



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

**A report on**

**Brackla Primary School  
Brackla  
Bridgend  
CF31 2EZ**

**Date of inspection: June 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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

Brackla Primary School is in Bridgend. There are currently 309 pupils on roll aged 3 to 11. The school has ten classes in total, including five mixed-age classes.

Around 21%, of pupils are eligible for free school meals, which is in line with the national average (20%). The school identifies about 24% of pupils as having additional learning needs, which is again in line with the national average (25%). There were three fixed term exclusions in the last 12 months.

Most pupils are of white British ethnicity. A very few pupils speak Welsh at home. A very few pupils are learning English as an additional language.

The last inspection of the school was in April 2010. The headteacher took up her post in September 2012.

The individual school budget per pupil for Brackla Primary School in 2015-2016 means that the budget is £3,178 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,681 and the minimum is £2,868. Brackla Primary School is 33<sup>rd</sup> out of the 49 primary schools in Bridgend in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- Nearly all pupils make good progress and are enthusiastic learners
- The school provides pupils with a purposeful, caring environment
- Standards of wellbeing are very good
- Teachers provide pupils with a stimulating and varied curriculum
- Most teaching is good
- The school building is well maintained and supports pupils' learning well
- The school's outdoor provision is good and provides pupils with range of exciting opportunities to learn

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides effective leadership, which focuses purposefully on raising standards
- Leaders have high expectations of learners and staff
- Governors challenge the school to improve effectively
- The school has very robust and productive self-evaluation processes
- Leaders use performance data well to track pupils' progress
- It has a good track record in making improvements
- There are very effective strategic partnerships, especially with parents
- Leaders manage the school finances well to support improvements

## Recommendations

R1 To improve standards of Welsh writing in key stage 2

R2 To improve provision for numeracy across the curriculum

R3 To increase opportunities for pupils to use Welsh skills outside of Welsh lessons

### **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

Most pupils enter the school with skills at or slightly below the expected level for their age. As they move through the school, nearly all pupils make good progress in improving their literacy and numeracy skills.

Most pupils develop their oracy skills well in the Foundation Phase. In Reception, they talk confidently when naming different materials and describing how pulleys work. Most pupils listen to other pupils carefully with appropriate concentration. In Year 2, pupils ask exciting questions to imaginary visitors from space, and show a good appreciation of interesting language. In key stage 2, many pupils speak clearly and listen well to others. In Years 3 and 4, pupils talk with self-assurance about different habitats that they have found around the school. In Year 6, most pupils articulate their ideas using mature language and listen carefully to the opinions of others.

Most pupils have positive attitudes towards reading. As they move through the Foundation Phase, many pupils develop their reading skills successfully. In Reception, many pupils read their own work with confidence. By the end of Year 2, they read a wide range of texts with growing accuracy and understanding. In key stage 2, most pupils continue to improve their reading. By the end of Year 6, many pupils are confident, fluent readers. They have developed a wide range of reading skills to help them to understand different texts and to search for information quickly. Many pupils are able to express preferences for different types of books and favourite authors maturely.

In the Foundation Phase, most pupils develop their writing skills well and begin to write in simple sentences with an increasing range of vocabulary. By Year 2, many write with confidence for a range of audiences. For example, they write well-organised fact files on different pets and fascinating information leaflets on imaginary planets. Most pupils use basic punctuation accurately, with more able pupils beginning to use exclamation marks and hyphens to add interest to their work. Many pupils spell common words correctly. In key stage 2, many pupils build on their writing skills successfully and write competently for a range of different purposes. For example, pupils in Year 3 use creative, descriptive language to write about forests, and, in Year 5, pupils write accurate eye-witness accounts using reported speech correctly. By the end of key stage 2, many pupils are confident writers. They write a range of extended pieces of work using imaginative, well-chosen vocabulary. For example, in Year 6, pupils write interesting biographies of Roald Dahl and well-structured letters of complaint. More able pupils write pieces of work of high quality, using a very mature range of language to engage the reader successfully. Most pupils use a wide variety of punctuation correctly and spell with accuracy. Pupils across the school use their writing skills well in other subjects. For example, Year 1 pupils write simple character descriptions on 'Wanted' posters and pupils in Year 4 write detailed diary entries about the Last Supper. Throughout the school, many pupils have neat legible handwriting and present their work well.

