



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

A report on

**Dowlais Primary School
High Street
Caeharris
Merthyr Tydfil
CF48 3HB**

Date of inspection: October 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 Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Publication date: 13/12/2016

Context

Dowlais Primary School occupies two sites, a short distance apart. It serves the community of Dowlais in the Merthyr Tydfil County Borough Council local authority.

There are 222 full-time pupils between the ages of 3 and 11 on roll. There are nine classes, one of which is mixed age. The school also hosts a learning resource base, funded by the local authority, for pupils with moderate learning difficulties.

Around 15% of pupils are eligible for free school meals, which is below the national average (19%). The school identifies that approximately 19% of pupils have additional learning needs. No pupils have a statement of special educational needs.

Nearly all pupils are of white British ethnicity and come from homes where English is the main language. No pupils speak Welsh at home.

The headteacher took up her post in October 2014. Estyn last inspected the school in February 2011.

The individual school budget per pupil for Dowlais Primary School in 2016-2017 means that the budget is £3,890 per pupil. The maximum per pupil in the primary schools in Merthyr Tydfil is £4,396 and the minimum is £3,365. Dowlais Primary School is ninth out of the 22 primary schools in Merthyr Tydfil in terms of its school budget per pupil.

Summary

| | |
|---|-------------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The school's current performance is good because:

- Most pupils make good progress in the development of their literacy, numeracy and information and communication technology (ICT) skills as they move through the school
- Pupils develop capable oracy skills that support them in all areas of learning
- Nearly all pupils feel safe and happy at school and are keen to contribute to school life
- Most pupils behave well, and they show respect and consideration towards one another
- The school provides a wide range of learning experiences of high quality that enrich and enhance pupils' learning
- Teachers provide good levels of challenge to develop pupils' knowledge, skills and understanding
- The school uses assessment information effectively to ensure that it meets pupils' needs

Prospects for improvement

The school's prospects for improvements are good because:

- The headteacher provides strong and effective leadership
- Members of the senior management team support the headteacher effectively
- Governors are supportive of the school's work
- There are effective processes to review the quality of its provision and the standards that pupils achieve
- There are effective links with an extensive range of partners
- Staff work well within an effective learning community and they reflect actively upon their professional practice to improve teaching and learning
- The headteacher and governors target expenditure effectively to support priorities for improvement

Recommendations

- R1 Raise standards of pupils' reading and writing skills in Welsh
- R2 Improve attendance
- R3 Provide more opportunities for pupils to apply their literacy and numeracy skills in work across the curriculum
- R4 Develop provision for the Foundation Phase, in particular the use of the outdoor environment
- R5 Develop the role of the governing body in holding the school to account

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?

Good

Standards: Good

Many pupils in mainstream classes enter the school with skills, knowledge and understanding that are lower than the level expected for their age. Most pupils make good progress as they move through the school. Pupils in the learning resource base make strong progress from their individual starting points.

In many cases, pupils develop capable oracy skills that support them in all areas of learning. They listen carefully to the contributions of others, ask appropriate, purposeful questions, and provide well-considered answers.

As they progress through the school, most pupils develop effective reading skills. In Year 2, nearly all pupils read with independence and fluency. They correct themselves when they make mistakes and use their knowledge of letter sounds well to read unfamiliar words. They have a good understanding of the texts they read and recount what they have read accurately. By Year 6, many pupils are enthusiastic readers. Most read with accuracy and expression. They have a good understanding of the difference between fiction and non-fiction books and can discuss their features knowledgeably. They frequently use thesauruses and dictionaries effectively to improve their work. They use reference texts effectively to support their topic work, for example when researching the Second World War.

