



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

A report on

**Cwmcarn Primary School
Newport Road
Cwmcarn
Crosskeys
NP11 7LZ**

Date of inspection: May 2017

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

Cwmcarn Primary School is three miles north of Risca, in the Caerphilly local authority. There are currently 291 pupils on roll aged 4 to 11, including 30 children who attend part-time in the nursery class. There are 11 classes, including the nursery and a special needs resource base for eight key stage 2 pupils who have complex learning difficulties.

Around 26% of pupils are eligible for free school meals, which is above the national average. The school identifies 25% of pupils as having additional learning needs, including a very few who have statements of special educational needs. This is around the national average. Most pupils come from a white ethnic background and speak English as a first language. No pupils speak Welsh at home.

The headteacher took up his post in April 2014. The school's last inspection was in March 2010.

The individual school budget per pupil for Cwmcarn Primary School in 2016-2017 means that the budget is £3,314 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,854 and the minimum is £2,696. Cwmcarn Primary School is 28th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- Standards are improving
- Pupils with additional learning needs, including those in the special needs resource base, make good progress from their starting points
- The gap in the performance between pupils eligible for free school meals and other pupils is closing
- Most pupils' speaking and listening skills develop well
- Nearly all pupils apply their literacy, numeracy and information and communication technology (ICT) skills effectively across the curriculum
- Standards of behaviour are good throughout the school
- Pupils enjoy a rich range of learning experiences and extra-curricular activities
- Most teaching is good
- The school is a caring, supportive community with a strong, inclusive ethos

However:

- Pupils' rate of progress is uneven as they move through the school
- Pupils of higher ability do not always achieve as well as they could
- Most pupils do not develop sufficient independence in their learning
- Although improving, attendance rates are low when compared with those of similar schools

Prospects for improvement

The prospects for improvement of the school are good because:

- The headteacher and deputy head provide purposeful leadership
- The new senior leadership team are developing their roles well
- There is a strong team ethos and staff are committed to making improvements
- Governors help to shape the school's strategic direction effectively
- Self-evaluation processes identify relevant priorities for improvement accurately
- Actions to achieve targets for improvement are beginning to have a positive impact on pupils' outcomes and the quality of the provision
- There are productive partnerships with parents, advisers and specialists, other schools and the wider community that benefit pupils
- All members of staff participate in a good range of relevant in-service training, which supports the development of their knowledge and skills
- Expenditure links well with its plans for improvement

Recommendations

- R1 Improve the progress and standards that more able pupils achieve
- R2 Develop pupils' independence in learning
- R3 Continue to improve attendance
- R4 Raise teachers' expectations of the standards that pupils should achieve

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

On entry to school, most pupils have skills that are at, or below, expectations for their age. Standards are improving, but pupils' rate of progress is uneven as they move through the school. Pupils with additional learning needs, including those in the special needs resource base, make good progress from their starting points. Pupils of higher ability do not always achieve as well as they could.

Throughout the school, pupils' speaking and listening skills are developing well. Nearly all children in the nursery are keen to chat about their activities and explain what they are doing. They listen attentively to adults even in large gatherings, such as whole school assemblies. As pupils move through the Foundation Phase, they speak and share their ideas with increasing confidence. Pupils' good listening skills help them learn. For example, most pupils listen carefully during phonics lessons to help them distinguish between the sounds that different letters make.

In key stage 2, nearly all pupils listen respectfully to their teachers and to one another. They use their speaking skills well for a variety of purposes and enjoy exploring more adventurous and imaginative vocabulary. They use talk well in preparation for writing. In Year 3/4, for example, pupils discuss both sides of a controversial issue before writing a balanced argument. Throughout the key stage, pupils share their ideas and use subject-specific vocabulary increasingly well. In a science lesson in Year 5/6, for example, they discuss the possible meaning of words such as 'hypothesis' and 'variable'.

During the Foundation Phase, most pupils make good progress in their knowledge of letters and sounds. Pupils of all abilities usually apply this knowledge effectively to work out unfamiliar words. However, on a few occasions, they pay insufficient attention to the sense of a text to gain understanding. For example, less competent readers do not automatically look again when there is a mismatch between the word they say and the meaning of the text. By the end of this key stage, fluent readers use a range of reading strategies effectively and have a good understanding of the text.

In key stage 2, pupils read for a good variety of purposes, both fiction and non-fiction, including through the use of ICT. They often use their reading skills to research topics and try to identify key points in a text. They make notes and try to summarise these. However, many pupils are at an early stage in developing this skill and copy chunks of text. By Year 6, many pupils prefer to read silently, but enjoy guided reading sessions that help them deepen their appreciation of a shared text. Most pupils use the surrounding context well to work out the meaning of an unfamiliar word, such as 'magistrate', or they use a dictionary competently.

