



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

**A report on**

**Maesmarchog Primary School  
School Road  
Dyffryn Cellwen  
Neath  
SA10 9LB**

**Date of inspection: October 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:

<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 date: 22/12/2015**

## Context

Maesmarchog Community Primary School is in the village of Dyffryn Cellwen in the Neath Port Talbot local authority. The school draws many of its learners from Dyffryn Cellwen and the surrounding villages. There are 80 full-time pupils from four to 11 years of age on roll. A further 17 part-time pupils attend the nursery. There are four mixed-age mainstream classes and a Learning Support Centre for pupils with Autistic Spectrum Disorder. This specialist facility serves the far wider geographical area covered by the Neath Port Talbot local authority. The school identifies that approximately 30% of pupils have additional learning needs. Currently, 18% of pupils have a statement of special educational needs.

Around 25% of pupils are eligible for free school meals. This figure has fallen steadily in recent years but remains slightly above the local and national averages. Nearly all pupils are of white British ethnicity and come from homes where English is the main language.

The current headteacher took up her post in September 2009. Estyn last inspected the school in July 2010.

The individual school budget per pupil for Maesmarchog Community Primary School in 2015-2016 means that the budget is £5,742 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,039 and the minimum is £2,718.

Maesmarchog Community Primary School is second out of the 65 primary schools in Neath Port Talbot 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>Adequate</b>

### Current performance

The current performance of the school is adequate because:

- Most pupils make satisfactory progress as they move through the school
- Pupils in the learning support centre make good progress from their individual starting points
- Most pupils make good progress in learning and using the Welsh language as they move through the school
- Most pupils work and play well together
- Rates of pupils' attendance show notable improvement over the last two years
- In key stage 2 and the Foundation Phase, the school provides work on a range of themes and topics that interest and engage pupils appropriately
- The school promotes the health and wellbeing of its pupils effectively

However:

- Standards of reading and writing are generally lower than expected
- Provision for mathematics and numeracy does not always challenge pupils to achieve high standards
- Teachers do not always use assessment information well enough to plan learning experiences at the right level for pupils

### Prospects for improvement

The school's prospects for improvement are adequate because:

- Senior leaders have developed a shared vision focused on achieving the best outcomes for all pupils
- Senior leaders are beginning to hold teachers to account for standards achieved by pupils in their classes
- School governors have a sound understanding of their roles and responsibilities
- The school's analysis of pupil assessment data is thorough and accurate
- The school has identified a suitable range of improvement priorities
- The school works effectively with a wide range of partners to improve outcomes for pupils

However:

- The school's arrangements for self-evaluation and school improvement planning have not had sufficient impact on improving outcomes for pupils over time
- The school has not used grant funding strategically to improve outcomes for disadvantaged pupils

## Recommendations

- R1 Improve standards of reading and writing
- R2 Improve provision in mathematics and numeracy to challenge more able pupils sufficiently and ensure that pupils in the Foundation Phase apply their numeracy skills across the curriculum effectively
- R3 Improve the quality of teaching through using marking and assessment information to identify pupils' next steps for learning effectively, particularly in their basic skills
- R4 Ensure that playground surfaces are fit for purpose
- R5 Improve self-evaluation and school improvement planning processes to raise standards in teaching and learning
- R6 Use the Pupil Deprivation Grant more strategically to improve outcomes for disadvantaged learners

### **What happens next?**

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.'

## Main findings

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

Adequate

#### Standards: Adequate

Most pupils in mainstream classes enter the school with skills, knowledge and understanding that are in-line with or slightly lower than the level expected for their age. Overall, they make satisfactory progress as they move through the school. Pupils in the learning Support Classes make good progress from their individual starting points. This is most evident in the development of their communication skills.

Many pupils have good speaking and listening skills. Across the school, most pupils follow instructions appropriately and many speak confidently in front of others and use a suitable vocabulary. Pupils that are more able, in key stage 2, use their speaking skills effectively, for example to persuade others to buy a particular brand of perfume.

Many pupils make satisfactory progress in developing their reading skills. In the Foundation Phase, they develop an appropriate range of early phonics skills and decode words successfully. More able pupils read fluently from books at a suitable level. In key stage 2, many pupils read basic texts accurately with understanding and appropriate fluency. However, very few pupils have more advanced reading skills such as the ability to read between the lines or scan texts quickly to find information.