In the Foundation Phase, many pupils develop secure numeracy skills. In Reception, pupils add and subtract numbers to 10 with increasing accuracy and use simple money skills well to buy items from the garden shop. In Year 2, pupils double and halve numbers up to 100 correctly and recognise simple fractions. In the Foundation Phase, pupils use their number skills in other subjects at the same level as in their numeracy lessons. In key stage 2, most pupils continue to develop their numeracy ability well. As a result, by the end of Year 6, many pupils have secure skills. They convert decimals to percentages confidently and measure angles to the nearest degree correctly. Many pupils in key stage 2 solve a wide range of problems well. For example, pupils in Year 4 use money to calculate the cost of a holiday to Brazil accurately, and, in Year 6, they use their knowledge of number appropriately to solve a murder investigation. However, in key stage 2, pupils do not always use their numeracy skills across the curriculum at the same level as in their mathematics lessons.

Pupils develop their Welsh oracy skills well as they move through the Foundation Phase, with more able pupils in Year 2 reaching very good standards. For example, pupils use a suitable range of vocabulary and known sentence patterns to describe confidently what they are wearing and their favourite foods. They read and understand simple texts well. Many pupils write accurate short sentences to describe the weather and to add greetings to their birthday cards. In key stage 2, most pupils continue to improve their oracy skills. By the end of Year 6, many pupils speak in extended sentences using a good range of appropriate vocabulary. For example, they talk confidently to describe their holidays and favourite television programmes. Most pupils write appropriately using a suitable range of vocabulary. In Year 4, they record detailed personal information, and in Year 6 they use the past tense accurately to describe the weather. However, older pupils do not write at enough length in Welsh, and do not always build upon their writing skills enough as they move through the school. Pupils generally across the school do not use their Welsh skills outside of Welsh lessons well enough.

In the Foundation Phase, performance over the last four years in literacy and numeracy at the expected outcome has placed the school in either the top 25% or lower 50% when compared with similar schools. At the higher-than-expected outcome over the same period, performance has placed the school either in the lower 50% or bottom 25% of similar schools for both literacy and numeracy.

At the end of key stage 2 over the past four years, performance in English, mathematics and science at the expected level has generally placed the school in the lower 50% when compared with similar schools. At the higher-than-expected level, pupils' performance has tended to place the school in the higher 50% of similar schools in mathematics and science and in the lower 50% in English over the same period.

In the Foundation Phase, pupils eligible for free school meals generally perform at least as well as other pupils at the expected outcome in literacy and numeracy, but less well at the higher-than-expected outcome. In key stage 2, pupils eligible for free school meals generally perform less well than other pupils in English, but at least as well as other pupils in mathematics and science at the expected level. At the higher-than-expected level, pupils eligible for free school meals generally perform a little less well than other pupils in all three subjects.

## **Wellbeing: Good**

Most pupils have positive attitudes towards leading a healthy lifestyle and have a good understanding of the importance of eating healthily and taking regular exercise. Many pupils engage enthusiastically in the rich variety of physical activities available to them in school. Nearly all pupils feel safe in school and when using the internet. They know they can approach staff if they feel upset and are confident that they will respond appropriately.

Most pupils behave well and show care and consideration for each other. They enjoy lessons and engage well with their learning. Most pupils work effectively in pairs and in groups. They work with sustained concentration and respond well to challenges. Pupils make contributions to what and how they learn. For example, younger pupils suggest activities on a particular theme and these contribute to their learning experiences. Older pupils are involved in planning learning experiences using computer games.

The school council is a well-established body with pupils taking their roles seriously. Members contribute effectively to decision-making and the strategic direction of the school. For example, they gathered pupils' opinions on homework, and this led to leaders revising the school's homework policy. However, the group is predominantly led by adults and they do not always give pupils opportunities to take a lead role in organising meetings.

Most pupils acquire strong social and life skills. Older pupils successfully develop their role as responsible members of the school and wider community, for example by taking on influential roles within the school. Pupils in key stage 2 are prefects and many belong to pupil groups, such as the learning squad and sports' council.

The school holds an annual enterprise week that improves pupils' understanding of the world of work successfully. Pupils support local and national charities regularly. For example, they raise money for a local hospice through the regular sale of toys. As a result, pupils develop a sound understanding of people less fortunate than themselves. The school has strong links with the local area and pupils take part regularly in community activities. For example, older pupils provide Christmas presents for residents at a nearby care home.

Levels of attendance have improved over the last four years and the school has moved from the lower to the higher 50% over the last two years when compared with similar schools. Nearly all pupils are punctual at the start of the school day.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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## **Learning experiences: Good**

The school provides a wide and well-balanced variety of learning experiences that engage all pupils successfully. Teachers plan an imaginative and exciting curriculum that builds on pupils' prior learning effectively. They use the outdoor environment particularly well to provide pupils with a range of interesting activities.

