



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

A report on

**Kitchener Primary School
Kitchener Road
Canton
Cardiff
CF11 6HT**

Date of inspection: February 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Kitchener Primary School is a large inner-city school in the Riverside area of Cardiff that caters for pupils from the ages of three to eleven. There are currently 468 pupils on roll taught in 14 single-age classes, plus a part-time nursery unit.

Over the last three years, the average number of pupils eligible for free school meals is around 33%, which is well above the national average of 20%. About 21% have additional learning needs, which is below the national average of 25%. A very few pupils have a statement of special educational needs.

Around 90% of pupils are from an ethnic minority background, the majority being of Bangladeshi origin. Pupils come from at least 40 different ethnic groups and speak over 27 different languages. Approximately 86% of pupils receive support in English as an additional language and many enter the school with little or no English. No pupils speak Welsh as a first language or are in the care of the local authority. There is continual movement of pupils in and out of the school.

The school's last inspection was in April 2009. The headteacher took up her post in September 2013.

The individual school budget per pupil for Kitchener Primary School in 2015-2016 means that the budget is £3,411 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,099 and the minimum is £2,901. Kitchener Primary School is 66th out of the 96 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is excellent because:

- Nearly all pupils make exceptionally good progress in developing their literacy and numeracy skills relative to their starting-points
- Most notably, nearly all pupils who speak English as an additional language make rapid progress in their speaking, reading and writing skills
- By the end of key stage 2, most pupils achieve very good standards in their work across the curriculum
- Standards in Welsh second language are good
- Pupils' behaviour is very good
- Pupils' levels of attendance have placed the school in the top 25% of similar schools for the last three years
- The well-planned curriculum is rich, broad and balanced
- Teaching is consistently good with many excellent features

Prospects for improvement

The school's prospects for improvement are excellent because:

- The school is a very welcoming and caring community that values and respects all of its pupils and staff, whatever their background
- The headteacher provides very strong leadership and has high expectations of staff and pupils
- Members of the senior leadership team work together closely and lead other colleagues effectively to achieve the school's aims and priorities for improvement
- All staff contribute fully to the school's ethos and initiatives
- The governing body has a very effective oversight of the school and carries out its duties very successfully
- The well-established self-evaluation process is robust and rigorous and provides a very secure basis on which to take forward improvements
- The school has a wide range of highly effective partnerships that enrich and support pupils' learning and wellbeing extremely well

Recommendations

R1 Improve the performance of boys, especially in literacy

R2 Provide more opportunities for pupils to develop and use their skills in numeracy and information and communication technology (ICT) across the curriculum

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Many pupils enter the school with little or no English and with very limited educational experiences. However, nearly all make exceptionally good progress in developing their literacy and numeracy skills relative to their starting-points. Most notably, nearly all pupils who speak English as an additional language make rapid progress in their speaking, reading and writing skills. As a result, by the end of key stage 2, they are very fluent and confident in their oral and written work, whatever their age of entry. Pupils eligible for free school meals generally do as well as other pupils, but boys tend to underachieve in relation to girls, especially in literacy. By the end of key stage 2, most pupils achieve very good standards in their work across the curriculum.

Throughout the school, pupils listen attentively and respond well to adults and to other pupils. As they progress through the school, most develop their speaking skills rapidly. In the Foundation Phase, most pupils talk confidently to adults and many explain clearly what they are doing and learning. By the end of key stage 2, most pupils speak clearly and confidently, despite many having English as an additional language. They use a mature vocabulary and share their ideas in lessons effectively to extend their thinking. More able pupils, in particular, are articulate and confident in public speaking, for example in assembly or when competing successfully in a debating competition.

Most pupils develop their reading skills well in relation to their starting points. In the Foundation Phase, all pupils develop their phonic skills systematically through a structured programme. They read simple texts with increasing fluency and confidence. Most show good understanding of the stories and information they read. In key stage 2, many pupils apply their reading skills well to tasks across the curriculum, such as researching information about the Victorians in Year 4. By the end of key stage 2, many pupils, including those who enter the school with little or no English, read confidently, fluently and with good expression. They apply higher order reading skills successfully to a wider range of texts. Most pupils have positive attitudes towards reading and many talk confidently about their favourite books and authors.

