



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

A report on

**Blaenymaes Primary School
Broughton Avenue
Blaenymaes
Swansea
SA5 5LW**

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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Context

Blaenymaes Primary school serves a large housing estate on the outskirts of the City of Swansea and is in a designated Communities First area. The school houses and manages the Flying Start provision on site. There are 255 pupils on roll, including 45 in the part-time nursery class. The school has 10 classes, taught by 11 full-time and one part-time teacher.

About 55% of pupils are eligible for free school meals, which is well above the national average. The school identifies around 67% of pupils as having additional learning needs, which is well above the average for Wales. Very few pupils have a statement of special education needs.

About 78% of pupils are of white British origin. Around 20% of pupils have English as an additional language. No pupils speak Welsh as their first language. A very few pupils are 'looked after' by the local authority. In-year transfers, that is, pupils starting and leaving the school during the year, often affect continuity and progress in learning.

The headteacher took up her post in September 2008. There has been a notable change in staffing since the last inspection; only four members of teaching staff, including the headteacher, remain. The last inspection was in February 2009.

The individual school budget per pupil for Blaenymaes Primary School in 2016-2017 means that the budget is £3,682 per pupil. The maximum per pupil in the primary schools in Swansea is £5,232 and the minimum is £2,703. Blaenymaes Primary School is 20th out of the 79 primary schools in Swansea 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

- Nearly all pupils make good progress from very low starting-points on entry to the school, and achieve good standards in relation to their age and ability
- Pupils with additional learning needs, including English as an additional language, make valuable gains against their personal targets
- Most pupils achieve good standards of literacy, numeracy and information and communication technology (ICT) and develop these well in other areas of learning
- The quality of teaching is consistently good and the working relationships between staff and pupils are very positive
- Pupils' attitudes to learning are good and the behaviour of most pupils is very good.
- There are exceptionally high levels of care, support and guidance for pupils and parents
- There is an extremely inclusive and welcoming environment, which has a very positive effect on pupils' achievement and wellbeing

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a strong vision for leading a highly inclusive school and is very well supported by the senior leadership and management team
- A culture of collaboration and teamwork is very evident in the school and there is a clear willingness to take on new ideas and ways of working
- There are clear and effective procedures for self-evaluation that enable the senior leadership, management team, governors and staff to gain an accurate understanding of the school's strengths and areas for development
- Highly effective partnerships with parents, specialist support services and the local community have a very positive impact on pupils' learning and wellbeing
- The school is a well developed network of professional practice and has a good record of developing its staff

Recommendations

- R1 Continue to raise the attainment of more able pupils at the end of the Foundation Phase and key stage 2
- R2 Improve pupils' Welsh language skills across the school
- R3 Improve the presentation of pupils' work in key stage 2
- R4 Continue to improve attendance

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?

Good

Standards: Good

Nearly all pupils enter the school with skill levels that are considerably lower than average. Most pupils make sound progress from their differing starting points as they move through the school and achieve expected standards.

In both key stages, pupils' speaking and listening skills develop well. By the time they reach Year 2, many pupils are eager to talk to adults and in front of the class. By the end of key stage 2, many pupils communicate clearly and confidently and are keen to provide answers or comments when talking about their work. Pupils who speak English as an additional language speak with growing confidence.

Most pupils in the Foundation Phase make good progress in learning to read. By Year 2, many read with fluency and expression. They use a wide range of strategies successfully to read unfamiliar words and establish meaning. More able readers decode difficult, unfamiliar words and correct themselves as they read. In key stage 2, most pupils build well on their early reading skills. They pay due attention to punctuation and vary tone of voice and pace when reading aloud. By the time they reach Year 6, many draw inferences when reading and draw on evidence from the text to support their deductions, for example when researching the Second World War. Many pupils use their literacy skills well to research topics on the internet, to make notes and to access activities across the curriculum.

Most pupils write well for their age and ability. By the end of the Foundation Phase, many write in full sentences and present their work neatly using correct spelling and punctuation. They use these skills effectively across the curriculum, for instance, when writing instructions on how to be a zoo keeper or explaining how a snail moves. More able pupils are beginning to edit and improve their work effectively. In key stage 2, many pupils write well for a range of purposes using different genres. They write in paragraphs using mature, imaginative vocabulary to engage the reader. By the time they reach Year 6, many pupils choose words carefully to add impact and to evoke an emotional response, for example when writing about the Blitz during the Second World War. Handwriting and presentation of work in key stage 2 are often untidy.

