



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

**Romilly Community Primary School
Romilly Road
Barry
Vale of Glamorgan
CF62 6LF**

Date of inspection: February 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.

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Context

Romilly Primary School is in Barry in the Vale of Glamorgan local authority. There are just over 700 pupils on roll aged from 3 to 11 years. The school has 21 single-age classes with an additional 4 part-time nursery classes. There are 21 full-time and 8 part-time teachers.

Most pupils are white, British and come from homes where English is the main language. A very few pupils speak Welsh at home. The three-year rolling average of pupils eligible for free school meals is just over 11%. This is notably lower than the national figure of 21%. The school identifies about 10% of pupils as having additional learning needs. This is considerably lower than the national figure of 22%.

The headteacher has been in post since September 2008. The last inspection of the school was in January 2010.

The individual school budget per pupil for Romilly Primary School in 2014-2015 means that the budget is £2,754 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £6,237 and the minimum is £2,727. Romilly Primary School is 47th out of the 48 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make good progress from their starting points and achieve well by the end of key stage 2
- Pupils' speaking and listening skills are very good
- Many pupils develop effective reading and writing skills
- Pupils are very well behaved, relate well to others and are enthusiastic about their learning
- Teachers provide a wide range of interesting learning experiences for pupils and the quality of teaching is consistently good
- There is rigorous tracking of pupils' progress
- Pupils with additional needs receive support of high quality
- There is a welcoming and caring ethos that supports most aspects of pupils' wellbeing effectively

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher and the senior leadership team have successfully developed a strong vision for the school that all staff, parents and governors share
- Staff with leadership responsibilities undertake their roles very well
- Lines of communication and accountability are highly effective and the roles and responsibilities of leaders and managers interweave effectively across this large school
- Leaders and managers monitor and evaluate standards and the quality of provision rigorously
- The governing body is knowledgeable, well informed and supportive, and it acts purposefully as a critical friend
- There is a strong track record of innovation and leaders have implemented new programmes and initiatives carefully and successfully for the benefit of pupils and staff
- Teachers work exceptionally well with a wide range of other schools to support the professional development of teachers within the school, the local area and further afield

Recommendations

- R1 Improve standards in Welsh in key stage 2
- R2 Improve the attainment of boys at the higher-than-expected outcomes and levels
- R3 Improve attendance
- R4 Provide more opportunities for pupils to make choices about what and how they learn in the Foundation Phase

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.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

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

On entry to the school, most pupils are working at the level expected for their age. As they move through the school, most pupils make good progress and achieve well by the end of key stage 2.

Standards of speaking and listening are often very good. In the Foundation Phase and in key stage 2, most pupils are confident speakers who can express their ideas well. They share their ideas quickly and effectively in pair work and they contribute well to group and class discussions. They listen very attentively in all classes and during other events, such as assemblies and clubs at lunchtime and after school.

Many pupils make good progress in developing their reading skills. In the Foundation Phase, pupils develop a good understanding of the relationship between letters and sounds. By Year 2, most read confidently and many use a suitable range of strategies to tackle unfamiliar words. By the end of key stage 2, pupils are enthusiastic readers. They talk confidently about favourite authors and the types of books they like to read. They read accurately and fluently in most cases. Pupils read information texts quickly and confidently to extract relevant information, for example when finding out about human organs.

In the Foundation Phase, pupils make good progress in developing their writing skills. In the nursery and reception classes, pupils develop their mark-making and writing skills well. They enjoy writing in relation to a stimulating range of learning experiences. In Years 1 and 2, pupils make consistent progress in developing the content and quality of their writing. Many write effective simple stories and accounts and use a suitable range of descriptive words. In key stage 2, many pupils produce well-presented work that is lively and interesting, for example when composing letters from evacuees in World War Two or presenting arguments to show why animals are better than humans and vice versa. More able older pupils use a suitably wide range of punctuation and spell accurately. The spelling of pupils of middle ability and less able pupils is much less secure. Most pupils organise their written work well into paragraphs where required and present it neatly. Nearly all pupils make good use of their reading and writing skills when undertaking thematic work across the curriculum.

