



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Garnteg Primary School
Hillcrest
Garndiffaith
Pontypool
Torfaen
NP4 7SJ**

Date of inspection: May 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Garnteg Primary School is in the small town of Garndiffaith, near Pontypool in the Torfaen local authority.

There are 302 pupils aged three to eleven on roll. This includes 50 part-time nursery-aged children who attend either a morning or an afternoon session. There are nine classes in the school. With the exception of the part-time nursery class and one reception class, all classes have mixed aged pupils. Around 40% of pupils are eligible for free school meals. This is higher than the average for Wales (21%). A very few pupils are looked after by the local authority.

The school has identified around 34% of its pupils as having additional learning needs. A very few pupils have a statement of special educational needs. English is the predominant language for all pupils and currently no pupils receive support for English as an additional language. No pupils speak Welsh as their first language.

The headteacher took up her post in February 2010. The school was last inspected in September 2010.

The individual school budget per pupil for Garnteg Primary School in 2014-2015 means that the budget is £3,774 per pupil. The maximum per pupil in the primary schools in Torfaen is £14,422 and the minimum is £2,940. Garnteg Primary School is ninth out of the 29 primary schools in Torfaen in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- The high level of pastoral and academic support means that, by the time that most pupils leave the school, they have valuable literacy and numeracy skills and are confident independent learners
- Pupils' wellbeing is outstanding; nearly all pupils enjoy learning, are enthusiastic and are highly motivated to succeed
- Almost all pupils have very positive attitudes towards healthy eating and drinking and understand the importance of regular exercise
- Behaviour in the playground, classrooms and around the school is good
- Attendance has improved steadily in recent years and places the school in the top 25% when compared with similar schools for the past three years
- Effective teamwork between teachers and support staff ensures that most pupils make at least good progress in lessons and in their time in school
- The highly effective intervention programmes for vulnerable pupils impact positively on their wellbeing and standards
- Innovative and interesting displays using quick response coding and the regular use of mobile technology and digital media make the school an exciting place to learn

Prospects for improvement

The school's prospects for improvement are excellent because:

- The analysis of a wide range of information on the performance of pupils is highly effective and the raising attainment group has had a strong impact on improving quality and standards in the school
- The tracking of pupils' progress against their individual targets is regular and systematic and staff respond quickly and effectively to any underperformance
- The delivery and management of intervention programmes are very good and have a very positive impact on pupils' progress
- The level of team working is very high and leaders and managers at all levels undertake their roles very purposefully
- The self-evaluation processes are wide-ranging and the volume and quality of monitoring are very high
- Monitoring activities focus very well on the impact of initiatives and interventions and the identification of quantifiable measures is particularly good
- Improvement planning is effective and has helped to deliver significant gains in pupils' progress from their relatively low starting-points on entry to the school
- The school's engagement with its local community is excellent and has helped to boost the capacity of families to support their children's learning at home very well

Recommendations

- R1 Improve the presentation of pupils' work, particularly, handwriting and spelling and number formation in the Foundation Phase
- R2 Further improve pupils' Welsh skills
- R3 Ensure that marking provides pupils with clear guidance on how to improve and that pupils have enough time to respond to advice

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter school with knowledge, understanding and skills below the level expected for their age. The school's high level of pastoral and academic support means that, by the time that most pupils leave the school, they have valuable literacy and numeracy skills and are confident independent learners. The school is particularly successful in ensuring that its most vulnerable pupils make good and often very good progress and attain well.

Throughout the school, nearly all pupils listen well to one another and to adults. In the Foundation Phase, most pupils are keen to talk to visitors about what they are doing and enjoy engaging in role-play in the Welsh café and the ice-cream parlour. Many older pupils are developing a good range of specific subject vocabulary, which they use well when discussing mean, median and mode in relation to temperatures.

Across the school, most pupils read at an appropriate level for their age and ability. In the Foundation Phase, pupils read accurately with understanding and, with a little prompting, offer sensible predictions of what might happen next in the story. A few readers, that are more able, read with expression and have a good understanding of how to find information in a non-fiction text. As pupils move through the school, many acquire good reading skills, which enable them to research information for topic work effectively. For example, able children in one Year 3 and Year 4 class use the internet well to answer questions they find puzzling, such as, "do snails have a heart?" A few able readers at the end of the school identify significant characters and details in a text.