In the Foundation Phase, most pupils develop their number skills successfully in mathematics lessons. By Year 2, most have a secure knowledge of number bonds and solve addition and subtraction sums to 100 correctly. Most pupils are beginning to tell the time accurately and can read 'half past', 'quarter past' and 'quarter to' on an analogue clock and read hours and minutes correctly on a 12-hour digital clock. Most pupils identify halves and a quarter in two-dimensional shapes and use measuring strategies well, for example to measure how many millilitres of water there are in different containers. They have a good knowledge of the properties of three-dimensional shapes when designing cages for a new zoo and use mathematical language such as faces, edges and vertices appropriately.

In key stage 2, most pupils build well on previous learning and apply their skills effectively. By the time they reach Year 6, most pupils have a good understanding of number and place value. They use a good range of mental and written methods confidently and accurately to solve problems. They present their work systematically and explain the strategies they use clearly. They apply their numeracy skills well to solve a range of real-life problems, for example when building a model of an Anderson Shelter where pupils use a range of skills to measure perimeter, area, and volume of a 3D shapes. They use measuring and data handling skills well in other subjects.

In the Foundation Phase, most pupils make good progress in ICT. Many pupils use appropriate software and show a good level of competence in using the key board. They use word processing programs confidently to record and create simple poems, making changes to improve expression or check errors. Most pupils use modelling programs confidently to simulate and solve real life problems when controlling a programmable toy. By the end of the Foundation Phase, most pupils create and interpret databases about personal characteristics and represent their findings well by means of pictograms, block graphs and bar charts.

By the end of key stage 2, most pupils develop their knowledge, understanding and skills in ICT effectively. They present information in interesting ways using a wide variety of programs. Many pupils in Year 3 and 4 use programs and software to write interesting presentations and comic strips containing factual information. Most Year 5 and 6 pupils use technology confidently to word process and make presentations. They use videos skilfully to create and present information on refugees. Many use spreadsheets effectively to gather information on rationing in the Second World War, changing formulas to calculate rations for a family of four and eight people. Most pupils use modelling programs to a high standard. For example, pupils designed and created their own robot and programmed it to move to a given criteria skilfully. They demonstrate good creative and problem solving skills when using coding in their science work. Pupils' understanding of the importance of e-safety is secure.

Across the school, many pupils are beginning to make appropriate progress in Welsh. They respond positively to instructions and display a reasonable understanding of the Welsh used by staff. As they progress through the school, a majority of pupils are beginning to develop a good understanding of simple Welsh texts and they answer basic questions about these with developing accuracy. By the end of key stage 2, a majority of pupils' writing skills in Welsh are progressing well. However, pupils do not make enough progress in using Welsh in their work in other subjects and in less formal situations.

Nearly all pupils who have support for additional learning needs make very good progress in relation to their individual targets. Pupils who learn English as an additional language often make rapid progress from their different starting-points. In the Foundation Phase, pupils eligible for free school meals do not perform as well as other pupils at the expected and higher outcomes in language and mathematical development. Overall, in key stage 2, there is no notable difference between the performance of pupils eligible for free school meals and others.

In the Foundation Phase, girls tend to do better than boys at the expected and higher outcomes. In key stage 2, girls perform better than the boys at the expected level in English, mathematics and science, but there is no notable difference at the higher level.

At the end of the Foundation Phase over the last four years, pupils' performance in literacy and mathematical development at the expected outcome has generally placed the school in the bottom 25% when compared with similar schools. Performance at the higher level is more variable, but in the past two years has also placed the school in the bottom 25%.

Pupils' performance in English, mathematics and science at the end of key stage 2 at the expected and higher levels over the same period has tended to place the school in the lower 50% and bottom 25%.

Wellbeing: Excellent

The development of pupils' wellbeing is a strength in the school. Most pupils show high levels of engagement in their work and they are keen to learn. They enjoy school, work hard and show pride in their work. They feel that the school values them well and this improves their self-confidence and supports their increasing levels of achievement as they progress through the school.

