



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

**St Gwladys Bargoed School
Church Place
Bargoed
CF81 8RN**

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

St Gwladys Bargoed Primary School is in the town of Bargoed, in the Caerphilly local authority.

There are 312 full-time pupils between the ages of 4 and 11 on roll, taught in 12 classes. In addition, 53 pupils attend the nursery on a full-time basis.

Around 34% of pupils are eligible for free school meals. This is above the national and local averages. Nearly all pupils are of white British ethnic origin with a very few from other ethnic backgrounds. Very few pupils have English as an additional language. No pupils come from homes where Welsh is the first language.

The school identifies that about 26% of pupils have additional learning needs, which is above the average for Wales. A very few pupils have statements of special educational needs. A very few pupils are looked after by the local authority.

The headteacher took up her post in September 1998. The school's last inspection was in 2009.

The individual school budget per pupil for St Gwladys Bargoed School in 2014-2015 means that the budget is £2,645 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,106 and the minimum is £2,645. St Gwladys Bargoed School is 75th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is excellent because:

- Nearly all pupils make very good progress from their starting points and they apply their literacy, numeracy and information and communication technology (ICT) skills to a high standard in work across the curriculum
- Pupils' performance in literacy, mathematical development, English, mathematics and science compares well with similar schools over time
- Nearly all pupils have very positive attitudes to learning and engage well with all aspects of school life to develop their independent learning skills effectively
- Attendance compares well with similar schools and shows a steady trend of improvement over the last four years
- Pupils have a very strong voice in making decisions about school life and in deciding what and how they learn
- The behaviour of nearly all pupils is exemplary and they develop very good social skills
- The curriculum is exciting and engaging and motivates and engages nearly all pupils
- The quality of teaching is consistently high and challenges pupils to achieve to the best of their ability
- The school uses drama exceptionally well to improve pupils' speaking and writing skills
- Additional practitioners support pupils' learning in the Foundation Phase very effectively
- The school's arrangements for supporting pupils with additional learning needs are highly effective
- The school provides a stimulating and exciting learning environment

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher has very high expectations of all pupils and staff and this ensures high standards of teaching and learning
- Senior leaders challenge underperformance robustly to provide equality of learning opportunities for all pupils across the school
- Staff at all levels contribute to leadership teams and these have a strong influence in bringing about improvement, for example in standards in numeracy
- The headteacher places a high priority on mentoring and developing staff, for example effective performance management systems help to raise the standards pupils achieve in writing and in the development of their reasoning skills

- School leaders have a strong commitment to ensuring no pupil is disadvantaged and pupils eligible for free school meals achieve as highly as other pupils
- The school nurtures pupils very effectively ensuring they become resilient learners, for example leaders fund full-time nursery places to ensure pupils have firm learning foundations in the early years
- The governing body provides effective support and challenge to the school and this helps to improve, for instance the quality of teachers' marking
- Leaders take good account of the views of pupils on all aspects of school life and pupils feel the school acts upon their suggestions
- There is a highly reflective culture that involves pupils, staff, and governors very effectively in the school's self-evaluation and improvement processes.
- The school's very good partnership with parents has a positive effect on outcomes for pupils and enables parents to better support their children's learning at home
- Leaders provide very good opportunities for teachers to share their expertise with other schools, for example their skills in teaching ICT and numeracy
- In view of the high standards many pupils achieve, the school provides excellent value for money

Recommendations

R1 Improve the spelling skills of pupils in key stage 2

R2 Improve the attendance of pupils eligible for free school meals

R3 Share all aspects of the existing good practice in teaching and assessment across the school

What happens next?

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

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?

Excellent

Standards: Excellent

Many pupils enter the school with skills, knowledge and understanding below the expected level for their age. However, nearly all pupils make outstanding progress as they move through the Foundation Phase. As a result, by Year 2, nearly all pupils attain the expected level for their age in literacy and numeracy and a minority attain the higher-than-expected level. Nearly all pupils continue to make good progress in key stage 2 and by the end of Year 6, most pupils attain the expected level for their age in English, mathematics and science. A minority of pupils attain the higher-than-expected level in English and mathematics and close to half attain this level in science.

