



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

**A report on**

**Henllys C.I.W. Primary School  
Ty Canol Way  
Cwmbran  
Torfaen  
NP44 6JA**

**Date of inspection: February 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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](mailto:publications@estyn.gov.wales)

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**Publication date: 20/04/2017**

## Context

Henllys Church in Wales Primary School is on the outskirts of Cwmbran in the Torfaen local authority.

There are currently 202 full-time pupils between the ages of 4 and 11 years on roll. The school admits children to its reception class in the September after their fourth birthday. There are seven classes, none of which are mixed age.

Around 2% of pupils are eligible for free school meals, which is well below the national average (19%). The school identifies that approximately 18% of pupils have additional learning needs. Very few pupils have a statement of special educational needs. English is the home language of nearly all pupils. No pupils use Welsh as their first language and very few come from ethnic minority backgrounds.

The headteacher took up his post in January 1998. The school's last inspection was in June 2010.

The individual school budget per pupil for Henllys Church in Wales in 2016-2017 means that the budget is £3,366 per pupil. The maximum per pupil in the primary schools in Torfaen is £4,813 and the minimum is £3,010. Henllys Church in Wales is 18th out of the 26 primary schools in Torfaen in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Unsatisfactory</b>

### Current performance

The school's current performance is adequate because:

- Most pupils develop good language and literacy skills as they move through the school
- By the end of Year 6, most pupils develop their number skills well
- Most pupils enjoy their lessons and concentrate appropriately on their work
- Learning experiences meet the needs of most pupils suitably
- There is a good range of extra-curricular activities that enrich pupils' learning
- Staff use specialist services and links with external agencies effectively to support identified pupils
- The school is an inclusive and welcoming community, in line with its strong Christian values and ethos

However:

- More able pupils do not reach their full potential as learning activities fail to provide enough consistent challenge for this group
- Overall, pupils do not make enough progress in developing or applying their numeracy skills across the curriculum
- Pupils' information and communication technology (ICT) skills are underdeveloped in key stage 2
- Provision for developing pupils' Welsh language skills is not systematic enough to ensure that pupils make suitable progress as they move through key stage 2
- There are insufficient opportunities for pupils to take on responsibilities, for example through the work of the school council

### Prospects for improvement

The following positive features were noted in relation to prospects for improvement:

- Under an acting senior leadership team, the school made strong progress in improving many of its management processes in the early part of 2016
- Over the last 18 months, the governing body has begun to support and challenge the school more appropriately
- The school benefits from a strong partnership with the local church

However, the school's prospects for improvement are unsatisfactory because:

- Senior leaders do not focus well enough on strategic issues, with the result that the school lacks a clear sense of direction
- There are no robust arrangements to monitor pupils' progress systematically as

they move through the school in order to ensure that they make consistent progress

- Performance management procedures do not meet statutory requirements and this limits the school's capacity to improve
- The governing body does not have a track record of providing sufficient challenge to school leaders
- Leaders do not evaluate the school's performance, including the effectiveness of leadership, well enough to establish a good understanding of the school's areas for development
- The current school development plan takes very limited account of either the findings of self-evaluation or the outcomes of previous plans for improvement
- The plan does not identify or prioritise issues for improvement well enough

## **Recommendations**

R1 Develop pupils' ability to apply their numeracy skills across the curriculum

R2 Raise standards in ICT in key stage 2 and improve pupils' Welsh language skills across the school

R3 Improve pupils' attendance

R4 Provide strategic management that is robust and effective

R5 Ensure that performance management arrangements meet statutory requirements and link to school priorities

R6 Improve self-evaluation processes and planning for improvement

### **What happens next?**

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school progress about 12 months after the publication of this report.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Nearly all pupils start school with skills at or above the average for their age and stage of learning. Most pupils, including pupils with additional learning needs, make suitable progress as they move through the school. However, a few pupils who are more able do not meet their potential.

Across the school, nearly all pupils have well developed speaking and listening skills. In the Foundation Phase, most pupils listen to instructions carefully. They use interesting vocabulary, such as when they describe the slippery, sloppery ice while going on a penguin hunt. They are keen to talk about their experiences and ideas while exploring in the outdoor area. In key stage 2, most pupils speak fluently about their work and their interests. They listen to one another attentively and use subject specific vocabulary well. A few pupils who are more able are highly articulate and speak confidently in front of others and to visitors.