In the Foundation Phase, pupils' numeracy skills develop effectively. They learn about numbers well, can sort objects into equal groups and have a basic understanding of even and odd numbers. From Year 2 onwards, many pupils use doubling and halving strategies well. In key stage 2, nearly all pupils have a sound knowledge of basic measures in volume and capacity and identify two and three-dimensional shapes and their properties accurately. Most pupils understand place value reasonably well and older pupils use decimals confidently. More able pupils understand the relationship between decimals and percentages well and use this to solve problems mentally across the curriculum, for example in work on

calculating the financial costs of water turbines. Pupils interpret graphs and charts well. They use their numeracy skills well across the curriculum, for example in work in geography and science.

In Welsh, many pupils in the Foundation Phase learn and use an appropriate range of basic sentence patterns and relevant vocabulary. Across the school, pupils enjoy the recently-established daily activities that take place in lessons to develop their Welsh skills. By Year 6, pupils can read a simple storybook with a reasonable degree of confidence, but they tend to make too many errors in pronunciation and their comprehension skills are not very secure. Pupils in a few classes achieve well, but, overall, pupils' range of vocabulary and sentence patterns in oral and written work is underdeveloped and they do not use Welsh enough outside of Welsh lessons.

Performance in literacy and mathematical development in the Foundation Phase over the last three years, at the expected outcome 5, has generally placed the school in the higher 50% when compared with similar schools. There is a similar pattern of performance at the higher-than-expected outcome 6.

In key stage 2, over the last four years, performance in English, mathematics and science has been variable when compared with that of similar schools. Performance at the expected level 4 has placed the school in either the higher 50% or lower 50%, when compared with similar schools. At the higher-than-expected level 5 over the same period, performance has varied more widely and has placed the school in the top 25%, higher 50% or lower 50% in the core subjects. Last year, performance at level 4 and level 5 placed the school in the lower 50% in the core subjects.

In 2014, in the Foundation Phase, the pupils eligible for free school meals often do as well as other pupils. In key stage 2, the gap between pupils eligible for free school meals and other pupils is small at level 4, but increases at level 5.

Broadly, boys and girls tend to do as well as each other in the Foundation Phase at outcome 5 and outcome 6, and at level 4 at the end of key stage 2. However, boys tend to perform consistently less well than girls in achieving level 5.

Wellbeing: Adequate

Most pupils have a good understanding of the importance of a healthy lifestyle through eating sensibly and taking regular exercise. Many pupils enjoy taking part in a wide range of extra-curricular sporting activities.

Most pupils develop strong social and life skills as they progress through the school. Pupils feel happy and safe in school and they know where to turn if they have any concerns. Most know how to stay safe online. The positive attitudes and good behaviour of nearly all pupils are significant strengths of the school. Pupils are polite, courteous and respectful. Pupils who receive support through the nurture group show strong improvements in their social and behavioural skills and their overall wellbeing.

Pupils have good opportunities to influence and to take part in decision-making through the school council. They played a lead role in developing the school's child-friendly school improvement plan and changing the anti-bullying week into a friendship week. Pupils undertake a wide range of leadership responsibilities conscientiously, such as digital leaders, playground buddies, charity crew and technology leaders. The eco-committee focuses on electricity usage and recycling paper, but the scope of its influence is limited at present.

Over the last two years, the overall attendance rates have placed the school in the lower 50% when compared with similar schools. Despite concerted efforts to improve attendance, the overall attendance rate since the start of the school year is the same as the rate at the same time last year. The number of persistent absentees has reduced well. Most pupils arrive on time for school and start their lessons promptly.

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

The school provides pupils with a broad range of interesting, purposeful and often exciting learning experiences. These fulfil requirements in relation to the provision of the National Curriculum and religious education. All teachers work effectively in year group teams to plan learning experiences of good quality that develop the skills of pupils in contexts that are purposeful and relevant to their ages and abilities.

