



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

A report on

**Godre'rgraig Primary School
Graig Road
Godre'rgraig
Swansea
SA9 2NY**

Date of inspection: June 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

Godre'rgraig Primary School is in Neath Port Talbot local authority. Nearly all pupils live in one of the following communities; Cilmaengwyn, Godre'rgraig, Graig Newydd or Ystalyfera, which are part of the ribbon development along the eastern side of the Upper Swansea Valley.

There are 158 pupils on roll, including 14 full time and 18 part-time nursery pupils. The school is organised into one single age and four mixed age classes.

About 32% of pupils are eligible for free schools meals. This is higher than the national average of 19%. The school identifies that around 30% of pupils have additional learning needs, which is above the national average. A very few pupils are in the care of the local authority. Nearly all pupils are white British. No pupils speak English as an additional language. A very few pupils speak Welsh at home.

The headteacher took up her post in April 2013. The school's last inspection was in May 2010.

The individual school budget per pupil for Godre'rgraig Primary School in 2016-2017 means that the budget is £3,654 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £6,224 and the minimum is £2,851. Godre'rgraig Primary School is 26th out of the 57 primary schools in Neath Port Talbot 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:

- Many pupils make good progress during their time in school
- Across the school, pupils develop their speaking and listening skills well
- In key stage 2, pupils make good and sometimes very good progress in developing their writing and spelling skills
- Many pupils develop their mathematical understanding effectively
- Foundation Phase pupils demonstrate high levels of independence
- Older pupils show a remarkable maturity and understanding of how to move forward their own learning and that of their peers
- Pupils' attendance is improving
- Nearly all teachers match work well to the wide range of needs and abilities of pupils in their class
- The quality of teachers' verbal and written feedback to pupils about their work is consistently strong
- The school is a caring environment that develops pupils' health and wellbeing effectively

Prospects for improvement

The school's prospects for improvement are good:

- The headteacher has a clear vision for the school and she shares this effectively with all stakeholders
- All staff work together closely to ensure that pupils' standards and wellbeing improve continually
- The governing body supports the school strongly
- There are clear and purposeful processes to monitor and evaluate pupil standards and outcomes
- The school improvement plan outlines comprehensive strategies to bring about desired improvements
- Leaders have addressed very successfully the recommendations from the last inspection
- Partnership activities make a beneficial contribution to improving the quality of pupils' learning
- Leaders support all staff to develop their professional skills purposefully

Recommendations

- R1 Ensure that pupils apply their literacy and numeracy skills at an appropriate level across all curriculum areas
- R2 Strengthen pupils' voice better to influence the work of the school
- R3 Review the school timetable to ensure an appropriate balance of teaching time for all curriculum areas
- R4 Ensure that older pupils in the Foundation Phase experience continuous and enhanced provision and make use of the outdoors

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
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Standards: Good

A majority of pupils enter school with literacy, numeracy and personal and social skills that are below those expected for their age. Many pupils make good progress during their time in school.

Across the school, pupils develop their speaking and listening skills well. Pupils in reception retell familiar stories using full sentences. They order objects from smallest to largest and are beginning to use comparative language appropriately. Older pupils in the Foundation Phase give clear explanations to their peers. Most listen well to adults and other pupils. Many engage in conversations about their work and interests enthusiastically.

Pupils in key stage 2, continue to improve their oracy skills. Many use a mature vocabulary to explore their thoughts and ideas. They select their words carefully and moderate their language to suit the audience. Many pupils listen well to adults and their peers. A few pupils, who are mostly boys, do not listen well enough and this disrupts the learning of others.

From an early age, pupils begin to see themselves as readers. Pupils in nursery handle books well and make up stories about the pictures. Pupils begin to recognise a few sounds. As they move into the reception, a minority of pupils begin to blend sounds together and recognise a few common words. Pupils build on this solid start as they move through the Foundation Phase. By the end of Year 2, the majority of pupils read with enjoyment and discuss the content of their book well. They recognise most common words and use their knowledge of sounds to work out unfamiliar words. Pupils who are more academically able read with fluency and expression. They pay good attention to punctuation and grammatical cues.

In lower key stage 2, many pupils read with enthusiasm and discuss their favourite authors and books. They use the 'blurb' confidently to predict what might happen in a book. In upper key stage 2, many pupils read fluently and self-correct any errors. They have a developing understanding of technical terms and vocabulary. More able pupils respond well to a wide range of challenging texts. They answer questions that require them to infer, deduce and justify. Across key stage 2, pupils who find reading more challenging, improve their sight vocabulary and their phonological understanding. However, their ability to infer or understand the meaning of less familiar words and phrases is limited. This impedes their understanding of what they are reading.

