



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

**A report on**

**Penygarn Primary School  
Penygarn Road  
Penygarn  
Pontypool  
Torfaen  
NP4 8JR**

**Date of inspection: November 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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## Context

Penygarn Primary School serves the areas of Trevethin, Penygarn, St Cadoc's and Pontnewynydd on the outskirts of Pontypool. It was formed in 2007 by the amalgamation of Penygarn Infants and Penygarn Junior schools. There are 417 full-time pupils from 4 to 11 years of age on roll. A further 47 part-time pupils attend the nursery.

Around 40% of pupils are eligible for free school meals. This figure has remained steady in recent years and is well above the local and national averages. The school identifies that approximately 20% of pupils have additional learning needs and a very few pupils have a statement of special educational needs.

Nearly all pupils are of white British ethnicity and come from homes where English is the main language.

The headteacher took up her post in January 2014. Estyn last inspected the school in January 2009.

The individual school budget per pupil for Penygarn Primary School in 2015-2016 means that the budget is £3,482 per pupil. The maximum per pupil in the primary schools in Torfaen is £4,999 and the minimum is £2,971. Penygarn Primary School is 14th out of the 27 primary schools in Torfaen in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- Many pupils' standards have significantly improved in most areas over the last two years
- The school has rigorous and effective procedures to ensure that teacher assessment of pupils' work is accurate
- Many pupils make good progress in the development of their skills as they move through the school
- Almost all pupils enjoy coming to school and take pride in being members of the school community
- There are successful procedures for promoting good behaviour
- The school makes good use of a wide range of external agencies and services to provide purposeful guidance and support for staff, pupils and parents
- The school is a caring, supportive community that promotes pupils' health and wellbeing successfully

However:

- Many pupils' standards are below those expected for their age and ability
- Most pupils do not apply their literacy and numeracy skills across all subject areas effectively
- Most pupils' information and communication technology skills (ICT) are underdeveloped
- The overall rates of attendance are often lower than those in similar schools

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong and effective leadership to a committed team of staff
- The senior management team have high expectations of themselves and of the staff and pupils, and they communicate these successfully
- The governing body undertakes its statutory duties well
- Leaders are continually reviewing and improving the school's procedures for self-evaluation
- The school is beginning to develop a track record for making necessary and effective improvements
- The school fosters a wide range of useful partnerships that contribute well to improving the provision for pupils
- The school works well with parents to improve outcomes for pupils

## Recommendations

- R1 Improve pupils' extended writing and numeracy skills across the curriculum, particularly in key stage 2
- R2. Raise standards in ICT
- R3 Improve attendance
- R4 Improve the provision for developing pupils' understanding of the Welsh dimension
- R5 Ensure that teaching is consistently good in all classes

### **What happens next?**

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

## Main findings

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

Adequate

#### Standards: Adequate

Many pupils enter the school with literacy, numeracy and social skills that are below those expected for their age. Pupils' standards have significantly improved in most areas over the last two years. However, for many pupils these are still below those expected for their age and ability. Overall, they make good progress in the development of these skills as they move through the school. Most pupils with additional learning needs make appropriate progress.

Most pupils' oracy skills are developing well. They listen carefully to each other and to adults. In the Foundation Phase, most pupils are keen to offer answers when questioned and respond clearly when taking part in class discussions. In key stage 2, most pupils respond appropriately to questions and provide suitable answers.

Many pupils enjoy reading and use their skills of prediction well to say what happens next in a story. In the Foundation Phase, most pupils apply their phonic knowledge effectively when reading unfamiliar words. They answer questions correctly about what they have read. More able pupils at the end of key stage 2 speak confidently about their books. They discuss enthusiastically the events, main characters and plot. Most pupils know the difference between fiction and non-fiction texts and understand how to use encyclopaedias and the internet well to research unfamiliar topics, such as facts about birds and animals. However, a few pupils are unable to use their phonic knowledge effectively to build sounds to read unfamiliar words.