Most pupils make good progress in their writing skills from their starting point. Throughout the school, almost all pupils have a positive attitude to writing. As a result, they are happy to put pen to paper and do not see writing as a chore. By the end of the Foundation Phase, pupils write independently using a suitable range of genres, such as letters, stories and instructions. They use their phonic skills well to attempt to spell interesting words to make their stories engaging for the reader. In key stage 2, many pupils produce work of a reasonable length and quality, for example when explaining science investigations, writing letters to the council or discussing a character in their class book. Throughout the school, pupils' presentation of their work is not always neat and handwriting can be untidy. Pupils often make careless mistakes in punctuation, grammar and in the spelling of common words, particularly in key stage 2. In the Foundation Phase, pencil control is not as good as it should be and, as a result, pupils generally have weak letter and number formation.

In the Foundation Phase, pupils' number skills are generally good. Pupils double single digit numbers confidently and solve simple money problems accurately. They apply these skills appropriately across the areas of learning. For example, more able Year 2 pupils extract useful information from a text to produce a Venn diagram about dinosaurs. In key stage 2, pupils apply their numeracy skills well in topic work, such

as the study of a village in India where they compare and contrast weather information, in collecting and analysing data for school council projects and in their mini-enterprise project in making and selling flapjacks.

In the Foundation Phase, pupils speak Welsh enthusiastically and with pleasure. In the nursery class, for example, pupils answer questions about how they are feeling in Welsh and extend their answer to explain why in a mixture of Welsh in English. Older pupils in the phase engage in simple conversations about the weather, express their likes and dislikes and record this information in writing with support. By the end of key stage 2, many pupils talk about themselves, where they live and their families confidently using well-rehearsed and basic language patterns. These pupils also write simple accounts of their lives based on these patterns and are beginning to use the past tense correctly. In both key stages, pupils are not confident readers and struggle with pronunciation and understanding.

In the Foundation Phase, pupils' performance at the expected outcome and above in literacy and mathematical skills has consistently placed the school in the top 25% when compared with similar schools. Girls generally outperform boys at the higher outcomes, particularly in literacy.

In key stage 2, over the past four years, pupils' performance at the expected level and above in English, mathematics and science has generally placed the school in the top 25% when compared with similar schools. Girls consistently outperform boys at the higher levels in English and science and more often than not, in mathematics also.

In the Foundation Phase, pupils eligible for free school meals generally perform as well as their peers at the expected outcome but do less well overall at the higher outcomes. By the end of key stage 2, pupils eligible for free school meals generally perform as well as their peers although their performance at the higher levels in mathematics is generally weaker.

Wellbeing: Excellent

Pupils' wellbeing is outstanding. Nearly all pupils enjoy learning, are enthusiastic and are highly motivated to succeed. Most pupils have well-developed social and personal skills and are courteous and respectful towards adults and each other. As a result, the school is a calm, well-ordered community. Many take on responsibility willingly and show valuable leadership skills. For example, digital leaders are beginning to support other pupils well in developing their understanding of using new technology. Almost all pupils are happy and feel safe and secure in school. They have a mature attitude to using new technology and understand the importance of keeping themselves safe while on-line.

Pupils, particularly in key stage 2, evaluate their topic work well and contribute positively to identifying what they want to learn. Many pupils know what they need to do to improve and understand how they are working towards meeting their targets. Most pupils develop valuable skills in working with others and solving problems through such activities as their mini-enterprise projects.

Almost all pupils play an active and full part in school life. The school council and eco council provide a useful platform to encourage pupils' decision-making skills. For example, the school council has been instrumental in improving pupils' understanding of eating healthily. Visits to the Welsh Assembly and meetings with their local representative have been successful in raising pupils' awareness of the democratic process.

Pupils have a strong sense of community through involvement in local events such as singing in the local chapel at Harvest and Christmas. They are active in finding ways to improve the local community. For example, the eco council has identified the main obstacles preventing pupils and parents from walking to school and has presented its case for improvement to the local authority. Key stage 2 pupils regularly attend learning walks with governors and identify areas for improvement, such as the need for playground markings to encourage pupils' mathematical skills.