Across the school, pupils' writing skills develop very well. Many begin to write in full sentences in reception and by Year 2 more able pupils can write extended stories and information texts, such as letters and short reports. Many pupils use basic punctuation correctly and spell common words accurately. By the end of key stage 2, many pupils use complex sentences to good effect with correct spelling and punctuation. More able pupils produce writing of high quality, such as thoughtful poetry and extended imaginative stories. Handwriting generally develops well and by the end of key stage 2 most pupils present their work neatly.

In the Foundation Phase, most pupils develop good numeracy, measuring and data handling skills. By Year 2, they add and subtract numbers up to 100 correctly and

use place value successfully. Most pupils are familiar with common two and three-dimensional shapes and can recognise right angles and lines of symmetry. They know how to tell the time to five minutes and how to measure length, weight and temperature using standard units. Most pupils tackle simple problems confidently. They gather, record and interpret different kinds of data effectively.

In key stage 2, nearly all pupils produce a good quality and quantity of work across the range of mathematical areas. The more able, in particular, display a high level of mathematical understanding and use a suitable range of strategies to solve problems quickly and accurately. By Year 6, nearly all pupils understand and apply fractions, decimals and percentage equivalents successfully and use negative and squared numbers confidently. They have a well-developed knowledge of more complex shapes. Their grasp of multiplication tables is secure.

Nearly all pupils have a positive attitude towards learning Welsh and many use basic language patterns during informal activities. At the end of the Foundation Phase, most pupils respond well to basic questions and instructions and conduct a simple conversation. They write briefly about familiar subjects, such as the weather. At the end of key stage 2, most pupils engage in longer conversations with other pupils and adults. Most use their knowledge of sentence structures and Welsh vocabulary to write at length on a range of subjects, for example a review of a film. Many pupils read successfully from a variety of suitable texts, showing an understanding of the main ideas, events and characters.

Over the last four years, when compared with similar schools, pupils' performance at the end of the Foundation Phase in literacy and mathematical development at both the expected and higher levels tends to place the school mainly in the lower 50% and bottom 25%. This reflects most pupils' low level of skills on entry, especially in the English language. At the end of key stage 2, pupils' performance in English, mathematics and science is better overall, tending to place the school in the higher 50% or lower 50% at the expected level and in the top 25% or higher 50% at the higher level, especially in mathematics and science. This demonstrates good value-added achievement as pupils move through the school.

Wellbeing: Excellent

Pupils' attitudes to learning are a notable feature of the school and contribute directly to their progress and achievement. In lessons, nearly all pupils demonstrate high levels of interest and engagement in their activities. Their behaviour around the school is very good and they are courteous and polite to each other and visitors. All pupils feel safe in school and are confident that adults will deal swiftly and fairly with any incidents of conflict that arise. Nearly all pupils have a good understanding of the importance of healthy eating and exercise. They take part eagerly in physical activities.

The improving trend in attendance rates has placed the school in the top 25% over the last three years when compared with similar schools. However, pupils eligible for free school meals tend to attend less well than other pupils. The percentage of authorised and unauthorised absence and the number of persistent absentees have declined overall. Most pupils arrive punctually at the start of the school day.

A strength of the school is that pupils in all classes take on a range of responsibilities, for example by acting as door and stair monitors. Older pupils support younger ones well and help in the library and playground. They also undertake various innovative roles, such as 'super ambassadors', 'learning squad' members, 'digital leaders' and 'e-cadets', when they represent the school proudly and contribute to improvements in teaching and learning enthusiastically. Members of the school council participate actively in the decision-making process, for example in the development of policies, such as the anti-bullying policy.

Many pupils take part in a wide range of community activities. For example, they visit religious centres and a local residential home, where they tell stories to the elderly. The school choir sings enthusiastically in various local venues and performs at community events regularly.

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

Learning experiences: Good

The school provides a rich, broad and balanced curriculum, which meets pupils' learning needs well. Planning for the development of pupils' skills across the curriculum is thorough, particularly in literacy. However, opportunities for pupils to apply their numeracy and ICT skills across the curriculum are comparatively less well developed. Foundation Phase planning ensures a good balance of structured and free-choice activities indoors and outside.

A wide range of extra-curricular clubs, visits and visitors further enrich pupils' learning. The school invites parents to participate in many of these activities, for example the story-telling club and the 'fun with wool' sessions. The school also organises a wide range of successful intervention programmes to help pupils improve their literacy and numeracy skills and their social and emotional wellbeing. The provision for pupils who enter the school with little or no English is particularly good and ensures that they make rapid progress in speaking, reading and writing the language.