Many pupils in the Foundation Phase make appropriate progress in developing their writing skills. By the end of the Foundation Phase, most pupils use capital letters and full stops accurately in sequences of sentences. However, only a few pupils use other punctuation confidently, such as commas. Many pupils write for different purposes, but few write at length. Most pupils' presentation of their work and the quality of handwriting is good and they are able to form letters well. Most pupils' spelling is appropriate for their age and ability. Standards are generally secure and most pupils are able to apply their skills at the same level in other areas of the curriculum when given the opportunity.

In key stage 2, many pupils use basic punctuation successfully, with the more able using commas and exclamation marks. Most make appropriate progress in their handwriting and presentation skills. Most spell key words correctly, but a few more able pupils continue to make too many simple errors. Very few pupils write at length for a range of different purposes and in other subjects. As a result, pupils do not achieve as well as they could in their written work.

Many pupils develop their number skills well in the Foundation Phase. In Year 2, pupils have a good understanding of place value. Many pupils solve word problems successfully and find change from twenty pence accurately, while a few can do this for one hundred pence. Many pupils have a suitable understanding of a range of

concepts and skills, including time, weight, shape and handling data. However, many pupils' application of skills across the curriculum is underdeveloped. When given the opportunity, many pupils apply their measuring skills effectively in investigations, such as when measuring in centimetres to find out how far they can jump.

Many key stage 2 pupils solve written calculations of addition, subtraction, multiplication and division at an appropriate level. Many construct and interpret bar charts and line graphs well. Most pupils understand the basic concept of simple fractions. However, there are often errors in pupils' work. In lower key stage 2, many pupils are able to divide two digit numbers by 10 and use suitable methods to solve simple multiplication problems. Overall, many pupils' problem-solving and reasoning skills are underdeveloped. Few pupils apply their numeracy skills across the curriculum.

Most pupils' thinking and information communication skills (ICT) are underdeveloped.

Most pupils in the Foundation Phase make good progress in their speaking and listening skills in Welsh. Most are able to ask and answer simple questions using familiar vocabulary, and respond appropriately to simple instructions. The majority are able to read and write simple words and phrases confidently, such as when labelling parts of the body.

Most pupils in lower key stage 2 respond correctly to simple commands and questions in Welsh. Most of these pupils write simple sentences confidently in Welsh lessons using familiar phrases. However, their ability to write in other contexts is underdeveloped. A few read simple texts appropriately, and discuss their work and the content of their Welsh reading books with increasing confidence. Pupils at the end of key stage 2 have limited speaking, reading and writing skills in Welsh.

At the end of the Foundation Phase, pupils' performance in literacy compared with that of similar schools has varied considerably at both the expected and higher outcomes over the last four years and there is no identifiable trend. Pupils' performance in mathematical development has tended to place the school in the lower 50% or bottom 25% when compared with similar schools over the same period.

At the end of key stage 2, pupils' performance in English, mathematics and science compared with that of similar schools has varied considerably over the last four years. However, overall, there is a declining trend with the school placed largely in the bottom 25% of similar schools for the last two years.

In the Foundation Phase, the performance of boys and girls as a group tends to be similar. However, at the end of key stage 2, the performance of girls is consistently better at both the expected and higher levels. Pupils eligible for free school meals have performed consistently less well than other pupils for the past four years.

### **Wellbeing: Adequate**

Almost all pupils enjoy coming to school and take pride in being members of the school community. Nearly all pupils feel safe in school and are confident that staff

will deal effectively with their concerns. They understand the importance of leading a healthy lifestyle and appreciate that eating and drinking healthily, as well as taking regular exercise, are beneficial to their wellbeing. Most pupils demonstrate a good understanding of how to stay safe online.

Most pupils behave well in lessons and around the school. They show care, respect and consideration for each other and for adults. However, pupils do not always take enough responsibility for their own learning and are not always clear about what they need to do to improve their work.

Members of the school council are very motivated and conscientious, and undertake their responsibilities seriously. Pupils' opinions have an appropriate effect on various aspects of provision, such as deciding on class names and behaviour rewards. The enthusiastic 'Healthy Warriors' are responsible for monitoring the energy efficiency of each class and award weekly certificates.