Many pupils take on a variety of extra responsibilities. They carry out their duties enthusiastically and confidently. A number of very active pupil groups complement the school council well and represent pupils' voice very well. For example, members of Rhodri's Rangers support other pupils exceptionally well during break and lunchtimes. They ensure that most pupils take personal responsibility for regulating their own behaviour and understand the values expected in a school that respects pupils' rights. Many pupils demonstrate these values and principles clearly during the school day and understand that they have a positive impact in resolving disputes. This is outstanding practice.

The anti-bullying ambassadors have developed their own anti-bullying policy, which they have shared successfully with others. They have worked with each class to agree a class charter. As a result, behaviour is very good in lessons and around the school. Most pupils show great care and kindness towards others and are courteous and polite.

Members of the school council and eco-committee meet regularly and take their responsibilities seriously. They have a four point action plan that includes, for example, reviewing the nature of homework, the standard of cleanliness in the dining room and around the school and raising awareness of the importance of recycling and reducing waste. They are proud of their efforts to improve the school environment. They successfully raise money for different charities such as Water Aid and Children in Need.

Nearly all pupils feel safe in school and are happy to approach any member of staff if they have any concerns or worries. Most pupils have a secure understanding of the importance of healthy eating and drinking and keeping fit. Many take an active part

in the wide range of extra-curricular activities on offer. By the end of key stage 2, many pupils have a good understanding of how well they are doing and what they need to do to improve their work.

Many pupils take an active role in a number of community activities and take pride in the opportunity to participate in local events. They work effectively with a number of retailers, organisations, local sports clubs and places of worship. A good example is the very successful initiative with the road safety officer and the police to address traffic concerns outside the school where pupils produced posters and banners to highlight the problem.

Attendance when compared with that in similar schools has been variable with the school above the average for similar schools for two out of the past four years. There is no notable difference between the attendance of pupils eligible for free school meals and others. The school has an extremely wide range of initiatives to monitor absences and encourage good attendance and, as a result, the current attendance figures show signs of improvement. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a broad, balanced and relevant curriculum that offers pupils a wide range of stimulating learning experiences that meet statutory requirements. Teachers plan carefully to meet the very diverse needs of learners, including learners who have English as an additional language.

Teachers provide many purposeful opportunities for pupils to develop their literacy and numeracy skills. Provision for ICT is comprehensive. There are high quality interactive screens in classrooms, and tablet computers and other equipment are easily accessed by pupils throughout the school, and used regularly in their lessons. Detailed thematic planning creates good opportunities for pupils to apply these skills well across the curriculum, for example in science and history. The school plans a wide range of very effective intervention strategies, which support targeted pupils extremely well.

Planning for the development of Welsh as a second language is appropriate. It is progressive and focuses on the development of language patterns. However, it is yet to have a significant impact on standards and pupils' bilingual skills. Pupils have many interesting opportunities to learn about their locality and about the history and culture of Wales.

The school offers a wide range of extra-curricular activities, including after-school clubs, visits and visitors to the school, which extend and support pupils' learning extremely well.

The school's personal and social education curriculum is successful in developing a harmonious environment where pupils learn together and understand the importance of tolerance and respect for different cultures. The school is very effective in

teaching pupils about their rights and how their actions affect the rights of others. The school acts sustainably by recycling and encouraging pupils to grow their own vegetables in the school gardening club.

Teaching: Good

Teaching across the school is consistently good. Teachers have a detailed knowledge of the areas of learning and the subjects they teach and use a suitable range of methods to stimulate the interest of pupils. Very good working relationships exist between teachers, support staff and pupils. All staff manage pupils' behaviour in classes and around the school very well.

Teachers set clear learning objectives for their lessons and share these well with pupils to provide a clear purpose to the learning that takes place. They sequence activities well and ensure that learning proceeds at an appropriate pace. They ask purposeful questions to consolidate and extend pupils' understanding.

Teachers across the school make very accurate and reliable judgements on pupils' performance. They provide pupils with clear and regular verbal feedback and intervene sensitively when necessary to support pupils' learning. Teachers mark pupils' work appropriately and comment positively on their achievements. Comments often help pupils to understand what they need to do to improve their work. The school has introduced a range of purposeful methods to involve pupils more in assessing and making judgements about their learning.