Planning to develop the Welsh language is comprehensive and ensures that pupils progress well. Many staff use Welsh regularly in lessons and around the school. Provision for the promotion of pupils' understanding and appreciation of the culture and heritage of Wales is strong. For example, pupils visit Welsh museums and sites and they experience Welsh songs and music.

Nearly all pupils are aware of the need to recycle, reduce waste and save energy. The eco committee, in particular, encourages pupils and adults to act sustainably. For example, members issue red or green cards to classes, when they leave on or switch off their lights and computers. The many different cultures and backgrounds in the school enrich substantially pupils' understanding of the wider world and their appreciation of its diversity. The school celebrates different festivals and foods and has a developing link with a school in Bangladesh. It holds fair trade days to raise money for charity.

Teaching: Excellent

There are many excellent features of teaching in the planning and organisation of lessons and in the care and support staff provide, which enables pupils to feel secure and to reach their full potential. For example, nearly all teachers plan a wide range of stimulating learning activities that enthuse and challenge pupils. They produce high quality materials and use a variety of interesting teaching and learning methods. They give particular care and attention to the quality of language they use. They provide highly effective language models for pupils, especially those who speak English as an additional language.

All teachers have up-to-date subject knowledge. They manage pupils' behaviour very well and conduct lessons at a lively pace. They extend the learning of all pupils very effectively through clear explanations and well-considered questioning. They match tasks closely to pupils' ages and abilities. Working relationships between staff and pupils in all classes are positive and strong. Support assistants make an exceptional contribution to pupils' learning and wellbeing. In particular, they have a major impact on the progress of pupils who enter the school with little or no English or who have recently arrived at the school.

Senior leaders and class teachers make highly effective use of a wide range of data to track pupils' progress carefully. They analyse assessment information well to set challenging targets for pupils. They ensure that additional support for more and less able pupils meets their individual needs effectively.

In all lessons, teachers consistently involve pupils in evaluating their own learning and that of others. As a result, most pupils understand clearly how they can improve their work. All teachers mark pupils' work thoroughly and most give specific feedback that relates well to the learning intentions. The school provides regular information for parents about their children's progress through detailed annual written reports and termly meetings with teachers.

Care, support and guidance: Excellent

There is a strong emphasis on developing pupils' wellbeing across the school and, as a result, nearly all pupils are very happy, enthusiastic and confident learners. There are appropriate arrangements for promoting healthy eating and drinking.

Provision for pupils' spiritual, moral, social and cultural development is very effective. The emphasis on positive values and concern for others is a prominent feature throughout the school. These values feature regularly in collective worship and the personal and social education curriculum. This ensures that nearly all pupils realise the need to appreciate and respect one another and themselves. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school has reduced absences successfully over recent years through a wide range of initiatives, led by the deputy headteacher and supported by school staff and the education welfare officer. The initiatives include meetings with parents, weekly class attendance cups, annual individual awards and the best improvers' certificates. The management of pupils' behaviour, especially for those with social and emotional difficulties, is a strength of the school.

Provision for pupils with additional learning needs is effective and enables those identified to make good progress. Staff manage and co-ordinate their individual needs successfully from their entry into school. Parents are well informed and take a full part in setting and reviewing their child's individual education or behavioural support plans.

Provision for pupils who have English as an additional language is a particular strength. Through careful planning, flexible grouping and working with parents, the school enables these pupils to develop their communication skills quickly and effectively. Newly arrived pupils, who have little or no English, access relevant intervention programmes straightaway.

The school has strong links with specialist services and external agencies, such as the speech and language team and paediatricians. This ensures support of high quality for pupils and their parents.

Learning environment: Excellent

The school is a very welcoming and caring community that values and supports all of its pupils and staff, whatever their background. Its ethos is a real strength and permeates all aspects of its life and work. It recognises and celebrates difference and diversity exceptionally well. All pupils have full and equal access to the curriculum and every aspect of school life. As a result, nearly all pupils feel safe and secure and develop a strong sense of loyalty to the school. Many parents openly praise the school for the respect it shows for pupils' home language and their cultural identity. Different languages are on display around the school and on the web site, where a translation button is available.

