



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

A report on

**Crymlyn Primary School
School Road
Jersey Marine
Neath
SA10 6JJ**

Date of inspection: March 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 06/05/2016

Context

Crymlyn Primary School is in the village of Jersey Marine, in the Neath Port Talbot local authority. There are 66 pupils on roll aged from 3 to 11 years, nine of whom attend part-time in the nursery. The school teaches all pupils in one of two mixed-aged classes.

Most pupils are of white British ethnicity. A very few pupils speak English as an additional language and a very few speak Welsh at home. The three-year average of pupils eligible for free school meals is about 24%. This is just above the national figure of 20%. The school identifies around 16% of pupils as having additional learning needs. This is below the national average of 25%. A very few pupils have a statement of special educational needs.

Estyn last inspected the school in February 2010. An acting-headteacher has been in post since September 2015.

The individual school budget per pupil for Crymlyn Primary School in 2015-2016 means that the budget is £4,953 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,039 and the minimum is £2,718. Crymlyn Primary School is sixth out of the 65 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 school's current performance is adequate because:

- Many pupils build upon their skills successfully as they move through the Foundation Phase
- Across the school, many pupils make successful progress in developing worthwhile reading and number skills
- Many pupils are confident to ask and answer a worthwhile range of questions in Welsh and to hold a simple conversation using familiar language patterns
- Most pupils with additional learning needs make valuable progress in line with their abilities
- Most pupils who receive additional support to improve their literacy skills make worthwhile progress through the school's intervention programmes
- Nearly all pupils behave well in lessons and around the school and treat each other and adults with respect and care
- All teachers have strong working relationships with pupils at the school
- In many classes, teachers plan a range of activities that stimulate the interest of most pupils well, particularly in the Foundation Phase

However:

- By the time they reach Year 6 a minority of pupils do not make the progress of which they are capable
- A significant minority of pupils do not write well enough independently or compose extended pieces of writing to a high enough standard
- Too many pupils' handwriting skills and presentation are irregular and the overall accuracy of many pupils' spelling is weak
- A majority of pupils do not use their literacy or numeracy skills effectively enough in other areas of the curriculum
- Most teachers' marking comments lack a clear focus on what pupils need to do to improve their work
- Assessment of pupils' work is not accurate enough

Prospects for improvement

The school's prospects for improvement are adequate because:

- The acting headteacher has introduced appropriate new systems and processes to improve the quality of teaching and to raise pupil standards
- She has instilled a strong team ethos amongst the staff
- Weekly staff meetings support the school's improvement priorities effectively
- Performance management objectives for teachers reflect the priorities of the school improvement plan well
- Governors carry out their statutory duties competently and have a good understanding of their role
- The school uses a broad range of appropriate methods to make judgements about the success of its provision
- The current self-evaluation report is a detailed document and, overall, provides a satisfactory analysis of the strengths of the school and its areas for improvement
- The school has beneficial relationships with parents that support pupils' learning and wellbeing effectively

However:

- In recent years, the school has not implemented effective strategies to ensure good standards and pupil progress
- School governors do not challenge the school robustly enough, particularly in relation to the standards pupils achieve
- Self-evaluation processes often lack sufficient rigour and do not include processes to follow up areas of concern and ensure that these are addressed
- School improvement activities do not always target the most important areas for development

Recommendations

- R1 Raise the standard of pupils' writing
- R2 Improve pupils' ability to apply their literacy and numeracy skills across the curriculum
- R3 Put in place curriculum plans that ensure the progressive coverage of the National Curriculum and provide a suitably balanced curriculum
- R4 Ensure that teachers plan and deliver learning that challenges all pupils effectively
- R5 Improve the accuracy of teacher assessment
- R6 Improve the rigour of self-evaluation processes and ensure that leaders challenge identified shortcomings robustly

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?

Adequate

Standards: Adequate

Many pupils enter the school with skills that are at a level expected for their age. As they move through the Foundation Phase, many pupils build upon these skills successfully. However, their progress through key stage 2 is not as strong. By the time they reach Year 6, a majority of pupils achieve in line with their ability. However, a minority of pupils do not make the progress of which they are capable.

In the Foundation Phase, many pupils' speaking and listening skills are appropriate. Most pupils listen well to adults and to other pupils. A majority of pupils are eager to discuss their learning activities, such as songs they have made up with a friendship group. However, a few pupils engage with others hesitantly. Throughout key stage 2, most pupils listen attentively and for extended periods, to adults and to the views of others. While a majority of pupils put forward their ideas clearly, a few do not speak confidently in front of others or engage with each other readily during discussions.