Planning for pupils' literacy and numeracy skills in other subjects is generally good. In particular, teachers provide pupils with rich opportunities to use their writing skills in a variety of different contexts. However, teachers in key stage 2 do not always plan for pupils to have opportunities to apply their skills at the correct level in numeracy. The school's provision for information and communication technology (ICT) is good. As a result, teachers deliver a wide range of stimulating activities that develop pupils' skills successfully.

The school provides pupils with a wide variety of visits to places of interest that enhance the curriculum well. For example, pupils in Years 3 and 4 visit Caerleon as part of their history topic and pupils in the Foundation Phase visit a local beach and airport to learn about holidays. Staff organise a valuable range of extra-curricular activities that successfully enriches pupils' learning. For example, the well-attended gardening club improves pupils' understanding of where food comes from. Older pupils benefit from residential visits to National Trust and adventure activity centres.

Staff promote pupils' understanding of Welsh culture and heritage successfully. Leaders ensure that the curriculum includes a wide range of Welsh elements. For example, pupils in Nursery learn about a local Welsh poet and in Years 3 and 4 pupils study life in Patagonia. However, staff do not promote pupils' use of Welsh outside of Welsh lessons well enough.

The school provides regular opportunities to help pupils develop a beneficial awareness of sustainability and recycling. Members of the eco committee are active in ensuring that the school works in a sustainable way. For example, pupils use food waste to create compost for the garden area. Pupils develop a sound understanding of the wider world, for example through fair trade activities and beneficial links with the Philippines.

### **Teaching: Good**

Nearly all teachers plan stimulating lessons that engage and challenge all learners successfully. They ensure that pupils know how to succeed in each lesson, and have high expectations of what pupils of all abilities can achieve. Most teachers and support staff use a suitable range of skilful questions to extend and to consolidate pupils' learning. In most lessons, teaching progresses at a brisk pace that sustains the interest of pupils effectively throughout each session. Nearly all staff have positive working relationships with pupils and they manage pupils' behaviour very well. They make skilful and imaginative use of resources, including ICT, to enhance pupils' learning.

Most teachers identify strong features when marking pupils' work and give pupils regular, valuable guidance on how to improve their work further. Most pupils respond appropriately to teachers' comments. Many teachers and support staff give pupils useful oral feedback on their work. Pupils in key stage 2 are beginning to develop the skills to assess their own work and that of other pupils effectively. Many teachers use a range of appropriate assessment for learning strategies in their lessons.

Teachers track pupils' progress thoroughly using an electronic system. Leaders use this information to monitor the progress of groups of pupils well and to plan

interventions for pupils not on track to achieve their targets. The school has robust arrangements for the moderation of teacher assessment information at the end of the Foundation Phase and key stage 2. As result, most judgements on pupils' work are accurate.

End-of-year reports to parents are detailed and informative. They contain useful targets for pupils to improve their skills in literacy and numeracy.

### **Care, support and guidance: Good**

The school provides a caring and highly supportive environment, which has a very positive impact on pupils' wellbeing and enhances their enjoyment of school.

The curriculum supports pupils' spiritual, moral, social and cultural development effectively. For example, older pupils ask a range of thought provoking questions during religious education lessons. The school makes good use of outside providers to organise assemblies and to help to promote school values. For example, local church members regularly lead worship sessions across the school. The school has clear and effective procedures that encourage pupils to behave well. As a result, nearly all pupils feel valued and safe.

Leaders have comprehensive arrangements to promote and reward pupils' regular attendance. For example, the school has weekly awards for the class with the best attendance and shares this information with parents effectively in their weekly bulletin. The school has appropriate arrangements for promoting healthy eating and drinking.

The school has very good links with a wide range of outside agencies. Staff work closely with the educational psychologist and speech and language therapist to support identified pupils' particular needs successfully. Local police officers visit the school regularly and improve pupils' understanding of how to stay safe successfully, including when using the internet.

The school identifies pupils with additional learning needs at an early stage of their education. Pupils receive support of high quality for their academic and emotional needs, which targets their individual needs effectively. As a result, many pupils make better than expected progress. Most pupils with additional learning needs have useful individual educational plans. They generally contain measurable targets, and teachers, pupils and parents review progress towards meeting these targets regularly.

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

### **Learning environment: Good**

The school has a caring and welcoming environment. All pupils receive equal access to the school's provision, including extra-curricular activities. Staff celebrate cultural differences and diversity well. For example, pupils take part in annual celebrations for the Chinese new year.