All year group teams make very good use of the local environment and link well with the community to provide relevant activities for the pupils. These support the teaching of the curriculum well. For example, nursery pupils enjoyed visits to and from local vets, pet shops and wildlife centres, which helped to develop their understanding of the living world. The school offers pupils from Year 1 to Year 6 a broad programme of extra-curricular activities that develops their academic, cultural and sporting skills and understanding well.

Teachers provide pupils with a good range of opportunities and information and communication technology (ICT) resources to develop their skills as independent and collaborative learners. Teachers plan effective opportunities for pupils to apply their skills in literacy and numeracy across different subjects and areas of learning. The school delivers aspects of the science, technology and mathematics curriculum in innovative ways through the use of construction toys, due to a beneficial link with an international business's education programme.

Teachers have reviewed and adapted their long-term and mid-term planning to ensure that it meets the requirements of the national literacy and numeracy framework. However, teachers are not always consistent at identifying enough opportunities in their short-term planning for pupils to develop these skills. There is thorough and effective planning in relation to the Foundation Phase across all classes, especially in the nursery. However, teachers do not always provide pupils, especially older pupils in the Foundation Phase, with enough opportunities to make choices about what and how they learn.

The school promotes the pupils' knowledge and understanding of Welsh heritage and identity well. The recent provision of daily Welsh sessions in all classes is good, but not all teachers develop pupils' Welsh skills regularly enough outside of these sessions. The annual Eisteddfod and Welsh week is successful in involving pupils, parents and governors in celebrating Welsh culture.

Teachers develop pupils' understanding of sustainable development well through various themes, for example in work on electricity usage and water turbines. Staff exploit opportunities regularly within thematic work to focus on the lives of people in other countries. The school develops pupils' understanding of fair trade to a good level. The well-established, highly beneficial link with a school in Guatemala promotes pupils' understanding of sustainability and global citizenship very well.

Teaching: Good

All teachers use a wide range of teaching methods and approaches effectively. They design lessons that stimulate and engage pupils well, often by setting them interesting challenges and problems at the start. All staff plan well together and deliver agreed learning programmes with a high level of skill and expertise. All teachers ensure that lessons proceed at a lively pace. Many are confident enough to adapt their planning during lessons to respond appropriately to opportunities to take pupils' learning further or into related areas. Teachers use skilful questioning that develops pupils' understanding well. In all classes, teachers have established clear routines that all pupils follow. As a result, pupils move smoothly between activities and groups in all classes. Teachers have high expectations in terms of pupils' work and behaviour.

At the start of lessons, most teachers share the learning objectives and success criteria with pupils so that they fully understand what they have to do in order to succeed. Teachers' planning takes good account of pupils' previous learning and staff reflect well on the effectiveness of their lessons and adapt later lessons appropriately as a result. Learning support assistants work well with staff and pupils in the delivery of lessons and in small intervention groups. They are particularly effective in the early years. Teachers adapt work well to meet the differing needs and abilities of pupils in different literacy and numeracy groups in the morning, but less effectively in thematic work in afternoon sessions. On occasions, more able pupils do not receive appropriate challenges to stretch them fully.

All teachers mark pupils' work regularly and provide clear feedback to pupils on what they have achieved and how to make further improvement. Pupils benefit from regular opportunities to edit and improve their work. From a very early age, they develop good skills in assessing their own work and the work of other pupils.

Teachers use an extensive range of assessment information to secure a very good understanding of individual pupils' abilities and needs. This information provides the basis for useful meetings between the headteacher and class teachers to review the progress of individual pupils and designated groups, such as pupils eligible for free school meals.

Parents receive accurate, useful reports about their child's development, wellbeing and progress, which include appropriate targets for improvement.

Care, support and guidance: Excellent

The school is a very welcoming and caring community. Staff know their pupils well and have high expectations of their behaviour and attitude to learning.