Almost all pupils have very positive attitudes towards healthy eating and drinking and understand the importance of taking regular exercise. Behaviour in the playground, classrooms and around school is good.

Attendance has improved steadily in recent years and has placed the school in the top 25% of similar schools for the past three years. Most pupils arrive punctually at the start of the day.

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

Learning experiences: Good

The school provides a suitably wide range of interesting experiences that stimulate and engage pupils well across the school.

Teachers' planning focuses well on making sure that pupils develop their skills appropriately as they move through the school and takes particularly good account of the national Literacy and Numeracy Framework. Pupils have worthwhile opportunities to use digital media and tablet computers to support their learning. Thematic work provides a suitable context for the development of pupils' skills, knowledge and understanding in each class and builds appropriately on their previous learning as they move through the school. Teachers plan very well for the effective use of the extensive outdoor learning environment across the school, but particularly in the Foundation Phase.

The school makes effective use of visitors and visits to places of interest to enhance pupils' learning experiences, for example to Blaenavon, Newport Museum, Barry Island and Goetre Wharf. The links with the local history group, for example in relation to the history of the local Blenheim bomber crash site, are particularly effective in developing pupils' interest in World War 2. The good range of extra-curricular clubs play an effective role in engaging identified pupils and their parents in learning.

There is appropriate provision for the development of pupils' Welsh language skills. The majority of teachers use Welsh regularly to reinforce pupils' learning outside of

Welsh lessons. The school's provision for developing pupils' knowledge and understanding of the history and culture of Wales is sound overall.

The school develops pupils' knowledge and understanding of ecology and sustainability well. Pupils learn about these issues effectively through specific themes linked to the environment, but also through the activities of the eco committee. There are valuable opportunities for pupils to develop their awareness of other countries and cultures through the taught curriculum. For example, pupils undertake purposeful investigations of life in a village in India and reflect well on the implications of the recent earthquake in Nepal for the people who live there.

Teaching: Good

Effective teamwork between teachers and support staff ensures that most pupils make at least good progress in lessons and in their time in school. Teachers plan interesting lessons that encourage pupils to use their literacy and numeracy skills purposefully. For example, in the Foundation Phase, young learners sort and count the litter they find on their make believe journey to Italy. While in one Year 5 and Year 6 class, pupils apply their numeracy skills purposefully in finding out the difference in temperature and rainfall between Wales and a village in India.

Most teachers use open-ended questions well to develop pupils' thinking skills, to extend their learning and provide an appropriate level of challenge. In all classes, teachers and support staff use positive strategies to manage pupils' behaviour effectively. Working relationships between all staff and pupils are very good. As a result, pupils feel confident in trying new things and asking for help if needed. In the very few sessions where teaching is less effective, the pace of sessions is a little slow on occasions and pupils begin to lose interest.

All teachers mark pupils' work conscientiously and provide positive and encouraging comments on the quality of pupils' work. Where marking is most effective, these comments also provide pupils with a good idea of what they need do to improve. However, pupils do not always have enough opportunities to respond to teachers' advice. Peer and self-assessment is developing appropriately. For example, a group of more able Year 2 pupils use agreed criteria to assess how well their friends read aloud with expression. In Year 5 and Year 6, pupils develop their own success criteria in relation to their work on the 'Iron Woman' story.

The school makes effective use of a wide range of data to monitor pupils' progress. As a result, teachers are able to act quickly to support individuals or groups of pupils if they show signs of not meeting their targets.

Parents are kept well informed about their child's progress through good quality written reports.

Care, support and guidance: Excellent

The school provides a very caring environment where all pupils matter and are valued as individuals. Important values, such as honesty, tolerance and respect, feature prominently in the life and work of the school. Pupils understand these values very well and show respect and concern towards each other and adults as a

result. The school is very successful in developing pupils' confidence and instilling a 'can do' culture in its pupils. The weekly reward assembly and the very positive way that all staff respond to individual pupils' achievement in class contribute significantly to these aspects.