Many pupils in the Foundation Phase make successful progress in developing their reading skills. They enjoy reading and talk happily about the books that they like. For example, they name their favourite books and authors and explain why. They read confidently and use a suitable range of strategies, such as their understanding of phonics, to read unfamiliar words. Many pupils are aware of the difference between fiction and information texts and can describe features accurately, such as a book's contents and index. Throughout key stage 2, many pupils continue to build on their reading skills. They read fluently and accurately. A few more able pupils understand and can describe suitably why an author has chosen to use a particular word or phrase in a text.

At the end of the Foundation Phase, many pupils have a satisfactory understanding of different purposes for writing and plan their writing appropriately. They develop their ideas simply using a sequence of logical sentences, for example when writing a recount of a trip to the local church. However, they do not use basic punctuation well enough or spell a wide enough range of common words accurately. In key stage 2, a majority of pupils make adequate progress in developing their writing skills and write for a satisfactory range of purposes. Many pupils plan and redraft their work systematically, correcting spelling errors and adding in more adventurous vocabulary. However, in general, the quality of too many pupils' writing is inconsistent across a range of tasks. A significant minority of pupils do not write well enough independently or compose extended pieces of writing to a high enough standard. Too many pupils' handwriting skills and presentation are irregular and the overall accuracy of many pupils' spelling is weak. A majority of pupils do not apply their literacy skills effectively in other areas of the curriculum.

In the Foundation Phase, many pupils develop useful number skills. By the end of Year 2, many pupils recognise odd and even numbers and count forwards and

backwards accurately in tens and units to complete number problems. A few more able pupils have a good understanding of place value and use this to sequence numbers correctly beyond a thousand. By the end of key stage 2, many pupils have worthwhile number skills. They use their understanding of place value to multiply and divide whole numbers and decimals accurately. Many have a good understanding of probability and can predict the likelihood of rolling an odd or even number on a dice accurately. They have a sound understanding of how to present data in bar charts and pie graphs and draw conclusions from them appropriately. However, across the school, most pupils do not develop their skills of problem-solving and investigation at a high enough level. Overall, too many pupils do not apply their numeracy skills well enough or often enough in subjects across the curriculum.

In the Foundation Phase, many pupils are confident to ask and answer a range of simple questions in Welsh and using known language patterns suitably. They read and understand Welsh simple texts well. With support, they produce appropriate short pieces of writing, such as letters to Father Christmas. Throughout key stage 2, many pupils respond to basic instructions in Welsh effectively. They hold a simple conversation using the language patterns they have learned well. Many pupils read and understand basic Welsh texts satisfactorily and write for a worthwhile range of purposes, for example when writing about a school trip to Margam Park.

Most pupils with additional learning make progress in line with their abilities. Most pupils who receive additional support to improve their literacy skills make worthwhile progress through the school's intervention programmes.

The small numbers of pupils in each year group affects notably the school's overall performance when compared with that of similar schools. This means that the outcomes of end of key stage assessments must be treated with caution.

At the end of the Foundation Phase over the last four years, pupils' performance at the expected outcome in literacy shows an improving trend, but remains generally below the average when compared with similar schools. At the higher than expected outcome there is no overall pattern in pupils' performance in literacy. Over a similar period, performance in mathematical development, at the expected and higher outcomes, places the school generally in the lower 50% and bottom 25% when compared with similar schools.

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science has placed the school mostly in the top 25% when compared with similar schools. At the higher than expected level, pupils' performance in mathematics and science has placed the school consistently in the higher 50% and top 25%. Pupil performance in English varies greatly and there is no overall pattern.

The number of pupils eligible for free school meals is low. While this can make comparisons with other pupils unreliable, over the last four years no pupil eligible for free school meals has achieved the higher outcome in any subject area at the end of key stage 2.

Wellbeing: Good

All pupils feel safe in school and know to whom they should turn if they are worried or upset. Most pupils recognise the importance of a healthy diet and regular exercise. They understand well the importance of staying safe when using the internet and when communicating with electronic devices, such as mobile phones and computers.

Nearly all pupils behave well in lessons and around the school. They treat each other and adults with respect and care. Nearly all pupils demonstrate positive attitudes to learning. During lessons, most pupils work well, sustain concentration for extended periods and engage positively in learning tasks. However, a majority of pupils are not clear about their own areas for development or what they need to do to improve their learning.

Pupils' attendance at school is strong. Attendance rates place the school in the top 25% when compared with similar schools for the last two years. Nearly all pupils arrive at school on time.

