



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Cilffriw Primary School
Main Road
Cilfrew
Neath
SA10 8LW**

Date of inspection: June 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Cilffriw Primary School is in the village of Cilfrew in the Neath Port Talbot local authority. The school has 259 pupils, including 44 pupils who attend the nursery on a part-time basis. There are seven single-age classes.

There are a few pupils with statements of special educational needs. The school has a Learning Support Centre (LSC) that mainly supports pupils with speech and communication difficulties. This specialist unit draws pupils from beyond the catchment area of the school and has 17 pupils taught in two mixed-age classes. Pupils with statements of special educational needs are taught in the LSC and in the mainstream classes.

Around 24% of pupils are eligible for free school meals, which is slightly above the national average. The school identifies around 36% of pupils as having additional learning needs, which is above the national average. A very few pupils speak Welsh as their first language at home and a very few speak English as an additional language. Also a very few pupils are looked after by the local authority.

The former headteacher retired in July 2014. The school's deputy headteacher served as acting headteacher from that time and was appointed as headteacher in May 2015. The school's last inspection was in June 2010.

The individual school budget per pupil for Cilffriw Primary School in 2014-2015 means that the budget is £3,889 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,108 and the minimum is £2,863. Cilffriw Primary School is 19th out of the 66 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- Nearly all pupils are very well behaved and strongly motivated to learn, and most make good progress in relation to their starting points
- Most pupils with additional learning needs make good progress in meeting their targets
- Most pupils' speaking and listening skills develop well
- Nearly all pupils have a high awareness of how to stay healthy
- The quality of care, support and guidance is good
- The school provides a suitably balanced curriculum
- Many pupils participate enthusiastically in extra-curricular activities

However:

- Levels of pupil attendance are below those of similar schools
- The quality of teaching varies too much from class to class
- Pupils have limited independent learning skills
- In key stage 2, pupils' ability to present and analyse information and data is underdeveloped
- Pupils' skills in the use of information and communication technology (ICT) are underdeveloped

Prospects for improvement

The school's prospects for improvement are adequate because:

- There is a newly-appointed headteacher, who provides a strong focus on school improvement
- There is effective teamwork in the school and all staff are highly committed to supporting their pupils' wellbeing and learning
- Resources are well managed
- Good communication with partner schools and the local authority supports the improvement of teaching and learning

However:

- New initiatives to raise standards have only recently been put in place and are yet to prove their effectiveness
- Teachers' use of assessment to support pupils' progress is underdeveloped
- The school has no clear record of setting and meeting improvement targets
- The governing body is at an early stage of development in its ability to challenge the school strongly in relation to the standards pupils achieve

Recommendations

- R1 Improve attendance
- R2 Improve pupils' ability in key stage 2 to present and analyse information and data
- R3 Improve pupils' ability to use information and communication technology in their learning
- R4 Ensure that the quality of teaching is consistent and that teachers use assessment effectively to support all pupils
- R5 Ensure that teachers plan tasks that enable pupils to develop their independent learning skills throughout the school
- R6 Develop the capacity of the governing body to challenge the school to improve

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils make good progress from their starting points and achieve good standards during their time in the school.

Throughout the school, most pupils listen carefully to adults and to each other when working together. In the Foundation Phase, many pupils speak clearly and make relevant comments about what they are learning. In key stage 2, most have good oral skills and respond thoughtfully to questions. They collaborate enthusiastically and share ideas well in pairs and groups. More able pupils choose vocabulary appropriately for different purposes. For example, many pupils in key stage 2 understand when use of more formal language is appropriate and effective.

As they move through the school, pupils' reading skills develop appropriately for their age and ability, and they use these skills effectively to support their learning in different subjects. Most pupils in the Foundation Phase learn suitable ways to tackle unfamiliar words. They can explain the difference between fiction and non-fiction and describe and predict the actions of characters in their books. Many pupils in key stage 2 enjoy reading and name their favourite authors and share lively views about books they like. By the end of key stage 2, most pupils read confidently and fluently with good expression.

In the Foundation Phase, pupils make good progress in developing early writing skills and learn to form letters and build words competently. By Year 2, many write successfully for different purposes, such as letters or stories. More able pupils develop their use of sentences well and experiment with more interesting vocabulary in extended pieces of writing. Most pupils in key stage 2 continue to develop their writing well in a range of appropriate styles and purposes, for example when they describe a geography field trip exploring a river or when they write a biography. Most pupils develop a legible, joined handwriting style. Overall, presentation of written work is suitably clear, but the quality of presentation varies too much between classes.