The school has a highly effective programme of support for vulnerable pupils and their families. Support through the 'snug group' results in improved self-esteem for pupils and a much improved attitude towards learning. Pupils talk readily and with maturity about the benefits they have received through attending the group. Parents also benefit very well from the support and accredited courses offered by the 'putting families first' programme. This has had a significantly positive effect on improving the standards of vulnerable pupils and those eligible for free school meals. The school shares this highly effective practice very well with other schools. This has built capacity within the local area in addressing issues related to social and economic deprivation and its impact on pupils' learning and wellbeing.

There is a comprehensive personal and social education programme across the school. This provides valuable opportunities to promote pupils' spiritual, moral, social and cultural development. The school places a strong emphasis on the 'Romilly friendship values'. Pupils developed the values themselves and have a good understanding of them, for example through their regular reinforcement in assemblies. There are appropriate systems in place to support most pupils' regular attendance. Staff monitor attendance data thoroughly, and the family liaison officer engages well with families to encourage improved attendance. However, these systems have yet to impact fully on overall rates of attendance.

The school has appropriate arrangements for promoting healthy eating and drinking. There are a wide range of opportunities for pupils to take regular exercise through timetabled physical education lessons, varied physical play equipment on the school yards and extra-curricular activities, including links with a local gym.

The school provides effective, well-focused support for pupils with additional learning needs. There are highly successful systems in place to identify pupils' additional learning needs as early as possible and pupils receive well-planned provision and support throughout the school. The school has a large number and a wide range of intervention groups for pupils, which successfully meet their individual needs. As a result, nearly all pupils make good progress.

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

Learning environment: Good

The school is an inclusive and welcoming community. Pupils develop tolerance and respect for each other and are very courteous in their behaviour towards staff and visitors. The school has effective policies and procedures in place to promote equality and diversity. All pupils have equal access to the opportunities provided by

the school. For example, boys and girls take part together in rugby and netball. The school promotes responsibility and self-direction well through a wide range of roles undertaken by pupils, such as playground buddies and the charity crew.

The interior of the school buildings provides a stimulating learning environment for pupils. Staff and pupils use the learning pods outside classrooms well and these provide attractive areas for pupils to learn, play and socialise. The accommodation overall is sufficient for the number of pupils on roll. Displays throughout the school celebrate pupils' achievements well and they provide a purposeful focus for their learning. The outdoor environment, including the playground areas, has suitable equipment to engage pupils in play and to support their learning. Access to the outdoors is appropriate for pupils in the early part of the Foundation Phase, but less so for older pupils. Indoor areas are well maintained, but a few external areas, including the 'wild area', are not maintained to the same standard and are therefore less accessible to pupils.

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

The headteacher and senior leadership team provide a clear strategic direction for the future development of the school. The headteacher provides purposeful leadership, sets suitably high professional standards and has established an effective culture of collaboration among staff. All staff understand their roles and responsibilities well and there are very clear lines of communication and accountability. Members of the senior leadership team share responsibility for managing teachers' performance appropriately and staff receive clear objectives to improve their professional practices.

Leaders of year groups, subjects and cross-curricular skills understand their responsibilities and discharge their roles well. The headteacher has distributed leadership roles very well across the senior leadership team and to those with teaching and learning responsibilities. Leaders collaborate well together and their roles and responsibilities interweave effectively across this large school. Management meetings focus very clearly on school improvement priorities and raising standards. Leaders take good account of national priorities, such as implementing the literacy and numeracy framework, and the school has made good progress in addressing the underachievement of pupils eligible for free school meals. However, leaders have not focused sufficiently on improving attendance and ensuring that pupils across the Foundation Phase have regular opportunities to make choices.

The school has a good range of monitoring processes that focus well on the performance of teachers. Senior leaders and governors observe classes regularly, focusing on a particular aspect of provision. All teachers use an electronic system for tracking pupils' progress very effectively and this enhances their understanding of the standard of pupils' work and the next steps required in their learning.

The headteacher provides the governors with detailed reports. The sub-committees that focus on the curriculum and standards work well. As a result, governors are well

informed about performance data and the standards that pupils achieve. They are suitably involved in decision-making and in the self-evaluation process. Governors challenge the school effectively and act appropriately as critical friends.