All teachers track pupils' performance effectively and they set clear targets to ensure that they meet pupils' learning needs. They monitor pupils' progress against these targets very carefully and use the information to adapt their teaching and the learning programmes. As a result, all pupils receive well-targeted support in the classroom or through well-planned intervention programmes.

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

Care, support and guidance: Excellent

The school provides exceptionally high levels of care, support and guidance for pupils and parents and this is a notable strength of the school. Staff have a detailed knowledge of the local area and the families whose children come to the school and the school makes good use of this when providing support. There are outstanding working relationships between staff, pupils and parents and this promotes high levels of wellbeing within a strong and supportive school community. The school has very strong links with a range of specialist services and outside agencies, such as the behaviour support service and the local authority in respect of English as an additional language. These links ensure high quality support and guidance to pupils and parents. This enables vulnerable pupils to flourish and makes a significant contribution to their very good progress in relation to their starting points.

The school is a lively community with clearly established rules and procedures. There is consistent attention to developing pupils' understanding of appropriate behaviour through a range of activities. Members of staff deal quickly and effectively with any instances of unsuitable behaviour. There is very good attention to developing pupils' knowledge of the benefits of a healthy lifestyle, including regular exercise. The school has appropriate arrangements to promote healthy eating and drinking.

There is effective provision for promoting pupils' spiritual, moral, social and cultural development. The United Nations Convention on the Rights of the Child is at the heart of the school's planning, policies, practice and ethos. The emphasis on positive values and respect for others is a prominent feature throughout the school. These are promoted regularly in lessons to ensure that all pupils have a good understanding of the need to respect one another and themselves. The school promotes good attendance rigorously. For example, the family inclusion officer who works with nurture groups has established close relationships with families to emphasise the educational and social importance of regular attendance. As a result, the overall rate of attendance of is showing improvement.

Provision for pupils with additional learning needs is exemplary. Pupils' individual needs are managed and co-ordinated effectively from the time they start school so that all members of staff are clear as to the support they require. Pupils' progress is assessed regularly and the information used very effectively to plan suitable activities and to provide support, either individually or in intervention groups. Teachers use a wide range of successful intervention programmes to help pupils to improve their social, emotional, literacy and numeracy skills. Parents are well informed and fully involved in setting and reviewing their child's education or behavioural support plans. This makes a very significant contribution to the good and very good progress made by pupils as they move through the school.

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

Learning environment: Good

The school places a very strong emphasis on moral values and care and respect through its focus on the rights of the child. It is an extremely inclusive and welcoming environment, which has a very positive effect on pupils' achievement and wellbeing. It promotes an ethos based on fairness and personal responsibility, which helps to create a learning environment that, encourages participation by all.

The school's accommodation is clean and well maintained and is sufficient for the number of pupils on roll. The school site is safe and secure. Indoor areas are of a good quality. Attractive displays that celebrate pupils' work and share their opinions and points of view enhance the school environment. All teaching areas in the Foundation Phase have easy access to the outdoor learning spaces and playgrounds. The outside areas are developed well to support learning effectively.

The school makes good use of its updated ICT provision and learners have easy access to a range of digital learning resources. The school has a sufficient stock of books and other equipment to meet pupils' learning needs.

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

Leadership: Good

The headteacher has a strong vision for leading a highly inclusive school where all pupils matter and learn to succeed. She provides strong leadership based on high expectations of pupils' achievement, behaviour, tolerance and equality. These principles are at the heart of the school's work, with all staff working collectively to support them.

The headteacher shares leadership roles effectively, resulting in good progress made by most pupils. Senior leaders support the headteacher very well. A culture of collaboration and teamwork is very evident in the school and all members of staff are aware of their roles and responsibilities. They work well with one another and share a common understanding of the school's priorities for improvement. There is a clear willingness to take on new ideas and ways of working. The school has put in place effective programmes that are proving highly successful in meeting the very diverse needs of pupils. This has resulted in good pupil behaviour, positive attitudes to learning and pupils having a better understanding of how well they are doing.