The school works determinedly to promote the health and wellbeing of its pupils. A well-developed personal and social education programme supports all aspects of health education successfully, including sex and relationships and substance misuse. Work with the local police officer has been very effective in supporting pupils' understanding of relationships and issues relating to adolescence. This has supported the transition of Year 6 pupils to secondary school well. Learning experiences promote pupils' spiritual, moral, social and cultural development effectively. For example, young pupils are encouraged to consider the impact of man on the environment through their class story.

The school makes very good use of specialist services. Partnership working with such agencies as speech and language, behaviour support and educational psychology is very effective in supporting the most vulnerable pupils. Partnership work with the local special school is particularly successful in supporting pupils with behaviour problems.

Provision for additional learning needs is excellent. Robust and early identification procedures ensure highly effective intervention. The wide range of engaging and interesting intervention programmes impact positively on all pupils, but particularly on the school's most vulnerable pupils. Skilled and well-trained staff deliver support of high quality. Regular reviews of pupil progress and detailed assessment information ensure that almost all pupils meet their challenging targets and make good and often very good progress.

There are well-established and effective systems to promote pupils' attendance and to monitor their punctuality. Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Excellent

The school has an optimistic, caring and inclusive ethos. There is a strong emphasis on celebrating difference and diversity through the curriculum, assemblies and in displays throughout the building. This encourages tolerant attitudes and a valuable understanding of other ways of life. All pupils have equal access to every area of the school's provision. The very positive relationships between staff and pupils are beneficial in ensuring that pupils feel valued and are encouraged to achieve. Clear policies and procedures ensure that respect for individuals permeates the life and work of the school.

The school provides an exceptionally stimulating and colourful environment. The accommodation is of high quality, well maintained and secure. Very good use is made of the building. For example, the learning lounge provides attractive additional space for family learning sessions. As a result, parents feel comfortable in coming into school and attendance at these sessions is generally very good. The classrooms and corridor spaces provide well-organised spaces to learn. The relatively new digital learning lounge is used purposefully by the school's digital leaders to develop their skills to help others in using new technologies and to support

an after school club for vulnerable learners. The television recording room enables pupils to develop their social and communication skills well.

Learning resources are plentiful and of quality good. The school is particularly effective in using these resources to support its wide range of out of school clubs. As a result, pupils enjoy attending the clubs and socialising with friends as well as learning new skills, such as cookery.

The extensive outdoor facilities including school field, pond, trim trails, forest school and climbing wall provide outstanding facilities for enhancing curriculum provision and developing pupils' skills. For example, less confident pupils from a Year 3 and Year 4 class develop their numeracy skills well through making a tally chart of animals they see outdoors. The outdoor facilities also play an important part in ensuring that pupils are physically active and enhance the school's provision for physical education and sports. Foundation Phase classes make valuable use of the areas immediately adjacent to their classes to extend and enhance classroom practice.

Innovative and interesting displays using pupils' photographs, quick response coding and the regular use of mobile technology and digital media make the school an exciting place to learn.

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

Leadership: Excellent

The headteacher has established a clear vision for the school. This focuses well on achieving high standards and engaging purposefully and effectively with the local community. These overarching priorities have underpinned the school's successful development over recent years very well. The headteacher, in collaboration with staff, has had a very significant impact on the development of community partnerships of high quality and in establishing a very effective monitoring culture. She has invested in the capacity of staff as leaders and teachers and used a wide range of funding streams effectively to improve provision.

The headteacher has shared out responsibilities very effectively to staff at all levels. Staff understand their responsibilities well and undertake their roles effectively. The senior leadership team and the raising attainment group work very well together. There is a strong collaborative ethos across the school. Regular management and team meetings provide effective lines of communication between leaders, teachers and support staff. The arrangements for supporting subject co-ordinators through curriculum teams and shadowing roles are good.

Leaders and managers, particularly through the raising attainment group, analyse information on pupils' performance very effectively. They identify relevant issues quickly, especially in relation to any underperformance, and respond appropriately to secure improvement. The detailed and regular monitoring has had a notable impact on improving standards and securing consistency across classes over recent years.

The arrangements for the performance management of staff are appropriate and they include both teachers and support staff. Staff receive training and development opportunities that link well to the school's strategic priorities.

