A report on

**Trellech C.P. School
Trellech
Monmouth
Monmouthshire
NP25 4PA**

Date of inspection: April 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.

Publication date: 02/07/2015

Context

Trellech Primary School is in the village of Trellech, in the Monmouthshire Local Authority. It has a large rural catchment area that includes many surrounding villages. The school caters for pupils aged four to eleven years in six classes, three of which are mixed age. There are currently 165 pupils on roll.

Around 4% of pupils are eligible for free school meals, which is considerably lower than the national average. The school identifies 7% of pupils as having additional learning needs, including a very few pupils who have a statement of special educational needs. None of the school's pupils speak Welsh at home. Nearly all pupils are of white British ethnic origin.

The headteacher took up her post in September 2012. The school's last inspection was in March 2009.

The individual school budget per pupil for Trellech C.P. School in 2014-2015 means that the budget is £3,762 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,928 and the minimum is £2,895. Trellech C.P. School is ninth out of the 31 primary schools in Monmouthshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils make good progress in their learning
- Pupils' language and communication skills are very well developed
- Nearly all pupils behave very well
- Nearly all pupils have a positive attitude towards their learning and have good social skills
- Teachers plan good quality learning experiences that successfully engage the full range of learners in the school.
- Teaching is of a high standard
- Teachers focus very effectively on developing pupils' literacy and numeracy skills
- The learning environment is stimulating and inviting, especially in the Foundation Phase

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong, effective leadership
- There are effective systems and processes in place to monitor standards and the quality of provision, particularly in relation to literacy and numeracy
- The self-evaluation report is evaluative and provides an accurate picture of the school's strengths and areas for development in most respects
- There is a good track record of implementing improvements over recent years
- The school improvement plan is detailed and thorough, and leaders review the implementation of the plan regularly
- The arrangements for the performance management of staff and for monitoring the quality of teaching and learning are strong
- Staff receive appropriate professional development opportunities that link well to school priorities
- The governing body supports and challenges the school effectively

Recommendations

R1   Raise standards in Welsh second language

R2   Extend pupils' ability to take responsibility and to contribute to decision-making in the school

R3   Extend opportunities for pupils to experience the wider curriculum and to learn more about the history and culture of Wales

R4   Ensure that the small number of pupils in intervention groups attend the daily act of collective worship so the school meets all statutory requirements

R5   Track decisions and action points derived from management meetings more systematically

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

When they enter the school, nearly all pupils have literacy and numeracy skills that are above those expected for their age. The school's tracking data shows that nearly all pupils build well on these strong foundations and achieve high standards by the time they reach Year 6.

Throughout the school, the overall quality of pupils' speaking and listening skills is exceptionally good. They listen attentively to instructions and to one another's ideas during group work and discussions in pairs. Pupils throughout the Foundation Phase talk confidently with peers and adults. They use a rich vocabulary, such as when describing the canopy of leaves in a rainforest. In key stage 2, many pupils are highly articulate. More able pupils present arguments convincingly, expressing their opinions with maturity and fluency, for example when discussing the benefits of assessing their own work.

Pupils are developing good early reading skills in the reception class and build on these well as they move through the school. At the end of the Foundation Phase, nearly all pupils read fluently, with good expression and clear diction. More able pupils read challenging texts with meaning and interest. They tackle difficult words confidently while reading about birds of prey. Many pupils know the role of an author and illustrator and understand how to use an index. They know the difference between fiction and non-fiction books and talk enthusiastically about which they prefer.

In key stage 2, most pupils are confident and enthusiastic readers. They tackle complex words and texts readily and read aloud with expression. They explain their preferences for certain authors and genres with a great deal of insight and maturity in many cases. More able pupils appreciate literary and poetic devices well and transfer this knowledge to their written work effectively. They have well developed higher order reading skills and can skim and scan texts successfully.