Most pupils develop their numeracy skills well as they move through the Foundation Phase. By Year 2, most pupils can read, write and order numbers to 100 accurately. They count confidently in multiples of 10 and 20, recognise odd and even numbers and have a good knowledge of multiplication tables. They have an appropriate awareness of money and understand different sums within a pound.

Many Foundation Phase pupils use the skills that they learn in mathematics effectively to present information. For example, they use tally sheets to create a database about different types of food and convert their findings into a bar graph. In key stage 2, pupils' mathematical skills generally develop well as they move through the school. By the end of Year 6, most pupils reach the expected standards for their age. They are able to calculate using the four rules of number, and find percentages

and fractions of quantities correctly. They apply their skills to problems and measure and quantify well using different units appropriately. However, in key stage 2, many pupils' ability to use more sophisticated graphs to show numerical information is limited. Their ability to analyse information or present findings from investigations does not develop to a similar standard as their other mathematical skills.

Overall, pupils' use of ICT to support their learning in different areas of the curriculum is underdeveloped.

Many pupils make good progress in Welsh. In Foundation Phase classes, pupils read simple stories, sing Welsh songs and practise the sentence patterns from their texts. They can discuss the weather, and ask and answer questions about their homes and families. In lower key stage 2, pupils write paragraphs to describe different activities and they start to state preferences for different clothes and foods. By the end of Year 6, pupils write paragraphs that include reasons for their preferences and use a range of phrases to discuss their opinions. They work well in pairs to develop Welsh conversations that they write as scripts and then read successfully to their class.

Most pupils with additional learning needs make good progress in meeting the targets set for them in individual education plans. Pupils in the learning support centre respond well in its environment. Nearly all develop their communication skills well, in line with their overall needs and levels of functioning. They show good levels of progress over time, especially with speaking and listening. Most pupils also show good levels of progress with number skills and many show very good progress with the development of social skills and their ability to work with others productively.

The very few pupils with English as an additional language develop well in the school. They meet their targets in nearly all areas of the curriculum. Pupils looked after by the local authority make good progress.

The summary of performance below includes pupils in the learning support centre with statements of special educational needs.

Over the past three years, pupils' performance in the Foundation Phase at the expected outcome 5 has tended to place the school in the lower 50% and bottom 25% for literacy and numeracy when compared with similar schools. In 2014, improved performance in literacy and numeracy places the school in the higher 50%. There is no consistent pattern of attainment at the higher-than-expected outcome 6. In 2014, the school's performance places it in the lower 50% for literacy and in the higher 50% for numeracy.

In key stage 2, the performance of pupils has varied over the past four years, but has improved in 2014 to place the school in the higher 50% for English and science and in the lower 50% for mathematics.

The performance of boys in comparison with girls is varied and follows no trend overall. However, in key stage 2, in English girls outperform boys at the higher-than-expected level.

Although there is some variation in the figures, pupils eligible for free school meals tend to perform less well than other pupils.

Wellbeing: Adequate

The behaviour of pupils is very good. Nearly all pupils play together happily at break times and are generally sensitive to the needs of others and of younger pupils. They are polite and courteous to visitors. Most say that they feel safe and happy at school. They readily speak to staff and feel confident that staff will listen if they have concerns or require help.

Nearly all pupils understand how to keep healthy by eating wisely and exercising regularly.

Most pupils are eager to learn. The positive attitudes of pupils in lessons and to other activities are a strength of the school. Nearly all pupils make good progress in developing their social skills and collaborate well with each other. Pupils generally work effectively, but their independent learning skills are not well developed. As a result, a minority of pupils rely too heavily on direction from adults in lessons.

The elected school council is an effective forum for pupils. It has initiated a number of positive changes to the life and work of the school, especially to the outdoor environment. Pupils' involvement in extra-curricular activities is strong. For example, participation in the gardening club enables pupils to take great pride in enhancing the school grounds and in the produce they grow. Pupils support sports and cultural activities well.

Overall levels of attendance are too low. Over the last five years, levels of attendance have placed the school in the bottom 25% or lower 50% when compared with similar schools. A very few pupils are regularly late for school.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide and well-balanced range of interesting learning experiences that engage most pupils, including those with additional learning needs.

