



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

A report on

**Baglan Primary School
Elmwood Road
Baglan
Port Talbot
SA12 8TF**

Date of inspection: November 2016

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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Publication date: 03/02/2017

Context

Baglan Primary School is in Baglan in the Neath Port Talbot local authority. The school shares a large site with the local authority's education and training centre. The school has 270 pupils aged three to eleven on roll. There has been a large increase in the number of pupils since the last inspection. There are nine classes including two that are mixed-age.

Nearly all pupils are of white British ethnicity. A very few pupils are from a minority ethnic background. Very few speak English as an additional language. A very few pupils come from Welsh speaking families. The school identifies 24% of pupils as having additional learning needs. This figure is close to the national average for primary schools (25%). Very few pupils have a statement of special educational needs. Around 20% of pupils are eligible for free school meals. A very few pupils are looked after by the local authority. There were no exclusions during the last academic year.

The last inspection of the school was in November 2009. The current headteacher took up the post in January 2012.

The individual school budget per pupil for Baglan Primary School in 2016-2017 means that the budget is £3,145 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £6,224 and the minimum is £2,851. Baglan Primary School is 46th out of the 57 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make strong progress and achieve well
- Most pupils achieve good standards of literacy, numeracy and information and communication technology (ICT) and use these skills well in other areas of learning and subjects across the curriculum
- Nearly all pupils behave well and have a positive attitude towards learning
- Pupils have a strong voice in the running of the school and make valuable contributions to school life regularly
- Staff provide a wide range of interesting learning experiences that engage and motivate most pupils to succeed
- There is a strong caring and welcoming ethos, which creates a positive learning environment

Prospects for improvement

The school's prospects for improvement are good because:

- Leaders provide effective leadership and direction for its development, which they communicate clearly to others.
- All members of staff are clear about their roles, work well as a team and take a full part in school improvement activities
- The governing body supports the school well and holds leaders to account effectively
- The school has effective self-evaluation processes and school improvement procedures
- A beneficial range of partnerships help improve pupil outcomes and wellbeing effectively

Recommendations

- R1 Improve pupils' ability to apply their reasoning and investigation skills, especially in science in key stage 2
- R2 Continue to improve attendance
- R3 Ensure that teachers provide more opportunities for pupils to lead their own learning
- R4 Create more opportunities for staff to develop their professional skills by working with other schools within formal professional learning communities

What happens next?

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

Main findings

| | |
|---|-------------|
| Key Question 1: How good are outcomes? | Good |
|---|-------------|

Standards: Good

On entry to school, many pupils have knowledge, understanding and skills below the level expected for their age. During their time in school, most pupils make strong progress and achieve well.

Most pupils in the Foundation Phase make good progress in their oracy skills and by Year 2 they communicate effectively with adults and each other. They respond confidently to questions and instructions. Many are eager to talk about their work and the more able use mature vocabulary when discussing what they are going to write about pirates. Most pupils in key stage 2, have well-developed oracy skills and listen very well. They are attentive to their teachers and listen carefully to one another when working in pairs and small groups, for example when discussing the key features of an information text. By Year 6, most pupils are articulate and speak confidently with their friends and with adults in formal and informal situations.

In the Foundation Phase, pupils read well at a level appropriate for their ability. Most pupils in Year 2 read simple texts with accuracy and understanding using a suitable variety of strategies to read unfamiliar words. They explain what is happening in the story using a relevant amount of detail. Most pupils build on these skills progressively as they move through key stage 2. By Year 6, many are avid and interested readers and make well-informed choices about the types of books they like. They use text skilfully to explain characters and events in a story. Most pupils use their literacy skills well to research topics on the internet. They skim text quickly to extract specific, relevant pieces of information, for example when researching information about different types of air raid shelters during the Second World War .

Most pupils' writing develops successfully as they move through the school. By the end of the Foundation Phase, most pupils write well using full sentences that show a suitable use of punctuation and spelling. They use their literacy skills well to support their work in many areas of learning, for example when writing about the animals that live in the rain forest. In key stage 2, most pupils build on these skills strongly. By the end of the key stage, many plan, redraft and edit their work well. By Year 6, many pupils use a rich range of vocabulary to create pieces of writing that are imaginative and appealing to the reader, for example when writing a Greek myth based on the story of Perseus. Most use their writing skills well across the curriculum. For example when writing about the lives of inspirational characters such as Martin Luther King. Their writing is clear, well-structured and grammatically correct, with accurate spelling and punctuation.