The governing body provides a good level of support for the school and challenges school leaders effectively. Members of the governing body undertake learning walks regularly and provide useful feedback on their findings to school staff. They have a good understanding of the school's performance relative to that of other similar schools both locally and nationally through the performance and improvement sub-committee.

The school successfully meets national and local priorities, such as improving pupils' literacy and numeracy skills and reducing the impact of poverty on educational attainment.

Improving quality: Excellent

There is comprehensive and highly effective monitoring of standards and provision throughout the school. This ensures that senior leaders have a clear picture of what is working well in the school and are able to react speedily if they need to make changes. The systems for monitoring include regular and systematic book sampling, observation of lessons, scrutiny of lesson planning and assessment, questionnaires for staff, pupils and parents and very rigorous and detailed analysis of information on pupils' performance. Staff at all levels undertake effective monitoring and evaluation activity. For example, learning support assistants complete purposeful, detailed reviews of the impact of intervention groups.

Senior leaders undertake well-focused observations of lessons both as individuals and in pairs. Staff engage very purposefully with these observations and find them supportive and helpful in improving their practice. As a result, there is a strong focus on improving standards and the quality of provision in all classes linked to a highly collaborative culture. Staff plan together and share ideas and experience effectively. There is also a high degree of consistency across the school in the delivery of agreed initiatives, policies and procedures.

The raising attainment group is very effective in analysing performance information from a range of sources. For example, it uses national data, the outcomes of standardised tests, monthly assessment information on pupils and value-added data to identify those pupils who are on track to achieve their personal targets and those who are not.

The school is very effective at identifying quantifiable measures and using these to analyse the impact of initiatives, for example in relation to family engagement and the impact of intervention support for pupils. The evaluations are also very good at identifying impact in relation to specific groups, such as pupils eligible for free school meals, those with additional learning needs and looked after children. The school further identifies very clearly the elements of initiatives that are sustainable in the long-term for the benefit of pupils.

The school has a strong record of improvement and implementing change over recent years. This includes developing its links with the local community, improving

pupils' attendance, and raising the attainment of pupils eligible for free school meals and their engagement in extra-curricular activities, such as school clubs. The improvement in developing the capacity of local families to support their children is particularly strong. This includes the development of a close link with Communities First and the provision of sessions for families on phonics and numeracy. These have led to identified and well-tracked improvements in pupils' skills as a result. The school is very outward facing in its engagement with others and shares its practice very well with other schools.

The school's self-evaluation report provides an accurate view in most respects of the school's strengths and areas for improvement and leaders use it well to identify key priorities for improvement. The school improvement plan sets out a lengthy, comprehensive programme of actions and identifies those responsible for actions, estimates of likely costs and relevant success criteria. The senior leadership team monitors the delivery of the plan effectively. Governors have a sound oversight of the plan's implementation through regular summary reports on progress from the headteacher.

Partnership working: Excellent

The school's partnership work is sector leading. Leaders work extremely well with a wide range of partnerships to support pupils' wellbeing and standards effectively. For example, the school's partnership with Communities First provides worthwhile opportunities for parents and carers to work alongside their children in highly effective family learning programmes. Leaders have also worked closely with Communities First to provide after school clubs to support the most vulnerable members of the school community. A successful partnership with a local business and Garnsychan Partnership has improved outdoor provision significantly.

Partnerships between the school and parents are excellent. This strong and supportive partnership has a very positive impact on pupils' participation and enjoyment of learning, for example in improving pupils' attendance in school and at after school clubs. Through such initiatives as family learning programmes, barriers to engaging parents are diminishing and, as a result, parents' understanding and confidence in helping their children at home are improving. Links with the local community, such as the local history club, provide valuable insights into life in World War 2 as well as providing a purposeful context for developing pupils' literacy skills.

The school works closely in collaboration with its local cluster of schools to share useful training on such areas as mathematical reasoning and literacy, which contribute positively to improving pupils' outcomes and the professional development of staff. Older pupils benefit from purposeful transition work in supporting pupils' mathematical skills as they move into secondary school through homework clubs and useful online mathematical programmes. Cluster moderation of samples of pupils' work in key stage 2 is valuable in supporting the school in assessing pupils' attainment accurately.