In the Foundation Phase, most pupils make good progress in their writing skills. They develop their handwriting skills particularly well, so that their work is neat, legible and well presented. Most pupils apply their knowledge of spelling and punctuation well in their writing in different forms such as newspaper reports, stories and poems about dinosaurs. Many pupils use a widening range of vocabulary in their writing. However, pupils do not write independently and at greater length enough, especially pupils of higher ability.

Pupils in key stage 2 write in a good range of styles and for a variety of purposes. Where expectations are high, many pupils produce a good amount and quality of writing. However, the standard of handwriting and presentation is variable and pupils of higher ability do not often produce extended pieces of writing. By Year 6, however, many pupils plan, draft and edit their writing with increasing skill and produce lively, pieces of text. Good writers enjoy using different punctuation and fonts for stylistic effect. Spelling is mainly accurate and the standard of handwriting and presentation is consistently good.

Throughout the school, standards in mathematics are improving so that most pupils are beginning to make good progress. By the end of the Foundation Phase, most know that numbers have different values depending on their place. They count confidently and add, subtract, multiply and divide two-digit numbers correctly. Most pupils weigh and measure carefully using standard units and do 'real life' calculations involving small sums of money. Most pupils apply their numeracy skills well in different areas of learning. For example, they make tally charts and bar graphs as a result of their investigation of 'minibeasts' in the school garden. However, they do not present their findings independently enough.

During key stage 2, most pupils are beginning to make good progress in their numeracy skills. By Year 6, many pupils work at a high level in mathematics. They read, write and order large numbers correctly using figures and words. They handle fractions competently and convert them to decimals and percentages. They interpret data well and present their findings in a variety of ways. For example, they create line graphs showing how long it takes water to cool and pie charts illustrating children's favourite drinks.

Most pupils make good progress in their ICT skills as they move through the school. In the Foundation Phase, most pupils use a variety of applications on tablet computers to support their learning effectively. For example, they use word processing regularly to write stories and present information about topics such as celebrations. Most pupils create simple data bases about 'minibeasts' and graphs to display information about fossils.

In key stage 2, most pupils develop a wide range of ICT skills. They create graphs and interpret databases effectively. For example, pupils in Year 4 interrogate a budget for a trip to Legoland. In Year 6, pupils present information gleaned from the internet using a range of programs to prepare a presentation about quadrilaterals. Nearly all pupils use QR codes effectively to make notes about their study of, for example, the Welsh mining industry. In upper key stage 2, most pupils use coding to create accurate sequences of instructions for 'alchemists' to find a pot of gold as part of their topic on 'Alchemy Island'.

Generally, pupils make a good start at learning Welsh. In the Foundation Phase, many respond appropriately to instructions and questions. Most pupils ask and answer questions about themselves and about the weather confidently. In key stage 2, the majority of pupils read and write in Welsh to an appropriate standard. They practise writing sentence patterns and use their knowledge of Welsh vocabulary to construct meaningful sentences. However, few pupils have the confidence and quick recall of Welsh words and phrases to sustain conversations.

At the end of the Foundation Phase, pupils' performance at the expected outcome in literacy and mathematical development has placed the school in the lower 50% compared with similar schools over the last three years. Over the same period, at the higher outcome, pupils' performance has declined in both areas of learning. In key stage 2, at the expected and higher levels in English, mathematics and science, performance has declined when compared with that of similar schools over the last three years.

In both key stages, scrutiny of pupils' work confirms that since his appointment, the headteacher has ensured the accuracy of end of key stage teacher assessment and that standards are beginning to rise.

Pupils who are eligible for free school meals have generally performed less well than other pupils over the last four years. However, the gap in their performance compared with that of other pupils is closing.

Wellbeing: Adequate

Nearly all pupils understand the need to eat and drink healthily and to take regular exercise. Most feel safe in school and nearly all are confident that staff will deal promptly with any incidents that occur or worries they may have. Pupils who join the school during the year settle and make friends quickly. Most pupils have a sound understanding of how to stay safe on the internet.

The behaviour of nearly all pupils is very good in class, in assembly, around the school and when they go on educational visits. Most pupils enjoy their lessons and co-operate well in their learning. They are polite, courteous and respectful to one another and to visitors.

The school council meets occasionally to discuss issues and make decisions about improvements to the school's provision, such as playground equipment. Overall, however, its role in representing the views of other pupils is limited. Prefects and the eco club members carry out their roles conscientiously, but few pupils take on such responsibilities.