In the Foundation Phase, nearly all pupils listen very well to each other and to adults. Most speak clearly when responding to questions and join in with class discussions enthusiastically. In key stage 2, most pupils listen with interest to adults and to each other. They speak confidently, using a rich vocabulary, for example when explaining the reasons for the way they present their work in response to a poem.

Most pupils in the Foundation Phase make very good progress with reading. By Year 2, nearly all pupils read with enjoyment and talk enthusiastically about their favourite books and authors. They use their knowledge of the sounds that letters make to help them read unfamiliar words and they use punctuation well to help them make sense of what they are reading. More able pupils read accurately with good expression and make sensible predictions about what might happen next in stories. In key stage 2, nearly all pupils are enthusiastic about books and reading. They explain their preferences about the types of books and authors they read, for example saying they enjoy 'Carrie's War' because it helps them to understand what life was like for children living in the Second World War. Most pupils use their reading skills very effectively for research. For example, they use the contents and index pages of information books appropriately to locate information about the blitz and use the internet well to find out about the different stages in the life cycle of plants.

Younger pupils in the reception class write simple words and short phrases independently using their phonic knowledge well and most make very good progress in writing. For example, they write letters to Baby Bear from Goldilocks and make their own books to re-tell the story of 'We're Going on a Bear Hunt'. By the end of the Foundation Phase, nearly all pupils write well for a wide range of purposes. Their writing is lively and interesting. For example, they write letters asking for donations to buy equipment for the outdoor area and reports on the solar system. Spelling is generally accurate and pupils use their phonic skills effectively to help them spell more challenging words such as 'scrumptious'. More able pupils use capital letters and full stops well and are beginning to use a wider range of punctuation. In key stage 2, pupils write well in a good range of contexts. They apply these skills very effectively across the curriculum, for example when writing diary entries and

newspaper reports about the Fire of London. By the end of Year 6, many pupils have developed a mature writing style and use a wide range of vocabulary to suit the purpose of their writing. They use paragraphs and punctuation well to help structure their work. Most pupils' handwriting skills are very good and they present their work well. Throughout the school, nearly all pupils have a good understanding of the writing process and they plan, draft and edit their work very well to improve the quality. However, throughout key stage, many pupils make too many errors with spelling, including familiar, every day words.

Most pupils develop their number skills well in the Foundation Phase. They can apply these effectively in their work, for example when measuring the distance of shadows from light sources or giving change when selling items in role-play areas. In key stage 2, nearly all pupils' skills in handling numbers are very good and they use these effectively in their work across the curriculum. For example, in science they investigate the impact of exercise on pulse rates and calculate the number of times a heart beats in a minute, an hour and a day.

Pupils' skills in using the Welsh language are good. Many pupils in the Foundation Phase ask and answer simple questions well for example, when talking about the weather. They use the language effectively throughout the school day in the classroom and the playground. By the end of key stage 2, most pupils ask and answer more complex questions well, extending their answers using a range of connectives. Many read simple texts with good pronunciation. They redraft their writing appropriately and as result, writing in Welsh is of a good standard.

Pupils' ICT skills are very good. They use these effectively in the classroom. For example, pupils in the reception class use tablet computers and quick response codes confidently to find items on a treasure hunt. Older pupils use ICT skills well in their roles as digital leaders. Members of the teaching and learning committee have developed a pupil friendly electronic version of the Literacy and Numeracy Framework. They share this with all pupils through an electronic presentation, which included tables and graphs of pupils' responses. As a result, nearly all pupils have a very good understanding of how they can apply their literacy and numeracy skills in all subjects and areas of learning.

Pupils eligible for free school meals attain as well as other pupils at the expected levels for their age. However, they tend to perform less well at the higher-than-expected levels.

Pupils with additional learning needs make very good progress in their learning.

In the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome 5 has placed the school in the top 25% of similar schools for the last three years. Performance of pupils at the higher-than-expected outcome 6 has varied over the same period but for two of the last three years, performance has been in the top 25% of similar schools.

In key stage 2, pupils' performance at the expected level 4 over the last four years generally places the school in the top 25% for English, mathematics and science when compared with similar schools. At the higher-than-expected level 5, pupils' performance in all three subjects is more variable over the same period.