A majority of pupils make good progress in developing their writing skills. In the Foundation Phase, many pupils present their work appropriately and spell basic words correctly. They use a satisfactory range of basic punctuation. In key stage 2, many pupils show a good understanding of the features of different styles of writing. For example, they write to recount events successfully in diary extracts. Overall, they spell words appropriately and use a suitable range of vocabulary. However, too many pupils across the ability range have a limited understanding of basic sentence structure and the accurate use of punctuation. More able pupils do not use a broad enough range of vocabulary, descriptive features or punctuation correctly in their work. Across the Foundation Phase and key stage 2, many pupils apply their writing skills appropriately in their topic work.

Many pupils make good progress in developing their mathematical skills in the Foundation Phase. They develop a sound understanding of basic number facts, shape, measure and data handling. They apply their data handling and measuring skills appropriately in their topic work, for example to sort food into groups in a Venn diagram. Pupils are beginning to use their number skills appropriately in topic work. In key stage 2, many pupils sustain good progress. They work at a level appropriate for their age in most aspects of their mathematical work. They develop a range of strategies to help them to work with numbers effectively and apply their skills to real life situations, for example to work out the area and perimeter of rooms to purchase the correct amount of flooring materials. However, more able pupils do not regularly apply their skills at the level they are capable of in their topic work or investigative work.

Overall, most pupils make good progress in learning and using the Welsh language as they move through the school. In the Foundation Phase, most pupils join in with songs and rhymes, listen and respond to questions and follow instructions successfully. In key stage 2, many pupils speak confidently. They talk about familiar topics in the past, present and future tenses using a good range of sentence patterns and vocabulary. Many read appropriately from suitable texts and produce written work of a good standard, for example to describe themselves and their interests or to create basic play scripts. Pupils promote the use of the Welsh language well at playtimes through the 'Draig Cymraeg' initiative where older pupils present younger pupils with reward tokens for speaking with them in Welsh.

The published data for the end of key stage teacher assessments includes pupils with additional learning needs within the Learning Support Centre. This affects the overall performance of pupils when compared with that in other schools with similar proportions of pupils eligible for free school meals.

Pupils' performance, by the end of the Foundation Phase at the expected outcome, in literacy and mathematical development has placed the school in the bottom 25% of similar schools in each of the last three years. At the higher outcome, the school is generally in the higher 50% of similar schools in both areas of learning.

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science generally places the school in the bottom 25% when compared with similar schools. At the higher level, pupils' performance in English fluctuates from year to year. However, in both mathematics and science, pupils' recent performance is relatively weak. For example, in science, no pupil has attained the higher level in either are usually more of the last two years.

Girls generally perform better than boys in teacher assessments at the end of the Foundation Phase and key stage 2 in all subjects and areas of learning. In the Foundation Phase, there is no consistent pattern in the comparative performance of pupils eligible for free school meals and their peers. However, by the end of key stage 2, pupils eligible for free school meals usually perform less well than other pupils.

### **Wellbeing: Good**

Nearly all pupils feel safe in school and know who to speak to if they are worried or upset. They are confident that adults will listen to them and help them. They demonstrate a good understanding of the importance of healthy eating and keeping fit. Many pupils develop this understanding further by attending after school clubs such as 'Fit Kids' and cookery. Most pupils have a sound understanding of how to stay safe on the internet. Around a half of pupils develop an awareness of the importance of looking after their money through saving regularly with the school's credit union.

Most pupils work and play together well. They show good levels of tolerance and an understanding of the needs of others at schools. Standards of behaviour are good and most pupils show appropriate respect for adults. Many pupils are developing skills that help them evaluate their own progress in learning appropriately.

Rates of pupils' attendance show notable improvement over the last two years. Over time, pupils' attendance has fluctuated, moving the school between the higher 50% and bottom 25% when compared with other similar schools. The attendance of pupils in the learning support centre is notably lower than that of mainstream pupils. Most pupils arrive at school punctually.

Many pupils take on additional responsibilities successfully; for example, Year 6 pupils are proficient in their roles as play heroes. They help to improve the quality of playtimes for younger pupils. The school council represents fellow pupils appropriately. It plays an active role in the life of the school, for example by organising fundraising events for local and national charities. Many pupils develop a suitable understanding of sustainability issues through their topic work, for example in their studies of the rain forest and 'Fairtrade'. The work of the school's eco-committee is at an early stage of development. However, the money it raises from recycling activities provides the school council with a valuable budget.