Pupils contribute towards a suitable range of activities in the community, such as the service of remembrance at the local church. This has a positive effect on the development of their social skills, their understanding of their local community and their place within it.

Most pupils arrive at school punctually. However, rates of attendance have remained largely static for the past four years and have consistently placed the school in the lower 50% when compared with similar schools.

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

The planning of learning experiences meets the needs of most pupils sufficiently. The school's long-term planning is appropriate and provides purposeful opportunities for pupils to build on their existing knowledge, understanding and skills as they move through the school.

Teachers' short-term planning takes good account of the literacy and numeracy framework. However, there is a limited range of opportunities for pupils to apply their writing and numeracy skills across the curriculum. There are very few opportunities for pupils to develop their ICT skills.

The school offers a suitable range of relevant activities to enhance the curriculum, such as the Year 6 visit to an exhibition on the Second World War at Pontypool Museum, the provision of drum workshops and sporting activities. These help to support pupils' learning and wellbeing successfully.

Provision for improving pupils' Welsh skills is developing, but from a low base. Teachers generally use simple phrases in daily routines well in the Foundation Phase. This improves pupils' confidence in speaking Welsh. However, teachers' use of Welsh in daily class routines in key stage 2 is more limited. Planning does not ensure that pupils have enough opportunities to use Welsh in other subjects. The school arranges an annual Eisteddfod and educational visits to Welsh historical sites such as Big Pit, Llancaiach Fawr and Castell Coch. However, the provision for developing pupils' understanding of the history and culture of Wales is limited overall.

Pupils have good opportunities to learn about the environment and sustainable development. The school's arrangements for pupils to monitor their class' energy efficiency each week successfully support their understanding of the need to reduce energy consumption.

### **Teaching: Adequate**

Overall, teachers plan a range of appropriate activities that ensure that pupils make suitable progress in classes. They develop positive working relationships with pupils, interact with them well in most classes and are sensitive to their emotional needs. They identify clear learning objectives and ensure that pupils focus appropriately on meeting them. Many lessons move along at good pace, which results in suitable levels of pupil engagement. In the few instances where the pace is too quick or too slow, pupils do not achieve the lesson objective fully or they begin to lose focus and make poor progress.

In most instances, teachers organise the work of classroom assistants well and they support pupils' learning effectively. In many cases, teachers plan activities that engage pupils well and meet the needs of all learners, including those who need more support with their basic skills. However, in a few classes, teachers do not provide sufficient challenge for all pupils and the planned activities do not address the needs of all ability groups. As a result, in these cases, pupils do not all make appropriate progress.

The school has made significant improvements in its assessment processes to ensure that the outcomes and levels awarded to pupils at the end of Year 2 and Year 6 are accurate. These procedures are rigorous and effective, and involve all members of the teaching staff. Teachers are beginning to use assessment data well to track the progress of learners and to put in place additional support for groups of pupils where they need it. Class teachers and members of the senior leadership team use this information effectively in regular pupil progress meetings to plan the next steps for individual pupils. Teachers set purposeful targets for pupils and monitor their progress towards these carefully. However, few pupils are aware of their individual targets and what they specifically need to do to improve their skills in literacy and numeracy.

The quality of marking is satisfactory. It indicates to pupils what they have done well and what they need to do to improve. Recently, pupils in a majority of classes have begun to respond to their teacher's comments and, where this occurs, it is having a positive impact on their learning. However, there are very limited opportunities for pupils to make their own assessments of their learning. Reports to parents are informative and meet statutory requirements.

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

The school is a caring, supportive community that promotes pupils' health and wellbeing successfully. It has effective procedures to ensure that pupils understand how to stay safe and encourages them to participate in regular physical exercise. The school has appropriate arrangements to promote healthy eating and drinking. It develops pupils' spiritual, moral, social and cultural development effectively. However, this is not as effective in respect of pupils' awareness of other countries and cultures.

There are successful procedures in most classes for promoting good behaviour, such as the use of an online rewards system and play therapy sessions. These procedures have a positive impact on pupils' wellbeing and contribute successfully to the positive ethos in the school. The school has put in place many beneficial systems to encourage and reward good attendance. However, these have yet to impact positively on rates of attendance.