In the Foundation Phase, most pupils develop their writing well for a range of purposes. For example, in the reception class, many pupils are happy to have a go at writing instructions explaining to Zog, the alien, how to plant seeds. They form many letters correctly and make good, phonetically plausible attempts at spelling simple words. By the end of the Foundation Phase, most pupils write confidently and use a rich vocabulary. All pupils have a good understanding of basic spelling, punctuation and sentence structure. Pupils write to the same standard they achieve in literacy lessons in other areas of learning, for example when writing about the life cycle of the butterfly.

Pupils in key stage 2 continue to develop their writing skills effectively across a wide range of genres. Most older pupils use paragraphs and punctuation appropriately and spell common words accurately. More able pupils spell more complex and unusual words correctly in many cases. They have an impressively varied store of words that they use widely and ambitiously across a range of genres. They are able to produce very effective creative writing, using imaginative and figurative language,

such as when they write poems about Welsh castles and the course of a river, as well as in fantasy stories and myths. Most pupils write to the same high standard in other areas of the curriculum.

Most pupils develop their numeracy skills well in the Foundation Phase. Many of the youngest pupils count confidently and recognise numbers at least to ten. Most older pupils show a good awareness of money and can give change from a pound. They understand simple fractions and can round numbers to the nearest ten. More able pupils count confidently and enthusiastically in twos, threes, fives and tens.

By the end of key stage 2, nearly all pupils' skills in handling numbers are good. They develop their knowledge and understanding of algebra, ratio, symmetry and co-ordinates well. They have a sound understanding of the basic concepts in area, space, measurement and probability. Nearly all pupils use these skills effectively in their work across the curriculum. For example, in science, they calculate the calorific content of various foods well, estimate and calculate averages accurately, use a range of appropriate graphs to present their findings and interpret their results sensibly. Pupils are beginning to make choices about the methods they use to tackle problems.

Younger pupils in the Foundation Phase use simple Welsh greetings and phrases appropriately and count to ten in Welsh. By the end of the Foundation Phase, many pupils write appropriately, using simple patterns. However, their speaking and reading skills are less well developed. In key stage 2, many pupils write using set patterns and have a basic understanding of the texts they read, but their ability to use Welsh beyond very basic patterns is limited.

There are very few pupils with additional learning needs in the school. Effective support programmes for literacy and numeracy successfully raise the standards achieved by targeted pupils.

In the Foundation Phase, for the last three years pupils' performance in literacy and mathematical development at the expected outcome has placed the school in either the lower 50% or upper 50% when compared with similar schools. For performance at the higher outcome, the school has ranged from the lower 50% to the top 25%.

In key stage 2, at the expected level, pupils' performance shows a slight trend of improvement in English over the past three years. In mathematics and science, progress is more variable. At the higher level, while there is an improvement in performance in English and science, the performance in mathematics is variable.

At the expected outcome, in the Foundation Phase, there is no notable difference in the performance of girls and boys when compared with that of pupils in similar schools. However, at the higher outcome, girls do notably better than boys in literacy. In key stage 2, at the expected level, boys outperform girls in English and mathematics. At the higher level, boys perform notably better than girls in all three subjects.

The number of pupils eligible for free school meals is very low and therefore comparisons of their performance against that of other pupils are not reliable.

Wellbeing: Good

Nearly all pupils have a good understanding of the importance of keeping fit and eating a good diet in becoming and staying healthy. They make the most of the school's outdoor environment at break time to exercise regularly. Nearly all pupils feel safe in school and they know that they can talk to adults if they have any concerns or worries. Older pupils have an appropriate awareness of how to stay safe online.

The school's attendance has improved gradually over the last four years, rising from the lower 50% to the higher 50% when compared with that of similar schools. Nearly all pupils arrive at school punctually in the morning and lessons begin on time. There have been no exclusions over the last two years.

All pupils behave well. They are polite and courteous in lessons and around the school. They have a thorough understanding of the school's behaviour policy and respond very well to it. All pupils speak respectfully to adults and to one another, and are welcoming to visitors.

Nearly all pupils have a very positive attitude to their learning and show high levels of engagement in their work. Many pupils are able to evaluate their own learning effectively, becoming more skilful as they move through the school. They persevere well, and are eager to help one another to succeed, such as when younger pupils learn how to access computer codes.