In the Foundation Phase, most pupils' numeracy skills are developing successfully. They have a good understanding of number and perform calculations up to 100, using doubling and halving accurately. Most pupils have a good understanding of concepts such as shape, time and measure. They use these skills well in many different areas of learning, for instance when calculating the distance a hedgehog

would walk for food during a week. In key stage 2, most pupils show a good understanding of a range of mathematical concepts and they use the correct mathematical vocabulary when talking about their work. By Year 6, most pupils use a wide range of mental and written methods confidently and apply their numeracy skills systematically, for example when calculating the cost of travel from Baglan to a city in India. However, pupils do not make enough progress across key stage 2 in their use of reasoning and problem solving skills, especially when conducting investigations in science.

In both key stages, pupils use a wide range of ICT to support their learning effectively. In the Foundation Phase, most use word processing programs, data-handling packages and simulations successfully. In key stage 2, most pupils use a wide range of ICT programs for different purposes across the curriculum. They use their skills effectively across other curricular areas. They have a good understanding of databases and create graphs effectively to present their work for different purposes and audiences. By Year 6, most use coding programs effectively to control and move objects on a screen by using simple codes. They know about how to use the internet safely.

Pupils have positive attitudes to learning Welsh. By the end of the Foundation Phase, most pupils understand the Welsh used by staff and they respond using an appropriate range of vocabulary and basic sentence patterns to answer simple questions, for example when discussing the habitat of small creatures such as a hedgehog. Many pupils in key stage 2, understand, ask and reply to questions successfully for example when acting in the role of an evacuee during the second world war. By Year 6, many communicate effectively in writing, for example when writing about famous Welsh people. Higher ability pupils write accurately at length using the past tense, for example when writing about their visit to Castell Henllys.

Most pupils who have support for additional learning needs make good or very good progress in relation to their individual targets. Pupils who learn English as an additional language make good progress from their different starting-points

At the end of the Foundation Phase, over the last four years, pupils' performance in literacy and mathematical development at both the expected outcome 5 and the higher outcome 6 has varied when compared with that in similar schools. This has generally placed the school in the lower 50%.

Over the same period, pupils' performance in English, mathematics and science at the end of key stage 2 at the expected level 4 has varied when compared with that in similar schools and there is no overall pattern. Pupils' performance in English and science has tended to place the school in the lower 50% when compared with similar schools. Performance in mathematics has improved during this period, placing the school in the top 25% in 2016. At the higher level 5, pupils' performance in all three subjects has generally placed the school in the lower 50% when compared with similar schools.

The gap in performance between boys and girls is generally greater than that in similar schools at both the expected and the higher level. However, the gap is decreasing. Over the last four years, pupils eligible for free school meals tend to perform less well than other pupils, particularly at the higher levels, although gap is decreasing.

Wellbeing: Adequate

Nearly all pupils have a good understanding of how to stay healthy by eating a balanced diet and taking regular exercise. They feel safe and happy in school. They know how to use the internet safely.

Nearly all pupils behave well and are polite and courteous. Most pupils take pride in their achievements and relate well to staff and to each other in lessons and at break times. Most pupils enjoy learning, engage well with classroom activities and demonstrate a desire to improve their work. They work effectively in pairs and small groups. Many pupils sustain concentration for appropriate periods and persevere when they find work hard. By Year 6, many pupils demonstrate maturity when evaluating what they have achieved and identifying what they need to do to improve their work.

Pupils have a strong voice in the running of the school. The school council and other pupil voice groups represent the opinions of other pupils well. They make valuable contributions to school life regularly, for example in devising a new school motto and reviewing and implementing a whole school anti-bullying project. Members of the school council take responsibility for organising and promoting events, such as fundraising for charities. The enthusiastic enterprise group have made a valuable contribution to improving outdoor play equipment. Many pupils take an active role in their community, for example through participating in a community heritage initiative to develop their understanding of local history. As a result, most pupils have a good understanding of their locality and their place in it.

Attendance has improved steadily in recent years. However, the school has been in the bottom 25% when compared with similar schools for the past four years. Nearly all pupils arrive punctually at the start of the school day. Persistent absence has decreased over the last three years. The gap in attendance between pupils eligible for free school meals and their peers is also decreasing.