Most pupils have a good awareness of their local community and make a positive contribution to it. For example, they plant poppy seeds in the local park in preparation for Remembrance Sunday and make items to sell and raise funds for Christmas lights in the village.

When given the opportunity, many pupils are beginning to develop their skill in evaluating and improving their own learning and most are aware of their targets for

improvement. However, pupils have a limited say in what they learn and their independent learning skills are underdeveloped

Although pupils' attendance is improving steadily, when compared to those of similar schools for the last three years attendance rates are consistently below the average. Punctuality is good.

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

The school provides a broad range of learning experiences that meet statutory requirements. In the Foundation Phase, staff provide relevant opportunities for pupils to learn through play. In key stage 2, well-planned topic work engages pupils in their learning successfully. An extensive range of trips, after school clubs and visitors enrich the curriculum extremely well.

There are many relevant opportunities for pupils to apply their literacy, numeracy and ICT skills for real life purposes across the curriculum. The school incorporates the national literacy and numeracy frameworks effectively into its planning for the development of these skills.

The school promotes pupils' Welsh language skills and their understanding of the culture and history of Wales effectively through a wide range of activities. Visits to places linked to their topics have a notable impact on pupils' learning. For example, when recounting a visit to Tretower Court in connection with her study of the Tudors, one Year 6 pupil wrote, 'It was fun and educational. I learnt a lot.'

There are many beneficial opportunities for pupils to learn about sustainable development, such as recycling and minimising waste, which encourage pupils to lead a sustainable lifestyle. Enthusiastic eco club members contribute well to this element of school life and promote pupils' knowledge of environmental issues. Worthwhile links with a school in Uganda, and opportunities to learn about other countries, strengthen pupils' awareness of their roles and responsibilities as global citizens.

Teaching: Good

Members of staff have strong working relationships with pupils, which help to engage pupils' interest and attention in their learning. Teachers manage pupils' behaviour effectively so that in nearly all classes learning proceeds at a good pace in a calm, purposeful atmosphere. Teaching assistants make a valuable contribution in supporting pupils' learning.

In nearly all classes, teachers build well on pupils' previous learning and have clear objectives that pupils understand. Teachers often provide an effective stimulus at the beginning of lessons to capture pupils' interest and motivation to learn. They have a secure knowledge of the subjects they teach and usually achieve a good balance between imparting knowledge and opportunities for pupil discussion. Most teachers are developing skilful questioning techniques that encourage pupils to justify and expand their answers.

Teachers usually adapt tasks effectively to meet the needs of pupils, but the frequent use of worksheets in a few classes restricts the potential for pupils to work individually and independently. This also means that more able pupils do not always achieve to their full potential.

Staff give purposeful oral feedback to pupils in class and mark work regularly. The school's marking policy is clear and teachers apply it consistently, identifying what pupils do well and what they can do to improve their work. Peer and self-assessment strategies are at an early stage of development.

Teachers track pupils' progress carefully and identify any who are at risk of falling behind in their learning so they can receive extra support. They give pupils realistic, challenging targets and review progress towards them regularly. Teachers' assessments at the end of the Foundation Phase and key stage 2 are accurate. Annual reports to parents are informative and provide useful guidance on how they can support their child's learning.

Care, support and guidance: Good

The school is a caring, supportive community. Good working relationships between staff and pupils contribute strongly to pupils' wellbeing. Staff make appropriate arrangements for promoting healthy eating and drinking and there are regular opportunities for pupils to engage in sporting activities to support a healthy lifestyle.

Across the school, learning experiences promote pupils' social, moral, spiritual and cultural development effectively. Assemblies reinforce the school's values and provide worthwhile opportunities for pupils to reflect on how these relate to their own life experiences. Visiting music and arts specialists make a valuable additional contribution to pupils' cultural and creative development.

There are a number of successful initiatives to improve attendance. These initiatives, combined with an effective partnership with families, are having a positive effect on raising attendance.

The school identifies pupils who need additional support upon entry. Staff support pupils with additional learning, behavioural or social needs skillfully. Pupil-friendly individual learning plans have suitable targets. The extra help that pupils receive in intervention groups enables them to make good progress towards their targets. The school tracks pupils' progress carefully and reviews it with both pupils and their parents regularly.

The special needs resource base caters very well for pupils who have complex learning needs. The base is a valued and integral part of the school and pupils often join other pupils for playtimes and assemblies. There are strong links with specialist health and educational professionals to support the inclusion of all pupils. Staff seek additional expert advice when necessary, and respond swiftly to strengthen provision.