Wellbeing: Excellent

Nearly all pupils feel safe in school and say they receive excellent personal support from all staff. For example, pupils talk to adults about their feelings in a positive way. This helps them to feel better about themselves and improves the way they cope with difficult situations. Nearly all pupils understand how to be healthy, for example by eating fruit and drinking water. Most engage enthusiastically in a wide variety of physical activities at school, such as the after school dance club and the walk to school scheme

Behaviour is exemplary throughout the school and pupils understand and respond positively to the high expectations that staff have of them. Nearly all pupils show an interest and enthusiasm in their work and are very happy and proud to be part of the school. All pupils show respect and concern for others. Older pupils show initiative and take increasing responsibility for their own welfare and that of other pupils. For example, play-leaders encourage others to join in playground games such as skipping.

Most pupils have a strong voice in deciding what they learn through discussions in pupil planning days. The outcomes then feed into teachers' planning. Many pupils are involved in clubs and committees that make decisions about the work of the school. These include the Criw Cymraeg, digital leaders, the sports council and the teaching and learning committee in addition to the school and eco councils. Pupils from the teaching and learning committee take part in learning walks to improve the school environment. They make relevant suggestions, for example adding punctuation displays to the Year 1 and 2 classrooms to support younger pupils when they are writing. Pupils take on these additional responsibilities exceptionally well and complete their duties with self-assurance and maturity. These opportunities enable pupils to develop their independent learning skills to a high level.

Attendance is good. It has improved significantly over time and is now in the top 25% when compared to similar schools in Wales. However, the attendance of pupils eligible for free school meals is consistently lower than that of other pupils. Nearly all pupils arrive at school punctually.

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

The school provides high quality learning experiences through a broad, balanced and creative curriculum. All teachers in the Foundation Phase plan interesting opportunities for pupils for example, through the study of a topic on pirates. In key stage 2, teachers use books and authors well to plan high quality learning experiences for pupils. For example, they plan opportunities for pupils to use music, art and ICT skills when studying a poem by Rudyard Kipling. The school uses drama and role-play in a highly effective way to provide opportunities to develop pupils' speaking, listening and writing skills. For example, Year 2 pupils write at length when applying for a job on board a ship following a drama lesson about pirates.

Teachers plan very effectively to develop pupils' skills. High quality curriculum plans incorporate effectively the objectives from the Literacy and Numeracy Framework. As a result, pupils have very good opportunities to apply their literacy, numeracy and ICT skills to a high level in all areas of the curriculum. Provision for developing pupils' writing skills in particular, is a significant strength of the school.

The school provides a very wide range of extra-curricular activities in sport, literacy and technology. These enrich the curriculum extremely well. For example, the writers' club provides excellent opportunities for pupils to extend their literacy and ICT skills.

Nearly all staff use Welsh regularly in lessons and around the school, providing good role models for pupils. Planning to develop the Welsh language throughout the school is comprehensive and ensures that pupils make good progress in developing Welsh skills. Teachers provide excellent opportunities for pupils to study Welsh authors and books for example, 'Y Bwgan Wood' by Ann Lewis. Visits to places such as the Wales Millennium Centre and The Museum of Welsh Life help pupils to develop a good understanding of the history and culture of Wales.

Teachers provide good opportunities for pupils to understand how to act sustainably and create a sustainable environment. The eco council is successful in obtaining grants to develop wildlife habitats. This process enables pupils to apply a wide range of skills effectively in a purposeful context. For example, pupils use research skills to find out which plants pollinate well and number skills to work out the costs of gardening tools. The school helps pupils to develop a good understanding of life in other cultures. For example, through curriculum topics about other countries such as Brazil and by celebrating events such as the Chinese new year.

Teaching: Excellent

Nearly all teachers have high expectations of all pupils and this contributes well to the very good progress that most make. All teachers ensure that pupils understand the aims of the lessons and they give clear explanations of tasks and activities. Most teachers use a good range of effective teaching strategies to interest and engage pupils, for example, they provide challenging opportunities for them to work in pairs and small groups. An exceptional feature of teaching at the school is the use of drama and role-play to develop pupils' speaking and writing skills. Teachers in the Foundation Phase use songs and rhymes very effectively to support routines and to consolidate learning. For example, they sing a Welsh song collaboratively as they walk to the forest school. Nearly all teachers ask questions that challenge pupils' thinking and they check their understanding well. They plan activities that build very effectively on pupils' prior knowledge. They ensure that the pace of learning is good and this motivates and engages nearly all pupils. Support staff in the Foundation Phase work exceptionally well with groups of pupils. They have a very good subject knowledge that they use very effectively to support pupils' learning. In key stage 2, support assistants provide very good support for pupils on literacy and numeracy intervention programmes. This has a very positive effect on the progress targeted pupils make.