Leaders use space throughout the school to support pupils' learning effectively. The large ICT suite and various well-stocked libraries provide pupils with beneficial opportunities to work independently. A range of interesting and vibrant displays of high quality in all classrooms celebrates pupils' work well and enriches the learning environment. A wide variety of stimulating resources meets pupils' needs successfully. The school maintains the building to a high standard. Staff use the extensive and well-maintained grounds well to provide pupils with an exciting outdoor curriculum. For example, pupils use the wildlife and conservation area regularly to support their learning.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Good</b>
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### **Leadership: Good**

The headteacher's leadership is highly effective in promoting a shared vision for the school. All staff and governors celebrate success and share a common objective for the continual improvement of the school. The school's strategic plans, policies and processes support these aims well. The roles of senior leaders are clear and effective in supporting the school's aims. For example, each leader is responsible for an area of improvement and focuses rigorously on achieving high standards and effective provision. Regular staff meetings and half-termly review meetings consider important issues, such as the analysis and discussion of pupil performance. As a result, leaders track the progress of all pupils rigorously and work well with staff to ensure that pupils make good progress.

The school addresses national priorities successfully. For example, leaders have a clear focus on improving attendance, in raising standards of literacy and numeracy, and in reducing the impact of poverty on pupils' outcomes.

Governors have a clear understanding of their roles and responsibilities and have an accurate understanding about pupils' performance. They visit the school regularly to take part in monitoring activities and to meet with curriculum co-ordinators and team leaders. As a result, governors know the school well and understand its strengths and areas for improvement. This enables them to ask challenging questions about provision and standards and to support or challenge senior leaders' decisions effectively. For example, following a learning walk, governors identified a need to display more numeracy work around the school. This resulted in improved provision.

### **Improving quality: Good**

Senior leaders and staff have an accurate picture of the school's strengths and areas for improvement. They undertake a wide range of rigorous monitoring activities that inform the school's self-evaluation very thoroughly. There is careful analysis of pupil performance data, regular scrutiny of teachers' planning and pupils' work, lesson observations and learning walks. All teachers make worthwhile contributions to these well-planned activities. Subject leaders produce useful reports on standards and quality in their areas of responsibility and these inform the school's self-evaluation report very well. Evidence from monitoring is evaluative and identifies strengths and areas for improvement clearly. The full involvement of teachers in monitoring enables them to develop a thorough understanding of the quality of

provision, teaching and standards in their subjects and classes. Staff consult pupils and parents well and incorporate their views into the self-evaluation process. For example, following consultation with pupils, the school revised its definition of bullying.

Leaders link priorities in the school development plan closely to areas that need improvement. The plan identifies a manageable number of realistic and measurable targets. It outlines suitable methods for monitoring progress and timescales, against which individuals responsible for targets can measure improvements. It contains measurable success criteria based on quantitative targets, where relevant. The plan is a working document, highly visible and annotated by staff regularly to assess progress. It takes into account the professional development needs of staff and budgetary requirements. The school has a good track record of improving quality over time, for example in raising standards of teaching.

### **Partnership working: Excellent**

The school's partnership with parents is very strong. An outstanding feature is the way in which the school's family engagement officer works extremely successfully with families to raise parental aspirations and to improve pupil attendance, attainment and wellbeing. For example, the attendance of targeted pupils over the last year has significantly improved. The engagement officer organises regular, innovative family literacy and numeracy sessions of high quality. An impressive number of parents attend this training. The sessions engage parents successfully and enable them to support their children at home in beneficial ways. As a result, pupil attainment has improved. The school communicates well with parents and acts upon their views successfully. As a result, nearly all parents are very supportive of the school.

The school has very strong links with the local community. It works effectively with local businesses, especially to raise pupils' awareness of healthy food and sustainability. For example, a local engineering company undertook a bio diversity study at the school and pupils built eco houses in the wildlife area. The school has beneficial partnerships with colleges and training institutions.

The school has highly effective partnerships with the local authority and exploits many opportunities for joint working with external agencies. A notable feature is the close partnership working with the school nurse, who supports pupils and families very effectively with health and eating issues.

The school has very close links with pre-school settings, including one based on the school site. New pupils and their parents have many opportunities to visit the school and spend time in classes and, as a result, most pupils settle quickly. There are very strong links with the receiving secondary school. The cluster learning support officer for transition conducts a highly effective, sustained programme of personalised activities for targeted pupils in Year 6. This ensures a smooth transition and prepares pupils well for the next stage in their education, particularly those who are vulnerable.