In the Foundation Phase, indoor and outdoor activities suitably enhance the quality of learning. In key stage 2, educational visits enrich pupils' learning experiences well, for example a residential stay at a local country estate and visits to theatres and museums. Visitors regularly attend school and add to the pupils' understanding of the outside world and their local community.

Planning for learning is effective. The recent revision of whole-school approaches to teaching and planning the curriculum has increased opportunities for pupils to make progress in developing literacy and numeracy skills. Teachers provide suitable activities that enable pupils to practise these skills across the whole curriculum. However, the provision for pupils to develop data-handling skills is limited and, in upper key stage 2, there is a lack of overall challenge and opportunities in pupils' use of ICT.

The impact of the school's provision within the learning resource centre is a significant strength and meets the needs of the pupils very well. Staff share their specialist knowledge effectively throughout the school. Teachers receive good support to ensure that pupils with additional learning needs in mainstream classes

and within the learning support centre have full access to the curriculum. This strongly assists their integration into the full life of the school and enables them to make good levels of progress in line with their identified needs.

A wide range of well-attended extra-curricular activities are available to all pupils. These include drama and sporting clubs and they enrich pupils' learning well.

Pupils' knowledge and understanding of their Welsh heritage are supported well. In lessons, pupils study the work of the writers and artists of Wales. Their visits include places of local historical and sporting significance. They have regular opportunities to sing and speak in Welsh in assemblies and eisteddfod activities. Around the school, bilingual signage and displays positively assist use of the Welsh language.

The school promotes education for sustainable development and global citizenship successfully. Pupils take an active part in recycling and energy conservation. Projects with links to foreign countries, such as Uganda, inform pupils' understanding of life in other countries well. Wall displays and work in pupils' books celebrate and develop pupils' understanding of other cultures effectively.

Teaching: Adequate

Overall, teachers prepare and organise lessons appropriately using a range of suitable strategies. They share learning objectives with pupils and use relevant oral and questioning techniques well. Most manage pupils' time and behaviour well and provide useful praise and encouragement that help to maintain a positive working atmosphere in lessons.

In the majority of classes, teachers present purposeful learning activities that clearly motivate their pupils. They keep their classes highly involved and pupils pursue their own learning well. Teaching in the LSC is particularly effective. However, the quality of teaching varies too much from class to class. In a minority of classes, lessons are slow moving and rely too heavily on worksheets, and pupils rely too heavily on the direction of the teacher. As a result, pupils do not develop their own initiative and they are passive for too long. In these instances, pupils of various abilities do not receive enough challenge in their work to develop their knowledge, understanding and skills as much as they could.

Teachers mark pupils' work regularly and guide them forward appropriately through spoken encouragement. The school has begun to use a range of methods to involve pupils more in assessing and making judgements about their own learning and how to improve their work. However, these are at an early stage of development and teachers' use of them varies too much from class to class.

Teachers make accurate assessments of standards of attainment. The school has put in place suitable standardised tests and assessment procedures to monitor pupils' progress. It is currently introducing a whole-school electronic assessment system to track pupils' progress and to generate targets to help pupils to reach their potential. It is too early to judge the effectiveness of these initiatives.

Annual reports are suitably detailed and provide parents with useful information about their children's progress. They include targets for improvement in learning areas and the core subjects. Parents also have regular opportunities to consult with teachers throughout the year.

Care, support and guidance: Good

The high level of care and purposeful working relationships between staff and pupils contribute strongly to pupils' wellbeing. Within their learning and in options available at break and lunchtimes, the school places a strong emphasis on healthy eating and the benefits of regular exercise.

The school promotes pupils' spiritual and moral awareness successfully in class and in school assemblies which encourage them to reflect on their actions. In their work, pupils demonstrate a growing understanding of Christianity and other world religions. The school carefully showcases artwork from all pupils in the school's art exhibitions. School plays, choir and sports events effectively support pupils' wider cultural and social development.

Provision for pupils with additional learning needs is very good and enables these pupils to make strong progress towards achieving their individual targets. Staff identify pupils' additional learning needs quickly and they provide them with effective support through a wide variety of strategies. Teaching assistants provide valuable support for individuals and groups of pupils in class and during intervention sessions. The school also uses targeted provision well to meet pupils' emotional needs throughout the school.