The school has an enthusiastic school council that meets regularly. They arrange activities for younger pupils on the playground and put on plays for the whole school, for example a play about the effects of bullying. As a result, pupils have a heightened awareness of how their actions can affect others. However, the council does not have a strong impact on decision making at the school. Most pupils demonstrate responsible attitudes well. For example, they undertake their roles as sports ambassadors, members of the eco committee, and Welsh language ambassadors maturely.

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

The school's curriculum provides a suitable range of interesting learning experiences for most pupils. However, planning is not robust enough to ensure that it meets the full requirements of the Foundation Phase and key stage 2 National Curriculum. This means that teachers cannot be sure that the curriculum provides continuity and progression in pupils' learning or that all pupils have a suitably balanced curriculum. For example, pupils in key stage 2 undertake very few scientific investigations. Learning experiences in the Foundation Phase are effective and pupils benefit from a suitable range of enhanced activities that help them to develop as independent learners. In a minority of lessons, teachers rely too heavily on the use of worksheets. This limits the progress that pupils make, particularly in extending their written work and in developing problem solving skills in maths.

The school's current medium term planning identifies for one term only, a suitable range of opportunities within the curriculum for pupils to develop their skills in line with the National Literacy and National Numeracy Frameworks. As a result, pupils do not have consistent enough opportunities to develop their literacy and numeracy skills across the curriculum.

Provision and planning for Welsh language skills is effective. It succeeds in engaging the pupils' interest and fosters positive attitudes towards the Welsh language. Links with the local community and visits to such places as Castell Henllys extend pupils knowledge of the locality and the history and culture of Wales beneficially.

There is an appropriate focus on sustainability issues within the school. The eco committee contributes effectively to reducing waste, for example through recycling paper and reducing electricity use. As a result, most pupils have a good understanding of the need to care for the environment. All pupils are becoming more aware of the wider world and their place in it as global citizens. For example, visitors to the school include adults who successfully raise pupils' awareness of Japanese culture.

Teaching: Adequate

All teachers have strong working relationships with pupils. In many classes, teachers plan a range of activities that stimulate the interest of most pupils well. They question pupils effectively and provide useful, ongoing feedback that helps them make suitable progress. In a majority of classes, teachers use strategies such as talking partners well to allow pupils to exchange ideas and develop their thinking skills beneficially. However, in too many classes, teachers do not have a sufficiently high expectation of all pupils, particularly those who are eligible for free school meals and those who are more able. They do not match learning activities well enough to challenge pupils' of differing abilities.

All teachers mark pupils' work consistently. However, in a majority of classes, marking confirms what pupils have achieved and does not provide pupils with useful information on how to improve their work. Recently, most teachers have begun to develop the use of peer and self-assessment processes with pupils. As a result, pupils are beginning to develop an understanding of what they need to do to improve their learning. However, this is at an early stage of development.

The school tracks all pupils' progress diligently and teachers use this information well to identify pupils who need additional support for literacy. However, in a minority of cases, teacher assessment is over generous and does not provide an accurate picture of pupils' achievement and progress.

Annual reports are informative and make parents aware of areas where their child can improve.

Care, support and guidance: Good

The school provides a caring and supportive learning environment. All pupils have worthwhile opportunities to develop their understanding of spiritual, moral, cultural and social issues. For example, 'Faith the Fairy' allows pupils to discuss social and moral issues and suggest ways of remedying problems and concerns. The school's processes for ensuring pupils develop an understanding of how to stay healthy and safe are effective. For example, these include a programme of visits from the local police to teach pupils about the dangers of drugs and alcohol misuse and sessions on the importance of internet safety. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has a beneficial range of professional support from specialist services. For example, visits from local authority specialists have a strong impact on improving the quality of life, both inside and outside the school, for pupils with particular needs. As a result, they integrate well into school life and make strong progress against their individual goals.

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

Provision for pupils with additional learning needs is effective. Teachers identify pupils who need support well and set clear and specific targets for them in individual education plans. The school shares these with parents effectively and carries out regular reviews of progress. Pupils have valuable input into their targets and understand what they need to do to achieve these. Teaching assistants provide regular and effective support for many pupils with additional needs. As a result, targeted pupils make good progress in line with their abilities.

Learning environment: Adequate

The school is an inclusive community that provides a nurturing environment for all pupils. All staff treat each other and pupils with care, regardless of background. They work diligently to ensure that all pupils have equal access to all areas of the curriculum. As a result, pupils enjoy coming to school. The school celebrates diversity suitably. For example, visitors from India teach pupils about their different traditions. As a result, pupils are developing a worthwhile understanding of the diverse nature of other cultures.

