress in line with their ability and their stage of language acquisition. Recently, many pupils eligible for free school meals have attained as well as other pupils. Pupils of higher ability do not achieve as well as they could.

Pupils' performance at the expected outcome at the end of the Foundation Phase has fluctuated over time, moving the school between the upper 50% and the bottom 25% for literacy and mathematical development when compared with similar schools. At the higher outcome pupils' performance has most recently placed the school in the upper 50% for literacy, and has fluctuated, moving the school between the bottom 25% and lower 50% in mathematical development when compared with similar schools.

Over the last four years, performance at the end of key stage 2 in English, mathematics and science at the expected levels has fluctuated, moving the school between the top 25% and the bottom 25% when compared with similar schools.

During the same period, performance in English, mathematics and science at the higher level has placed the school between the lower 25% and the upper 50% over time when compared with similar schools.

Wellbeing: Good

Nearly all pupils feel secure in school and have a good understanding of how to stay safe online. They recognise the importance of healthy eating and taking regular exercise. Many pupils take part in the wide range of sporting activities provided by the school, for example football and the daily pre-lunch jog around the school

Most pupils have positive attitudes to learning and behave very well in class and around the school. They are courteous and polite, and they show care and concern for other pupils and adults. Most pupils work well in pairs and groups and sustain concentration for appropriate periods. They are beginning to contribute to improving their own work. Many pupils are developing effective independent skills across the school.

All pupil groups take a lead in representing the views of pupils competently and help make purposeful decisions about aspects of school life. For example, the active school council has improved most pupils' experience during play times. Other pupil groups, such as the 'e-cadets' and the smoke free zone, take on responsibility conscientiously and contribute positively to pupils' wellbeing. The e-cadets are beginning to support pupils and adults in the school to improve their ICT skills effectively.

Many pupils take part in worthwhile community events. They have become active citizens within their locality, for example taking part in the local Church services and raising money for a local charity.

Pupils' attendance has improved steadily over the last three years and places the school in the upper 50% when compared with similar schools. Most pupils arrive at school punctually.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a broad and balanced curriculum, which meets the requirements of the Foundation Phase and the key stage 2 curriculum purposefully. Teachers in key stage 2 plan a suitable range of interesting activities that engage most pupils' interests well. For most pupils in the Foundation Phase, the emphasis on learning through practical experiences and the use of the outdoors is effective. However, there are too few opportunities for the youngest pupils to engage in outdoor learning. The school farm provides opportunities for stimulating and wide-ranging practical activities that have a positive impact on pupils' social skills.

Overall, the school plans for the requirements of the Literacy and Numeracy Framework appropriately. However, curriculum planning does not always provide regular opportunities for pupils in key stage 2 to apply their numeracy skills in a range of contexts. Planning to develop pupils' information and communication technology

skills across the school is effective. The school successfully plans a range of intervention programmes to support individual pupils' needs well. A suitable range of extra-curricular activities and residential visits enrich pupils' learning and have a positive impact on their wellbeing.

Provision for the development of pupils' Welsh language skills is appropriate. Playground leaders are beginning to have a positive impact on younger pupils' use of the Welsh language outside the classroom environment. However, provision to enable most pupils to practise and enhance these skills outside of Welsh lessons is inconsistent. The school promotes the development of pupils' cultural and historical knowledge and understanding of Wales adequately. Provision to promote pupils' understanding of sustainable development and global citizenship is effective. This ensures that pupils are aware of environmental issues and sustainability and they understand the positive impact of reducing waste. Teachers use the outdoor space, including the pond and forest school area, effectively with most pupils to promote their understanding and appreciation of the natural world. Teachers provide good opportunities through topic work for pupils to develop their understanding of different cultures and their role as global citizens.