Most pupils learn to write for a good range of purposes as they move through the school in literacy lessons. In the Foundation Phase, most younger pupils make good progress with forming letters, such as when they write simple labels in the outdoor area. Most older pupils have a sound grasp of basic punctuation. They make good use of their developing phonic knowledge, for example to write the questions they want to ask about birds. Pupils' ability to develop their literacy skills in work in other areas of learning is developing appropriately. By the end of key stage 2, many pupils organise their work well into paragraphs and use lively and interesting vocabulary, particularly when they write at length. However, in general, pupils' grasp of punctuation and spelling is not secure enough. Although pupils who are more able adapt their writing style well for different purposes, they do not make regular use of more complex and imaginative language to enrich their work, such as similes and metaphors. Pupils' ability to apply their literacy skills at an appropriate level in work across the curriculum is developing suitably.

In the Foundation Phase, nearly all younger pupils enjoy stories and looking at books. They are beginning to recognise common letters and words successfully. Many older pupils read with suitable fluency, making good use of punctuation to convey meaning. In key stage 2, most pupils read fluently and with understanding at an appropriate level. They use their reading skills effectively to find information from texts and more able pupils use dictionaries and a thesaurus well to support their work in class.

Most pupils make good progress with their mathematical development in the Foundation Phase. For example, they double numbers within 10 confidently, develop a sound understanding of place value, and complete simple additions and subtractions competently. They solve simple problems in their topic work, including working out the cost of labour to make a chocolate bar as part of a Fair Trade project. By the end of Year 6, most pupils develop their number skills well. More able pupils

understand simple fractions and compare these with percentages correctly. Most pupils apply their skills well to solve suitable problems, such as working out how many days a bag of cat food will last. However, pupils' data handling skills are not as well developed. Overall, pupils do not make enough progress in developing or applying their numeracy skills across the curriculum.

In the Foundation Phase, most pupils are beginning to develop their ICT skills well. Younger pupils know how to select and move objects on the computer screen, while older pupils are developing desk top publishing skills effectively. In key stage 2, older pupils understand how to use spreadsheets. They design, save and retrieve power point presentations confidently. However, their understanding of how to use databases is less well developed and they do not build on their skills systematically as they move through the school. Most pupils have a secure understanding of how to stay safe on the internet.

Throughout the school, most pupils develop their thinking skills well.

By the end of the Foundation Phase, most pupils understand a suitable range of simple Welsh phrases and words. They use a few common sentence patterns successfully, for example to say what they like and dislike. However, in key stage 2, many pupils still answer and ask only a narrow range of questions confidently. A majority of pupils read their own written work with suitable understanding. However, in general, pupils' Welsh reading skills are underdeveloped. Many pupils in Year 2 and Year 4 write at an appropriate level, but do not build on their written skills in Year 6.

At the end of the Foundation Phase, pupils' performance at the expected outcome in literacy and mathematical development places the school in the higher 50% compared with similar schools for three of the past four years. At the higher outcome, pupils' performance is more variable and shows an overall downward trend when compared to similar schools over the same period.

In key stage 2, pupils' performance at the expected level in English, mathematics and science has placed the school consistently in the lower 50% or bottom 25% of similar schools over the last four years. At the higher level, there has been a downward trend into the bottom 25% in all three subjects.

The number of pupils eligible for free school meals is very low. This makes comparisons of performance with other pupils inappropriate.

### **Wellbeing: Adequate**

Most pupils understand which foods they should eat to keep healthy. They know that it is important to have plenty of exercise and they participate enthusiastically in after school clubs that promote this well.

Pupils enjoy their roles on the school council, and the eco club. They are proud of the work they do, which makes them feel valued and helps them develop useful social and communication skills. However, in general, they do not make meaningful decisions or take on real responsibilities in line with their capabilities as part of these groups.

Nearly all pupils get on well together and their behaviour is generally good in lessons and around the school. They have a thorough understanding of the school's new behaviour policy and feel that it provides them with useful guidelines. Most pupils feel safe in school and are confident that their teacher will deal with any problems quickly and fairly. They are polite and courteous to visitors.

Most pupils enjoy their lessons and concentrate well on their work. For example, pupils in key stage 2 share ideas eagerly about who could have pushed Humpty Dumpty off the wall. Most pupils co-operate effectively to complete tasks and show appropriate care and concern for one another. Across the school, pupils are becoming increasingly involved in assessing their own work. For example, they use the success criteria teachers provide to begin to understand how well they are progressing and what they need to do to improve.

Although the attendance and punctuality of most pupils is good overall, for the last three years, attendance rates are consistently below the average when compared to those of similar schools.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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### **Learning experiences: Adequate**

Teachers work hard to provide a wide range of interesting learning experiences, which meet the needs of most pupils appropriately and fulfil statutory requirements. The school provides a good range of programmes to help pupils with basic skills needs catch up with their peers. These include useful support to develop reading and writing skills that is beginning to have a positive effect on the standards of literacy and numeracy that targeted pupils' achieve. A good range of extra-curricular activities enrich pupils' learning experiences. These include a lively country-dancing club, a choir and a good variety of sports clubs.