## **Resource management: Good**

The school has sufficient, appropriately qualified staff to provide a rich and diverse curriculum for pupils of all abilities. Leaders deploy teachers successfully to use their skills and subject specialisms to teach pupils well. They allocate support staff carefully to work with individuals and groups of pupils effectively. The school supports all staff to develop their professional skills well, in line with the school's priorities and their performance management objectives. For example, all staff have had recent training on improving spelling and, as a result, standards have improved to a good standard.

There are very effective arrangements for managing the performance of staff, including all support staff. Individual objectives link well to whole-school priorities for improvement, as well as meeting individual development needs. The headteacher and governing body monitor the school's budget appropriately and ensure that spending decisions link to priorities in the school development plan well. The school has accessed additional funds from external sources successfully to enhance outside learning provision. The school uses its pupil deprivation grant very well to support pupils eligible for free school meals to improve their outcomes, attendance, and wellbeing. This has resulted in improved standards in numeracy and literacy for nearly all of these pupils.

In view of the good outcomes for pupils and the overall quality of provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6722372 - Brackla Primary School

Number of pupils on roll	292
Pupils eligible for free school meals (FSM) - 3 year average	22.9
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	29	32	36	42
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	89.7	81.3	91.7	90.5
Benchmark quartile	2	3	2	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	29	32	36	42
Achieving outcome 5+ (%)	89.7	84.4	94.4	90.5
Benchmark quartile	2	3	1	3
Achieving outcome 6+ (%)	20.7	9.4	25.0	21.4
Benchmark quartile	3	4	3	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	29	32	36	42
Achieving outcome 5+ (%)	93.1	84.4	91.7	90.5
Benchmark quartile	2	3	2	3
Achieving outcome 6+ (%)	20.7	12.5	25.0	21.4
Benchmark quartile	3	4	3	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	29	32	36	42
Achieving outcome 5+ (%)	100.0	90.6	100.0	95.2
Benchmark quartile	1	3	1	3
Achieving outcome 6+ (%)	27.6	12.5	36.1	42.9
Benchmark quartile	3	4	3	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.

**6722372 - Brackla Primary School**

Number of pupils on roll	292
Pupils eligible for free school meals (FSM) - 3 year average	22.9
FSM band	3 (16%<FSM<=24%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	35	28	24	25
<b>Achieving the core subject indicator (CSI) (%)</b>	91.4	85.7	87.5	92.0
Benchmark quartile	1	3	3	2
<b>English</b>				
Number of pupils in cohort	35	28	24	25
Achieving level 4+ (%)	91.4	89.3	87.5	92.0
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	31.4	28.6	33.3	36.0
Benchmark quartile	2	3	3	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	35	28	24	25
Achieving level 4+ (%)	91.4	89.3	87.5	92.0
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	34.3	39.3	37.5	40.0
Benchmark quartile	2	2	2	2
<b>Science</b>				
Number of pupils in cohort	35	28	24	25
Achieving level 4+ (%)	94.3	92.9	91.7	92.0
Benchmark quartile	2	2	3	3
Achieving level 5+ (%)	28.6	50.0	41.7	44.0
Benchmark quartile	3	1	2	2

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.	97		97 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	95		88 93%	7 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.	96		95 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	97		97 100%	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.	97		97 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	96		95 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.	97		97 100%	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.	97		97 100%	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.	93		84 90%	9 10%	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.	96		95 99%	1 1%	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.	91		75 82%	16 18%	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		85 90%	9 10%	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.	67	46 69%	17 25%	3 4%	1 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	68	48 71%	19 28%	1 1%	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.	67	49 73%	17 25%	1 1%	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.	68	41 60%	24 35%	3 4%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	64	28 44%	31 48%	3 5%	2 3%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	67	41 61%	23 34%	3 4%	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.	65	40 62%	23 35%	2 3%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	63	31 49%	25 40%	6 10%	1 2%	4	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.
		50%	43%	6%	2%		
Staff treat all children fairly and with respect.	63	40 63%	17 27%	3 5%	3 5%	5	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.	65	42 65%	20 31%	2 3%	1 2%	3	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.	66	45 68%	18 27%	3 5%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	60	36 60%	20 33%	2 3%	2 3%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	68	38 56%	17 25%	9 13%	4 6%	0	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.	67	44 66%	16 24%	3 4%	4 6%	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.	64	30 47%	23 36%	8 12%	3 5%	3	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.	62	41 66%	20 32%	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.	52	32 62%	19 37%	1 2%	0 0%	15	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.	66	43 65%	16 24%	4 6%	3 5%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	62	40 65%	19 31%	1 2%	2 3%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Liz Counsell	Reporting Inspector
Buddug Bates	Team Inspector
Matthew Evans	Lay Inspector
Susan Clisham	Peer Inspector
Kathryn John	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.