All teachers mark pupils' work regularly. Nearly all teachers give oral and written comments that help pupils to see how well they are doing. Most teachers also provide useful comments that show pupils how to improve their work. These teachers provide opportunities for pupils to assess their own and others' work and this develops pupils' critical thinking skills well. All teachers make accurate assessments of pupils' achievements. The school tracks the progress of individuals and groups of learners well and uses this information effectively to ensure that nearly all make very good progress.

Reports to parents are informative and meet statutory requirements.

Care, support and guidance: Excellent

The school is a very caring environment where all staff value pupils highly. There is an atmosphere of mutual respect and trust. The strong focus on pupils' health and wellbeing is a significant strength of the school. The school makes appropriate arrangements for promoting healthy eating and drinking. Learning experiences promote pupils' personal development well including their spiritual, moral, social and cultural development. For example, school assemblies offer interesting opportunities for pupils to develop their understanding of different emotions and characteristics, for example happiness, resilience and determination.

Effective support from specialist agencies such as educational psychologists and hearing impaired teachers help the school to improving outcomes for vulnerable pupils. For example, speech and language therapists work with pupils from the nursery and as a result, pupils' speaking skills improve very quickly.

The provision for pupils with additional learning needs is very good. The school has very effective procedures and systems for identifying, supporting, challenging and monitoring pupils with additional needs. Staff identify pupils needing support at an early age. This enables teachers to provide a good range of interventions to ensure that all pupils achieve as well as they can. These include programmes to help pupils improve their social, emotional, literacy and numeracy skills. Support assistants provide particularly effective support for pupils with additional needs both within the classroom and through specific interventions. Arrangements for teaching older pupils with additional learning needs in smaller classes is very effective and has a particularly positive impact on pupils' learning and social skills.

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

Learning environment: Good

The school has an inclusive ethos and provides a caring and welcoming environment for all pupils. Teachers encourage pupils to treat each other fairly and to respect individual differences and backgrounds. As a result, pupils show care and concern for all in the school, the community and the wider world. This ensures a very happy school where there are excellent working relationships between pupils, staff, families and the wider community.

School leaders maintain the school buildings well. The use the school makes of its accommodation is very good. Classrooms and corridors provide bright, stimulating areas for pupils to learn. Role-play areas in the Foundation Phase link well to topics and themes and staff use these effectively to develop pupils' speaking, writing and numeracy skills. Teachers and support assistant use all areas of the school to best advantage to support pupils' learning. The school has a wide range of resources, which match the needs of pupils well. Pupils and adults, including those from the wider community make good use of specialist areas, such as the ICT and cookery rooms. The school makes very good use of its limited playground areas as a stimulus for pupils' play and learning. In addition, teachers use an area of land near the school effectively to help pupils apply their skills in context, for example using ICT to develop mapping skills.

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

The headteacher and her senior leadership team share a powerful vision for nurturing resilient learners and this is evident in every part of school life. The headteacher challenges underperformance robustly and has very high expectations of all staff and pupils. As a result, pupils achieve very well and standards of behaviour and attitudes to learning are exemplary. The head teacher knows teachers and pupils exceptionally well. She gives equal value to every stage of pupils' education, from the nursery to Year 6. As a result, pupils make good progress at each stage, building on the firm foundations laid down in the early years.

Members of the school's leadership team have clear roles and responsibilities within a well-balanced management structure. Leaders communicate very effectively with each other and within their teams ensuring that they address key priorities efficiently. The school has effective systems for managing the performance of teachers. This process links well to school priorities and is successful in bringing about change. For example, a focus on the teaching of mathematics has improved pupils' reasoning skills. Senior leaders work across the school to provide high quality support and challenge for all colleagues. The mentoring and development of staff is a significant strength.