Pupils in reception confidently 'have a go' at forming letters and making words. The majority are beginning to orientate letters correctly. They use their knowledge of sounds to make plausible attempts at words. Pupils who are more able begin to write short sentences and spell a few common words correctly. By the end of Year 2, the majority of pupils write at a level in-line with their stage of development. They

make interesting and creative word choices, for example when writing about the powers of their magic finger. They are beginning to understand basic sentence punctuation, although this is not a consistent feature of their work.

In key stage 2, pupils make good and sometimes very good progress in developing their writing and spelling skills. As they move through the key stage, they develop a lively style of writing. They write well for a range of purposes and audiences. For example, they write persuasive letters to the governing body asking for permission to take part in the daily mile challenge and write free verse poetry after a visit by a poet and storyteller. Many begin to use punctuation well and understand when to use paragraphs and speech marks.

Pupils in the Foundation Phase make good progress in developing their mathematical and numeracy skills. Many pupils use subject specific vocabulary well. For example, reception pupils identify symmetry in the patterns on a butterfly and explain what symmetry is. More able pupils in Year 1 understand clockwise and anti-clockwise, full, half and quarter turns. They provide clear explanations to their peers to help them understand the concept.

Pupils in key stage 2 use a range of written strategies to develop their mathematical understanding. Many are developing their mental calculation skills appropriately. By the end of Year 6, many pupils have a good grasp of the number system and understand place value. They can find the mean, median, mode and range in a set of numbers, interpret data efficiently and plot co-ordinates using four quadrants.

When pupils have the opportunity, they apply their literacy and numeracy skills well across the curriculum. For example, pupils in Year 2 write a diary to track the progress of the cress they are growing. Pupils in Year 6, as part of their science investigations, collect data, construct graphs and interpret well what the data is telling them. However, pupils' ability to apply these skills outside of English and mathematics lessons is limited.

In the Foundation Phase, many pupils use their information and communication technology (ICT) skills well. They apply their skills across most areas of learning. Pupils create pictograms, use drag and drop techniques to add text to their pictures and use programmable devices to navigate a grid. Most scan QR codes efficiently to extract basic information.

In key stage 2, many pupils apply their ICT skills across a few subjects. They create books and presentations and understand how to develop databases and scrutinise the information within. In Year 6, the most able pupils use formula to create spreadsheets that help them to calculate VAT when buying items of clothing.

Pupils make steady progress in developing their Welsh language skills. Pupils in the Foundation Phase ask and respond to an appropriate range of simple questions and instructions. By Year 2, they write a few simple phrases independently. In key stage 2, pupils read and write in Welsh at an appropriate level. A minority of older pupils communicate well in Welsh. These pupils hold conversations between themselves and build on the responses of their peers with increasing confidence.

In the Foundation Phase, there is an improving trend at the expected outcome in language, literacy and communication and mathematical development. However, in two of the last three years the school has been in the bottom 25% when compared with other similar schools. The school's performance at the higher outcome places it generally in the lower 50% or bottom 25%.

In key stage 2, the performance of pupils in the English at the expected level generally places the school in the lower 50% or bottom 25% when compared with similar schools. There is a trend of improvement in mathematics at the expected level. Over the last few years, the performance of pupils at the higher level has improved steadily.

In recent years, in the Foundation Phase and key stage 2, there is little difference in the performance of pupils eligible for free school meals and that of other pupils at the expected outcome and level. However, at the higher outcome and level, this group of pupils does not perform as well.

Wellbeing: Good

Nearly all pupils feel secure in school and know how to keep themselves safe when using the internet. Pupils are confident that all staff care for them and will sort any issues quickly and fairly. They understand the importance of eating and drinking healthily and keeping fit. Pupils enjoy 'Fruity Tuesday and Thursday' and like sampling a range of fruits. A minority of pupils take part in after school activities.

Nearly all pupils understand the school's rules and consequences. Most pupils behave well and take responsibility for their behaviour. However, a very few pupils, mainly boys, do not engage well enough at the start of lessons and their behaviour can disrupt the learning of others.

In the Foundation Phase, most pupils demonstrate high levels of independence. They relate very well to each other and provide strong support for their peers. Pupils who are more able have strong problem solving skills. Most pupils persevere with tasks and have good concentration levels. A real strength of pupils, throughout the school, is the way that they work collaboratively and interdependently.

Through the school council, eco committee and ambassador roles, pupils have a few opportunities to influence the work of the school. For example, the school council has organised coffee mornings to raise money for charity and have undertaken a survey about what types of homework pupils prefer. Overall, pupils do not have enough opportunities to influence how and what they learn or to be part of the school's decision-making processes.

