



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

**Llansawel Primary School
Vernon Place
Briton Ferry
Neath
SA11 2JJ**

Date of inspection: March 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 |
|-----------------------|---|
| Excellent | Many strengths, including significant examples of sector-leading practice |
| Good | Many strengths and no important areas requiring significant improvement |
| Adequate | Strengths outweigh areas for improvement |
| Unsatisfactory | Important areas for improvement outweigh strengths |

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

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

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Context

Llansawel County Primary School is in the town of Britton Ferry in the Neath Port Talbot local authority. At the time of the inspection, there were 82 pupils on roll, taught in four classes. This includes nine pupils who attend the nursery part-time.

Around 42% of pupils are eligible for free school meals. This is well above the national average of 21%. Nearly all pupils are white British. A very few pupils speak English as an additional language and no pupil speaks Welsh at home.

The school identifies around 32% of its pupils as having additional learning needs. This is above the national average of 22%. No pupil has a statement of special educational needs. A very few pupils are looked after by the local authority.

The headteacher took up post in September 2014. Estyn last inspected the school in October 2010.

The individual school budget per pupil for Llansawel Primary School in 2014-2015 means that the budget is £4,229 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,108 and the minimum is £2,863. Llansawel Primary School is 13th out of the 66 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

| | |
|---|-----------------------|
| The school's current performance | Unsatisfactory |
| The school's prospects for improvement | Unsatisfactory |

Current performance

The current performance of the school is unsatisfactory because:

- A significant minority of pupils do not make suitable progress through the Foundation Phase or by the end of key stage 2
- A majority of pupils in key stage 2 have few strategies to help them to read unfamiliar words
- A majority of pupils make only limited progress in their writing skills as they move through the school
- Many pupils make too many errors when spelling familiar words and their use of basic punctuation is inconsistent
- In the Foundation Phase, a majority of pupils have weak numeracy skills
- Most pupils do not speak, read or write well enough in Welsh independently
- There are no plans in place to ensure that the school implements the full range and skills of the National Curriculum at key stage 2
- In a majority of lessons, teachers do not provide a wide enough range of learning activities at different levels to challenge and support all pupils well enough
- Many teachers' assessments of pupils are inaccurate, do not match with the standards pupils achieve in lessons and are often over generous

Prospects for improvement

Prospects for improvement are unsatisfactory because:

- Leaders do not ensure that all staff implement important initiatives consistently
- Performance management processes have not yet had any impact on outcomes for pupils
- School leaders do not have appropriate processes in place for managing the attendance of pupils
- Current self-evaluation practices lack rigour and leaders are missing important first-hand evidence to support their evaluations of outcomes and provision
- The governing body does not challenge the school as a critical friend well enough
- There is little involvement of governors, parents or pupils in the school's self-evaluation processes
- Not all targets in the school improvement plan have clear outcomes against which leaders can measure success
- Successive school leaders have not addressed important areas for improvement sufficiently well

Recommendations

- R1 Improve pupils' standards in literacy, numeracy and Welsh
- R2 Ensure that all pupil absences are recorded correctly
- R3 Develop curriculum planning for key stage 2 that ensures progressive coverage of the range and skills of the National Curriculum and Literacy and Numeracy Framework
- R4 Improve the quality of teaching so that all pupils are challenged at an appropriate level
- R5 Develop assessment procedures that include the consistent use of assessment for learning in all classes and effective pupil tracking based on a robust evaluation of pupils' standards
- R6 Comply fully with the statutory requirement for the daily act of collective worship
- R7 Ensure that all leaders and staff fulfil their roles in relation to strategic aims, plans and responsibilities
- R8 Ensure that self-evaluation is based on a broad range of accurate first-hand evidence and that improvement actions have a measurable impact on standards and provision

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion, that special measures are required in relation to this school. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

Most pupils begin school with literacy and numeracy skills that are either in line with or below those expected for their age. A significant minority of pupils do not make suitable progress through the Foundation Phase or by the end of key stage 2.

At the end of the Foundation Phase, many pupils speak to other pupils and adults appropriately. In key stage 2, most pupils have satisfactory speaking and listening skills. They communicate clearly and use a suitable range of vocabulary when discussing their learning in class. For example, older pupils speak competently when discussing the main features of newspaper reports.