Members of the leadership team have a clear understanding of the school's strengths. They use all available data very effectively to identify and challenge the areas in which the school could do better. For example, leaders identified the need to improve pupils' writing skills. They provided a good range of training opportunities to raise teachers' skills in developing writing and as a result, pupils' skills have improved considerably.

The head teacher values the contribution that all members of the school community make to improving standards in the school. The creation of cross-phase teams enables all teaching and support staff to share the responsibility for school improvement in their areas of expertise and interest. These provide good opportunities for staff at all stages of their careers to develop and refine their leadership skills. Teams meet regularly and contribute effectively to monitoring and evaluating the school's strategic direction and bringing about improvements. For example, the standards team has recently evaluated pupils' responses to the national reading tests and used this information to improve the teaching of reading.

The governors have a good understanding of their roles. They fully embrace the inclusive culture and high expectations set for staff and pupils alike. Senior leaders ensure that the governing body understands the school's performance data. Governors provide a suitable level of challenge and monitor the school's progress effectively. For example, they monitor the quality of teachers' marking in pupils' books. This has led to greater consistency in the way teachers comment on what pupils do well and what they need to improve.

Improving quality: Excellent

The school has a very rigorous and inclusive approach to improving quality. The head teacher has created a highly reflective culture that involves pupils, staff, and governors very effectively in the school's self-evaluation and improvement processes.

Leaders monitor standards of teaching and learning robustly. The headteacher has a clear system that allows different members of staff to work together over time to monitor the quality of teaching. As a result, teachers have a common understanding of effective practice and the school is sure that judgements made about the standards pupils achieve are secure and consistent. The school draws on a good range of first hand evidence to help teachers to know what they are doing well. These include scrutiny of pupils' work, lesson observations and excellent use of pupil performance data. Leaders use this evidence effectively to inform the school's self-evaluation report.

Pupils make very worthwhile contributions to school improvement. For example, pupils were recently involved in innovative work to review and revise a tracking document to help them assess their own progress in literacy and numeracy. They also contribute to ensuring consistency and progression in the learning environment by conducting learning walks with the support of a senior leader and school governor.

The school improvement plan focuses effectively on improving pupil standards. It contains suitable success criteria and measurable targets. Lines of responsibility are very clear and the school prioritises expenditure very effectively, linked to priorities. For example, the school funded whole school training to support improvements in teaching numeracy across the curriculum. This has had a measurable effect on pupils' standards as well as contributing significantly to improvements in teaching that have been shared widely with other schools.

Partnership working: Good

The school has very beneficial partnerships in place with parents and with the local community.

Staff operate an open door policy and provide weekly opportunities for parents to consult with teachers about their children's progress. The school offers all parents regular opportunities to visit school to learn about new initiatives. For example, parents work alongside their children on literacy and numeracy activities during each autumn term. This helps them to understand better what their children are learning and enables them to provide more effective support and encouragement at home.

The school offers many valuable opportunities for parents to join children in after school clubs. For example, parents and children attend a regular cookery club and this helps to raise their awareness of healthy eating. The school has very good links with the local community, for example through the food co-operative where pupils organise fruit and vegetable boxes for local people each week.

The school makes a valuable contribution to partnership working with other schools. For example, all school staff contributed to an event led by the leader of numeracy to share good practice with teachers from other local schools, including staff from the local high school. The school's digital leader trains teachers from other schools regularly to share good practice in developing staff and pupils' ICT skills.

Strong links with the local playgroup ensure that pupils settle well when they start school. The school has good links with the local secondary school and these support pupils appropriately as they move on to the next stage of learning. For example, a member of the Welsh department works with pupils in Year 6 to further develop their Welsh skills before they enter Year 7.

Resource management: Excellent

Leaders ensure that the school has a full complement of highly motivated staff, who have the appropriate qualifications to teach the curriculum effectively.

The headteacher invests well in worthwhile opportunities for all staff to increase their professional knowledge, understanding and skills. This promotes a strong sense of common purpose within the school, which benefits staff and pupils. There is a strong learning culture, with regular opportunities to share expertise and new knowledge, both formally and informally. This leads to consistency, continuity and progression across the school, creating a secure and familiar environment benefiting all pupils.