Most pupils in the Foundation Phase make good progress in developing their writing skills. By the end of Year 2, many pupils form letters accurately and present their work well. Most pupils' spelling is appropriate to their age and ability and a majority use punctuation to organise their sentences well. Nearly all pupils demonstrate a good understanding of the different types of texts and apply these skills well in their own work, for example when writing an explanation about how an ice-cream machine works. In key stage 2, most pupils present their work neatly and with a sense of pride. Many pupils develop a legible and fluent handwriting style. In Year 6, most pupils' standards of spelling and punctuation are good and they write effectively in a wide range of forms. For example, they create engaging explanations about why aliens do not invade the Earth and persuasive arguments against the banning of fireworks. However, pupils across the school do not use these skills consistently at the same level in their work in other areas of the curriculum.

During the Foundation Phase, many pupils develop a good understanding of place value and the four rules of number. In Year 2, most pupils apply their understanding well to add and subtract numbers to 100 and a few to 1,000. They use a range of measures well when, for example, calculating different amounts of water to fill a one litre bucket. A few more able pupils measure temperature using negative numbers. Most pupils represent and interpret data accurately in the form of bar charts and pictograms. They understand and calculate amounts of money well, such as when calculating the total cost of a meal from prices on a menu.

In key stage 2, nearly all pupils continue to make good progress in the development of their mathematical skills. They make appropriate estimations and develop a thorough understanding of decimals and fractions. Pupils in Year 4 calculate accurately how many sweets two children receive when given a fraction of a total amount. They read simple scales and have a good understanding of a range of measures, including length, weight and time. In Year 6, nearly all pupils have a strong understanding of place value and use this successfully in their calculations, for example when using formal methods to solve long division problems. Most pupils develop accurate data handling skills and use these to create and interpret a wide range of tables and graphs. For example, they draw line graphs precisely to demonstrate the effect of exercise on heart rate. When provided with the opportunity, a majority of pupils across the school use their mathematical skills at the same level in other subject areas as they do in their maths lessons. However, this is not consistent across all classes.

Most pupils are confident in using ICT equipment and a wide variety of applications and programmes to develop their literacy and numeracy skills. In the Foundation Phase, they use a good range of online tools to support their work in many areas of the curriculum. Pupils in Year 1 use an online mapping website to locate their house as part of a study of their local area. By Year 2, many pupils create and save their work to a shared area confidently and independently. For example, they use the camera tool on a hand-held device to photograph their work and upload it to their class folder. In key stage 2, pupils build well on these skills. They use online tools to create mind maps when planning a story and bar charts to demonstrate temperature readings taken around the school. Many older pupils understand the use of formulae within a spreadsheet program and use this knowledge well to create a table of multiplication facts. A few pupils write simple computer programs well when, for example, using an online coding application to move a character across the screen. Overall, many pupils demonstrate strong ICT skills.

Many pupils in the Foundation Phase display an enthusiasm for learning the Welsh language. Most ask and respond to simple questions independently following basic patterns. Many pupils in key stage 2 use Welsh to answer a range of questions about common themes, such as their hobbies, food, clothes and families. A few pupils extend their answers appropriately. However, across the school, Welsh reading skills are under developed and the majority of pupils demonstrate little understanding of their texts. They do not apply their oracy skills well to support their writing and make limited progress.

The published data for teacher assessments at the end of key stage 2 includes pupils with additional learning needs within the Learning Resource Base. This affects the benchmark data that compares the overall performance of pupils with that in other schools.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at both the expected and higher outcomes has placed the school largely in the lower 50% when compared with similar schools over the last four years.

At the end of key stage 2, pupils' performance at both the expected and higher than expected level in English, mathematics and science has placed the school largely in the bottom 25% when compared with similar schools over the last four years.

Wellbeing: Adequate

Nearly all pupils feel safe and happy at school. They know where to go if they are upset or concerned and are confident that the school will address any problems. They have a good understanding of how to keep healthy by eating wisely and exercising regularly. For example, the Healthy Living Club provides pupils with the skills to prepare a balanced and nutritious meal.