In the Foundation Phase, a majority of pupils read with acceptable fluency although few use appropriate expression. Many pupils use a satisfactory range of strategies, including phonic awareness, to read unfamiliar words. In key stage 2, a majority of pupils read competently, although only a very few read at a level above that expected for their age. A majority of pupils have few strategies to help them to read unfamiliar words. A very few pupils are able to use higher order skills and infer meaning from the texts they have read.

A majority of pupils make limited progress in their writing skills as they move through the school. At the end of the Foundation Phase, a majority of pupils write for a narrow variety of purposes and most record a few basic sentences when writing independently. Many pupils have poor handwriting and do not use basic punctuation, such as capital letters and full-stops, well. At the end of key stage 2, too few pupils write at a good enough standard. They write in a restricted range of styles and many pupils use a limited vocabulary for their age. Many pupils make too many errors when spelling familiar words and their use of correct, basic sentence punctuation is inconsistent. Many pupils' handwriting skills are weak across key stage 2 and the presentation of their work is generally poor. Most pupils do not use the text types they have learned in English lessons to write at length across the curriculum well enough.

In the Foundation Phase, a majority of pupils have weak numeracy skills. By the end of Year 2, only a minority of pupils can add and subtract numbers to 100 successfully and few use money confidently. By the end of key stage 2, many pupils have appropriate number skills. They use these to calculate the area of rectangles and to work out the different averages of given numbers when handling data. Although most pupils use mathematics in other subjects across the curriculum, the quality of their work is generally weak. For example, while most pupils draw line graphs to show a fall in temperature in science, a majority of pupils label graphs poorly and use inappropriate scales.

At the end of the Foundation Phase, a majority of pupils respond to a very limited range of simple questions and instructions in Welsh. They know and can recall a few

simple songs and rhymes in Welsh. However, only a very few can recognise and read a small range of words in Welsh. A very few can use the Welsh language in their writing. In key stage 2, many pupils speak adequately using a basic range of sentences. However, most pupils do not read or write well enough in Welsh independently.

A majority of pupils apply their thinking skills satisfactorily in a limited range of activities throughout the school. For example, pupils consider the similarities and differences in characteristics of a range of objects and people suitably. Many pupils with additional learning needs make suitable progress towards achieving the literacy and behavioural targets that are set for them.

Over recent years, the school has often had relatively small numbers of pupils in the year groups at the end of the Foundation Phase and key stage 2. This can notably affect the school's benchmarked performance in comparison with similar schools.

In the Foundation Phase, pupils' performance in 2014 at the expected outcome 5 places the school in the top 25% in literacy and mathematical development when compared with similar schools. Over the last three years, when compared with similar schools, performance has shown a trend of improvement from the upper 50% to current levels.

At the higher outcome 6, performance in 2014 places the school in higher 25% in literacy and mathematical development when compared with similar schools. Over the last three years, performance in literacy and mathematical development has placed the school in the higher 50% or top 25% consistently.

In key stage 2, pupils' performance in 2014 at the expected level 4 places the school in the top 25% for English, but in the lower 50% for mathematics when compared with similar schools. For many of the last four years, performance in English has placed the school in the top 25%. Performance in mathematics has shown a continuing downward trend, moving the school from the top 25% to the lower 50% when compared with similar schools.

At the higher level 5, performance in 2014 places the school in the top 25% of similar schools for English and mathematics. For many of the last four years, performance in English has placed the school in the top 25%. Performance in mathematics has improved, moving the school from the lower 50% and placing it in the top 25% for the last three years.

In many of the last four years, girls outperform boys significantly in English and mathematics at the expected level 4, and in English at the higher level 5.

Wellbeing: Adequate

Nearly all pupils have a good understanding of how to stay healthy and safe, for example by eating healthy lunches, drinking water and taking regular exercise. A majority of pupils enjoy taking part in the extra-curricular physical activities offered by the school, including dance and tennis. All pupils feel safe in school and many older pupils understand well how to stay safe online, for example by not giving out personal information and reporting to an adult immediately any concerns they have.

Most pupils behave well in lessons and around the school. However, the behaviour and concentration of a very few pupils in lessons distracts others occasionally and affects the pace of lessons. Most pupils' behaviour on the schoolyard is good and most pupils play together appropriately.