All classrooms are of a suitable size with colourful displays. However, these do not celebrate pupils' work and achievements strongly. There is an appropriate range of resources of good quality to support learning and teaching. The outdoor provision for the Foundation Phase is satisfactory and provides sufficient space for pupils to develop important physical skills. However, the lack of an indoor hall means that physical education, particularly for pupils in key stage 2, does not take place regularly enough. The site and school buildings are secure. However, the school has not maintained its accommodation well. As a result, in a wide number of areas it is poorly maintained and unattractive.

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

The acting headteacher has been in post for a period of six months. During this time, she has introduced appropriate new systems and processes to improve the quality of teaching and to raise pupil standards. She has led all staff and governors in an effective review the school's vision and instilled a strong team ethos amongst the staff. However, her appointment follows a period of instability, including a time when the school was without a headteacher or any senior leader. As a result, the school did not implement effective strategies to ensure good standards and pupil progress during this time. New processes introduced by the acting headteacher, such as more regular training for staff, have not yet had time to improve provision or pupils' standards.

Weekly staff meetings support the school's improvement priorities effectively and provide useful opportunities for staff to carry out monitoring of the work of the school and to receive joint training, for example training from the local authority's Welsh language specialist to improve their use of the language and to support pupils' skills development. However, the acting headteacher does not always challenge and follow-up identified shortcomings from these activities robustly enough. Performance management objectives for teachers reflect the priorities of the school improvement plan well. However, the acting headteacher has only recently re-introduced these procedures and they are yet to have a positive effect on standards of teaching and learning.

Governors carry out their statutory duties competently and have a good understanding of their role. Alongside the acting headteacher and teaching staff, they monitor the work of the school suitably through regular visits. However, they do not consistently ensure that they challenge the school robustly enough, particularly in terms of the standards achieved by pupils.

Improving quality: Adequate

The school uses a broad range of methods to make judgements about the success of its provision. For example, teachers and governors work jointly to scrutinise pupils' books. They gather first hand evidence on the quality of teaching and learning by observing lessons and they evaluate teacher assessment outcomes and test data on a regular basis. In a majority of cases, this leads to the school identifying relevant areas for improvement, for example the need to raise the standards of pupils' numeracy skills. However, too many of these processes lack sufficient rigour. They do not include processes to follow up on areas of concern and do not challenge teachers robustly enough to ensure that weaknesses, for example in marking, are addressed.

The current self-evaluation report is a detailed document and, overall, provides a satisfactory analysis of the strengths of the school and its areas for improvement. However, in a minority of areas, it is too descriptive and not evaluative enough. All teachers contribute well to the review and help identify the main improvement priorities for the school.

The school improvement plan is a viable working document that outlines clearly areas for development and describes appropriate actions to address them. It includes suitable timescales for actions and allocates responsibilities efficiently. Staff and governors monitor it regularly and adapt it according to the changing needs of the school. All staff are involved in its implementation and in evaluating the impact of the previous year's plan. However, as a result of the lack of rigour in self-evaluation processes, school improvement activities do not always target the most important areas for development. Over recent years, school improvement planning has not been effective enough. As a result, past plans have targeted areas for development on which the school still needs to improve, such as ensuring that tasks meet the need of pupils of different abilities.

Partnership working: Good

The school has beneficial relationships with parents that support pupils' learning and wellbeing effectively. It keeps parents informed well about events and developments at the school through regular newsletters, the school website and other electronic communication. A home-school learning project to engage parents further in their children's education and the life of the school is particularly valuable. As a result, parental engagement with the school has improved. Staff make home visits to pupils before they join the school in the nursery class. These arrangements ensure that pupils have a smooth start to school and that parents have strong relations with staff from the outset.

A broad range of effective partnerships has a positive effect on pupils' wellbeing and standards. For example, work with a local superstore has been valuable in teaching pupils about the source of their food and their understanding of the world of work. Transition arrangements to the local high school prepare pupils well for the next stage of their education and include good opportunities for them to visit the school, take part in sporting activities and work with their new teachers. Teachers work well with other primary schools in the cluster and the local high school to agree a few pupils' outcomes at the end of the Foundation Phase and key stage 2. However, they do not use this information well enough to ensure the accuracy of assessments for other pupils.