Most pupils are keen to contribute to school life. Pupil groups, such as the road safety officers, eco-committee and digital leaders, allow pupils to participate in whole-school decision making well. The school council has a beneficial influence on school development and is a positive forum for pupils to express their views. For example, they designed character logos for pupils to use in their work to show when they have applied their literacy, numeracy and ICT skills. However, in most classes, pupils do not make sufficient choices about how and what they learn.

Most pupils are respectful and show consideration towards one another. They behave well in class and around the school. Most pupils develop their social and life skills well. For example, pupils in Year 6 improve their entrepreneurial, decision-making and problem-solving abilities when they take part in an annual life skills fortnight.

Attendance rates have placed the school largely in the bottom 25% when compared to similar schools for the past four years.

| | |
|---|-------------|
| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Good

The school provides a wide range of learning experiences of high quality that enrich and enhance all pupils' learning. The planned curriculum meets the requirements of the Foundation Phase, National Curriculum and religious education. Teachers devise interesting activities that engage most pupils. For example, pupils in Year 2 enjoy using an application on a hand-held device for reading barcodes to investigate the amount of sugar contained in various food items. The school provides a variety of extra-curricular clubs and educational activities that contribute to the development of pupils' learning and have a positive impact on their wellbeing, such as the dance and fitness clubs.

The school plans well for the development of pupils' literacy, numeracy and ICT skills. Teachers work collaboratively to ensure that pupils build well on the skills they have previously covered as they move through the school. Their regular meetings to review the skills development of each pupil is a particularly effective part of this process. However, they do not plan sufficient opportunities for pupils to apply these skills in all subject areas at the same high standard as they use them in their English and mathematics lessons.

Teachers develop pupils' knowledge of Welsh culture and traditions successfully. For example, visits to historical sites in the locality and workshops with local authors

and artists add successfully to pupils' understanding of their Welsh heritage. The school plans appropriately for the development of pupils' Welsh language skills. However, this does not impact well enough on the standards of pupils' reading and writing in Welsh.

The school's provision for education for sustainable development and global citizenship is increasingly strong. Its active eco-committee takes a positive role in helping the school to act sustainably through monitoring energy usage, recycling and composting waste food. The school promotes global citizenship appropriately through its eco days and class-based fair trade activities.

Teaching: Good

In nearly all cases, teachers have high expectations of pupils' learning and behaviour. They ensure that teaching progresses at a brisk pace that sustains the interest of pupils. Many teachers provide good levels of challenge to develop pupils' knowledge, skills and understanding in a way that builds effectively on what they already know and can do. For example, pupils in Year 6 extend their understanding of negative numbers well when using a blank number line to solve complex subtraction problems. Most teachers use effective questioning to develop pupils' oral skills and to challenge pupils to extend their thinking. They respond sensitively and positively to pupils' responses and support them to improve their answers. All staff maintain positive working relationships with pupils. However, in a few classes, teachers rely too heavily on the use of worksheets and this reduces pupils' ability to develop their skills independently.

Teachers follow the school's marking policy consistently. Their feedback to pupils is effective in identifying useful next steps in their learning. Teachers provide pupils with regular opportunities to make improvements to their work during 'make a difference' time. They plan purposeful opportunities for pupils to assess their own learning. Many pupils have a good understanding of their learning targets in literacy and numeracy.

Teachers track pupils' progress regularly and senior leaders analyse pupil outcomes thoroughly. Together, they use this information effectively to identify pupils who are not on track to achieve their targets and they plan relevant experiences as a result to meet individual pupils' needs. They discuss the progress of these pupils during 'Pupil Progress Performance Days' where they gather first-hand evidence of what pupils know and can do. This ongoing process is beneficial in ensuring good progress for most pupils.

The school has sound arrangements for the moderation of teacher assessment. As a result, most judgements on pupils' work are accurate. Annual reports meet statutory requirements and inform parents suitably about their child's progress.

Care, support and guidance: Good

The school has effective provision to support pupils' spiritual, moral and cultural development. It makes appropriate arrangements for promoting healthy eating and drinking. It manages pupil behaviour well and deals swiftly with any rare incidents of bullying.