The school makes good use of a variety of external agencies and other services to provide useful guidance for staff, pupils and parents. Nearly all pupils and their parents or carers feel able to approach staff for advice about any concerns. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school provides a caring and inclusive environment that values all pupils and recognises their individual contributions. All have equal opportunity to participate in lessons and the wider life of the school. Those with additional educational needs who attend the learning resource centre integrate effectively within the whole school.

The school successfully encourages pupils to understand and to celebrate diversity and newcomers are made to feel welcome. The school celebrates pupils' achievements appropriately in assemblies and through positive encouragement and use of rewards.

Classrooms provide a bright and stimulating environment for learners. A few classes have a large number of pupils for the size of the rooms. However, staff organise the rooms well and use the available space effectively. Displays usefully support pupils' learning. Outdoor provision is good, with the school's own field, garden and pond readily accessible. The grounds are secure and well maintained. Playground areas are large and well equipped. The school building is on a slope and it presents a variety of levels and useful individual spaces that are a core feature of the school's design. However, these are accessed by numerous flights of stairs and there is no general wheelchair access other than to the main hall.

There are sufficient resources to meet pupils' needs and the provision of ICT equipment is good

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

The recently-appointed headteacher and acting deputy headteacher share a clear vision for the school. They have introduced several purposeful initiatives in the short time they have been in post and have identified the school's strengths and areas for development appropriately. However, these initiatives are new and have not yet had a significant impact on improving the quality of provision or raising pupils' standards. Members of staff support the leaders and managers well. They have clear responsibilities for developing specific areas of the curriculum. They work well as a team to improve the school as an effective learning community. The school has made appropriate progress in implementing the national literacy and numeracy framework.

Governors have a growing understanding of their roles and responsibilities and support the school in its day-to-day work well. Presentations from the headteacher and local authority staff about the school's performance data have begun to improve governors' knowledge of the school's performance compared with that of similar schools. Governors visit classes from time to time and have begun to go on learning walks to improve their understanding of the life and work of the school. These practices are informal. A few governors have responsibilities linked to specific areas of responsibility, but teacher governors tend to carry these, and this restricts the independent overview offered by governors.

The role of the governing body as a strategic and critical friend is limited and governors' understanding of the school's standards is not yet sufficiently robust.

Improving quality: Adequate

The school is developing new procedures to promote effective self-evaluation. The new headteacher has identified suitable priorities to enable pupils to develop to their full potential and to develop as independent learners. He collects information from a number of sources and analyses a range of attainment data to inform the process of identifying strengths and areas for development. However, the contribution of wider groups, such as pupils, parents and the governing body, is limited. The self-evaluation report does not give due consideration to evaluating progress towards previous targets.

The headteacher, in partnership with the local authority, has carried out effective monitoring of the quality of teaching and of pupils' learning. The development of visits by staff to other schools is having a positive effect on improving teachers' awareness of the school's comparative provision and in generating ideas about how to improve the school. However, the self-evaluation process, strategic planning, and teacher expectations across the school are only just beginning to raise pupils' standards in key areas, such as in numeracy and in the use of ICT across the curriculum.

The school improvement plan prioritises a suitable number of targets and identifies staff with responsibility for their delivery. It has realistic timescales and allocates appropriate funding to relevant actions. However, it lacks a direct focus on quantifiable success criteria against which leaders can measure progress. The

school has not addressed fully the recommendations from the previous inspection. Overall, it does not yet have a proven track record in securing improvement.

Partnership working: Good

The partnership with parents is strong and parents are supportive of activities provided by the school. They receive regular information about their children's progress through newsletters and the school's website.

Links with local schools and colleges provide students who assist in lessons and add to school life well. Pupils participate actively in community events, such as services in the local church and chapel. Positive links with local business have led to their sponsorship of the school's sports kit.

A suitable range of external agencies, such as the police, health, educational psychologist and speech therapy services, contribute their expertise usefully to supporting the school's work. The school has particularly benefited from the effective partnership that exists with local authority education officers to help plan improvement.

Successful co-operation with the local pre-school playgroup in the school helps to aid the induction of new pupils into the school. Local secondary schools collaborate well to facilitate the smooth transition of Year 6 pupils to the next step in their education. The school takes full advantage of the link between the cluster schools in the Llangatwg area. Teachers co-operate effectively with primary and secondary schools in the area to provide joint training. This has improved teachers' understanding of the expected standards at the end of key stage 2.