The school council and the eco-committee meet regularly and members are enthusiastic and proud of their roles. However, pupils are not generally involved enough in making decisions that have a significant impact on the work of the school.

Most pupils develop good social and life skills through a useful range of school activities. Visitors to the school and visits in the local community, such as to shops, farms, businesses and the nearby church, help most pupils to grow in confidence and learn to show care, respect and concern for others. Many older pupils learn to take risks, persevere and develop their resilience during worthwhile residential visits.

Pupils are aware of the need to act sustainably through recycling many materials and conserving electricity and water. Their awareness of global citizenship is at an early stage of development.

Key Question 2: How good is provision?	Good

Learning experiences: Good

Teachers plan good quality learning experiences that successfully engage the full range of learners in the school. In the Foundation Phase, teachers make highly imaginative use of themes, such as 'pirates' and 'the rainforest', which provide a valuable range of opportunities for pupils to develop their skills across all areas of learning. In key stage 2, provision for literacy, numeracy and science is highly effective. Pupils build systematically on their knowledge and understanding and achieve high standards in their literacy and numeracy skills as they move through the

school. The school provides an interesting carousel of activities during one afternoon each week. This engages pupils effectively and covers a range of subjects. However, in general, opportunities for older pupils to experience the wider curriculum and develop their creative skills are less well developed.

The school provides an interesting programme of visitors, visits within the local area and valuable opportunities to travel further afield to enhance the curriculum. Younger pupils benefited recently from a visit to Usk College, while older pupils developed their knowledge and understanding of the Second World War through an inspiring visit to the Imperial War Museum in London.

Teachers provide pupils with a useful introduction to the Welsh language when they start school. The school has recently developed worthwhile initiatives, such as ensuring that Welsh is visible on signs, introducing a Welsh phrase of the week and encouraging all staff and pupils to use simple Welsh words and phrases throughout the day. However, these initiatives are not used consistently enough to develop pupils' competence in the Welsh language effectively. The school provides suitable opportunities for pupils to learn about their local area and Welsh history and culture. For example, pupils read about the Giant of Gilfach. However, in general, opportunities to learn about Welsh culture are underdeveloped.

The school raises pupils' awareness of recycling and energy conservation successfully. For example, a useful visit from a water company helped pupils to learn the importance of water conservation. The school has a dedicated and enthusiastic eco-committee, but its members lack opportunities to direct its work. Opportunities for pupils to gain a greater understanding of global citizenship are at an early stage of development.

Teaching: Good

Throughout the school, teachers have a consistent approach to teaching and learning, which ensures that pupils achieve well. They create a positive and co-operative working atmosphere. This ensures that pupils understand the aims of the lessons and helps them to recognise what they need to do to succeed. Without exception, teachers have high expectations of pupils' behaviour and attainment, and the quality of the work produced reflects this. Teachers introduce worthwhile initiatives such as 'word of the week' to engage all learners. Pupils respond enthusiastically to this, contributing to the rich vocabulary used in written work. Teaching and learning assistants are deployed effectively within the school, and provide support of a high standard, particularly in the Foundation Phase. This helps to ensure that all pupils make good progress, particularly in developing their literacy skills.

In the Foundation Phase, teachers use a highly effective range of teaching methods and resources to inspire pupils. For example, they capture pupils' imagination with letters from Pirate Pete, sparking interesting conversations as well as successfully encouraging good quality thinking, reading and writing.

In key stage 2, lessons are well structured. Teachers use questioning successfully to help pupils to recall previous learning and to extend and assess their understanding.

They have good, up to date knowledge in most subjects that benefit pupils, particularly in literacy, numeracy and science. However, they are less effective at developing pupils' Welsh language skills.

All teachers mark pupils' work carefully and regularly, often including questions to check pupils' understanding or challenge them further. They also provide good quality oral feedback and encourage pupils to consider for themselves how well they are doing and what they need to do to improve. This helps to promote mature thinking among older pupils. The school tracks pupils' progress very carefully and thoroughly, particularly in relation to literacy and numeracy through the electronic tracking system. As a result, teachers have a good understanding of individual pupils' needs, provide support through intervention strategies quickly and set appropriate challenge for pupils in lessons.