Overall, teachers' planning increasingly ensures that pupils have appropriate opportunities to develop and apply their literacy skills across the curriculum. There are interesting opportunities in science for older pupils in key stage 2 to develop their investigative skills. However, opportunities for pupils to apply and extend their numeracy skills across the curriculum in all year groups are limited. In key stage 2, provision to develop pupils' ICT skills is too narrow.

The school's provision for developing pupils' Welsh language skills is not systematic enough to ensure that pupils make good progress in key stage 2. However, the provision for promoting pupils' knowledge of the history and culture of Wales is developing well. This includes interesting work about the effect of the blitz on Swansea.

There are suitable opportunities for pupils to participate in sustainable development activities, led by the eco club. This is helping to develop pupils' understanding of the importance of looking after the environment, recycling and conserving energy. However, overall, pupils throughout the school do not have enough opportunities to learn about sustainable development and global citizenship.

## **Teaching: Adequate**

Nearly all teachers have good subject knowledge and most teachers plan lessons that engage pupils successfully. For example, in the Foundation Phase, teachers often make worthwhile use of the outdoor learning areas and links to real life experiences. In key stage 2, they use interesting stimuli such as striking pictures to prompt imaginative use of language and encourage pupils to think for themselves. Across the school, teachers use a range of strategies that support most pupils' learning effectively, such as a recently introduced approach to teaching mathematics. Nearly all teachers are good language role models and explain tasks clearly. Most teachers manage pupils' behaviour positively in lessons and use support staff effectively. However, they are not always successful in providing work that fully extends pupils who are more able and, as a result, this group of pupils do not meet their potential.

Most teachers are beginning to develop systems to help pupils know how well they are doing and what they need to do to improve. When they provide feedback on written tasks, most teachers involve pupils purposefully, by asking questions that help pupils think about how they can improve their own work. However, these processes are not yet consistent throughout the school. Most teachers set criteria regularly to help pupils know what they need to do to succeed, but these are not always sufficiently challenging, particularly for more able pupils.

Individual teachers assess pupils' work accurately and track their progress regularly. This enables them to provide appropriate additional support for less able pupils. However, processes for measuring and overseeing pupils' progress effectively as they move through the school are not yet in place. As a result, the school does not always support more able pupils well enough to ensure that they make consistently good progress over time.

Reports to parents meet statutory requirements but are not personalised sufficiently to individual pupils.

## **Care, support and guidance: Good**

Teachers promote pupils' health and wellbeing effectively. They provide good opportunities for pupils to learn about healthy eating and to exercise regularly. The behaviour policy and general Christian ethos help pupils learn to relate to one another well and take responsibility for their actions. There are worthwhile opportunities for pupils' spiritual and cultural development. For example, there are many visits to places of worship and opportunities for pupils to reflect on different values.

Pupils have suitable opportunities to show initiative and to develop an understanding of living in a community. For example, pupils support one another well in the Criw Cymraeg, the eco club and after-school activities. However, the school does not provide enough opportunities for pupils to learn from taking on meaningful responsibilities, for example through the school council. There are good processes to follow up poor attendance, but no processes to encourage pupils to attend school regularly.

The school uses specialist services and links with external agencies effectively to support identified pupils. It has successful systems to identify pupils who have additional learning needs at an early stage. Staff prepare planned tasks carefully to support these pupils well. Individual education plans include appropriate targets, and staff review these regularly to make sure that pupils progress. Teachers share information about pupils' targets and their progress appropriately with parents and carers, enabling them to take a suitable part in the process.

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

### **Learning environment: Adequate**

The school is an inclusive and welcoming community, in line with its strong Christian values and ethos. Pupils have equal access to all aspects of the school's curriculum and to the interesting range of extra-curricular activities.

The school site and buildings are generally safe, secure and in good order. However, an issue with site security was brought to the attention of the headteacher and governors during the inspection.

The school's indoor learning environment is attractive and well used. It includes a well-stocked library and a good-sized hall, which pupils use regularly and effectively. There are interesting and informative displays in the classrooms and corridors, which provide helpful support for pupils and celebrate their learning effectively. In most respects, the school has enough educational resources to meet the needs of its pupils. However, although the school has very recently purchased tablet computers, it does not have sufficient ICT resources to support the implementation of the ICT curriculum effectively.