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

All teachers plan a broad and varied range of learning experiences that meet the requirements of both the National Curriculum and the Literacy and Numeracy Framework. In key stage 2 and the Foundation Phase, the school provides work on a range of themes and topics that interest and engage pupils appropriately.

Teachers ensure that pupils have many worthwhile opportunities to apply their literacy and numeracy skills across the curriculum. However, these arrangements do not always ensure that pupils develop specific basic skills progressively as they move through the school. This is most apparent in their reading and writing skills. The school has identified pupils who are more able. However, provision does not always challenge them to achieve highly, for example when applying their numeracy skills.

The school provides a good range of extra-curricular activities, for example 'Fit Kids', cookery and 'ICT Club', which support and extend pupils' learning effectively. These clubs also have a positive impact on pupils' wellbeing and enjoyment of school.

Provision for the Welsh language is good. This ensures that most pupils develop their speaking, reading and writing skills progressively as they move through the school. All teachers use Welsh consistently and are good language role models for pupils. The school provides a variety of experiences that help pupils understand the cultural and historical characteristics of Wales. These include a visit to a mining heritage centre and a whole school celebration of Welsh culture on St. David's Day.

There are good arrangements to develop pupils' understanding of sustainability issues. These include many Fairtrade activities and the DEAR project. This project successfully highlights the importance of recycling and is a transition activity carried out with the school's partner secondary school. However, the school's provision for developing pupils' understanding of global citizenship is not strong.

## **Teaching: Adequate**

Overall, the quality of teaching ensures that most pupils make satisfactory progress as they move through the school. Teachers often plan lessons that engage most pupils in learning appropriately. In a majority of lessons, teachers ensure that learning develops at a suitable pace. The quality of teaching in the specialist learning support centre at the school is generally good. In these classes, well-established routines and effective professional practice support most pupils to make good progress. Across the school, teaching assistants contribute positively to support pupils' learning.

The school has developed a useful range of common approaches to teaching, such as the 'Morning Mission'. This provides a purposeful start to the day across the school and valuable opportunities for pupils to practise their skills. Teachers use a variety of effective assessment for learning strategies. They share learning objectives and success criteria with pupils at the beginning of each lesson. This helps pupils to know what to include in their work to be successful and to evaluate how well they have performed in tasks. However, teachers do not plan well enough for pupils' individual development needs, for example to improve basic writing skills. In too many instances, this means that activities do not challenge pupils at the right level and this limits rates of progress. Teachers mark pupils' work regularly. However, their written comments do not always indicate precisely what pupils need to do to improve the quality of their work.

The school has appropriate arrangements to monitor the progress of individual pupils as they move through the school. Teachers use this information well to identify those who need additional support with their learning. There are effective systems to make sure that teachers' end of key stage assessments are accurate.

Parents receive appropriate information about their children's achievements and progress through end-of-year reports and regular parents' meetings.

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

The school promotes the health and wellbeing of its pupils effectively. There are regular opportunities for pupils to exercise and develop positive attitudes to healthy lifestyles in curriculum time and after school, for example in topic work in science and in 'Fit Kids Club'. The school makes appropriate arrangements to promote healthy eating and drinking.

There are effective arrangements to support the moral, spiritual and cultural development of pupils. These include regular acts of collective worship that enable pupils to reflect on their own values and beliefs and to consider those of others. Teachers consistently apply the school's recently revised behaviour policy, based around the theme of 'Reaching for the Stars'. They support pupils to take responsibility for their own behaviour well. Work with police liaison officers ensures that pupils have a sound awareness of internet safety. The school's procedures to improve attendance have had a notable impact over the last two years.

Provision for pupils with additional learning needs in mainstream classes and the learning support centre is effective. Staff develop detailed, appropriate individual education plans for pupils and keep progress against targets under review successfully. The school provides a range of effective intervention programmes for pupils. This involves a good balance between withdrawal and in-class support. The school successfully integrates pupils from the learning support centre into mainstream classes at appropriate times. Staff work well with a number of outside agencies, including speech and language professionals and educational psychologists, to improve outcomes for pupils.