Although the school is old, the accommodation overall is of good quality and is well maintained and secure, both inside and outside. Staff make good use of all the available space. All classes provide a rich environment for learning, including reading areas, interactive literacy and numeracy 'working walls' and the use of 'quick response' codes. Displays in corridors and classrooms enhance the learning environment and encourage pupils' curiosity and learning. The outside areas are well organised and encourage learning effectively. They include a small grassed zone with an appropriate forest school.

The school has a wide range of resources of good quality, including relevant language acquisition materials, a new library, up-to-date ICT equipment and a refurbished computer suite.

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

Leadership: Excellent

The school's success stems very much from its dynamic and strong leadership. The headteacher has a clear vision, which she communicates well with all stakeholders. She has high expectations of staff and pupils. The deputy headteacher supports the headteacher robustly and leads many successful initiatives, for example in improving levels of attendance. Members of the senior leadership team work together closely and lead other colleagues effectively to achieve the school's aims and priorities for improvement.

All permanent teachers with leadership responsibilities undertake their roles effectively and conscientiously. All staff contribute fully to the school's ethos and initiatives. They participate fully in performance management arrangements and share common whole-school targets. As a result, nearly all pupils progress consistently and successfully through the school, especially those with English as an additional language and those who join the school at different stages.

The governing body has a very effective oversight of the school and carries out its duties very successfully. Governors are knowledgeable and supportive of the school's work and its performance. They are fully involved in decision-making and provide a clear strategic direction. The chair of governors is particularly well informed and proactive and takes a leading role in moving the school forward.

The school implements local and national initiatives successfully. For example, the school focuses purposefully on reducing the effects of poverty on attainment and regularly evaluates the impact of its actions. This a particular strength.

Improving quality: Good

The well-established self-evaluation process is robust and rigorous and provides a very secure basis on which to take forward improvements. It uses accurate and extensive evidence, involves all stakeholders and focuses effectively on pupils' outcomes. Staff gather a wide range of first-hand evidence from various sources, including lesson observations, pupils' work, listening to learners, subject co-ordinator action plans and surveys of the views of parents and pupils. Members of the senior leadership team work closely with class teachers to analyse performance data thoroughly, in order to monitor the progress the school and individual pupils are making. The school uses all of this information constructively to identify its strengths and areas for development accurately. For example, as a result of these procedures, standards in writing in the Foundation Phase and in numeracy in key stage 2 are improving.

The comprehensive school improvement plan arises directly from the self-evaluation process. The plan includes challenging measurable targets that have realistic costs and time scales for completion. Regular and efficient monitoring of the plan takes place in order to evaluate the impact on pupils' outcomes, particularly in relation to specific groups of pupils, such as those from different cultures and backgrounds and those eligible for free school meals. The school has made considerable progress in improving pupils' bilingual abilities and their problem-solving and thinking skills, following the recommendations of the last inspection.

Partnership working: Excellent

The school has a wide range of highly effective partnerships that enrich and support pupils' learning and wellbeing extremely well. The school actively encourages parents to become involved in their children's education through various clubs and activities. For example, the recently-formed parent council meets regularly with the headteacher and, as a result, the provision for extra-curricular activities has improved. The school makes excellent use of bilingual support assistants in order to communicate effectively with parents.

The school works closely with the local Flying Start health visitor, who identifies pupils who would benefit from a home visit by a teacher and a support assistant from the nursery before starting school. This early intervention enhances pupils' transfer into the nursery considerably and helps to secure positive outcomes in pupils' attendance, achievement and behaviour.

Older pupils benefit extensively from well-established links with the local high school that ensures their smooth transition into key stage 3. For example, music and design technology teachers from the high school teach Year 6 pupils. This helps to raise pupils' confidence, motivation and outcomes. The many links with the local cluster of schools and the family of schools also have a positive impact on standards. For example, the sharing of good practice in the teaching of numerical reasoning has contributed well to improving pupils' learning and to furthering teachers' professional development. Arrangements for the standardisation and moderation of pupils' work are comprehensive and effective.

There are numerous links with the local community, including effective partnerships with various businesses in the vicinity, such as the fair trade shop. These enrich the provision at the school and expand pupils' experiences successfully. For example, co-operation with a story-telling company and a charity for the visually impaired helps to improve pupils' oracy skills and self-esteem.

Resource management: Excellent

The school has a full complement of well-qualified and appropriately experienced teachers and support staff, who all have relevant roles based on their expertise and training. As a result, nearly all pupils learn effectively, particularly in relation to English language acquisition.