Reports to parents are informative and meet statutory requirements.

Care, support and guidance: Good

The school provides a caring and welcoming environment, and places strong emphasis on the wellbeing of its pupils. Teachers implement effective strategies consistently to nurture self-discipline. The school's approach to behaviour management encourages children to act in a mature and co-operative way and to show mutual respect. Teachers know pupils well and provide helpful support and guidance for them.

The school makes appropriate arrangements for promoting healthy eating and drinking. All pupils have suitable opportunities to be physically active during the school day and to understand the importance of a well-balanced diet.

Teachers provide good opportunities for pupils' spiritual, moral, social and cultural development. For example, older pupils have valuable opportunities to go on residential visits which develop their ability to persevere, relate to others and take risks in real situations. However, opportunities for pupils to contribute in a meaningful way to decision-making in the school are underdeveloped. The school does not meet requirements for daily worship in all respects, as teachers withdraw a very few children for support during assembly one day a week.

The school works appropriately with a range of external agencies to support pupils' social and emotional development effectively. Staff make good use of advice to adapt provision to meet the needs of vulnerable pupils. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Teachers identify pupils with additional learning needs at an early stage. They provide effective support through intervention programmes and targeted individual education plans. Teachers keep parents well informed about their child's progress. They work effectively with teaching assistants and language-support specialist staff, to ensure that pupils are able to access the full curriculum and make good progress.

Learning environment: Good

The school has successfully established a positive and inclusive ethos where all feel welcomed and are actively encouraged to consider the wellbeing of others. To achieve this, teachers have established a strong climate of mutual respect and courtesy within the school. All staff treat pupils equally and there is an appropriate Strategic Equality Plan in place. For example, teachers ensure that all pupils have equal access to the many interesting trips and visits that they arrange. The school supports out of school learning by setting homework tasks on the school blog. Teachers explain homework tasks so that they do not have to be accessed electronically. However, expectations for completing homework are not clear.

The school environment is stimulating and colourful with informative displays which support learning well, particularly in the Foundation Phase. The accommodation is clean and generally secure. However, during the inspection, the team raised minor issues regarding the security and safety of the premises that may have a negative effect on pupils' wellbeing. These were brought to the attention of the governing body.

Classrooms in the Foundation Phase provide a spacious and interesting environment, extending into the outdoors. These are used effectively throughout the school day. In key stage 2, space in classrooms is more limited, but the school has provided extra staffing to enable pupils to be taught in smaller groups for most of the week to reduce the impact of this on the pupils. The school has extensive grounds which pupils enjoy during break times.

Pupils have access to an ample range of good quality resources throughout the school. These include well-stocked libraries and appropriate information and communication technology (ICT) resources.

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

Leadership: Good

The headteacher provides strong leadership and communicates high expectations to pupils and staff. She has developed, in collaboration with staff, a clear, purposeful vision, and set of values for the school. The assistant headteachers work well as part of the senior leadership team.

The senior leadership team, alongside the governing body, has established an appropriate number of strategic priorities to guide the development of the school. These reflect national and local priorities well. Staff have contributed appropriately to the setting of strategic priorities and understand their roles in delivering the targets within the school improvement plan. Performance management arrangements for teachers and learning assistants are effective.

Staff at all levels understand their roles and responsibilities well. Regular meetings of the senior management team and of teachers in phase groups ensure that staff consider curriculum and planning issues appropriately. However, the tracking of decisions and agreed action points from management meetings is less effective. The Friday morning meeting for all staff has improved lines of communication with staff, particularly learning support assistants.

The governing body fulfils its statutory responsibilities conscientiously. The headteacher provides the governing body with a good level of relevant information on the life and work of the school and its performance compared with that of similar schools. The governing body has influenced the strategic direction of the school effectively, for example in relation to priorities relating to ICT. It monitors the implementation of the school improvement plan rigorously. It provides a suitable degree of challenge to the leadership of the school in terms of the school's performance, for example in relation to standards in numeracy. It exercises appropriate financial oversight of the school's budget, but does not challenge the leadership enough in relation to the high budget surplus.