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

Learning experiences: Good

The school provides a wide range of learning experiences that engage and motivate most pupils to succeed. Creative planning in the Foundation Phase ensures good use of the outdoor environment and encourages high levels of participation and enjoyment of learning. Detailed and imaginative planning in key stage 2 builds on this strong foundation and ensures that pupils develop their previous learning successfully. A wide range of extra-curricular activities and visits, for example to Margam Park, enrich the curriculum and enhance the school's provision.

Teachers plan interesting and relevant opportunities for pupils to develop and apply their literacy, numeracy and ICT skills across the curriculum in a meaningful way. For example, the study of the Second World War provided pupils in Year 6 with the opportunity to use their numeracy skills to work out the perimeter of war damaged buildings in order to calculate the cost of fencing to protect the site. However, there is a lack of opportunity for pupils to develop effectively their independent investigative skills, particularly during science lessons.

Provision for pupils to develop their Welsh language skills during specific Welsh language lessons is good. The planned programmes of work include useful Helpwr Heddiw sessions where pupils focus on developing language patterns that they build on as they move through school. The school provides a wide range of activities that promote Welsh history and culture well. A notable feature is the school's work to celebrate the journey of Welsh people to Patagonia.

The school offers a range of opportunities for pupils to learn about the importance of recycling and using natural resources wisely. The eco council have organised a number of eco green days to raise awareness of the need to plant and cultivate trees to help the environment. Staff encourage pupils to recognise the importance of individual responsibility and their place in the wider world by studying other countries as part of enrichment weeks and being involved in the fair-trade fortnight.

Teaching: Good

All teachers and support staff work together closely to ensure that pupils have a positive attitude towards learning, make good progress and attain well. Teachers use their curriculum knowledge well to provide an interesting and stimulating range of lessons that engage nearly all pupils fully. In particular, they lead sessions to develop pupils' basic skills that target the next steps in their learning well. Teachers share clear learning objectives and devise tasks that are effective in addressing these. They structure most lessons well and these proceed at a brisk pace. However, teachers sometimes over direct pupils' work. This limits the ability of pupils to develop their independent learning skills and does not always provide enough challenge for the more able.

All teachers' written and oral feedback informs pupils about what they have done well and what they need to improve. They make good use of learning objectives and success criteria in doing this. Their comments are positive and help to motivate and encourage pupils. Teachers involve pupils successfully in assessing their own work and that of other pupils. As a result, by the time they reach Year 6, many pupils make helpful, insightful comments on the quality of their own work and on the work of other pupils.

All staff make effective use of a wide range of on-going assessment to track pupils' progress. They use the information well to provide suitable support for pupils and to help pupils to meet their individual targets. The school works well with other local schools to assess pupils' outcomes accurately.

The school keeps parents well informed about their children's progress. Annual reports to parents are detailed and informative and set clear targets for improvement.

Care, support and guidance: Good

There is a strong ethos of care within the school and pupils show respect for each other and adults. As a result, pupils feel safe, secure and well cared for. The school makes appropriate arrangements to promote healthy eating and drinking and provides regular opportunities for pupils to take part in a range of fitness related activities. Staff are committed to ensuring pupils' understanding of their rights and responsibilities. Topic work and daily collective worship provide valuable opportunities to enhance pupils' spiritual, moral, cultural and social development. Recent initiatives are bringing about an improvement in pupils' attendance.

The school works well with a number of external agencies and specialist services to provide support for parents, pupils and staff. For example the education psychology service visits on a regular basis to help the staff plan to meet individual pupils' needs. This has a positive effect on pupil wellbeing and their progress in learning.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

The provision for pupils with additional learning needs is effective. The school identifies pupils who require additional help with their learning or personal and emotional development effectively. Staff provide a comprehensive range of well-structured and purposeful intervention programmes to address these needs. They make good use of a suitable range of external services to support pupils' specific needs well, such as speech and language and the educational psychology service. Pupils' individual education plans are of good quality and parents are involved regularly in their review. The school provides pupils with valuable opportunities to participate in evaluating their own progress and setting future targets in these plans. As a result, most pupils with additional learning needs make good or very good progress.

Learning environment: Good

The school has a strong caring and welcoming ethos, which focuses well on creating a positive learning environment. There is a calm and purposeful atmosphere, which includes and values all pupils and staff. Staff treat all pupils fairly and give them equal access to all areas of the curriculum. There is a clear emphasis on recognising, respecting and celebrating diversity within society. Assemblies promote tolerance and fairness effectively.