Classrooms in the Foundation Phase promote different areas of learning successfully. They include interesting resources, which provide meaningful experiences for pupils, such as waiting for eggs to hatch in an incubator. All have direct access to the outdoors where pupils benefit from experimenting in creative areas such as a mud kitchen. Classrooms in key stage 2 are generally suitable. Staff make good use of the wider learning environment to support individuals and groups, including the library and computer suite. The school's extensive grounds provide valuable spaces for pupils to play and learn, including the forest school area.

<b>Key Question 3: How good are leadership and management?</b>	<b>Unsatisfactory</b>
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### **Leadership: Unsatisfactory**

The school has strong values with a clear Christian focus. However, senior managers do not discuss strategic issues often enough. They rarely identify actions for improvement and the headteacher does not follow up the few agreed actions systematically to ensure their implementation. Although there are regular staff meetings, the headteacher fails to communicate resulting decisions and actions consistently to all staff. As a result, the school does not have a clear sense of strategic direction.

Under an acting senior leadership team, the school started making strong progress in improving many of its management processes in the early part of 2016. This included improved use of data to inform planning and target setting, which is beginning to have a positive effect on improving the standards that pupils achieve. However, the school has not maintained progress with these developments. For example, there are no robust arrangements to monitor pupils' progress systematically as they move through the school. This means that the school does not always support more able pupils well enough to ensure that they make consistently good progress.

In the last academic year, the acting headteacher led improvements in performance management arrangements, aligning staff objectives more closely with the school's priorities for improvement. In a few cases, leaders implemented performance management procedures robustly and effectively. However, the very limited progress in monitoring and evaluating staff performance targets over the last six months restricts the school's capacity to improve. In addition, a minority of teachers do not have agreed performance targets and this means that the school fails to meet statutory requirements for reviewing teachers' progress.

Over the last 18 months, the governing body has begun to support and challenge the school more appropriately. Governors have improved many of their practices recently through introducing governor self-evaluation processes and the establishment of link governors to oversee standards in subjects and areas of learning. However, few of these arrangements have had an impact on the effective governance of the school.

### **Improving quality: Unsatisfactory**

Under the acting leadership team, the school made broadly appropriate progress in establishing systems to quality assure a few of its self-evaluation activities. For example, monitoring processes undertaken in the spring and summer term of 2016 provided leaders with a more accurate understanding of teaching and learning practices, and the standards achieved by pupils. Initially, leaders used this evidence well to improve the quality of self-evaluation reporting. The current self-evaluation report begins to build suitably on this practice. However, it is not sufficiently analytical and it does not evaluate the quality of provision and the effectiveness of leadership appropriately. Neither does the report draw on the views of stakeholders, including pupils, governors and parents. As a result, leaders do not have a clear enough understanding of the school's strengths and areas for development.

Overall, processes of planning for improvement are underdeveloped. The current school development plan takes very limited account of either the findings of self-evaluation or the outcomes of previous plans for improvement. The scope of the plan is too limited. It does not identify the school's priorities for improvement well enough or focus appropriately on raising pupils' standards. Previous plans have not taken enough account of the recommendations from the last inspection. As a result, the progress made against a majority of these recommendations is limited.

With support from the regional consortium, the school is making appropriate recent progress in planning to improve provision, especially the provision for literacy and aspects of mathematics. However, it is too early to see the impact of these improvements in relation to standards and pupil outcomes.

### **Partnership working: Adequate**

The school has a suitable partnership with parents, who support the school well and value its Christian ethos. An active group of parents works closely with school staff to organise fund raising events that strengthen the school community and benefit the school and its pupils. However, whole school communication between the headteacher and parents and carers is often ineffective.

There is a strong partnership with the Church in Wales. Members of the clergy often take an active part in school assemblies and support pupils' spiritual development well.

The school belongs to a faith-based cluster of schools. It participates appropriately in the transition arrangements organised by the secondary school. This helps to prepare pupils well for moving on to the next stage of their education. The school benefits from the cluster's arrangements for moderating pupils' work. However, there are limited formal transition arrangements for the pupils who progress to other secondary schools in the area. The school has appropriate informal links with the large number of nurseries that pupils attend before progressing to the school.

A recent worthwhile partnership with the regional service for school improvement is helping to improve provision for aspects of mathematics and literacy.

### **Resource management: Adequate**

During a period of instability recently, fewer than half of classes had permanent teachers. These staffing issues are now resolved and the school is staffed appropriately to teach the curriculum more effectively. In general, managers deploy staff appropriately to meet the needs of most pupils. There are suitable arrangements for teachers' time for planning, preparation and assessment.