Effective evaluations of the impact of partnerships are a strength of the school. Leaders use these evaluations very well to measure outcomes for pupils and to inform future improvements.

Resource management: Good

The school makes very good use of its available finance and manages its budget well. Leaders are particularly successful and pro-active in seeking additional funds to supplement their budget for the benefit of pupils. For example, the 'Heads of the Valley' funding has allowed the school to work closely with partner schools to improve outcomes for vulnerable pupils. Leaders make very effective use of the Pupil Deprivation Grant to improve outcomes for targeted pupil such as funding a pastoral counsellor and providing intervention programmes in reading and mathematics. As a result, leaders are successfully closing the gap in performance between pupils eligible for free school meals and their peers.

The school has enough suitably qualified and experienced staff to deliver the curriculum. Leaders deploy teaching and support staff effectively to meet the needs of pupils and to make best use of staff expertise, for example in supporting the school's digital literacy curriculum and cultural diversity. This has a worthwhile impact on the quality of provision and on pupils' standards.

There are suitable arrangements in place to provide planning, preparation and assessment time for teachers. The headteacher has a strong commitment to and investment in developing people and their skills. All staff attend whole school and cluster training and individual staff access training relevant to their responsibilities or needs. Networks of professional practice are developing appropriately with a clear focus on improving standards and provision. For example, a greater focus on more able pupils eligible for free school meals is improving the standards of these learners. The headteacher is particularly effective in developing the leadership skills of staff through joint working and observations and through leadership and curriculum teams. The school provides beneficial support for newly qualified and relatively inexperienced teachers.

Due to the valuable use the school makes of its funding and the good standards pupils achieve, the school provides good value for money.

Appendix 1: Commentary on performance data

6782315 - Garnteg Primary

| | |
|--|-------------|
| Number of pupils on roll | 269 |
| Pupils eligible for free school meals (FSM) - 3 year average | 43.4 |
| FSM band | 5 (32%<FSM) |

Foundation Phase

| | 2012 | 2013 | 2014 |
|--|------|-------|------|
| Number of pupils in Year 2 cohort | 30 | 37 | 29 |
| Achieving the Foundation Phase indicator (FPI) (%) | 93.3 | 94.6 | 93.1 |
| Benchmark quartile | 1 | 1 | 1 |
| Language, literacy and communication skills - English (LCE) | | | |
| Number of pupils in cohort | 30 | 37 | 29 |
| Achieving outcome 5+ (%) | 93.3 | 94.6 | 96.6 |
| Benchmark quartile | 1 | 1 | 1 |
| Achieving outcome 6+ (%) | 50.0 | 59.5 | 48.3 |
| Benchmark quartile | 1 | 1 | 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 | 30 | 37 | 29 |
| Achieving outcome 5+ (%) | 93.3 | 97.3 | 96.6 |
| Benchmark quartile | 1 | 1 | 1 |
| Achieving outcome 6+ (%) | 50.0 | 51.4 | 51.7 |
| Benchmark quartile | 1 | 1 | 1 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | |
| Number of pupils in cohort | 30 | 37 | 29 |
| Achieving outcome 5+ (%) | 96.7 | 100.0 | 96.6 |
| Benchmark quartile | 1 | 1 | 2 |
| Achieving outcome 6+ (%) | 60.0 | 83.8 | 62.1 |
| Benchmark quartile | 1 | 1 | 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.

6782315 - Garnteg Primary

| | |
|--|-------------|
| Number of pupils on roll | 269 |
| Pupils eligible for free school meals (FSM) - 3 year average | 43.4 |
| FSM band | 5 (32%<FSM) |