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

### **Learning environment: Adequate**

The school has a caring ethos and is an inclusive community that celebrates diversity successfully. A commitment to ensuring equality of opportunity for all is evident in the work of the school. There are regular opportunities for pupils to show care and consideration for others, both in school and the wider community. These include work as playground heroes, celebrations such as 'Carols and a Cuppa' and charity fundraising activities.

The school's accommodation provides sufficient space for the number of pupils on roll. However, it is generally in a poor state of repair. Despite this, school staff ensure that learning areas are neat and well organised. Pupils have access to sufficient learning resources of a suitable quality. There are useful resources for pupils within the learning support centre to engage in active play. The school has considerable outdoor space, including useful areas to shelter from bad weather. There is a variety of large play equipment that many pupils enjoy using. However, the playground areas are of a poor quality with uneven surfaces in various states of disrepair and they present a risk to pupils' health and safety. The outdoor learning areas in the Foundation Phase are limited in size but provide some useful opportunities for learning.

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

The vision senior leaders have for the school focuses appropriately on achieving the best outcomes for all pupils. They communicate this effectively and all staff share this sense of purpose. Recently, senior leaders have begun to share leadership more widely. For example, all members of staff are now part of teams taking responsibility for different aspects of the school's provision. Regular meetings focus appropriately on self-evaluation and school improvement priorities. However, a lack of formal records of these meetings, to record agreed actions or to review progress, limits their effectiveness.

The school's arrangements for managing the performance of all staff are appropriate. Senior leaders are beginning to hold teachers to account for the standards pupils achieve. They use a range of first-hand evidence to evaluate the quality of teaching

and link the performance management objectives of all staff to the priorities in the school improvement plan. However, these recently introduced arrangements have not had enough time to impact sufficiently on the standards that pupils achieve.

The school has responded positively to many national priorities, such as the Literacy and Numeracy Framework. Policies and procedures to develop the Welsh language skills of pupils have improved standards across the school. However, the school has not been successful enough at improving outcomes for pupils eligible for free school meals.

School governors have a sound understanding of their roles and responsibilities. They are committed to achieving the best outcomes for all pupils. Through observing lessons and looking at the work of pupils, the governing body is developing an improved understanding of the strengths and weaknesses of the school. It is beginning to use this information to hold the school to account for the standards it achieves.

### **Improving quality: Adequate**

The school has recently introduced effective procedures to monitor the success of its work. All staff are increasingly involved in assessing the quality of the school's actions through analysing assessment data, looking at pupils' work and observing lessons. As a result, the school's understanding of its strengths and weaknesses is developing. The school's self-evaluation report provides an accurate description of the school's work. The analysis of pupils' assessment data is thorough and accurate. However, the report is less evaluative about the impact of provision and leadership on the standards achieved by pupils.

The school's most recent improvement plan identifies a suitable range of improvement priorities linked to the evaluation of performance data and the analysis of standards of work in pupils' books. The plan identifies suitable actions to address areas of weakness, those responsible for their implementation and timelines for their achievement. However, processes for monitoring the progress of the school's actions are less well developed. The school's plan does not identify longer-term improvement goals or evaluate its success in addressing previous priorities.

### **Partnership working: Good**

The school works with a wide range of partners to improve outcomes for pupils. It has strong links with parents and informs them well about the life of the school and the progress of their children. A particularly strong feature is the parents' forum, which provides a useful opportunity for parents to ask questions and receive information about how best to support their children's learning.

Effective links with local groups have a positive impact on pupils' awareness of their place in the community. For example, the school has worked with the Dulais Opportunity for Voluntary Enterprise group to run a team building and problem-solving project for pupils in Year 6. This has had a measurable impact on pupils' confidence and self-esteem as they prepare for the move to secondary school.

Transition arrangements are strong. Regular visits to the local secondary school and participation in transition activities prepares pupils effectively for the next step in their learning journey. For example, a project linked to a forensic crime investigation develops pupils' scientific skills and familiarises them with expectations at their new school. Beneficial links with various other schools help pupils with specific additional learning needs move smoothly to the next stage of their education.

Arrangements with other schools in the cluster for the moderation of teacher assessment at the end of Year 2 and Year 6 are appropriate. Electronic portfolios of pupils' work representing agreed levels are in place. These help to ensure that the levels awarded by the school are accurate.