The school gives a high priority to professional development and to sharing good practice within the school and with other providers. Training links closely to school targets and performance management objectives. Support staff also attend courses regularly in relation to their specific roles and to enhance their qualifications.

Day-to-day administrative routines operate efficiently and the arrangements for teachers' planning, preparation and assessment time are well organised to enable teachers in parallel classes to work together. The school manages its accommodation and resources effectively.

The school's leadership and the governing body manage the budget very efficiently and appropriate financial controls are in place. The finance committee monitors expenditure carefully to ensure good outcomes for pupils and best value for money. The school allocates the pupil deprivation grants appropriately to support pupils eligible for free school meals, mainly through various intervention programmes and enrichment activities. It also employs a family engagement officer, as well as specific support staff, to develop links with parents, especially from the Bengali community. These measures are resulting in increased parental involvement, accelerated progress in pupils' reading and better attendance in the nursery and reception classes.

Due to the positive outcomes in pupils' standards of achievement and the overall quality of the provision and leadership, the school provides excellent value for money.

Appendix 1: Commentary on performance data

6812031 - Kitchener Primary School

| | |
|--|-------------|
| Number of pupils on roll | 482 |
| Pupils eligible for free school meals (FSM) - 3 year average | 32.8 |
| FSM band | 5 (32%<FSM) |

Foundation Phase

| | 2012 | 2013 | 2014 | 2015 |
|--|------|------|------|------|
| Number of pupils in Year 2 cohort | 56 | 57 | 55 | 58 |
| Achieving the Foundation Phase indicator (FPI) (%) | 58.9 | 75.4 | 74.5 | 79.3 |
| Benchmark quartile | 4 | 3 | 4 | 3 |
| Language, literacy and communication skills - English (LCE) | | | | |
| Number of pupils in cohort | 56 | 57 | 55 | 58 |
| Achieving outcome 5+ (%) | 67.9 | 75.4 | 78.2 | 86.2 |
| Benchmark quartile | 4 | 3 | 4 | 2 |
| Achieving outcome 6+ (%) | 25.0 | 24.6 | 25.5 | 22.4 |
| Benchmark quartile | 2 | 2 | 3 | 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 | 56 | 57 | 55 | 58 |
| Achieving outcome 5+ (%) | 76.8 | 82.5 | 74.5 | 79.3 |
| Benchmark quartile | 4 | 2 | 4 | 3 |
| Achieving outcome 6+ (%) | 26.8 | 22.8 | 20.0 | 19.0 |
| Benchmark quartile | 2 | 2 | 3 | 3 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | | |
| Number of pupils in cohort | 56 | 57 | 55 | 58 |
| Achieving outcome 5+ (%) | 83.9 | 86.0 | 94.5 | 91.4 |
| Benchmark quartile | 4 | 3 | 3 | 3 |
| Achieving outcome 6+ (%) | 39.3 | 40.4 | 56.4 | 27.6 |
| Benchmark quartile | 2 | 2 | 2 | 4 |

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.

6812031 - Kitchener Primary School

| | |
|--|-------------|
| Number of pupils on roll | 482 |
| Pupils eligible for free school meals (FSM) - 3 year average | 32.8 |
| FSM band | 5 (32%<FSM) |

Key stage 2

| | 2012 | 2013 | 2014 | 2015 |
|---|------|------|------|------|
| Number of pupils in Year 6 cohort | 56 | 45 | 55 | 58 |
| Achieving the core subject indicator (CSI) (%) | 80.4 | 82.2 | 85.5 | 82.8 |
| Benchmark quartile | 3 | 2 | 2 | 2 |
| English | | | | |
| Number of pupils in cohort | 56 | 45 | 55 | 58 |
| Achieving level 4+ (%) | 80.4 | 82.2 | 85.5 | 84.5 |
| Benchmark quartile | 3 | 2 | 3 | 3 |
| Achieving level 5+ (%) | 28.6 | 31.1 | 38.2 | 29.3 |
| Benchmark quartile | 2 | 2 | 2 | 3 |
| Welsh first language | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving level 4+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving level 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematics | | | | |
| Number of pupils in cohort | 56 | 45 | 55 | 58 |
| Achieving level 4+ (%) | 85.7 | 84.4 | 85.5 | 82.8 |
| Benchmark quartile | 3 | 2 | 3 | 3 |
| Achieving level 5+ (%) | 25.0 | 37.8 | 45.5 | 32.8 |
| Benchmark quartile | 3 | 1 | 1 | 2 |
| Science | | | | |
| Number of pupils in cohort | 56 | 45 | 55 | 58 |
| Achieving level 4+ (%) | 83.9 | 82.2 | 85.5 | 84.5 |
| Benchmark quartile | 3 | 3 | 3 | 3 |
| Achieving level 5+ (%) | 30.4 | 46.7 | 49.1 | 32.8 |
| Benchmark quartile | 2 | 1 | 1 | 2 |