The school takes good account of local and national priorities. It has made good progress in addressing the link between underachievement and deprivation. This is particularly evident in the progress made by pupils eligible for free school meals, pupils with additional learning needs and pupils new to English. The school offers leadership to the sector on restorative practice and shares its good practice with families and other schools.

The governing body is supportive of the school and governors are knowledgeable about the school's performance. Many have undergone appropriate training and are developing their skills and confidence to challenge the school and to hold it to account for the standards that pupils achieve.

Improving quality: Good

There are clear and effective procedures for self-evaluation that enable the senior leadership and management team, governors and staff to gain an accurate understanding of the school's strengths and areas for development. The self-evaluation report is clear and identifies appropriate priorities well. All priorities focus appropriately on standards and pupils' wellbeing. It draws on a suitable range of first-hand evidence, including classroom observations, monitoring provision and the scrutiny of pupils' work. It analyses thoroughly, the complex range of data generated by the highly diverse pupils. These are considered carefully to determine the main priorities in the school development plan. In particular, it allows the school to identify and implement effective support programmes for the many pupils who have additional learning needs. The school routinely consults pupils and parents and incorporates their views in the self-evaluation process.

The school development plan includes measurable and specific targets that link well to improving pupils' standards and wellbeing. For example, the school has implemented effective support programmes for pupils who have additional learning needs, including those who are new to the English language. As a result, most make good progress, particularly in language, mathematics and in their personal and social development. The plan contains realistic timescales and allocates funding appropriately. It records clearly the member of staff responsible for monitoring progress. As a result, the plan is an effective tool for bringing about improvements.

Partnership working: Excellent

Highly effective partnerships with parents, specialist support services and the local community have a very positive impact on pupils' learning and wellbeing. The partnership with parents is exceptionally strong. Parents receive a great deal of information about the life and work of the school through, social media, the school's website, and fortnightly newsletters. They are also directly and regularly involved in their children's schoolwork through shared learning activities. For example, pupils give presentations on the school's approach to teaching mathematics, which has resulted in some parents helping their children at home. Workshops with parents have been particularly successful in supporting the wellbeing of pupils. The school works very effectively with the 'Flying Start' provision prior to pupils entering the school, and this helps children to settle quickly into the nursery class. Joint working with local secondary schools supports pupils well. They have opportunities to participate in lessons, which help with their successful transfer to Year 7. Arrangements include well-planned visits and a varied range of curricular and pastoral activities.

The school has very strong links with local universities. Research students from Swansea University study the school's approaches to managing behaviour. This has resulted in the school being recognised for its expertise in this area and its good practice is now shared widely with other schools in the local authority. The innovative work in partnership with the University of Wales Trinity Saint David to look at children's emotional and behavioural development at the age of two has resulted in the implementation of effective support programmes for very young children. As a result, the school has made significant improvements in these areas. Such has been the success of this partnership that a local authority has commissioned staff from the school and the university to deliver a package of training to its childcare staff.

The school has very strong links with the local community. It works effectively with a number of retailers, organisations, local sports clubs and places of worship to enhance pupils' wellbeing and to enrich their learning experiences. For example, the school works very successfully with the local opera company to study the work of the composer Purcell. This experience contributes effectively to developing pupils' acting, dancing and singing skills.

The school works very productively with other schools in the area. They share good practice as well as combining resources and training to enhance learning and teaching. This is particularly evident in the work associated with assessment of and for learning. Moderation of pupils' work with the local cluster of schools is a particular strength. They have produced detailed portfolios of work at the end of Year 2 and

Year 6 in the core subjects. These help teachers to have a clear understanding of the standards expected when they assess pupils' work.

Resource management: Good

The school has sufficient well-qualified and experienced teachers to deliver all subjects and aspects of the curriculum successfully. Teaching assistants are an important part of the team and have a positive influence on the school's work particularly when supporting pupils with additional learning needs in small groups.

There are appropriate arrangements for managing teachers' performance. All teachers benefit from suitable training, which is organised to support the school's needs and priorities. For example, nearly all members of staff have had training to develop their lesson observation skills, to share good practice and identify areas that they can improve. This has resulted in consistently good teaching across the school.

There are appropriate arrangements for teachers' planning, preparation and assessment time.