Teaching: Adequate

There are good working relationships between pupils and all staff. In a minority of classes, teaching is good or better. In these classes, teachers promote pupils' interest in and enthusiasm for learning. Teachers have high expectations of pupils and lessons have specific aims. Teachers plan a range of activities that have a good level of challenge to meet pupils' learning needs. They plan to develop pupils' independent learning and thinking skills skilfully. However, the standard of teaching is inconsistent across the school. Where teaching is less successful, teachers do not have high enough expectations of what pupils are able to achieve, and they do not adapt learning effectively enough to challenge all pupils at an appropriate level. Teachers do not manage behaviour purposefully and, as a result, pupils do not make enough progress in their learning. The pace of these lessons is slow.

All staff provide pupils with clear verbal feedback, which helps them to understand how to improve their work. However, marking does not identify key areas for improvement often enough. Most pupils have regular opportunities to assess their own and the work of others. The school has a number of effective systems to track pupils' progress. Teachers make appropriate use of this assessment information to set targets for pupils' improvement. The system allows senior leaders to analyse the progress of individual pupils successfully. However, they do not always monitor whole-school outcomes and trends well enough.

Reports to parents meet statutory requirements. They provide useful information about pupils' achievements and give suitable targets for improving their literacy and numeracy skills.

Care, support and guidance: Good

The school creates a strong supportive atmosphere for all pupils. All staff place a high priority on promoting pupils' health and wellbeing. The school makes appropriate arrangements to support healthy eating and drinking and provides regular opportunities

for pupils to participate in a range of fitness related activities. Topic work, visits and daily collective worship provide valuable opportunities to enhance pupils' spiritual, cultural and social development. For example, the pupils take part in a range of activities during 'multicultural week' that promotes pupils' respect and sensitivity towards others successfully. The school's focus on moral development contributes well towards the pupils' mature and responsible attitudes.

The school works well with the children's services and this makes a notable impact on improving pupils' behaviour and enhancing pupils' attendance. Staff link well with a wide range of specialist agencies and support services to meet the needs of pupils and their parents. The school provides valuable counselling for identified pupils to support their emotional wellbeing.

The provision and support for pupils with additional learning needs is effective. Identification of pupils who need extra support takes part at an early stage. Procedures and relevant intervention programmes are in place to ensure that pupils receive the help they need. Monitoring and regular updates to individual education plans ensure that pupils achieve their targets successfully. These plans take good account of pupils' and parents' views when discussing and identifying future targets. As a result, nearly all targeted pupils make suitable progress.

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

Learning environment: Good

The school is a caring and welcoming environment for all pupils. The staff create a nurturing atmosphere that leads to high levels of pupils' 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 creates an atmosphere of calm and wall displays throughout the school celebrate pupils' achievement appropriately. There is a good range of learning resources to support all areas of the curriculum.

The building has a number of well-planned learning areas where both pupils and parents benefit from focused group sessions to develop their wider skills. The school has a very engaging outdoor area that provides a stimulating and varied environment to enrich pupils' learning. For example, the school farm and the wild life area help pupils to develop communication and interpersonal skills very well. However, opportunities to promote regular outdoor learning for the youngest pupils in the Foundation Phase are underdeveloped.

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

The headteacher has a clear and shared vision for the school where all staff and pupils are valued and respected. He has an appropriate oversight of the school's administration and organisation. However, his role in leading the school forward, for example in the curriculum and teaching and learning, is less effective.

The senior management team plays a major role in whole-school development, for example in improving the provision for writing and raising attendance levels. The deputy headteacher and the leader of the Foundation Phase are both very proactive and undertake a range of whole-school responsibilities efficiently. However, not all leaders and experienced staff are fulfilling their roles purposefully. They do not address strategic issues often enough and do not have high enough expectations of the standards that pupils can achieve.

Senior leadership and staff meetings focus successfully on school improvement issues. However, the recording of agreed decisions and the communication of agreed action points to other members of staff is limited. The headteacher, supported by senior staff, leads performance management appropriately. All teachers and support staff have relevant appraisal targets linked to pupils' performance and school priorities. This is beginning to have a positive impact on the quality of teaching and learning.