The provision for pupils with additional learning needs is a strong feature of the school's work in all classes. There are thorough and effective arrangements for identifying pupils' needs early and monitoring their progress. Learning support staff make an important contribution across a wide range of the school's provision. They lead intervention programmes very effectively and use a range of multi-sensory strategies to support pupils successfully. Targets in pupils' individual education plans are precise and measurable. Staff review these regularly and keep parents informed appropriately of their child's progress. Most pupils have a good awareness of what skills they need to improve and to track their own progress. As a result, pupils with additional learning needs make notable progress from their starting points.

Pupils in the Learning Resource Base receive good support for moderate learning difficulties in literacy and numeracy. These pupils have access to mainstream lessons and receive a balanced curriculum. This provision is well planned and organised according to the needs of individual pupils. As a result, these pupils often make good progress in relation to their individual learning targets.

The school makes good use of a wide range of specialist services and healthcare professionals, as well as the local authority inclusion service. This ensures that pupils and parents receive good levels of support and guidance.

The school has recently introduced new measures to improve rates of attendance, including the appointment of a parent liaison officer. However, additional procedures and resources have yet to make an impact on raising levels of attendance significantly.

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

Learning environment: Good

The school has an open, caring and inclusive ethos. It provides all pupils with equal access to the curriculum, school clubs and educational visits. A sense of fairness for all is evident in the work of the school and it recognises and celebrates diversity actively. Senior leaders promote the school's strong ethos consistently and successfully across its two sites.

Both sites are secure and maintained adequately. Classrooms in both buildings are of sufficient size for the number of pupils. The recent decision to relocate the Year 2 class to the same site as the rest of the Foundation Phase has ensured closer working between teachers and consistency of provision. Staff design wall displays well to enhance pupils' learning and to ensure a common approach between classes. The school has recently invested in additional numeracy, literacy and ICT resources that have had a positive impact on pupils' standards. However, provision for Foundation Phase pupils, particularly in the outdoor learning environment, is underdeveloped and does not sufficiently meet their needs.

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

Leadership: Good

The headteacher provides strong and effective leadership. She has a clear vision that focuses on developing pupils as life-long learners and responsible members of the community. Other members of the senior management team, who are new to their roles, support the headteacher effectively. They show strong commitment to developing and promoting improvements. They have been influential in establishing a number of valuable strategies throughout the school that have led to significant improvements for pupils. For example, the investment in training and resources to improve standards in reading has resulted in positive outcomes for most pupils.

Staff meet regularly and focus clearly on priorities for school improvement and pupil attainment. Teachers have detailed job descriptions, which link well with their individual roles. Arrangements for managing the performance of staff are effective in identifying relevant areas for further professional development and training. For example, targets and training aimed at improving pupils' writing and developing numerical reasoning skills have helped to raise standards.

Governors are supportive of the school's work. They meet regularly and fulfil their duties conscientiously. Individual members have a sound understanding of the school's performance data and the school's strengths and areas for improvement. However, their role in the first-hand monitoring of the school's performance is in the early stages of development. Overall, they do not hold the school to account robustly enough.

The school responds appropriately to local and national priorities, such as reducing the impact of poverty and deprivation on pupils' attainment. The school is making good progress in developing pupils' ICT skills.

Improving quality: Good

The school has established effective processes to review the quality of its provision and the standards that pupils achieve. These include the robust analysis of a broad range of pupil performance information, including the outcomes from speaking to pupils, regular scrutiny of their work, parental questionnaires and lesson observations.

The school's self-evaluation processes identify accurately the strengths and weaknesses of the school. There is a clear link between the areas for development identified through self-evaluation and the priorities in the school improvement plan.