All pupils have a good understanding of the need to help others and demonstrate this well through participating in activities that contribute to local and national charities enthusiastically. The school council is a new body and council members have not yet had the opportunity to have any significant impact on decision making within the school. However, pupils have made choices about the equipment the school has bought for use in the playground. Many pupils have recently been set targets to help them to know what they need to do next to improve their work. However, about half of pupils are unsure of what their targets are. As a result, these pupils' ability to reflect on their learning and measure their own progress is limited.

Attendance levels for the past four years have placed the school in the top 25% consistently when compared with similar schools. However, the school's incorrect recording of a minority of pupils' absences means that these figures are inaccurate, placing the school in a significantly better position, when compared with similar schools, than is really the case. Most pupils arrive at school punctually.

| |
|---|
| Key Question 2: How good is provision? |
|---|

| |
|-----------------------|
| Unsatisfactory |
|-----------------------|

Learning experiences: Unsatisfactory

The school has recently begun to develop a new, topic based, approach to the planning of its curriculum. As a result, there is detailed, long-term planning in place to ensure that there is full and progressive coverage of the Foundation Phase curriculum. However, in key stage 2, there are no plans in place to ensure that the school implements the full range and skills of the National Curriculum and therefore meet statutory requirements. The school fulfils its statutory requirements for religious education appropriately.

In the Foundation Phase, leaders have mapped the requirements of the national Literacy and Numeracy Framework into the curriculum successfully. This provides a structure that teachers are able to use to plan for pupils' development of these skills. Teachers in key stage 2 identify opportunities for pupils to develop literacy and numeracy skills in a minority of short-term plans, although this is not done consistently. Leaders have begun to audit how teachers develop pupils' numeracy skills in key stage 2. However, there are no plans to ensure the systematic progress of pupils' literacy and numeracy skills as they move through the key stage. All teachers include suitable opportunities to develop pupils' information and communication technology (ICT) skills in their short-term plans, but there is no organised strategy for the development of pupils' thinking or problem solving skills.

The school has sufficiently detailed plans to ensure that all pupils develop their skills in speaking, reading and writing in Welsh. However, about half of teachers do not use this scheme consistently and there are too few opportunities for pupils to use Welsh outside specific Welsh lessons. As a result, many pupils do not develop their Welsh skills well enough. The school promotes pupils' understanding of the culture and history of Wales suitably. For example, key stage 2 pupils learn about the impact of the Second World War in Wales through visiting a Swansea museum.

The school is beginning to promote pupils' understanding of sustainable development suitably, such as through topics where pupils learn about global warming and recycling. The newly formed eco-committee is starting to encourage recycling in the school through using recycling bins. However, it is too early to judge the impact of this action. The school celebrates global citizenship appropriately. For example, pupils celebrate festivals from other countries, such as Chinese New Year and Diwali, and learn about a diverse range of world religions.

Teaching: Unsatisfactory

All teachers currently working at the school began during this academic year. However, in a short time, they have built good working relationships with all pupils. Many teachers use group and class discussion techniques that assist pupils in their learning well. Many teachers make efficient use of a good range of resources, including ICT, to support pupils' learning effectively. They intervene during lessons appropriately and provide useful oral feedback that helps pupils to progress. However, in a majority of lessons, teachers do not provide a wide enough range of learning activities at different levels to challenge and support all pupils well enough. Too many teachers and support assistants do not have high enough expectations of pupils, particularly in their writing and the presentation of their work.

Many teachers mark pupils' work regularly, although this is not done consistently. They provide praise and recognise when pupils achieve learning objectives. However, in most cases, marking does not provide pupils with clear feedback on how to improve their work. Assessment for learning techniques are not used well throughout the school. In a very few lessons, teachers provide opportunities for pupils to assess their own work or that of their peers.

Teachers complete an electronic tracking system to chart pupils' progress. However, the headteacher has had to delete many entries and reset a significant number of pupils' records. This is because many teachers' assessments of pupils are inaccurate, do not match with the standards pupils achieve in lessons and are often over generous. As a result, the school does not currently have a precise enough understanding of pupils' standards and of the progress many pupils have made through the school.

Teachers' annual reports to parents are suitably detailed. However, as teacher assessments are not always accurate enough, they do not always inform parents about their child's progress suitably.