Resource management: Adequate

All staff are suitably qualified and experienced to ensure the effective delivery of the curriculum. The school deploys them suitably to make the most of their expertise, for example placing teaching assistants who have experience in supporting pupils with particular learning difficulties alongside pupils with similar needs.

The school manages its teaching resources well to ensure that pupils have sufficient books, ICT equipment and other materials to deliver the curriculum efficiently.

The school uses its pupil deprivation grant to provide additional support for pupils who need assistance in developing their basic literacy and numeracy skills. Whilst this does benefit many pupils who are eligible for free school meals, in a few cases it does not target their particular needs and ensure that the school challenges them at an appropriate level.

As a result of the local authority's re-organisation of primary schools in the area, the school has, in agreement with the local authority, accrued a significant budget deficit. However, the school's ongoing financial management is competent. In partnership with the local authority, it is managing the situation appropriately and the deficit is not affecting outcomes for learners negatively.

Taking account of standards achieved by pupils, the school offers adequate value for money.

Appendix 1: Commentary on performance data

6712134 - Crymlyn Primary School

Number of pupils on roll	56
Pupils eligible for free school meals (FSM) - 3 year average	24.1
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	*	7	8	8
Achieving the Foundation Phase indicator (FPI) (%)	*	71.4	87.5	75.0
Benchmark quartile	*	4	2	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	7	8	8
Achieving outcome 5+ (%)	*	71.4	87.5	87.5
Benchmark quartile	*	4	3	2
Achieving outcome 6+ (%)	*	42.9	12.5	50.0
Benchmark quartile	*	1	4	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	*	7	8	8
Achieving outcome 5+ (%)	*	100.0	87.5	87.5
Benchmark quartile	*	1	3	3
Achieving outcome 6+ (%)	*	14.3	12.5	37.5
Benchmark quartile	*	4	4	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	7	8	8
Achieving outcome 5+ (%)	*	100.0	100.0	87.5
Benchmark quartile	*	1	1	4
Achieving outcome 6+ (%)	*	42.9	25.0	75.0
Benchmark quartile	*	3	4	1

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

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

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

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

6712134 - Crymlyn Primary School

Number of pupils on roll	56
Pupils eligible for free school meals (FSM) - 3 year average	24.1
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	8	9	9	*
Achieving the core subject indicator (CSI) (%)	100.0	100.0	77.8	*
Benchmark quartile	1	1	4	*
English				
Number of pupils in cohort	8	9	9	*
Achieving level 4+ (%)	100.0	100.0	77.8	*
Benchmark quartile	1	1	4	*
Achieving level 5+ (%)	*	*	66.7	*
Benchmark quartile	*	*	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	8	9	9	*
Achieving level 4+ (%)	100.0	100.0	88.9	*
Benchmark quartile	1	1	3	*
Achieving level 5+ (%)	*	66.7	66.7	*
Benchmark quartile	*	1	1	*
Science				
Number of pupils in cohort	8	9	9	*
Achieving level 4+ (%)	100.0	100.0	77.8	*
Benchmark quartile	1	1	4	*
Achieving level 5+ (%)	*	55.6	66.7	*
Benchmark quartile	*	1	1	*

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	33		33 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	33		33 100%	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.	33		33 100%	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	33		33 100%	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.	33		33 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	33		33 100%	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.	32		32 100%	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.	33		33 100%	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.	33		33 100%	0 0%	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.	33		33 100%	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.	33		29 88%	4 12%	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	33		32 97%	1 3%	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.	39	27 69%	12 31%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	39	29 74%	10 26%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	39	30 77%	9 23%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	38	28 74%	9 24%	1 3%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	36	18 50%	18 50%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	39	29 74%	9 23%	1 3%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	39	31 79%	8 21%	0 0%	0 0%	0	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.	39	20 51%	16 41%	2 5%	1 3%	0	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%	42%	6%	2%		
Staff treat all children fairly and with respect.	38	25 66%	11 29%	2 5%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	37	26 70%	10 27%	1 3%	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.	39	32 82%	7 18%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	37	22 59%	14 38%	1 3%	0 0%	2	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.	39	26 67%	10 26%	3 8%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	39	30 77%	9 23%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	38	24 63%	12 32%	2 5%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	39	25 64%	14 36%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	33	18 55%	13 39%	1 3%	1 3%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	39	26 67%	10 26%	3 8%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	39	28 72%	11 28%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Andrew Thorne	Reporting Inspector
Jonathan Wright	Team Inspector
Matthew Evans	Lay Inspector
Paul Timothy Harries	Peer Inspector
Sian Jefford	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.