The school improvement plan is an effective document that focuses well on raising standards and improving provision for pupils. It sets out specific actions, appropriate timescales and clear success criteria for meeting its targets. It defines clearly the members of staff that are responsible for its implementation, monitoring and review. As a result, school improvement processes are effective in raising standards. For example, the school has been successful in improving the quality and consistency of the way teachers respond to pupils' work and indicate next steps in their learning. This has been influential in raising standards for most pupils.

The role of senior leaders is developing well in supporting school improvement processes. However, not all staff take part fully enough in gathering self-evaluation evidence and planning for improvement.

Partnership working: Good

The school works effectively with an extensive range of partners. A particular strength is its strong links with local businesses. These enrich the learning experiences offered to pupils very effectively. For example, partnerships with local companies allow the school to deliver a two-week life skills programme for Year 6 pupils at no cost to their families. This is highly effective in enhancing pupils' confidence and self-esteem. The link with a local publishing company offers pupils the opportunity to take part in workshops with local authors. This supports the development of pupils' literacy skills and stimulates their interest in reading well.

The school has a purposeful partnership with parents. Regular communication through newsletters and social media keeps parents well informed about the life and work of the school. The parent-teacher association makes a valuable contribution to help the school improve the resources available for pupils. For example, they have raised funds to purchase laptops, which have significantly enhanced the school's ICT provision.

There are appropriate arrangements to ensure that pupils settle well when they enter the nursery. This includes regular, effective communication with the on-site pre-school care provider. Well-established transition arrangements with the local secondary school ensure pupils are confident to move on to the next stage in their education. For example, pupils in Year 6 participate in a joint residential visit to a Welsh language activity centre with other schools in the cluster. This helps to provide pupils with the social skills and confidence they need to move to the next stage in their education.

Resource management: Good

The school has sufficient well-qualified teachers and support staff to meet pupils' needs. Senior leaders deploy staff effectively according to their strengths and the needs of the school. Teaching assistants have a positive impact on the quality of pupils' learning experiences and the standards they achieve. There are suitable arrangements for teachers' planning, preparation and assessment time. The school provides appropriate management time for senior leaders so that they can carry out their duties efficiently.

The school is an effective learning community. Senior leaders have established professional learning groups among the teaching staff that have a positive effect on the quality of teaching. These allow teachers to reflect and improve upon their professional practice. Learning networks with schools in the cluster offer beneficial opportunities for teachers to share effective practice. For example, they have visited colleagues in other schools to learn how they can use new learning materials to improve pupils' numeracy skills. The school has a good range of resources that it uses effectively to ensure that pupils have access to all aspects of the curriculum.

The headteacher and governors monitor and manage school finances carefully. They target expenditure effectively to support priorities for improvement. The school uses the Pupil Deprivation Grant appropriately to fund teaching assistants to support groups and individuals. This has a positive effect on the skills and standards of numeracy, reading and wellbeing of pupils who are eligible for free school meals.

In view of the strong progress made by most pupils and the overall quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6752355 - Dowlais Primary School

| | |
|--|------------------|
| Number of pupils on roll | 228 |
| Pupils eligible for free school meals (FSM) - 3 year average | 16.2 |
| FSM band | 3 (16%<FSM<=24%) |

Foundation Phase

| | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|
| Number of pupils in Year 2 cohort | 33 | 31 | 20 | 39 |
| Achieving the Foundation Phase indicator (FPI) (%) | 63.6 | 83.9 | 90.0 | 89.7 |
| Benchmark quartile | 4 | 3 | 2 | 2 |
| Language, literacy and communication skills - English (LCE) | | | | |
| Number of pupils in cohort | 33 | 31 | 20 | 39 |
| Achieving outcome 5+ (%) | 63.6 | 83.9 | 90.0 | 94.9 |
| Benchmark quartile | 4 | 4 | 3 | 1 |
| Achieving outcome 6+ (%) | 18.2 | 19.4 | 45.0 | 35.9 |
| Benchmark quartile | 4 | 4 | 1 | 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 | 33 | 31 | 20 | 39 |
| Achieving outcome 5+ (%) | 66.7 | 83.9 | 90.0 | 92.3 |
| Benchmark quartile | 4 | 4 | 3 | 2 |
| Achieving outcome 6+ (%) | 21.2 | 22.6 | 35.0 | 35.9 |
| Benchmark quartile | 3 | 4 | 2 | 2 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | | |
| Number of pupils in cohort | 33 | 31 | 20 | 39 |
| Achieving outcome 5+ (%) | 90.9 | 83.9 | 95.0 | 97.4 |
| Benchmark quartile | 3 | 4 | 3 | 3 |
| Achieving outcome 6+ (%) | 36.4 | 48.4 | 60.0 | 59.0 |
| Benchmark quartile | 3 | 3 | 2 | 2 |