The school building and grounds are of high quality and help to create a positive learning environment. They are well maintained, safe and secure. Staff make good use of all available indoor and outdoor space. The learning environment is stimulating and supports teaching and learning well. Classrooms and corridors are bright and attractive, with high quality displays that celebrate pupils' achievements and support their learning well. Classrooms are well equipped with resources of good quality that match pupils' needs effectively.

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

Leadership: Good

All staff share common values and a clear vision for the school. The headteacher and deputy headteacher provide effective leadership and direction for its development, which they communicate clearly to others. This means that staff and governors focus sharply on raising standards and improving learning opportunities for pupils.

Leaders ensure that regular staff meetings are effective in addressing the school's priorities. They focus purposefully on improving pupils' attainment and provide valuable opportunities to feedback on monitoring activities. This supports the professional development of staff well. As a result, all members of staff are clear

about their roles, work well as a team and take a full part in school improvement activities. Arrangements for the performance management of teaching and support staff are effective in raising standards and improving the quality of provision, for example in improving pupils' ICT skills in preparation for the implementation of the Digital Competency Framework.

The school responds well to national and local priorities. This includes the effective promotion of Welsh and a strong focus on the development of pupils' skills across the curriculum.

The governing body supports the school well. Governors are knowledgeable about the standards pupils achieve and of the areas in need of improvement. They contribute well to the self-evaluation process. Their visits to school help them to evaluate progress against school priorities. This enables them to hold the school to account effectively.

Improving quality: Good

The school has well-established, clear procedures for evaluating its strengths and areas for improvement. Members of staff are involved in the regular analysis of first hand evidence, including attainment data, lesson observations and book scrutiny that contribute well to the self-evaluation process. There is a clear cycle of monitoring activities and the senior leaders regularly participate in evaluating rigorously the quality of teaching and the standards of work in pupils' books. This contributes well towards identifying areas for improvement such as the need to raise standards in science in key stage 2. Pupils and parents contribute positively to the self-evaluation process. Discussions with pupils have resulted in improved play opportunities at break and lunch times. Feedback from parents means that the use of ICT now provides an effective channel of communication.

Leaders are clear about the school successes and they know what it needs to do next. The school improvement plan identifies a manageable number of priorities, which focus well on raising standards and improving provision for pupils. It plans clear actions, identifies who is responsible for them and sets relevant success criteria against which progress can be monitored. Senior leaders work well with governors and staff to implement these plans and evaluate how successful they have been. This has led to better outcomes for pupils, for example in reducing the gap between boys' and girls' attainment.

Partnership working: Good

The school has a range of partners who help improve pupil outcomes and wellbeing. The effective partnership with parents ensures that parents feel well informed about school activities. The weekly newsletter is an effective communication tool, which has helped to forge good relationships with parents.

Close links with the local community and other organisations strengthen learning opportunities for pupils. A notable feature is the effective partnerships with the local football club that contributes well to improving boys' literacy skills.

The partnership with a range of agencies such as the police successfully promotes pupils' wellbeing, for example in raising their awareness of road and cycle safety.

There is constructive co-operation with another local school for the successful moderation and standardisation of pupils' work. This ensures that teacher assessments are accurate. This partnership is also effective in sharing good practice for example in improving boys' writing through a literacy project and developing pupils' ICT research skills.

The strong link with the local high school helps most pupils to transfer smoothly to secondary education. The school has purposeful processes to integrate new nursery pupils through well-established links with the nearby pre-school provision. This ensures a smooth start to school for most pupils and the early identification of pupils with additional needs.

The school works closely with the regional consortium advisory staff and uses their advice effectively in order to raise standards and improve provision, for example in reviewing their topics to ensure that they were boy friendly.

Resource management: Good

Leaders deploy teaching and support staff effectively across the school to make best use of their expertise and experience. Staff benefit well from a good range of professional development arrangements that link effectively with performance management arrangements and lead to better outcomes, for example in pupils' ICT skills. Within the school, teachers work closely together to share ideas and learn from each other. Links with other local schools have led to successful improvements in the quality of teaching and learning. For example, involvement in a writing project with other primary schools has led to an improvement in pupils' writing skills. However, there are very few opportunities for staff to share good practice in professional learning communities beyond the local area.