The school makes good use of a wide range external agencies and services to provide guidance and support for staff, pupils and parents. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school has effective procedures for identifying, at an early stage, the additional learning needs of pupils who need extra support. There are appropriate individual education plans in place. Staff ensure that most pupils with additional learning needs make good progress against their individual targets. However, they do not monitor the impact of specific intervention programmes systematically enough to be able to measure their effectiveness. The nurture class provides good support for pupils with emotional and behavioural problems.

### **Learning environment: Good**

The school provides a caring and welcoming environment for its pupils and staff, and values the diversity of its local community well. Pupils have equal opportunities to take part in all aspects of school life. Staff promote tolerance and respect and challenge any discrimination effectively. The school develops caring attitudes and ensures that pupils and staff are free from bullying and harassment. As a result, pupils have a sound understanding of the steps to take if any bullying occurs.

The school is secure, clean and maintained well. The outdoor environment offers varied and interesting opportunities for pupils to enhance their learning effectively.

The internal accommodation is attractive, vibrant and stimulating. Displays are consistently of high quality; they are colourful, celebrate pupils' achievements well and help to support pupils' learning successfully. Classrooms and learning areas have sufficient resources of good quality to meet the needs of the curriculum effectively.

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

The headteacher provides strong and purposeful leadership to a committed team of staff. She has a clear vision for developing the school, has appropriately high expectations and communicates these effectively to staff, pupils, parents and governors. This ensures that all stakeholders have a clear focus and a strong commitment to improving provision within the school and raising standards. All members of staff have clear job descriptions and they carry out their roles and responsibilities effectively. Senior teachers and subject leaders share their responsibilities well and the quality of leadership at all levels is good.

The school's performance management structure is successful in ensuring that all members of staff receive appropriate professional development and training, which matches closely the priorities in the school improvement plan. This is beginning to have a positive effect on pupils' achievement in key areas, particularly in the development of their speaking and reading skills.

The school is successful in meeting many local and national priorities. It is receptive to new ideas and regularly seeks new ways to improve its provision. This has a beneficial impact on pupil progress and wellbeing, for example by introducing intervention strategies to improve pupils' key skills and by reviewing the behaviour policy.

The governing body undertakes its statutory duties well. Over the last two years, the governors have received effective training and gained a thorough understanding of their role and expectation as critical friends. Governors evaluate their own performance appropriately and adhere to a rigorous programme of reviewing policies, plans and procedures. Since the appointment of the current headteacher, they have a clear understanding of the school's performance compared with that of similar schools and use this to support and to challenge leaders effectively. They have used their authority effectively to secure sound leadership for the school.

### **Improving quality: Good**

The headteacher, governing body and senior leadership team have identified the need to secure improvement in many important areas of the school's work, particularly in teaching, learning and assessment. They are driving up standards and the quality of provision effectively from a relatively low base. As a result, this is an improving school.

Leaders are continually reviewing and improving the school's procedures for self-evaluation. Current procedures are robust, and involve taking the views of all members of staff, pupils, parents and governors. Leaders analyse a wide range of performance data as well as first-hand evidence gained from scrutiny of teachers' planning, lesson observations, work scrutiny.

Subject leaders make a valuable contribution to the self-evaluation process. They evaluate progress well in their areas of responsibility and produce appropriate development plans, which form part of the whole school development plan. As a result, leaders and managers have a clear understanding of the school's current strengths and areas for development in all learning areas.

The school uses the information gained from self-evaluation effectively to set suitable priorities for improvement. This is beginning to have a positive effect on the quality of provision, for example in the accuracy of assessment and measurable improvements in the standards that pupils achieve, particularly in speaking and reading.

The school development plan builds systematically on the outcomes of self-evaluation and sets suitable strategic targets for improvement. It notes clear timescales for completion, accurate costings, staff responsible for the actions, and appropriate support and training for them. Senior leaders monitor progress against

the school development plan rigorously, and the end-of-year evaluations provide a valuable basis on which to set challenging targets for the future. As a result of intensive training and support, the skills of nearly all teachers are improving and most now have higher expectations, deal well with poor behaviour and make effective use of strategies to improve pupils' oracy and reading skills. This is also beginning to have a positive impact on the progress that pupils make in writing.