Improving quality: Good

There is a clear, annual cycle of self-evaluation processes and activities. This includes very regular and systematic monitoring of lessons, teachers' planning and scrutiny of samples of pupils' books. This monitoring benefits from the use of agreed criteria that staff use effectively to evaluate the quality of the teaching and learning. This is very good practice. It has ensured consistent implementation of agreed policies and initiatives, for example in the planning of literacy and numeracy skills and setting appropriate challenges for more able pupils. It has informed staff development well. Co-ordinators undertake thorough reviews of provision in relation to literacy, numeracy, science and Welsh. Co-ordinators for ICT and for more able pupils have also conducted useful reviews of provision. These have informed the self-evaluation report and the school improvement plan well. However, the review of the quality of provision for foundation subjects, for example physical education and art, is far less systematic.

The school's self-evaluation report is detailed and evaluative. In most respects it presents an accurate picture of the school's strengths and areas for development. The school improvement plan contains appropriate priorities, detailed actions, success criteria, timescales for implementation and relevant resource implications. The school has a good track record of implementing change, for example in relation to curriculum planning, the tracking of pupils' progress and the management of pupils' behaviour. The school benefits well from positive engagement with the cluster of local primary schools in driving forward improvements in literacy, numeracy and science.

Partnership working: Good

The school engages positively and constructively with a suitable range of partners. Its relationship with parents is good. It keeps them well informed about the life and work of the school through regular newsletters and social media channels. Its website contains a useful range of information for parents, but it is hard to navigate to find relevant information quickly and easily. Parents appreciate the ease of access to staff and the headteacher.

The school engages well with relevant agencies to support learners, for example in providing a breakfast club and seasonal after-school clubs. Links with the local community are strong and pupils contribute well to the life of the village community. The school has received useful financial support from local businesses for specific

projects and items of expenditure, for example in setting up the school radio station. However, links with businesses that have an impact on the curriculum or in developing pupils' understanding of business are more limited.

Links with the cluster of local primary schools are very good. The links have led to joint policies in certain areas and shared financial contracts for specific services. The impact of cluster working on the accuracy and reliability of teachers' assessments is strong. Links with the local secondary school are effective. The school works actively and constructively with the local cluster of primary schools to support joint working and the effective transfer of pupils from Year 6 to Year 7. Links with the local authority and the regional consortium are strong. For example, the school is taking a lead role in local and regional initiatives in relation to performance management, the observation of teaching and the use of an electronic system for tracking pupils' performance in literacy and numeracy.

Resource management: Good

The school has enough experienced and well-qualified staff to deliver the curriculum. The deployment of staff is appropriate. The school currently supports the provision of four classes in key stage 2 for most of the week to reduce class sizes to more manageable levels within relatively small classrooms. Staff use the learning resources and interior accommodation well, though the use of the outdoors and physical education resources in key stage 2 is more limited.

Teachers receive appropriate time for preparation, planning and assessment. Staff access a large volume and range of relevant professional development opportunities, which link well to priorities identified in the school improvement plan and through the performance management process.

There is careful financial management within the school and good oversight of the school's finances by the governing body. However, the school has a large budget surplus, which is well above the recommended level.

There are few pupils eligible for free school meals and, as a result, the school receives a relatively small amount of funding through the Pupil Deprivation Grant. The school has used the grant funding to purchase tablet computers and relevant software to support the literacy development of pupils eligible for free school meals. This is having a positive impact on their literacy and ICT skills. However, a very few eligible pupils, who are more able, do not benefit directly from the grant funding.

Due to the standards achieved by pupils and the quality of provision overall, the school provides good value for money.