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

* 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. | 116 | | 114 98% | 2 2% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 113 | | 98 87% | 15 13% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 117 | | 113 97% | 4 3% | 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 | 116 | | 114 98% | 2 2% | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | | 97% | 3% | |
| There are lots of chances at school for me to get regular exercise. | 117 | | 112 96% | 5 4% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 116 | | 113 97% | 3 3% | Rwy'n gwneud yn dda yn yr ysgol. |
| | | | 96% | 4% | |
| The teachers and other adults in the school help me to learn and make progress. | 117 | | 115 98% | 2 2% | 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. | 117 | | 115 98% | 2 2% | 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. | 115 | | 101 88% | 14 12% | Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol. |
| | | | 91% | 9% | |
| I have enough books, equipment, and computers to do my work. | 116 | | 106 91% | 10 9% | 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. | 111 | | 73 66% | 38 34% | 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 | 116 | | 98 84% | 18 16% | 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. | 139 | 67 48% | 67 48% | 5 4% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 144 | 84 58% | 59 41% | 1 1% | 0 0% | 0 | Mae fy mhentyn yn hoffi'r ysgol hon. |
| | | 73% | 25% | 1% | 0% | | |
| My child was helped to settle in well when he or she started at the school. | 139 | 78 56% | 60 43% | 1 1% | 0 0% | 1 | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol. |
| | | 73% | 26% | 1% | 0% | | |
| My child is making good progress at school. | 138 | 73 53% | 63 46% | 2 1% | 0 0% | 4 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 62% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 128 | 43 34% | 77 60% | 8 6% | 0 0% | 13 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 48% | 47% | 4% | 1% | | |
| Teaching is good. | 137 | 70 51% | 66 48% | 1 1% | 0 0% | 6 | Mae'r addysgu yn dda. |
| | | 62% | 36% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 135 | 74 55% | 60 44% | 1 1% | 0 0% | 5 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 65% | 34% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 130 | 52 40% | 63 48% | 13 10% | 2 2% | 11 | 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. |
| | | 50% | 42% | 6% | 2% | | |
| Staff treat all children fairly and with respect. | 134 | 79 59% | 51 38% | 4 3% | 0 0% | 8 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 61% | 34% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 137 | 62 45% | 72 53% | 2 1% | 1 1% | 6 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 60% | 37% | 2% | 0% | | |
| My child is safe at school. | 140 | 84 60% | 56 40% | 0 0% | 0 0% | 3 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 67% | 31% | 1% | 1% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 119 | 51 43% | 65 55% | 3 3% | 0 0% | 18 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 56% | 38% | 4% | 1% | | |
| I am kept well informed about my child's progress. | 143 | 69 48% | 59 41% | 12 8% | 3 2% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 50% | 40% | 8% | 2% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 140 | 70 50% | 65 46% | 5 4% | 0 0% | 2 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| | | 62% | 31% | 4% | 2% | | |
| I understand the school's procedure for dealing with complaints. | 128 | 47 37% | 69 54% | 11 9% | 1 1% | 15 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 49% | 42% | 8% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 133 | 58 44% | 73 55% | 2 2% | 0 0% | 10 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 58% | 39% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 112 | 44 39% | 63 56% | 5 4% | 0 0% | 26 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 53% | 41% | 5% | 1% | | |
| There is a good range of activities including trips or visits. | 142 | 81 57% | 57 40% | 4 3% | 0 0% | 2 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 55% | 38% | 5% | 1% | | |
| The school is well run. | 133 | 80 60% | 51 38% | 1 1% | 1 1% | 9 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 62% | 33% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|---------------------|---------------------|
| Peter David Ellis | Reporting Inspector |
| Rosemarie Wallace | Team Inspector |
| Clive A Evans | Team Inspector |
| Eileen Gordon Jones | Team Inspector |
| Matthew Evans | Lay Inspector |
| Michael O'Grady | Peer Inspector |
| Ruth Jackson | 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.