Older pupils have a very good understanding of the purpose of self and peer assessment. They ensure that their comments are useful, move learning forward, relate to the success criteria and are supportive but honest. These pupils show a remarkable maturity and understanding of how to move forward their own learning and that of their peers.

Pupils have a good understanding about why it is important to attend school and be punctual. Attendance rates have improved well over recent years. For two of the past three years, the school's attendance has placed it in the top 25% when compared with similar schools.

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

The school has appropriate plans to deliver the National Curriculum and the syllabus for religious education. However, across the school the over focus on delivering mathematics and English lessons means that pupils do not always receive a broad and balanced curriculum. Provision for pupils in nursery, reception and Year 1 embodies the principles of the Foundation Phase well, but older pupils do not always benefit from enough enhanced or continuous provision.

Teachers plan well to promote pupils' literacy and numeracy skills as part of reading, writing and mathematics lessons. Planning to promote pupils' literacy and numeracy skills across the curriculum is appropriate. However, there are too few opportunities for pupils to apply these due to timetable pressure. The school provides well to develop ICT skills across a few areas of the curriculum. Pupils have beneficial opportunities to use their ICT skills in reading, writing and mathematics lessons.

All staff use Welsh confidently and encourage pupils to respond correctly. The provision to develop Welsh reading, writing and speaking skills is effective. The school plans well to develop pupils' knowledge and understanding of the history and culture of Wales. For example, pupils visit places such as St Fagans and the Big Pit in Blaenafon and Year 6 create presentations about the Mabinogion.

Classroom and whole school routines help pupils to understand the need to reduce, reuse and recycle in order to conserve the world's resources. The school takes part in a number of worthwhile fundraising activities, which raises pupils' awareness of their wider social responsibilities. Pupils have a few opportunities to learn about their role as global citizens and to further their understanding of the wider world in which they live.

Teaching: Good

Nearly all teachers match work well to the wide range of needs and abilities in their class. This is a strength of teaching across the school. All staff establish positive working relationships with pupils, which helps to raise pupils' self-esteem and confidence. Many staff ask a good range of questions that encourage pupils to think for themselves. Many teachers encourage pupils to support the learning of their peers and this helps to deepen pupils' learning and knowledge. Over the course of lessons, a majority of teachers provide useful opportunities for pupils to check their understanding and to recap on the main teaching points. Learning support staff and teachers work well together and this creates a positive working environment. Across the school, learning support assistants play a pivotal role in helping a few pupils to moderate their behaviour and in improving the learning of pupils in their focus groups. In a few instances, the pace of teaching is too slow and pupils have to listen

to teacher explanations for too long. Where this is the case, pupils lose interest and do not contribute well enough.

The quality of teachers' verbal and written feedback to pupils about their work is consistently strong. As a result, pupils of all ages understand what they are doing well and what they need to improve. Across the school, starting with the youngest pupils, teachers work with them to set meaningful targets based on the individual pupils' stage of development and need. Teachers' strong commitment to assessment for learning strategies has led to pupils playing a full role in assessing their work and the work of their peers. Teachers track pupil progress well and analyse data thoroughly to inform the make-up of intervention programmes and to challenge pupils identified as more academically able. Staff regularly moderate pupils' work in staff development sessions. This has resulted in a consistent approach to standardising pupils' work. Reports to parents provide a suitable range of information about their child's progress.

Care, support and guidance: Good

The school promotes a caring environment that develops pupils' health and wellbeing effectively. For example, many pupils take part in the scooter safety programme and older pupils participate in safe cycling courses. The school makes appropriate arrangements for promoting healthy eating and drinking.

Staff promote pupils' spiritual, social, moral and cultural development well. For example, the school gives pupils opportunities to develop their cultural awareness through visiting the local arts centre and working with community storytellers and poets. Pupils also benefit from visiting local organisations, such as the library and church.

The school promotes positive values successfully and shares clear expectations for behaviour consistently with pupils. All staff promote consistent behaviour strategies that are effective in their classes.

Staff promote the importance of good attendance thoroughly. Pupils benefit from a range of strategies and rewards to encourage good attendance. Parents are appreciative of the letters home congratulating their child on their attendance.

There are very good links with specialist agencies that provide valuable support for pupils and their families. The school's attention to ensuring that pupils attain high levels of emotional wellbeing is central to its caring ethos. New pupils to the school settle quickly and feel secure. This is a strength of the school.