The headteacher, school bursar and governors maintain good financial controls on the school's budget. They make appropriate decisions on spending that support the school's improvement priorities well. They ensure that spending decisions meet pupils' learning needs. However, due to the increase in pupil numbers, the school has built up a financial surplus, which is more than is recommended. There is an appropriate two-year spending plan, agreed by the governing body, to spend much of the surplus on the employment of teachers and support staff to reduce class sizes.

The school makes effective use of the pupil deprivation grant to improve provision and outcomes for targeted pupils, for example by providing specific support to improve pupils' reading skills. Leaders evaluate the impact of spending successfully. The school's actions have had a positive effect on the standards and wellbeing achieved by pupils eligible for free school meals.

In view of the standards achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6712119 - Baglan Primary School

| | |
|--|-----------------|
| Number of pupils on roll | 266 |
| Pupils eligible for free school meals (FSM) - 3 year average | 14.8 |
| FSM band | 2 (8%<FSM<=16%) |

Foundation Phase

| | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|-------|
| Number of pupils in Year 2 cohort | 23 | 23 | 34 | 34 |
| Achieving the Foundation Phase indicator (FPI) (%) | 87.0 | 78.3 | 91.2 | 85.3 |
| Benchmark quartile | 3 | 4 | 3 | 4 |
| Language, literacy and communication skills - English (LCE) | | | | |
| Number of pupils in cohort | 23 | 23 | 34 | 34 |
| Achieving outcome 5+ (%) | 91.3 | 82.6 | 91.2 | 85.3 |
| Benchmark quartile | 2 | 4 | 3 | 4 |
| Achieving outcome 6+ (%) | 39.1 | 47.8 | 20.6 | 17.6 |
| Benchmark quartile | 2 | 1 | 4 | 4 |
| 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 | 23 | 23 | 34 | 34 |
| Achieving outcome 5+ (%) | 95.7 | 82.6 | 91.2 | 88.2 |
| Benchmark quartile | 2 | 4 | 3 | 4 |
| Achieving outcome 6+ (%) | 52.2 | 47.8 | 14.7 | 14.7 |
| Benchmark quartile | 1 | 1 | 4 | 4 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | | |
| Number of pupils in cohort | 23 | 23 | 34 | 34 |
| Achieving outcome 5+ (%) | 91.3 | 91.3 | 97.1 | 100.0 |
| Benchmark quartile | 4 | 4 | 3 | 1 |
| Achieving outcome 6+ (%) | 39.1 | 69.6 | 20.6 | 29.4 |
| Benchmark quartile | 3 | 2 | 4 | 4 |

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

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

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

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

6712119 - Baglan Primary School

| | |
|--|-----------------|
| Number of pupils on roll | 266 |
| Pupils eligible for free school meals (FSM) - 3 year average | 14.8 |
| FSM band | 2 (8%<FSM<=16%) |