Care, support and guidance: Adequate

The school has suitable arrangements to ensure that all pupils receive appropriate care and support when needed. All pupils have a good awareness of whom they should speak to if they are worried or upset. There are appropriate arrangements for developing pupils' spiritual, social, moral and cultural awareness. For example, daily acts of collective worship encourage pupils to reflect on their thoughts and feelings well. However, the school does not meet its statutory requirement for all pupils to attend collective worship daily.

There are suitable arrangements for promoting healthy eating and drinking. The school provides useful opportunities for pupils to take exercise through physical education lessons and attendance at extra-curricular clubs, such as sport and dance. While leaders have suitable processes in place to encourage good attendance, the school has been recording the absences of a minority of pupils incorrectly for a number of years. This has had a notable impact on the school's published data for attendance and, as a result, has inflated attendance levels.

The school works successfully with a broad range of external agencies to ensure effective support for pupils. Beneficial support from educational psychologists, speech and language specialists and counselling services provides helpful support for individual pupils when needed.

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

There are competent systems to identify pupils in need of additional support through the analysis of standardised test results and teachers' observations. The additional learning needs co-ordinator monitors these pupils' progress efficiently. Pupils in need of support have individual plans that target most of their needs effectively. However, only a very few pupils have targeted support for numeracy.

Learning environment: Good

School leaders and staff work diligently to promote equality and diversity, ensuring the school is an inclusive community where all pupils receive equal access to all areas of the curriculum. There is a clear emphasis on ensuring equal opportunity for all pupils, regardless of background or gender, and all pupils are encouraged to take part in all activities. For example, both boys and girls attend extra-curricular clubs such as sewing and drama, happily.

The school provides a suitably engaging learning environment for its pupils and has sufficient resources for teaching and learning. In many classes, displays celebrate pupils' work successfully and offer useful support for pupils' learning. However, this is not consistent, particularly in key stage 2. The interior of the accommodation is appropriate for the number of pupils and the school uses the indoor space well. The school has recently invested in laptop and tablet computers and there is now an appropriate level of ICT resources throughout the school. There is suitable access to outside learning space in the Foundation Phase. This includes a covered area where staff plan activities that develop pupils' early writing skills suitably. However, teachers do not use the outdoors consistently well enough.

| | |
|--|-----------------------|
| Key Question 3: How good are leadership and management? | Unsatisfactory |
|--|-----------------------|

Leadership: Unsatisfactory

Since September 2014, the school has all new teaching staff and a new senior leadership team. The deputy headteacher began work at the school in January 2015. As a result, leaders are still developing an effective understanding of the school's strategic priorities and are not yet fulfilling their roles in relation to strategic

aims, plans and responsibilities effectively. For example, leaders do not ensure that all staff implement important initiatives, such as differentiating learning tasks and implementing assessment for learning strategies, consistently. This reduces the quality of pupils' learning, notably. The headteacher has a vision for the school based around high expectations of all pupils, but has not yet shared this with all staff and pupils clearly.

Senior leaders have defined the roles and responsibilities of the new teaching team. However, as half of the school's teachers are very new to the teaching profession, they are currently unable to provide strong subject support and lead areas for improvement robustly. In addition, half of classes have temporary teachers. This contributes significantly to the lack of progress made by pupils in the school.

The headteacher has put in place an appropriate performance management process, but this is at an early stage of implementation and has not yet had any impact on outcomes for pupils. School leaders do not have appropriate processes for managing the attendance of pupils. As a result, the school does not record all absences accurately.

The governing body is supportive of the school. The headteacher informs the governors of the school's performance data suitably and how it compares with that of similar schools. However, as there are inconsistencies in teacher assessment, governors do not have an accurate picture of how well pupils attain. Their lack of understanding of the school's data and attendance figures mean that they have not been able to challenge the school as a critical friend well enough. The governing body has made decisions about staffing at the school that have not been in the best interests of the school and its pupils.

Improving quality: Unsatisfactory

The headteacher has undertaken a suitable range of monitoring activities since taking up her post. These include observations of teaching and learning and a scrutiny of pupils' work. As a result, she has begun to identify that many pupils are not achieving as well as they should. The headteacher carried out an evaluation of the school's provision in the autumn term, but was unable to draw on knowledge and expertise of other staff to support this process, as all teachers are new to the school. Currently, there is no involvement of governors, parents or pupils in the school's self-evaluation processes. As a result, current self-evaluation practices lack rigour and leaders are missing important first-hand evidence to support their evaluations of outcomes and provision. In addition, the lack of an accurate system for measuring the progress of pupils means that leaders do not have an accurate picture of the standards pupils achieve.