The school takes appropriate account of national and local priorities. It has made good progress in reducing the under attainment of disadvantaged pupils and establishing appropriate Foundation Phase practice. Pupils have worthwhile opportunities to apply their literacy skills across the curriculum. However, the application of the numeracy strand of the Literacy and Numeracy Framework is under developed.

The governing body is very supportive of the school and has an appropriate understanding of the school's strengths and areas for improvement. However, their involvement in the school's self-evaluation procedures and strategic planning is currently underdeveloped.

Improving quality: Adequate

The school has appropriate processes for self-evaluation that include lesson observations and the scrutiny of pupils' work. Staff are beginning to analyse performance data appropriately and consider how pupils' outcomes compare with those of other schools, both locally and nationally. As a result, the staff have a reasonable understanding of the school's strengths and areas for improvement.

Senior leaders and middle managers undertake a wide range of monitoring activities. However, arrangements to evaluate the impact of initiatives lack rigour. Leaders are beginning to address the inconsistency in teaching and the need to improve achievements across the school.

Parents and pupils share their opinions through discussion and questionnaires. They are beginning to contribute positively to the self-evaluation process and have input into the actions taken to bring about improvement. For example, the opinions expressed by parents have resulted in the school implementing a new behaviour management scheme. This has already had a positive impact on pupils' behaviour across the school.

The current school improvement plan identifies a manageable number of areas for improvement that focus well on raising standards and improving provision for pupils. It identifies purposeful actions to address areas of weakness, each of which identifies measurable targets, responsible personnel, costs and timescales.

Over time, self-evaluation and strategic planning have not had enough impact on raising standards and improving provision.

Partnership working: Good

The school works well with a wide range of partners to enrich and support pupils' learning and wellbeing. It has a strong partnership with parents. Effective communication ensures that relevant information is available to parents continuously. A special feature of the partnership is the extensive range of activities that the school delivers for parents, for example the family learning programmes and the numeracy sessions. These have helped to establish a strong relationship with parents and developed their capacity to support their children's learning at home. This is beginning to impact on pupils' attainment. This is a strength of the school.

The active friends of Baden Powell play an important part in the school's life and contribute worthwhile additional funds to improve the school's resources and to extend the experiences for the pupils.

There are very many links with the local community and this has a beneficial influence on pupils' learning experiences and their awareness of their community and the importance of contributing to it. For example, following music tuition from the local authority music service, older pupils in key stage 2 perform in an annual concert in St David's Hall.

The school has close links with pre-school settings in the community, which ease transition to the nursery effectively. There is a successful transition programme with the partner secondary school. This ensures that pupils are well prepared to move on to the next phase of their education. Teachers co-operate successfully in standardisation and moderation meetings with primary and secondary schools to ensure the accuracy and reliability of teacher assessments.

Effective links with local businesses and organisations help support the curriculum appropriately. For example, the successful partnership with a local ICT business enhanced the school's provision for developing pupils' ICT skills successfully.

Resource management: Good

The school has a sufficient number of well-qualified and committed staff to deliver the curriculum effectively. Staff manage resources well and ensure that most pupils have access to a wide range of suitable equipment.

The school has purposeful performance management processes and worthwhile training supports staff development priorities successfully. This is beginning to have a positive impact on teaching and learning. There are appropriate arrangements for teachers' planning, preparation and assessment time.

The school finance officer manages the school finances efficiently. The governing body's finance sub-committee meets regularly and reviews the effectiveness of spending decisions. The school makes suitable use of its allocated finances and manages its budget appropriately to support priorities outlined in the school improvement plan. For example, the school has purchased resources to support the development of pupils' mathematical skills.

The school makes good use of the Pupil Development Grant to support vulnerable pupils. The school provides targeted pupils with specific interventions to develop their literacy skills as well as their emotional wellbeing.