Key stage 2

| | 2011 | 2012 | 2013 | 2014 |
|---|------|-------|-------|-------|
| Number of pupils in Year 6 cohort | 23 | 24 | 23 | 30 |
| Achieving the core subject indicator (CSI) (%) | 87.0 | 91.7 | 95.7 | 90.0 |
| Benchmark quartile | 1 | 1 | 1 | 1 |
| English | | | | |
| Number of pupils in cohort | 23 | 24 | 23 | 30 |
| Achieving level 4+ (%) | 87.0 | 91.7 | 95.7 | 93.3 |
| Benchmark quartile | 2 | 1 | 1 | 1 |
| Achieving level 5+ (%) | 47.8 | 62.5 | 65.2 | 66.7 |
| Benchmark quartile | 1 | 1 | 1 | 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 | 23 | 24 | 23 | 30 |
| Achieving level 4+ (%) | 87.0 | 91.7 | 100.0 | 93.3 |
| Benchmark quartile | 2 | 1 | 1 | 1 |
| Achieving level 5+ (%) | 47.8 | 58.3 | 60.9 | 56.7 |
| Benchmark quartile | 1 | 1 | 1 | 1 |
| Science | | | | |
| Number of pupils in cohort | 23 | 24 | 23 | 30 |
| Achieving level 4+ (%) | 95.7 | 100.0 | 100.0 | 100.0 |
| Benchmark quartile | 1 | 1 | 1 | 1 |
| Achieving level 5+ (%) | 60.9 | 66.7 | 73.9 | 66.7 |
| Benchmark quartile | 1 | 1 | 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. | 104 | | 104 100% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 103 | | 103 100% | 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. | 104 | | 102 98% | 2 2% | 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 | 104 | | 103 99% | 1 1% | 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. | 104 | | 104 100% | 0 0% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 104 | | 104 100% | 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. | 104 | | 104 100% | 0 0% | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd. |
| | | | 99% | 1% | |
| I know what to do and who to ask if I find my work hard. | 104 | | 103 99% | 1 1% | Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd. |
| | | | 98% | 2% | |
| My homework helps me to understand and improve my work in school. | 104 | | 104 100% | 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. | 104 | | 104 100% | 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. | 104 | | 101 97% | 3 3% | 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 | 103 | | 103 100% | 0 0% | 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. | 53 | 41 77% | 12 23% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 53 | 46 87% | 7 13% | 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. | 54 | 45 83% | 9 17% | 0 0% | 0 0% | 0 | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol. |
| | | 72% | 26% | 1% | 0% | | |
| My child is making good progress at school. | 53 | 45 85% | 8 15% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 52 | 22 42% | 25 48% | 3 6% | 1 2% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 46% | 45% | 4% | 1% | | |
| Teaching is good. | 54 | 43 80% | 11 20% | 0 0% | 0 0% | 0 | Mae'r addysgu yn dda. |
| | | 60% | 35% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 54 | 42 78% | 12 22% | 0 0% | 0 0% | 0 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 63% | 33% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 52 | 34 65% | 18 35% | 0 0% | 0 0% | 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. |
| | | 47% | 40% | 6% | 1% | | |
| Staff treat all children fairly and with respect. | 52 | 36 69% | 14 27% | 0 0% | 0 0% | 2 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 58% | 33% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 53 | 41 77% | 11 21% | 1 2% | 0 0% | 0 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 59% | 36% | 2% | 0% | | |
| My child is safe at school. | 54 | 40 74% | 13 24% | 1 2% | 0 0% | 0 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 66% | 31% | 1% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 53 | 36 68% | 15 28% | 0 0% | 0 0% | 2 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 50% | 34% | 4% | 1% | | |
| I am kept well informed about my child's progress. | 54 | 39 72% | 10 19% | 5 9% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 49% | 40% | 8% | 2% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 54 | 42 78% | 12 22% | 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. | 53 | 33 62% | 18 34% | 1 2% | 0 0% | 1 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 45% | 38% | 7% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 53 | 38 72% | 14 26% | 0 0% | 0 0% | 1 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 56% | 38% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 49 | 26 53% | 18 37% | 1 2% | 0 0% | 4 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 43% | 33% | 4% | 1% | | |
| There is a good range of activities including trips or visits. | 52 | 34 65% | 12 23% | 4 8% | 1 2% | 1 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 54% | 38% | 5% | 1% | | |
| The school is well run. | 53 | 38 72% | 15 28% | 0 0% | 0 0% | 0 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 32% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|-------------------|---------------------|
| Beverley Jenkins | Reporting Inspector |
| Barry Norris | Team Inspector |
| Deirdre Emberson | Lay Inspector |
| Margaret Lonsdale | Peer Inspector |
| Susan Roche | School Nominee |

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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