Provision for pupils who have additional learning needs is strong. Effective procedures enable staff to identify pupils' needs at an early stage. The school makes successful use of the expertise of staff to implement a wide variety of useful intervention strategies. Teachers use data effectively to identify pupils who need extra support. Pupil friendly individual education plans contain realistic and suitable targets that match pupils' needs well. The school's system of measuring and reporting progress against these targets ensures that pupils receive the support they need, when they need it. As a result, pupils with additional learning needs make good progress against their targets.

Arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

The school has a caring ethos and is an inclusive community. It encourages pupil aspirations through its motto “working together we can move mountains”. The promotion of equality of opportunity and a sense of fairness for all is evident in the work of the school. Staff ensure that pupils with disabilities and disadvantaged pupils have equal access to both the curriculum and extra-curricular opportunities. This contributes successfully to the positive ethos of the school.

The building and site are generally well maintained and sufficient for the number of pupils on roll. They provide a welcoming environment for all pupils. Classrooms and learning support areas are well organised and pupils have access to a good range of resources to support their learning. There are attractive displays around the school that celebrate pupils’ learning and achievements. There is a well-developed outdoor learning area. However, pupils in Year 1 and Year 2 do not make enough use of this.

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

The headteacher has a clear vision for the school and she shares this effectively with all stakeholders. All staff work together successfully to ensure that standards and pupils’ wellbeing improve continually. There are clear responsibilities for all staff and they carry these out well. Strategic plans have a positive impact on improving pupil outcomes, for example in writing, spelling and attendance.

The school has embedded systems to manage the performance of staff well and targets link closely to priorities in the school improvement plan. Leaders involve all teachers beneficially in the analysis of pupil data. As a result, they have a good understanding of individual pupils’ strengths and areas for development. Senior leaders meet regularly to discuss strategic priorities and pupil progress. Staff meetings focus well on improving pupils’ standards and wellbeing. However, outcomes from senior leadership meetings do not always feed well enough into staff meeting discussions.

The governing body supports the school strongly. Governors understand the school’s data and are knowledgeable about the overall performance of pupils. They take an active role in school self-evaluation through observations of lessons and book scrutiny. Governors provide appropriate challenge and hold leaders to account for the standards that pupils achieve. They visit the school regularly to discuss their areas of responsibilities with staff and pupils, and this ensures that they are well informed.

The school is working well to meet local and national priorities. Staff generally implement the Foundation Phase successfully and assessment for learning is a real strength of the school’s work.

Improving quality: Good

The process of self-evaluation is well established and uses evidence from a wide range of appropriate sources. These ongoing processes are clear and purposeful, and they enable leaders monitor and evaluate pupils' standards and outcomes accurately. School leaders, teaching staff, governors, parents and pupils all contribute effectively to the process.

The self-evaluation report is generally evaluative and highlights progress made against previous priorities. It includes a useful analysis of performance data and reviews all aspects of the school's life and work. As a result, it provides a clear picture of the school's strengths and areas for further development. However, leaders have not identified well enough that staff are not delivering curriculum plans fully. As a result, pupils do not always receive a sufficiently broad and balanced curriculum.

Staff have benefited from the work of networks of professional practice both within the school and with other schools and partners. These networks have led to improvements in pupils' standards in reading. Members of staff take good advantage of these opportunities to develop further their expertise and skills.

The school improvement plan outlines comprehensive strategies to bring about desired improvements. The plan identifies a manageable number of realistic and measurable targets. It takes good account of the professional development needs of staff and budgetary requirements. All staff play an important part in implementing the plan and have a good sense of ownership of the work involved. The school has a strong track record in securing improvements. For example, since the last inspection, it has improved pupils' standards in English and levels of attendance. The progress made in involving pupils in assessing their own development is exceptionally strong.

Partnership working: Good

Partnership activities make a strong contribution to improving the quality of pupils' learning. The school has very good levels of communication with parents. This effective partnership has a positive effect, for example, in improving attendance.

The school uses visitors well to enhance pupils' learning experiences. For example, a local police constable visits regularly to teach the pupils about rights and responsibilities. Staff also collaborate well with outside providers to broaden the curriculum and to stimulate pupils' learning. For example, the school works with the multi-ethnic team from the local authority to celebrate 'Black History Month'. As part of this partnership, pupils learned various dances and made a public performance at the local arts centre.

There are beneficial links with a few community groups. 'Communities First' worked with parents and the school to improve parents' ability to support their child at home. The school also works regularly with a local food bank.

Strong links and effective transition arrangements with the local secondary school help older pupils to prepare suitably for the next stage in their education. Staff work with other cluster schools effectively to ensure consistency in teacher assessment. The schools work well together to meet the individual needs of pupils, particularly those with social and emotional needs. This ensures a smooth transition for vulnerable pupils.