### **Resource management: Adequate**

The school has sufficient appropriately qualified teachers and other staff to meet the needs of pupils. All staff understand and carry out their roles and responsibilities appropriately. The school deploys teaching assistants well to support learning, both within classes and through support programmes for targeted groups of learners.

Professional development links with other local schools support recent improvements in the quality of teaching and learning. For example, teachers in the Foundation Phase visited another primary school to see good practice in the development of pupils' personal and social skills.

Senior leaders and the governing body maintain effective oversight of the school's budget. They have a clear understanding of the school's financial situation and make appropriate decisions to ensure suitable budgetary management. The school allocates resources appropriately to priorities in the school improvement plan. However, the school does not use grant funding strategically to tackle the impact of poverty on learners. It does not plan to use grant funding well enough and does not evaluate the impact of its spending on outcomes for pupils.

Given the adequate standards that pupils achieve overall and the weaknesses in aspects of the school's provision, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6712155 - Maesmarchog Community Primary School

Number of pupils on roll	102
Pupils eligible for free school meals (FSM) - 3 year average	25.8
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	17	14	9
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	64.7	71.4	77.8
Benchmark quartile	3	4	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	17	14	9
Achieving outcome 5+ (%)	64.7	71.4	77.8
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	17.6	0.0	33.3
Benchmark quartile	2	4	2
<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	17	14	9
Achieving outcome 5+ (%)	70.6	78.6	77.8
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	17.6	28.6	22.2
Benchmark quartile	2	2	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	17	14	9
Achieving outcome 5+ (%)	70.6	78.6	88.9
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	17.6	7.1	22.2
Benchmark quartile	3	4	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.

**6712155 - Maesmarchog Community Primary School**

Number of pupils on roll	102
Pupils eligible for free school meals (FSM) - 3 year average	25.8
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	10	10	13	14
<b>Achieving the core subject indicator (CSI) (%)</b>	30.0	80.0	53.8	64.3
Benchmark quartile	4	2	4	4
<b>English</b>				
Number of pupils in cohort	10	10	13	14
Achieving level 4+ (%)	50.0	90.0	53.8	64.3
Benchmark quartile	4	1	4	4
Achieving level 5+ (%)	30.0	40.0	30.8	21.4
Benchmark quartile	1	1	2	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	10	10	13	14
Achieving level 4+ (%)	40.0	80.0	53.8	71.4
Benchmark quartile	4	2	4	4
Achieving level 5+ (%)	30.0	30.0	30.8	21.4
Benchmark quartile	1	1	2	4
<b>Science</b>				
Number of pupils in cohort	10	10	13	14
Achieving level 4+ (%)	50.0	90.0	53.8	78.6
Benchmark quartile	4	1	4	4
Achieving level 5+ (%)	30.0	40.0	30.8	0.0
Benchmark quartile	1	1	2	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.	43	43 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	41	40 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	43	43 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	42	42 100%	0 0%	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.	42	41 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	43	41 95%	2 5%	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.	43	43 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	43	43 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	40	38 95%	2 5%	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.	41	39 95%	2 5%	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.	39	29 74%	10 26%	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	40	36 90%	4 10%	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.	30	15 50%	13 43%	2 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	30	21 70%	9 30%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	30	19 63%	11 37%	0 0%	0 0%	0	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.	30	13 43%	15 50%	2 7%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	26	4 15%	20 77%	2 8%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	29	13 45%	16 55%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	30	17 57%	13 43%	0 0%	0 0%	0	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.	24	13 54%	10 42%	1 4%	0 0%	6	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.	28	17 61%	11 39%	0 0%	0 0%	2	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.	30	15 50%	15 50%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	30	20 67%	9 30%	1 3%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	25	15 60%	10 40%	0 0%	0 0%	5	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.	30	13 43%	12 40%	4 13%	1 3%	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.	29	18 62%	8 28%	3 10%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	25	12 48%	11 44%	2 8%	0 0%	5	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.	28	14 50%	14 50%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhentyn 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.	21	8 38%	11 52%	2 10%	0 0%	8	Mae fy mhentyn 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.	29	9 31%	15 52%	4 14%	1 3%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	29	11 38%	15 52%	3 10%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Mr Richard Lloyd	Reporting Inspector
Mr Jonathan Wright	Team Inspector
Ms Andrea Louise Davies	Lay Inspector
Mr Darren Casker	Peer Inspector
Mrs Katrina Winston (Headteacher)	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.