Key stage 2

| | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|-------|
| Number of pupils in Year 6 cohort | 14 | 24 | 33 | 24 |
| Achieving the core subject indicator (CSI) (%) | 85.7 | 87.5 | 93.9 | 91.7 |
| Benchmark quartile | 3 | 3 | 2 | 3 |
| English | | | | |
| Number of pupils in cohort | 14 | 24 | 33 | 24 |
| Achieving level 4+ (%) | 92.9 | 87.5 | 93.9 | 91.7 |
| Benchmark quartile | 2 | 4 | 3 | 3 |
| Achieving level 5+ (%) | 21.4 | 54.2 | 39.4 | 37.5 |
| Benchmark quartile | 4 | 1 | 3 | 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 | 14 | 24 | 33 | 24 |
| Achieving level 4+ (%) | 85.7 | 87.5 | 93.9 | 100.0 |
| Benchmark quartile | 4 | 4 | 3 | 1 |
| Achieving level 5+ (%) | 21.4 | 45.8 | 36.4 | 41.7 |
| Benchmark quartile | 4 | 2 | 4 | 3 |
| Science | | | | |
| Number of pupils in cohort | 14 | 24 | 33 | 24 |
| Achieving level 4+ (%) | 92.9 | 87.5 | 93.9 | 91.7 |
| Benchmark quartile | 3 | 4 | 3 | 4 |
| Achieving level 5+ (%) | 28.6 | 45.8 | 30.3 | 16.7 |
| Benchmark quartile | 3 | 2 | 4 | 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. | 101 | | 101 100% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 101 | | 96 95% | 5 5% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 101 | | 101 100% | 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 | 101 | | 99 98% | 2 2% | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | | 97% | 3% | |
| There are lots of chances at school for me to get regular exercise. | 101 | | 95 94% | 6 6% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 101 | | 100 99% | 1 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. | 101 | | 101 100% | 0 0% | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd. |
| | | | 99% | 1% | |
| I know what to do and who to ask if I find my work hard. | 101 | | 101 100% | 0 0% | 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. | 101 | | 99 98% | 2 2% | 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. | 101 | | 80 79% | 21 21% | 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. | 101 | | 79 78% | 22 22% | 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 | 101 | | 80 79% | 21 21% | 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. | 57 | 36 63% | 18 32% | 3 5% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 34% | 3% | 1% | | |
| My child likes this school. | 57 | 43 75% | 13 23% | 1 2% | 0 0% | 0 | Mae fy mhentyn yn hoffi'r ysgol hon. |
| | | 73% | 26% | 1% | 0% | | |
| My child was helped to settle in well when he or she started at the school. | 56 | 38 68% | 17 30% | 1 2% | 0 0% | 1 | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol. |
| | | 72% | 26% | 1% | 0% | | |
| My child is making good progress at school. | 55 | 36 65% | 18 33% | 1 2% | 0 0% | 2 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 62% | 35% | 3% | 1% | | |
| Pupils behave well in school. | 52 | 22 42% | 27 52% | 3 6% | 0 0% | 5 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 47% | 48% | 4% | 1% | | |
| Teaching is good. | 55 | 35 64% | 17 31% | 2 4% | 1 2% | 2 | Mae'r addysgu yn dda. |
| | | 61% | 36% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 55 | 30 55% | 24 44% | 1 2% | 0 0% | 2 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 64% | 34% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 53 | 23 43% | 28 53% | 2 4% | 0 0% | 3 | 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. |
| | | 49% | 43% | 6% | 2% | | |
| Staff treat all children fairly and with respect. | 55 | 31 56% | 17 31% | 4 7% | 3 5% | 2 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 60% | 35% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 50 | 26 52% | 21 42% | 1 2% | 2 4% | 6 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 60% | 37% | 2% | 0% | | |
| My child is safe at school. | 57 | 33 58% | 22 39% | 2 4% | 0 0% | 0 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 66% | 32% | 2% | 1% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 41 | 25 61% | 13 32% | 1 2% | 2 5% | 15 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 55% | 39% | 4% | 1% | | |
| I am kept well informed about my child's progress. | 56 | 26 46% | 23 41% | 6 11% | 1 2% | 1 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 49% | 41% | 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. | 56 | 33 59% | 20 36% | 1 2% | 2 4% | 1 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| | | 62% | 31% | 5% | 2% | | |
| I understand the school's procedure for dealing with complaints. | 43 | 21 49% | 17 40% | 3 7% | 2 5% | 14 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 48% | 42% | 8% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 53 | 28 53% | 24 45% | 1 2% | 0 0% | 4 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 58% | 40% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 35 | 14 40% | 18 51% | 3 9% | 0 0% | 22 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 52% | 41% | 5% | 1% | | |
| There is a good range of activities including trips or visits. | 54 | 22 41% | 20 37% | 9 17% | 3 6% | 3 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 54% | 39% | 6% | 1% | | |
| The school is well run. | 55 | 28 51% | 23 42% | 3 5% | 1 2% | 2 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 34% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|---------------------------------|---------------------|
| Mr Edward Goronwy Morris | Reporting Inspector |
| Mr William Glyn Griffiths | Team Inspector |
| Mr Terry James Davies | Lay Inspector |
| Ms Margaret Erica Lonsdale | Peer Inspector |
| Mrs Nicola Morgan (Headteacher) | Nominee |

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

| | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|------|-------|
| Year | N | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Ages | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

The Foundation Phase and key stages cover the following year groups:

| | |
|------------------|---------------------------------------|
| Foundation Phase | Nursery, Reception, Year 1 and Year 2 |
| Key stage 2 | Year 3 to Year 6 |
| Key stage 3 | Year 7 to Year 9 |
| Key stage 4 | Year 10 and Year 11 |

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.