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.

6752355 - Dowlais Primary School

| | |
|--|------------------|
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| FSM band | 3 (16%<FSM<=24%) |

Key stage 2

| | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|
| Number of pupils in Year 6 cohort | 31 | 25 | 23 | 28 |
| Achieving the core subject indicator (CSI) (%) | 83.9 | 64.0 | 82.6 | 78.6 |
| Benchmark quartile | 3 | 4 | 4 | 4 |
| English | | | | |
| Number of pupils in cohort | 31 | 25 | 23 | 28 |
| Achieving level 4+ (%) | 87.1 | 72.0 | 82.6 | 82.1 |
| Benchmark quartile | 3 | 4 | 4 | 4 |
| Achieving level 5+ (%) | 29.0 | 8.0 | 21.7 | 46.4 |
| Benchmark quartile | 3 | 4 | 4 | 2 |
| Welsh first language | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving level 4+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving level 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematics | | | | |
| Number of pupils in cohort | 31 | 25 | 23 | 28 |
| Achieving level 4+ (%) | 83.9 | 64.0 | 87.0 | 78.6 |
| Benchmark quartile | 3 | 4 | 4 | 4 |
| Achieving level 5+ (%) | 16.1 | 12.0 | 30.4 | 46.4 |
| Benchmark quartile | 4 | 4 | 4 | 2 |
| Science | | | | |
| Number of pupils in cohort | 31 | 25 | 23 | 28 |
| Achieving level 4+ (%) | 87.1 | 68.0 | 95.7 | 78.6 |
| Benchmark quartile | 3 | 4 | 2 | 4 |
| Achieving level 5+ (%) | 32.3 | 12.0 | 8.7 | 42.9 |
| Benchmark quartile | 3 | 4 | 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.

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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. | 94 | | 94 100% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 94 | | 87 93% | 7 7% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 94 | | 90 96% | 4 4% | 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 | 93 | | 91 98% | 2 2% | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | | 97% | 3% | |
| There are lots of chances at school for me to get regular exercise. | 94 | | 91 97% | 3 3% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 94 | | 91 97% | 3 3% | Rwy'n gwneud yn dda yn yr ysgol. |
| | | | 96% | 4% | |
| The teachers and other adults in the school help me to learn and make progress. | 94 | | 89 95% | 5 5% | 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. | 94 | | 94 100% | 0 0% | Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd. |
| | | | 98% | 2% | |
| My homework helps me to understand and improve my work in school. | 93 | | 86 92% | 7 8% | Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol. |
| | | | 91% | 9% | |
| I have enough books, equipment, and computers to do my work. | 94 | | 84 89% | 10 11% | 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. | 93 | | 67 72% | 26 28% | 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 | 93 | | 80 86% | 13 14% | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio. |
| | | | 84% | 16% | |

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 3

The inspection team

| | |
|----------------------|---------------------|
| Jonathan Wright | Reporting Inspector |
| Rosemarie Wallace | Team Inspector |
| Elizabeth Barry | Team Inspector |
| Andrea Louise Davies | Lay Inspector |
| James Richard Makin | Peer Inspector |
| Ruth Williams | 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.