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

Appendix 1: Commentary on performance data

6812009 - BADEN POWELL PRIMARY SCHOOL

Number of pupils on roll	420
Pupils eligible for free school meals (FSM) - 3 year average	37.1
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	54	60	51	55
Achieving the Foundation Phase indicator (FPI) (%)	70.4	60.0	74.5	80.0
Benchmark quartile	3	4	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	54	60	51	55
Achieving outcome 5+ (%)	79.6	66.7	76.5	80.0
Benchmark quartile	2	4	3	3
Achieving outcome 6+ (%)	18.5	16.7	31.4	27.3
Benchmark quartile	3	3	2	2
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	54	60	51	55
Achieving outcome 5+ (%)	81.5	65.0	74.5	87.3
Benchmark quartile	3	4	4	2
Achieving outcome 6+ (%)	14.8	10.0	19.6	20.0
Benchmark quartile	3	4	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	54	60	51	55
Achieving outcome 5+ (%)	88.9	83.3	92.2	90.9
Benchmark quartile	3	4	3	3
Achieving outcome 6+ (%)	33.3	11.7	25.5	27.3
Benchmark quartile	2	4	4	4

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

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

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

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

6812009 - BADEN POWELL PRIMARY SCHOOL

Number of pupils on roll	420
Pupils eligible for free school meals (FSM) - 3 year average	37.1
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	35	40	33	50
Achieving the core subject indicator (CSI) (%)	74.3	75.0	81.8	76.0
Benchmark quartile	3	3	3	3
English				
Number of pupils in cohort	35	40	33	50
Achieving level 4+ (%)	80.0	77.5	90.9	78.0
Benchmark quartile	3	3	1	4
Achieving level 5+ (%)	8.6	17.5	33.3	38.0
Benchmark quartile	4	4	2	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	35	40	33	50
Achieving level 4+ (%)	80.0	85.0	90.9	78.0
Benchmark quartile	3	2	1	4
Achieving level 5+ (%)	17.1	15.0	36.4	26.0
Benchmark quartile	4	4	2	3
Science				
Number of pupils in cohort	35	40	33	50
Achieving level 4+ (%)	82.9	87.5	87.9	84.0
Benchmark quartile	3	2	2	3
Achieving level 5+ (%)	8.6	15.0	24.2	38.0
Benchmark quartile	4	4	3	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.	97		92 95%	5 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	97		74 76%	23 24%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	97		91 94%	6 6%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%	
The school teaches me how to keep healthy	97		96 99%	1 1%	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.	97		94 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	97		93 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.	97		95 98%	2 2%	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.	97		96 99%	1 1%	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.	97		72 74%	25 26%	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.	97		90 93%	7 7%	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.	97		61 63%	36 37%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			76%	24%	
Nearly all children behave well at playtime and lunch time	97		78 80%	19 20%	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.	92	39 42%	46 50%	6 7%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	92	56 61%	30 33%	3 3%	1 1%	2	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.	92	58 63%	30 33%	0 0%	2 2%	2	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.	92	47 51%	38 41%	6 7%	1 1%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	92	25 27%	54 59%	5 5%	3 3%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	92	48 52%	37 40%	2 2%	2 2%	3	Mae'r addysgu yn dda.
		60%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	92	49 53%	36 39%	4 4%	2 2%	1	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.	92	31 34%	47 51%	6 7%	1 1%	7	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	92	41 45%	38 41%	3 3%	5 5%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	92	47 51%	40 43%	0 0%	0 0%	5	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	92	45 49%	39 42%	2 2%	4 4%	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'.	91	32 35%	39 43%	3 3%	2 2%	15	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	92	34 37%	46 50%	8 9%	2 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		48%	41%	9%	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.	92	48 52%	38 41%	4 4%	2 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	91	35 38%	45 49%	3 3%	2 2%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	92	38 41%	42 46%	3 3%	2 2%	7	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoledb.
My child is well prepared for moving on to the next school or college or work.	91	25 27%	36 40%	5 5%	3 3%	22	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	92	37 40%	43 47%	5 5%	5 5%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	92	38 41%	46 50%	5 5%	1 1%	2	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Mrs Eleri Anwen Hurley	Reporting Inspector
Ms Rosemarie Wallace	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Ms Menna Sweeney	Peer Inspector
Ms Debra Todd	Peer Inspector
Mr Jason Clark (Headteacher)	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.