From the monitoring activities carried out, the headteacher has identified a number of appropriate areas for improvement. These focus on raising standards in important areas such as reading and numeracy and are included in the school's improvement plan. However, not all targets in the plan have clear outcomes against which leaders can measure success rigorously and hold teachers to account for the standards pupils achieve.

Over time, school leaders have not addressed important areas for improvement sufficiently well. These include recommendations from the previous inspection. Areas identified as needing improvement, such as curriculum planning, assessment processes and improving pupils' writing skills, remain issues for the school. As a result of the lack of urgency in addressing these important areas, pupils have not made the progress of which they are capable and many are working below the expected levels for their age.

Partnership working: Adequate

The school's partnership with parents is effective. The headteacher has developed a series of useful booklets to help parents to support their child's learning. Parents and pupils benefit from the opportunities the school offers for them to engage in school activities. For example, the school runs language and play sessions for families of pre-school children. This helps parents to understand better the importance of talking to young children. It also helps children to become familiar with the school and this makes it easier for them to settle when they start in the nursery class.

The school's partnership with the traveller liaison co-ordinator is particularly beneficial for pupils. She encourages families to bring their children to the nursery class and supports the parents of pupils with additional learning needs well. For example, she attends meetings when teachers and parents review pupils' progress against their individual targets.

The school has started to work with the secondary school and other local primary schools to plan consistent approaches to teaching and learning. Priorities for this year are ensuring accurate assessments of pupils' work, improving the use that schools make of performance data and improving the quality of teachers' written feedback to pupils. However, the school is yet to benefit from the impact of this partnership.

Over time, school leaders have not worked well enough in partnership with other local schools to develop quality assurance processes that are robust enough to ensure the accuracy of teachers' assessments. As a result, teachers do not always match work well to pupils' abilities. In addition, this has led to an inaccurate picture of how well the school is performing when compared with similar schools.

Resource management: Unsatisfactory

The school has seen many changes in teaching staff and leaders in recent years. This has resulted in a lack of consistency and continuity, which has in turn led to low standards of attainment. There are currently only two permanent teachers at the school, including the newly appointed deputy headteacher. In addition, two members of staff are recently qualified teachers. Although the headteacher has distributed responsibilities to members of staff that match their skills, these do not always match well to their experience, particularly in leading subject areas. The headteacher deploys teaching assistants effectively and teachers generally use their skills appropriately to support pupils' learning.

The headteacher arranges training for staff that is relevant to their needs and links well to the priorities in the school's improvement plan. For example, all teachers and support staff received training in the use of new numeracy resources. As a result, teachers now use these more consistently across the school. School leaders make appropriate arrangements for covering teachers' planning, preparation and assessment time.

The school has suitable plans for the use of the pupil deprivation grant. It uses these funds suitably to provide literacy and numeracy interventions for groups of pupils as well as buying resources to engage learners, for example books that appeal to boys. However, many pupils, including those eligible for free school meals, do not achieve as well as they could. Leaders are beginning to monitor spending suitably and plan appropriately for the use of the budget surplus, for example by maintaining the current class structure to provide needed stability in whole school organisation.

In view of the unsatisfactory progress made by many pupils, the school provides unsatisfactory value for money.

Appendix 1: Commentary on performance data

6712152 - Llansawel Primary School

| | |
|--|-------------|
| Number of pupils on roll | 86 |
| Pupils eligible for free school meals (FSM) - 3 year average | 41.6 |
| FSM band | 5 (32%<FSM) |