Resource management: Good

Leaders organise the resources allocated to the school well. They ensure that there are appropriate staffing arrangements to teach the curriculum effectively. There is a good match between the school's priorities and decisions relating to its expenditure. The school makes strong use of teaching assistants and they play an important part in supporting pupils. Teachers make good use of their time for planning, preparation and assessment.

There are suitable arrangements for managing the performance of teachers, which includes setting appropriate targets for them. However, these arrangements do not currently include teaching assistants.

The governors' finance sub-committee works effectively with local authority support officers and the school's funds are well managed.

The school makes effective use of the Pupil Deprivation Grant to support pupils who are eligible for free school meals. Provision includes supporting the emotional development of pupils and improving their readiness for learning, as well as support that focuses on the development of their literacy and numeracy skills. These initiatives include greater monitoring of these pupils, which shows their reading standards rising following interventions.

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

Appendix 1: Commentary on performance data

6712230 - Cilffriw Primary School

Number of pupils on roll	244
Pupils eligible for free school meals (FSM) - 3 year average	19.7
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	29	30	36
Achieving the Foundation Phase indicator (FPI) (%)	72.4	73.3	88.9
Benchmark quartile	4	4	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	29	30	36
Achieving outcome 5+ (%)	82.8	76.7	91.7
Benchmark quartile	3	4	2
Achieving outcome 6+ (%)	34.5	26.7	27.8
Benchmark quartile	1	3	3
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	29	30	36
Achieving outcome 5+ (%)	82.8	80.0	91.7
Benchmark quartile	3	4	2
Achieving outcome 6+ (%)	31.0	23.3	33.3
Benchmark quartile	2	3	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	29	30	36
Achieving outcome 5+ (%)	82.8	86.7	94.4
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	34.5	26.7	36.1
Benchmark quartile	2	4	3

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

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

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

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

6712230 - Cilffriw Primary School

Number of pupils on roll	244
Pupils eligible for free school meals (FSM) - 3 year average	19.7
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	35	34	22	28
Achieving the core subject indicator (CSI) (%)	80.0	70.6	68.2	85.7
Benchmark quartile	3	4	4	3
English				
Number of pupils in cohort	35	34	22	28
Achieving level 4+ (%)	82.9	73.5	72.7	92.9
Benchmark quartile	3	4	4	2
Achieving level 5+ (%)	28.6	32.4	27.3	46.4
Benchmark quartile	2	2	3	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	35	34	22	28
Achieving level 4+ (%)	88.6	76.5	68.2	85.7
Benchmark quartile	2	4	4	3
Achieving level 5+ (%)	28.6	29.4	22.7	46.4
Benchmark quartile	3	2	3	1
Science				
Number of pupils in cohort	35	34	22	28
Achieving level 4+ (%)	85.7	76.5	72.7	92.9
Benchmark quartile	3	4	4	2
Achieving level 5+ (%)	28.6	35.3	22.7	46.4
Benchmark quartile	2	2	4	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.	108		104 96%	4 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	100		96 96%	4 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	108		102 94%	6 6%	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	107		107 100%	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.	108		102 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	104		97 93%	7 7%	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.	109		107 98%	2 2%	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.	107		104 97%	3 3%	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.	104		93 89%	11 11%	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.	107		100 93%	7 7%	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.	94		58 62%	36 38%	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	105		93 89%	12 11%	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.	41	32 78%	8 20%	0 0%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	41	35 85%	5 12%	0 0%	1 2%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	41	38 93%	3 7%	0 0%	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.	41	29 71%	11 27%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	40	23 57%	15 38%	0 0%	1 2%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	41	30 73%	11 27%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	41	34 83%	7 17%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	39	28 72%	8 21%	1 3%	1 3%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	41	29 71%	9 22%	1 2%	1 2%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	41	33 80%	8 20%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	41	31 76%	9 22%	1 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	39	26 67%	10 26%	0 0%	1 3%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	41	26 63%	13 32%	1 2%	1 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	41	33 80%	7 17%	0 0%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	41	19 46%	16 39%	5 12%	1 2%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	41	25 61%	14 34%	0 0%	1 2%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	35	16 46%	10 29%	0 0%	1 3%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	41	20 49%	14 34%	4 10%	1 2%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	41	31 76%	9 22%	0 0%	1 2%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Gregory John Owens	Reporting Inspector
David Kenneth Davies	Team Inspector
Phillip Bowker	Team Inspector
Helen Brigid Potts	Lay Inspector
Alexine Bartholomew	Peer Inspector
Mr Quin	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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