The school makes very good use of its budget to fund priorities that have a positive effect on standards. For example, leaders use the school budget to fund full-time nursery places as they understand clearly the significant impact of good early years' provision on pupil progress, particularly for those who are vulnerable.

Leaders make very effective use of the Pupil Deprivation Grant to support vulnerable pupils. They have a strong commitment to ensuring no pupil is disadvantaged and use this funding well to support pupils' academic attainment and wellbeing. For example, leaders identify pupils needing support with reading and numeracy and provide support for these in small groups. The school also funds programmes to support pupils' social and emotional development to improve confidence and self-esteem. As a result, nearly all vulnerable pupils attain the expected levels for their age at the end of the Foundation Phase and key stage 2.

In view of the very good progress pupils make during their time at the school, the school gives excellent value for money.

Appendix 1: Commentary on performance data

6762391 - St Gwladys Bargoed School

Number of pupils on roll	345
Pupils eligible for free school meals (FSM) - 3 year average	33.5
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	40	38	46
Achieving the Foundation Phase indicator (FPI) (%)	92.5	89.5	95.7
Benchmark quartile	1	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	40	38	46
Achieving outcome 5+ (%)	95.0	89.5	95.7
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	25.0	15.8	34.8
Benchmark quartile	1	3	1
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	40	38	46
Achieving outcome 5+ (%)	97.5	97.4	97.8
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	25.0	26.3	34.8
Benchmark quartile	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	40	38	46
Achieving outcome 5+ (%)	95.0	97.4	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	20.0	28.9	65.2
Benchmark quartile	3	3	1

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

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

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

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

6762391 - St Gwladys Bargoed School

Number of pupils on roll	345
Pupils eligible for free school meals (FSM) - 3 year average	33.5
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	38	42	29	39
Achieving the core subject indicator (CSI) (%)	94.7	81.0	89.7	89.7
Benchmark quartile	1	1	1	1
English				
Number of pupils in cohort	38	42	29	39
Achieving level 4+ (%)	94.7	81.0	96.6	89.7
Benchmark quartile	1	2	1	1
Achieving level 5+ (%)	26.3	21.4	34.5	23.1
Benchmark quartile	3	3	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	38	42	29	39
Achieving level 4+ (%)	97.4	85.7	93.1	89.7
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	26.3	31.0	31.0	35.9
Benchmark quartile	3	1	2	2
Science				
Number of pupils in cohort	38	42	29	39
Achieving level 4+ (%)	97.4	88.1	100.0	97.4
Benchmark quartile	1	2	1	1
Achieving level 5+ (%)	31.6	35.7	34.5	43.6
Benchmark quartile	2	1	1	1

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

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.	148	138 93%	10 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	148	137 93%	11 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	148	143 97%	5 3%	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	148	148 100%	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.	148	146 99%	2 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	148	136 92%	12 8%	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.	148	147 99%	1 1%	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.	148	138 93%	10 7%	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.	148	136 92%	12 8%	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.	148	148 100%	0 0%	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.	148	135 91%	13 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	147	134 91%	13 9%	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.	36	26 72%	10 28%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	36	28 78%	8 22%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	36	27 75%	8 22%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	35	26 74%	8 23%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	36	20 56%	15 42%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	36	26 72%	9 25%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	36	28 78%	7 19%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn 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.	35	21 60%	13 37%	0 0%	0 0%	1	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	36	25 69%	9 25%	1 3%	0 0%	1	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.	36	23 64%	11 31%	1 3%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	36	29 81%	6 17%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	34	19 56%	11 32%	2 6%	0 0%	2	Mae fy mhentyn 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.	36	21 58%	12 33%	1 3%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	36	25 69%	9 25%	2 6%	0 0%	0	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.	36	21 58%	11 31%	2 6%	0 0%	2	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.	36	23 64%	12 33%	0 0%	0 0%	1	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.	31	17 55%	11 35%	0 0%	0 0%	3	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.	36	25 69%	11 31%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	36	27 75%	9 25%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mrs Jane Mccarthy	Reporting Inspector
Mrs Sheila Margaret Birkhead	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Ms Patricia Ann Hoffer	Peer Inspector
Ms Susan Ann Price	Peer Inspector
Mrs K Evans (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.