Resource management: Good

The school has enough suitably qualified teachers and support assistants to meet the needs of the number of pupils on roll. Leaders deploy staff successfully, taking good account of their skills and expertise.

There are effective arrangements for managing the performance of all staff. All staff review their progress against their targets at timely intervals. Leaders support all staff beneficially to develop their professional skills. Many professional development activities link well to personal performance management targets and the priorities in the school improvement plan. For example, all staff received recent training on improving their own digital competence and, as a result, pupils' standards in ICT are improving.

The headteacher and governing body monitor the school's budget appropriately and ensure that spending decisions link to priorities in the school improvement plan well. The school uses its pupil deprivation grant appropriately to support eligible pupils' free school meals.

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

Appendix 1: Commentary on performance data

6712140 - Godre'rgraig Primary School

Number of pupils on roll	138
Pupils eligible for free school meals (FSM) - 3 year average	32.2
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	15	12	13	19
Achieving the Foundation Phase indicator (FPI) (%)	100.0	75.0	76.9	84.2
Benchmark quartile	1	4	4	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	15	12	13	19
Achieving outcome 5+ (%)	100.0	75.0	76.9	84.2
Benchmark quartile	1	4	4	3
Achieving outcome 6+ (%)	26.7	0.0	7.7	21.1
Benchmark quartile	3	4	4	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	15	12	13	19
Achieving outcome 5+ (%)	100.0	75.0	76.9	89.5
Benchmark quartile	1	4	4	2
Achieving outcome 6+ (%)	40.0	0.0	0.0	21.1
Benchmark quartile	1	4	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	15	12	13	19
Achieving outcome 5+ (%)	100.0	91.7	76.9	94.7
Benchmark quartile	1	3	4	2
Achieving outcome 6+ (%)	66.7	41.7	38.5	47.4
Benchmark quartile	1	3	3	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.

6712140 - Godre'rgraig Primary School

Number of pupils on roll 138
 Pupils eligible for free school meals (FSM) - 3 year average 32.2
 FSM band 5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	12	11	12	16
Achieving the core subject indicator (CSI) (%)	83.3	81.8	83.3	81.3
Benchmark quartile	2	3	3	3
English				
Number of pupils in cohort	12	11	12	16
Achieving level 4+ (%)	83.3	81.8	83.3	81.3
Benchmark quartile	3	4	4	3
Achieving level 5+ (%)	58.3	27.3	16.7	18.8
Benchmark quartile	1	3	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	12	11	12	16
Achieving level 4+ (%)	83.3	81.8	83.3	87.5
Benchmark quartile	3	4	4	2
Achieving level 5+ (%)	58.3	36.4	8.3	25.0
Benchmark quartile	1	2	4	4
Science				
Number of pupils in cohort	12	11	12	16
Achieving level 4+ (%)	83.3	81.8	91.7	87.5
Benchmark quartile	3	4	2	2
Achieving level 5+ (%)	41.7	0.0	16.7	31.3
Benchmark quartile	1	4	4	3

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.	59	59 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	56	51 91%	5 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	59	59 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	59	57 97%	2 3%	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.	58	57 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	59	50 85%	9 15%	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.	59	59 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	59	59 100%	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.	56	44 79%	12 21%	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.	59	59 100%	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.	57	40 70%	17 30%	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	57	53 93%	4 7%	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.	19	13 68%	6 32%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	20	16 80%	4 20%	0 0%	0 0%	0	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.	20	14 70%	6 30%	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.	20	11 55%	9 45%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	20	9 45%	6 30%	3 15%	1 5%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	20	10 50%	10 50%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	19	12 63%	7 37%	0 0%	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.	20	12 60%	5 25%	3 15%	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	19	12 63%	4 21%	3 16%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	20	11 55%	7 35%	1 5%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	19	15 79%	4 21%	0 0%	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'.	20	10 50%	5 25%	0 0%	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.	19	10 53%	7 37%	2 11%	0 0%	0	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.	20	13 65%	4 20%	3 15%	0 0%	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.	20	13 65%	5 25%	2 10%	0 0%	0	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.	19	12 63%	5 26%	2 11%	0 0%	0	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.	20	10 50%	6 30%	1 5%	0 0%	3	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.	20	8 40%	7 35%	3 15%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	19	9 47%	9 47%	1 5%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Liz Miles	Reporting Inspector
Gwilym Alun Huw Rees	Team Inspector
Andrea Louise Davies	Lay Inspector
Gareth David Evans	Peer Inspector
Penny Argyle	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.