Improving quality: Excellent

The headteacher, senior leaders and managers have a clear understanding of the school's strengths and areas for development. The self-evaluation report paints an accurate picture of the school and focuses clearly on pupils' outcomes. It identifies progress and appropriate areas for development and benefits from a wide range of evaluative data and robust monitoring of provision and standards.

The self-evaluation process is very rigorous and involves all staff, governors, parents and pupils. It has a clear focus on raising standards. Leaders at all levels are highly effective in using a wide range of first-hand evidence to review planning and to monitor rigorously the progression of individual pupils and groups. The evidence includes regular observations of teaching and learning, scrutiny of pupils' books, detailed analyses of performance data and listening to the views of learners, parents and governors.

The school improvement plan is detailed and clear. All leaders monitor the school improvement plan effectively. The plan prioritises specific targets for development and focuses clearly on improving pupil outcomes. Targets link closely to the self-evaluation report and to national priorities, for example closing the gap between the performance of boys and girls. The school allocates funding appropriately to each target and there are measurable success criteria and realistic timescales within the plan. The school shares the improvement plan effectively with parents, and pupils have adapted the plan successfully to create a child-friendly version, which many pupils can understand and appreciate. The school has a very strong track record in implementing change carefully and effectively.

Through highly effective coaching and mentoring among staff, the school is developing as a strong learning community. Staff display a very strong commitment to improving their own practice and sharing their practice with other schools. The school acts as a hub for the professional development of teachers locally and further afield. This is having a positive impact on raising standards within the school and contributes very well to building the capacity of teachers within the local area.

Partnership working: Excellent

A well-established, long-standing collaboration with three local primary schools enables nearly all teachers to benefit from valuable training opportunities and sharing of good practice with other colleagues. Teachers moderate and standardise pupils' work across the group of schools very well. This has improved their understanding of the standards expected at the end of both the Foundation Phase and key stage 2. The school has developed useful, electronic learner profiles in writing, mathematics and Welsh in collaboration with three local schools. This has ensured consistency when assessing and allocating outcomes and levels to pupils' work. These collaborative activities have helped to build the school's capacity for continuous improvement to a high level.

The school has a highly valuable link with an international toy construction and technology company. This link provides the school with resources to support innovative ways of delivering aspects of the science, technology and mathematics curriculum and to share these resources and opportunities with other schools. Pupils also benefit from links with local businesses. For example, Year 3 pupils visit a restaurant to support their learning about healthy eating and Year 5 work with Welsh Water on a local beach cleaning activity while learning about the environment.

The school acts very effectively as a hub for the delivery of a range of accredited training programmes, which aim to develop the expertise of teachers in the local area and further afield. This arrangement allows teachers to share and to benefit from international research in effective teaching practices.

The school has a strong relationship with parents and is successful in enabling them to support their children's learning, for example through workshops on literacy and mathematics. Effective partnerships with external agencies provide valuable support to vulnerable families, including support during the transition to secondary school. The links between the school and the two local secondary schools to which most pupils transfer are good. These links ensure that pupils move confidently and enthusiastically into Year 7.

Parents are very supportive of the work of the school. The parent teacher association has raised money to purchase outdoor equipment and other additional beneficial resources. Through the school website and social media, parents receive regular, informative news about the life and work of the school.

Resource management: Good

There are sufficient teaching and support staff with appropriate skills, knowledge and expertise to deliver the curriculum and to support pupils' wellbeing. The school makes good use of staff expertise, especially to deliver physical education, music and ICT.

Teachers make effective use of their time for planning, preparation and assessment. Senior managers receive appropriate non-contact time for leadership and management duties. The school identifies and meets the professional needs of teaching staff through highly effective performance management procedures, but this does not extend to support staff. Continuing professional development for all staff supports the school's priorities for improvement very well. There is a highly effective culture of collaborative working within the school and with external providers.