Over the last two years, teachers and learning support staff have benefited from professional development training led by the local consortium. This includes useful visits to other schools as well as tutored training sessions, improving staff skills in teaching literacy and aspects of mathematics.

The school manages its budget satisfactorily to allow for contingencies. In general, there are suitable arrangements to monitor and control expenditure. There is a small budget for meeting the needs of vulnerable pupils, which the school uses appropriately.

In view of the adequate quality of provision and standards that pupils achieve, and the shortcomings in leadership, the school provides only adequate value for money.

## Appendix 1: Commentary on performance data

### 6783330 - Henllys Church in Wales

Number of pupils on roll	207
Pupils eligible for free school meals (FSM) - 3 year average	2.4
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	27	31	29	29
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	100.0	96.8	79.3	93.1
Benchmark quartile	1	2	4	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	27	31	29	29
Achieving outcome 5+ (%)	100.0	96.8	82.8	96.6
Benchmark quartile	1	2	4	2
Achieving outcome 6+ (%)	66.7	51.6	34.5	48.3
Benchmark quartile	1	2	4	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	27	31	29	29
Achieving outcome 5+ (%)	100.0	96.8	89.7	96.6
Benchmark quartile	1	2	4	2
Achieving outcome 6+ (%)	66.7	41.9	34.5	48.3
Benchmark quartile	1	2	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	27	31	29	29
Achieving outcome 5+ (%)	100.0	100.0	100.0	96.6
Benchmark quartile	1	1	1	4
Achieving outcome 6+ (%)	77.8	80.6	79.3	62.1
Benchmark quartile	1	2	2	3

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.

**6783330 - Henllys Church in Wales**

Number of pupils on roll	207
Pupils eligible for free school meals (FSM) - 3 year average	2.4
FSM band	1 (FSM<=8%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	28	31	30	25
<b>Achieving the core subject indicator (CSI) (%)</b>	92.9	90.3	86.7	92.0
Benchmark quartile	3	3	4	3
<b>English</b>				
Number of pupils in cohort	28	31	30	25
Achieving level 4+ (%)	92.9	90.3	86.7	96.0
Benchmark quartile	3	4	4	3
Achieving level 5+ (%)	57.1	48.4	40.0	40.0
Benchmark quartile	2	2	3	4
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	28	31	30	25
Achieving level 4+ (%)	92.9	93.5	86.7	92.0
Benchmark quartile	3	3	4	4
Achieving level 5+ (%)	64.3	48.4	43.3	36.0
Benchmark quartile	1	2	3	4
<b>Science</b>				
Number of pupils in cohort	28	31	30	25
Achieving level 4+ (%)	92.9	93.5	86.7	96.0
Benchmark quartile	4	3	4	3
Achieving level 5+ (%)	53.6	48.4	40.0	36.0
Benchmark quartile	2	2	4	4

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	114	103 90%	11 10%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	113	74 65%	39 35%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	115	104 90%	11 10%	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	112	89 79%	23 21%	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.	115	92 80%	23 20%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	114	101 89%	13 11%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	115	109 95%	6 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.	116	105 91%	11 9%	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.	114	70 61%	44 39%	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.	116	98 84%	18 16%	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.	108	28 26%	80 74%	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	112	51 46%	61 54%	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.	59	13 22%	34 58%	8 14%	3 5%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	59	27 46%	32 54%	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.	59	30 51%	24 41%	2 3%	1 2%	2	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.	59	16 27%	23 39%	11 19%	2 3%	7	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	59	13 22%	30 51%	7 12%	2 3%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	59	13 22%	32 54%	8 14%	1 2%	5	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	58	22 38%	30 52%	2 3%	0 0%	4	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.	59	14 24%	28 47%	11 19%	1 2%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	59	23 39%	26 44%	4 7%	0 0%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	58	18 31%	29 50%	7 12%	0 0%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	59	23 39%	31 53%	2 3%	0 0%	3	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'.	59	7 12%	26 44%	12 20%	2 3%	12	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	59	8 14%	29 49%	18 31%	3 5%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	9%	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.	59	14 24%	30 51%	10 17%	4 7%	1	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.	59	11 19%	31 53%	8 14%	1 2%	8	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.	59	16 27%	35 59%	2 3%	0 0%	6	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.	58	10 17%	17 29%	5 9%	1 2%	25	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.	59	9 15%	31 53%	12 20%	6 10%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	58	10 17%	20 34%	18 31%	7 12%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Sheila Margaret Birkhead	Reporting Inspector
Eleanor Davies	Team Inspector
Matthew Evans	Lay Inspector
Dean John Phillips	Peer Inspector
Mark Durbin	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.