Foundation Phase

| | 2012 | 2013 | 2014 |
|--|------|------|-------|
| Number of pupils in Year 2 cohort | 11 | 7 | 11 |
| Achieving the Foundation Phase indicator (FPI) (%) | 81.8 | 85.7 | 100.0 |
| Benchmark quartile | 1 | 1 | 1 |
| Language, literacy and communication skills - English (LCE) | | | |
| Number of pupils in cohort | 11 | 7 | 11 |
| Achieving outcome 5+ (%) | 81.8 | 85.7 | 100.0 |
| Benchmark quartile | 2 | 1 | 1 |
| Achieving outcome 6+ (%) | 18.2 | 57.1 | 27.3 |
| Benchmark quartile | 2 | 1 | 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 | 11 | 7 | 11 |
| Achieving outcome 5+ (%) | 81.8 | 85.7 | 100.0 |
| Benchmark quartile | 2 | 2 | 1 |
| Achieving outcome 6+ (%) | 27.3 | 42.9 | 27.3 |
| Benchmark quartile | 1 | 1 | 2 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | |
| Number of pupils in cohort | 11 | 7 | 11 |
| Achieving outcome 5+ (%) | 81.8 | 85.7 | 100.0 |
| Benchmark quartile | 3 | 3 | 1 |
| Achieving outcome 6+ (%) | 36.4 | 42.9 | 63.6 |
| Benchmark quartile | 2 | 2 | 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.

6712152 - Llansawel Primary School

| | |
|--|-------------|
| Number of pupils on roll | 86 |
| Pupils eligible for free school meals (FSM) - 3 year average | 41.6 |
| FSM band | 5 (32%<FSM) |

Key stage 2

| | 2011 | 2012 | 2013 | 2014 |
|---|------|------|------|-------|
| Number of pupils in Year 6 cohort | 15 | 12 | 13 | 9 |
| Achieving the core subject indicator (CSI) (%) | 86.7 | 91.7 | 84.6 | 77.8 |
| Benchmark quartile | 1 | 1 | 1 | 3 |
| English | | | | |
| Number of pupils in cohort | 15 | 12 | 13 | 9 |
| Achieving level 4+ (%) | 86.7 | 91.7 | 84.6 | 100.0 |
| Benchmark quartile | 1 | 1 | 2 | 1 |
| Achieving level 5+ (%) | 26.7 | 33.3 | 15.4 | 44.4 |
| Benchmark quartile | 1 | 1 | 4 | 1 |
| Welsh first language | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving level 4+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving level 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematics | | | | |
| Number of pupils in cohort | 15 | 12 | 13 | 9 |
| Achieving level 4+ (%) | 86.7 | 91.7 | 84.6 | 77.8 |
| Benchmark quartile | 1 | 1 | 2 | 3 |
| Achieving level 5+ (%) | 13.3 | 41.7 | 46.2 | 66.7 |
| Benchmark quartile | 3 | 1 | 1 | 1 |
| Science | | | | |
| Number of pupils in cohort | 15 | 12 | 13 | 9 |
| Achieving level 4+ (%) | 86.7 | 91.7 | 92.3 | 77.8 |
| Benchmark quartile | 2 | 1 | 1 | 4 |
| Achieving level 5+ (%) | 20.0 | 25.0 | 30.8 | 0.0 |
| Benchmark quartile | 2 | 2 | 2 | 4 |

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

| | Number of responses Nifer o ymatebion | | Agree Cytuno | Disagree Anghytuno | |
|---|--|--|-----------------|-----------------------|--|
| I feel safe in my school. | 30 | | 30 100% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 29 | | 28 97% | 1 3% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 30 | | 30 100% | 0 0% | Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio. |
| | | | 97% | 3% | |
| The school teaches me how to keep healthy | 30 | | 30 100% | 0 0% | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | | 97% | 3% | |
| There are lots of chances at school for me to get regular exercise. | 30 | | 30 100% | 0 0% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 30 | | 30 100% | 0 0% | 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. | 30 | | 30 100% | 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. | 30 | | 29 97% | 1 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. | 30 | | 30 100% | 0 0% | Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol. |
| | | | 91% | 9% | |
| I have enough books, equipment, and computers to do my work. | 30 | | 29 97% | 1 3% | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith. |
| | | | 95% | 5% | |
| Other children behave well and I can get my work done. | 27 | | 12 44% | 15 56% | 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 | 30 | | 30 100% | 0 0% | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio. |
| | | | 84% | 16% | |

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 3

The inspection team

| | |
|-------------------------------------|---------------------|
| Mr Andrew Thorne | Reporting Inspector |
| Mrs Jane McCarthy | Team Inspector |
| Matthew Evans | Lay Inspector |
| Ms Angela Jean Davies | Peer Inspector |
| Mrs Julie Macallister (Headteacher) | Nominee |

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.