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

Learning environment: Good

The school has a strong, inclusive ethos, which it communicates well to pupils, parents and staff. It is a supportive community for adults and pupils and this is reflected in its daily life and work. Staff promote an appreciation of diversity well and create an atmosphere where they value everyone's contribution equally.

The building, classrooms and learning areas are attractive and spacious. Around the school, colourful displays support pupils' learning and celebrate their achievements well. Pupils use a wide range of relevant learning resources, including ICT equipment, to support their learning effectively.

Pupils have many enjoyable opportunities to play and learn at break times in the outdoor spaces. They have access to a wide choice of equipment and activities including climbing walls, bikes and ball games. During lessons in the Foundation Phase, however, staff do not make enough use of the outdoor areas fully to extend pupils' learning.

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

The headteacher and deputy head provide purposeful leadership for the school. Members of the new senior leadership team are developing their roles well and are making a positive contribution to the school's improvements. The leadership team has a clear vision that prioritises high standards and the inclusion of all pupils. Senior teachers share their good classroom practice effectively with colleagues to improve standards of teaching and learning across the school.

Staff members at all levels have a clear understanding of their roles and responsibilities, which they carry out effectively. They know the school's strengths and areas for development. There is a strong team ethos and a common sense of purpose as staff work towards improving the quality of the provision and pupils' outcomes. Effective performance management procedures link directly to the school development plan and staff training needs.

The governing body supports the school well. Governors are knowledgeable about the school's strengths and weaknesses and help shape its self-evaluation and strategic direction by acting as 'critical friends'. By considering relevant data and discussing outcomes with the headteacher, they have a secure understanding of how the school is performing in comparison with similar schools.

The school responds positively to national and local priorities. For example, arrangements for implementing the literacy and numeracy framework are developing well. This ensures that most pupils apply their skills well in work across the curriculum. Leaders' efforts to improve attendance, including the appointment of a welfare officer, are having a positive effect on raising attendance levels.

Improving quality: Good

Leaders and managers use a wide range of first-hand evidence effectively to inform their judgements about the quality of standards and provision. This evidence includes regular observations of teaching, careful scrutiny of pupils' work and rigorous analysis of data on pupils' performance.

Leaders take good account of the views of stakeholders such as parents, governors and the local authority. For example, they work closely with advisers to identify relevant priorities for improvement and plan how to achieve them effectively. However, the role of the school council in contributing to the self-evaluation process is at an early stage of development.

The school also uses information from its analysis of pupil performance effectively to identify areas to improve and to target extra support, for example, towards pupils at risk of falling behind or pupils with additional learning needs. As a result, these pupils make good progress.

The self-evaluation report is detailed and presents an accurate assessment of the school's strengths and areas to develop. Leaders use this report successfully to determine priorities in the school improvement plan. All staff have a good understanding of these priorities. The plan includes a broad range of suitable actions, identifies staff responsible for their delivery, and has realistic timescales and clear success criteria.

Leaders monitor progress towards the achievement of priorities effectively. The successful implementation of the actions detailed in the school improvement plan is having a positive effect in several aspects of the school's provision, such as pupils' skills in using a wider range of ICT equipment.

Partnership working: Good

Pupils benefit from the school's close partnerships with parents, other schools, specialist agencies and the wider community. These have a positive effect on pupils' learning and wellbeing.

The school provides a wide range of useful information for parents and regular opportunities for them to visit, but its communication with parents is not always clear and efficient. For example, the school website does not contain up-to-date information. The parent teacher association is very active and raises funds for items such as netball posts and tennis nets. Staff use the equipment well to support pupils' physical development.

There are mutually beneficial partnerships within the local community. For example, there is regular, close contact with the local vicar who takes a keen interest in pupils' wellbeing. Effective collaboration with a range of outside agencies helps the school to meet pupils' needs and improve the quality of its provision. For example, staff follow advice given by the speech and language therapy service carefully to develop the communication skills of pupils with specific needs. Links with community groups and a local supermarket support pupils' activities and enterprise projects well.

Smooth transition arrangements from home to nursery, or reception classes, enable the youngest children to settle into life in school happily. There is an effective partnership with the secondary school. A good range of well-planned visits for pupils in Years 5 and 6 allow them to engage in cultural and academic activities such as design and technology projects and opportunities to use the secondary school's science laboratories. These arrangements support nearly all pupils as they move to the next phase of their education successfully. Teachers co-operate productively with colleagues in other schools to ensure the accuracy in their assessments of pupils' work.