Decisions on the school's expenditure link appropriately with priorities for raising pupils' standards and improving their wellbeing. The school uses its pupil deprivation grant effectively to improve outcomes for pupils eligible for free school meals and to narrow the gap in performance with other pupils. Leaders and governors monitor expenditure carefully and the school generally produces a small surplus each year. The school uses joint funding appropriately, for example in joint funding of ICT support with other local schools.

Considering pupils' achievement over time and the overall quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6732182 - ROMILLY PRIMARY SCHOOL

Number of pupils on roll	696
Pupils eligible for free school meals (FSM) - 3 year average	11.4
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	73	87	86
Achieving the Foundation Phase indicator (FPI) (%)	84.9	90.8	90.7
Benchmark quartile	2	2	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	73	87	86
Achieving outcome 5+ (%)	89.0	93.1	93.0
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	23.3	32.2	37.2
Benchmark quartile	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	73	87	86
Achieving outcome 5+ (%)	90.4	95.4	95.3
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	27.4	32.2	37.2
Benchmark quartile	2	2	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	73	87	86
Achieving outcome 5+ (%)	95.9	98.9	97.7
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	35.6	42.5	50.0
Benchmark quartile	3	3	3

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.

6732182 - ROMILLY PRIMARY SCHOOL

Number of pupils on roll 696
 Pupils eligible for free school meals (FSM) - 3 year average 11.4
 FSM band 2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	58	79	73	90
Achieving the core subject indicator (CSI) (%)	86.2	91.1	89.0	90.0
Benchmark quartile	2	2	3	3
English				
Number of pupils in cohort	58	79	73	90
Achieving level 4+ (%)	86.2	91.1	89.0	90.0
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	51.7	49.4	49.3	40.0
Benchmark quartile	1	1	1	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	58	79	73	90
Achieving level 4+ (%)	87.9	94.9	93.2	93.3
Benchmark quartile	3	2	2	3
Achieving level 5+ (%)	53.4	48.1	38.4	36.7
Benchmark quartile	1	1	2	3
Science				
Number of pupils in cohort	58	79	73	90
Achieving level 4+ (%)	87.9	94.9	95.9	94.4
Benchmark quartile	3	2	2	3
Achieving level 5+ (%)	51.7	49.4	39.7	42.2
Benchmark quartile	1	1	2	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.

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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

Primary Questionnaire (Overall)

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.	166	165 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	165	146 88%	19 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	168	166 99%	2 1%	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	167	159 95%	8 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	168	159 95%	9 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	165	163 99%	2 1%	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.	168	168 100%	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.	168	165 98%	3 2%	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.	166	158 95%	8 5%	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.	166	160 96%	6 4%	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.	161	146 91%	15 9%	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	161	137 85%	24 15%	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.	86	61 71%	21 24%	3 3%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	86	68 79%	17 20%	1 1%	0 0%	0	Mae fy mhlentyn 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.	84	64 76%	18 21%	2 2%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	85	56 66%	27 32%	1 1%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	86	26 30%	51 59%	4 5%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	85	54 64%	28 33%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	64	43 67%	16 25%	1 2%	0 0%	4	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	63	31 49%	24 38%	0 0%	0 0%	8	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	85	50 59%	27 32%	2 2%	0 0%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	85	51 60%	31 36%	2 2%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	86	53 62%	27 31%	3 3%	0 0%	3	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	79	42 53%	21 27%	2 3%	0 0%	14	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	85	41 48%	40 47%	3 4%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	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.	86	55 64%	23 27%	6 7%	1 1%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	85	29 34%	40 47%	3 4%	2 2%	11	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	59	29 49%	26 44%	0 0%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	77	36 47%	23 30%	4 5%	0 0%	14	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	86	61 71%	20 23%	0 0%	0 0%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	83	53 64%	23 28%	3 4%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Barry Norris	Reporting Inspector
Ms Michelle Gosney	Team Inspector
Mrs Anwen Eluned Griffith	Team Inspector
Mr Matthew Evans	Lay Inspector
Mr Robert Paul Jones	Peer Inspector
Mr Peter Morris	Peer Inspector
Mr Law (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.