The school has good record of developing its staff, working with others and sharing good practice. For example, the school has worked closely with three local schools in the area to share good practice about effective assessment. This has resulted in effective planning so that the needs of all pupils are met.

The school manages and monitors its finances very well and makes good use of its delegated budget and other grants. Governors, through the school improvement plan, ensure that priorities receive appropriate funds. The school makes effective use of the Pupil Deprivation Grant through a wide range of targeted intervention programmes to raise standards of literacy and numeracy, to improve attendance rates and to cover the costs of school trips.

As a result of the good progress achieved by most pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6702082 - BLAENYMAES PRIMARY SCHOOL

Number of pupils on roll	236
Pupils eligible for free school meals (FSM) - 3 year average	58.9
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	15	21	37	25
Achieving the Foundation Phase indicator (FPI) (%)	73.3	61.9	59.5	64.0
Benchmark quartile	3	4	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	15	21	37	25
Achieving outcome 5+ (%)	73.3	66.7	59.5	64.0
Benchmark quartile	3	4	4	4
Achieving outcome 6+ (%)	26.7	33.3	0.0	12.0
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	15	21	37	25
Achieving outcome 5+ (%)	73.3	61.9	67.6	68.0
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	33.3	23.8	2.7	12.0
Benchmark quartile	1	2	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	15	21	37	25
Achieving outcome 5+ (%)	73.3	85.7	89.2	72.0
Benchmark quartile	4	4	3	4
Achieving outcome 6+ (%)	46.7	47.6	67.6	16.0
Benchmark quartile	2	2	1	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.

6702082 - BLAENYMAES PRIMARY SCHOOL

Number of pupils on roll 236
 Pupils eligible for free school meals (FSM) - 3 year average 58.9
 FSM band 5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	18	12	24	17
Achieving the core subject indicator (CSI) (%)	83.3	66.7	70.8	76.5
Benchmark quartile	2	4	4	3
English				
Number of pupils in cohort	18	12	24	17
Achieving level 4+ (%)	83.3	66.7	70.8	76.5
Benchmark quartile	2	4	4	4
Achieving level 5+ (%)	11.1	25.0	16.7	0.0
Benchmark quartile	4	3	4	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	18	12	24	17
Achieving level 4+ (%)	88.9	66.7	83.3	76.5
Benchmark quartile	1	4	3	4
Achieving level 5+ (%)	16.7	16.7	12.5	0.0
Benchmark quartile	4	4	4	4
Science				
Number of pupils in cohort	18	12	24	17
Achieving level 4+ (%)	88.9	83.3	79.2	82.4
Benchmark quartile	2	3	4	3
Achieving level 5+ (%)	22.2	33.3	12.5	0.0
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.

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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

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.	94	94 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	94	94 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	94	94 100%	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	94	94 100%	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.	94	93 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	94	94 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	94	94 100%	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.	94	94 100%	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.	94	92 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.	94	94 100%	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.	90	80 89%	10 11%	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	94	82 87%	12 13%	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.	44	31 70%	10 23%	2 5%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	43	34 79%	9 21%	0 0%	0 0%	1	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.	44	33 75%	10 23%	1 2%	0 0%	0	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.	44	31 70%	12 27%	0 0%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	37	21 57%	15 41%	0 0%	1 3%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	43	34 79%	8 19%	1 2%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	43	35 81%	8 19%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	43	34 79%	8 19%	0 0%	1 2%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	44	33 75%	6 14%	3 7%	2 5%	0	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.	43	33 77%	9 21%	1 2%	0 0%	1	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.	44	33 75%	10 23%	0 0%	1 2%	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'.	42	27 64%	12 29%	1 2%	2 5%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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 am kept well informed about my child's progress.	44	30 68%	11 25%	2 5%	1 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	44	31 70%	9 20%	3 7%	1 2%	0	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.	40	24 60%	13 32%	2 5%	1 2%	4	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.	43	30 70%	12 28%	1 2%	0 0%	1	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	26 74%	6 17%	2 6%	1 3%	8	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.	44	29 66%	8 18%	6 14%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	41	31 76%	7 17%	1 2%	2 5%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Gruffydd Dylan Roberts	Team Inspector
Helen Brigid Potts	Lay Inspector
Rachel Anne Woodward	Peer Inspector
Beverley Phillips (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.