Resource management: Adequate

The school has a sufficient number of experienced and appropriately qualified staff to deliver the curriculum effectively. Teachers and teaching assistants work well together to promote and support pupils' learning. All members of staff participate in a good range of relevant in-service training which links clearly to whole-school priorities and performance management targets. For example, training to develop staff skills in managing pupils' behaviour is having a positive effect on this aspect of pupils' wellbeing.

Arrangements for teachers' preparation, planning and assessment time are effective. For example, teachers who share classes plan together during this time to ensure continuity and progression in pupils' learning.

The school's expenditure links well with its plans for improvement. The recent purchase of new ICT equipment, for example, supports improvements in pupils' ICT skills. Leaders use the pupil deprivation grant well to support pupils eligible for free school meals to improve their literacy and numeracy skills. As a result, many pupils in this group make improved progress and the gap in their performance compared with other pupils is closing.

The headteacher and governors manage the budget carefully. In view of the standards achieved by pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6762100 - Cwmcarn Primary School

Number of pupils on roll	293
Pupils eligible for free school meals (FSM) - 3 year average	27.4
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	36	34	37	34
Achieving the Foundation Phase indicator (FPI) (%)	86.1	79.4	75.7	79.4
Benchmark quartile	1	2	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	36	34	37	34
Achieving outcome 5+ (%)	91.7	79.4	81.1	85.3
Benchmark quartile	1	3	4	3
Achieving outcome 6+ (%)	30.6	23.5	32.4	20.6
Benchmark quartile	1	2	2	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	36	34	37	34
Achieving outcome 5+ (%)	94.4	79.4	78.4	82.4
Benchmark quartile	1	3	4	3
Achieving outcome 6+ (%)	27.8	26.5	29.7	11.8
Benchmark quartile	1	2	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	36	34	37	34
Achieving outcome 5+ (%)	91.7	91.2	97.3	82.4
Benchmark quartile	2	3	2	4
Achieving outcome 6+ (%)	44.4	58.8	43.2	29.4
Benchmark quartile	2	1	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.

6762100 - Cwmcarn Primary School

Number of pupils on roll	293
Pupils eligible for free school meals (FSM) - 3 year average	27.4
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	33	36	38	34
Achieving the core subject indicator (CSI) (%)	90.9	83.3	68.4	76.5
Benchmark quartile	1	2	4	4
English				
Number of pupils in cohort	33	36	38	34
Achieving level 4+ (%)	90.9	83.3	68.4	76.5
Benchmark quartile	1	2	4	4
Achieving level 5+ (%)	36.4	41.7	18.4	11.8
Benchmark quartile	1	1	4	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	33	36	38	34
Achieving level 4+ (%)	93.9	86.1	71.1	76.5
Benchmark quartile	1	2	4	4
Achieving level 5+ (%)	36.4	38.9	13.2	8.8
Benchmark quartile	1	1	4	4
Science				
Number of pupils in cohort	33	36	38	34
Achieving level 4+ (%)	97.0	88.9	68.4	79.4
Benchmark quartile	1	2	4	4
Achieving level 5+ (%)	54.5	41.7	26.3	0.0
Benchmark quartile	1	1	3	4

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	98	87 89%	11 11%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	68 69%	31 31%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	87 87%	13 13%	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	99	79 80%	20 20%	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.	99	70 71%	29 29%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	99	88 89%	11 11%	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.	100	94 94%	6 6%	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.	100	95 95%	5 5%	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.	100	56 56%	44 44%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	100	87 87%	13 13%	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.	98	52 53%	46 47%	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	99	64 65%	35 35%	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.	50	14 28%	30 60%	4 8%	1 2%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	50	30 60%	18 36%	1 2%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	50	28 56%	21 42%	1 2%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	50	25 50%	20 40%	3 6%	1 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	50	11 22%	26 52%	10 20%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	50	19 38%	26 52%	2 4%	1 2%	2	Mae'r addysgu yn dda.
		61%	37%	2%	0%		
Staff expect my child to work hard and do his or her best.	50	25 50%	23 46%	2 4%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	50	12 24%	29 58%	8 16%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	50	19 38%	23 46%	4 8%	1 2%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	50	14 28%	29 58%	5 10%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	50	20 40%	24 48%	6 12%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	50	15 30%	25 50%	5 10%	0 0%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	50	12 24%	24 48%	10 20%	3 6%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	50	27 54%	19 38%	3 6%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	50	18 36%	21 42%	7 14%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	50	20 40%	24 48%	3 6%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	50	13 26%	25 50%	3 6%	1 2%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	50	13 26%	26 52%	10 20%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	50	16 32%	23 46%	6 12%	2 4%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Ms Stephanie James	Reporting Inspector
Ms Edna Davies	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Jayne Edwards	Peer Inspector

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.