Appendix 1: Commentary on performance data

6792301 - Trellech Junior & Infants

Number of pupils on roll	160	
Pupils eligible for free school meals (FSM) - 3 year average	3.7	
FSM band	1	(FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	23	25	24
Achieving the Foundation Phase indicator (FPI) (%)	87.0	84.0	95.8
Benchmark quartile	3	3	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	23	25	24
Achieving outcome 5+ (%)	91.3	88.0	95.8
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	34.8	36.0	62.5
Benchmark quartile	2	3	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	23	25	24
Achieving outcome 5+ (%)	91.3	92.0	95.8
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	43.5	32.0	50.0
Benchmark quartile	1	3	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	23	25	24
Achieving outcome 5+ (%)	100.0	92.0	95.8
Benchmark quartile	1	4	4
Achieving outcome 6+ (%)	47.8	36.0	75.0
Benchmark quartile	3	4	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.

6792301 - Trellech Junior & Infants

Number of pupils on roll   160
Pupils eligible for free school meals (FSM) - 3 year average   3.7
FSM band   1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	25	21	15	22
Achieving the core subject indicator (CSI) (%)	84.0	85.7	86.7	95.5
Benchmark quartile	3	3	3	2
English				
Number of pupils in cohort	25	21	15	22
Achieving level 4+ (%)	88.0	85.7	93.3	95.5
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	36.0	33.3	46.7	63.6
Benchmark quartile	3	3	2	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	25	21	15	22
Achieving level 4+ (%)	96.0	95.2	93.3	95.5
Benchmark quartile	2	2	3	2
Achieving level 5+ (%)	24.0	42.9	33.3	59.1
Benchmark quartile	4	2	4	1
Science				
Number of pupils in cohort	25	21	15	22
Achieving level 4+ (%)	84.0	85.7	86.7	100.0
Benchmark quartile	4	4	4	1
Achieving level 5+ (%)	16.0	23.8	33.3	68.2
Benchmark quartile	4	4	4	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.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	92		92	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	78		70	8		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			90%	10%		
			92%	8%		
I know who to talk to if I am worried or upset.	90		85	5		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			94%	6%		
			97%	3%		
The school teaches me how to keep healthy	84		79	5		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			94%	6%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	86		67	19		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			78%	22%		
			96%	4%		
I am doing well at school	82		80	2		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	93		93	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	93		93	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	87		84	3		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			97%	3%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	83		73	10		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			88%	12%		
			95%	5%		
Other children behave well and I can get my work done.	79		61	18		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	88		85	3		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			97%	3%		
			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.	25	15 / 60%	7 / 28%	2 / 8%	0 / 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	25	17 / 68%	8 / 32%	0 / 0%	0 / 0%	0	Mae fy mhlentyn 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.	25	20 / 80%	5 / 20%	0 / 0%	0 / 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	25	15 / 60%	8 / 32%	1 / 4%	0 / 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol
		61%	34%	3%	1%		
Pupils behave well in school.	25	13 / 52%	8 / 32%	0 / 0%	0 / 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	24	12 / 50%	9 / 38%	1 / 4%	0 / 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	25	14 / 56%	7 / 28%	2 / 8%	0 / 0%	2	Mae'r staff yn disgwyl i fy mhlentyn 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.	24	9 / 38%	12 / 50%	3 / 12%	0 / 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	25	14 / 56%	9 / 36%	1 / 4%	0 / 0%	1	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.	25	8 / 32%	13 / 52%	2 / 8%	1 / 4%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	25	16 / 64%	9 / 36%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	24	10 / 42%	6 / 25%	1 / 4%	1 / 4%	6	Mae fy mhlentyn 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.	25	7 / 28%	13 / 52%	5 / 20%	0 / 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with	25	18 / 72%	5 / 20%	1 / 4%	0 / 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud

	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	
questions, suggestions or a problem.		62%	31%	4%	2%		awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	25	13 52%	7 28%	3 12%	0 0%	2	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.	25	13 52%	9 36%	1 4%	0 0%	2	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.	21	9 43%	4 19%	0 0%	0 0%	8	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.	25	17 68%	6 24%	1 4%	1 4%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	25	18 72%	4 16%	1 4%	1 4%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mrs Sheila Margaret Birkhead	Reporting Inspector
Mr Barry Norris	Team Inspector
Mrs Rhiannon Mary Boardman	Lay Inspector
Ms Rosemarie Wallace	Peer Inspector
Mrs Karen Christofi (Headteacher)	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.