### **Partnership working: Good**

The school fosters a wide range of useful partnerships that contribute well to improving the provision for pupils. The school is improving relationships with parents successfully and has an effective, newly-formed parent teacher association. These parents receive useful training that is appropriate to their needs, such as in first aid. Parents are regular visitors to the school. They support pupils well in many activities, such as on trips, in swimming lessons and as part of phonics sessions. The school holds a number of informative sessions for parents to equip them with the necessary skills to support their children's learning at home. The family support worker liaises well with parents to improve the attendance and punctuality of their children.

The school has beneficial partnerships with a range of specialist service providers, such as the Pupil Referral Unit, the local Communities First team, the regional consortium and Crownbridge Special School. Pupils and staff from both schools have benefited from the sharing of expertise, and this supports the inclusion of pupils successfully. For example, the deputy headteacher for inclusion has provided training on teaching phonics to Crownbridge staff.

There is close co-operation between the school through the family support worker and the local playgroup. This ensures that pupils settle into school well. There are good links and effective transfer arrangements between the school and one of the local secondary schools. These involve pupils from Year 4 through to Year 6 and result in a smooth transition. The cluster of local primary schools have worked together effectively to produce portfolios of pupils' work. This now provides a shared and improved understanding of the outcomes and levels that pupils achieve and ensures the consistency and accuracy of teacher assessment at this school.

### **Resource management: Adequate**

The school manages the deployment of staff well. Staff have appropriate qualifications and expertise. The school provides relevant professional development for staff according to their individual performance management needs and the school's priorities. Teachers use their non-contact time effectively for planning, preparation and assessment. Leaders use additional management time well to monitor, evaluate and review the work of the school. The school uses staff well to improve colleagues' skills through peer support. This is having a positive impact on improving the quality of teaching and learning through the school. For example, two teachers provided whole-school training and individual support for their colleagues on effective marking.

The governing body's finance committee meets regularly and monitors spending appropriately. The school links spending decisions relevantly to priorities within its

development plan. The school plans the use of the Pupil Deprivation Grant satisfactorily, but it does not monitor its impact well enough to confirm that its spending benefits the pupils targeted for support.

Taking account of the standards achieved by pupils and the overall quality of provision, the school offers adequate value for money.

## Appendix 1: Commentary on performance data

### 6782322 - Penygarn Community Primary School

Number of pupils on roll	449
Pupils eligible for free school meals (FSM) - 3 year average	42.8
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	43	59	55	51
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	72.1	81.4	81.8	72.5
Benchmark quartile	2	2	2	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	43	59	55	51
Achieving outcome 5+ (%)	74.4	83.1	89.1	84.3
Benchmark quartile	3	2	1	2
Achieving outcome 6+ (%)	20.9	16.9	29.1	5.9
Benchmark quartile	2	3	2	4
<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	43	59	55	51
Achieving outcome 5+ (%)	79.1	98.3	81.8	80.4
Benchmark quartile	3	1	3	3
Achieving outcome 6+ (%)	11.6	11.9	14.5	2.0
Benchmark quartile	3	3	3	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	43	59	55	51
Achieving outcome 5+ (%)	93.0	96.6	96.4	92.2
Benchmark quartile	2	1	2	3
Achieving outcome 6+ (%)	53.5	62.7	50.9	31.4
Benchmark quartile	1	1	2	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

**6782322 - Penygarn Community Primary School**

Number of pupils on roll	449
Pupils eligible for free school meals (FSM) - 3 year average	42.8
FSM band	5 (32%<FSM)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	29	46	33	56
<b>Achieving the core subject indicator (CSI) (%)</b>	72.4	84.8	54.5	60.7
Benchmark quartile	3	1	4	4
<b>English</b>				
Number of pupils in cohort	29	46	33	56
Achieving level 4+ (%)	79.3	84.8	57.6	66.1
Benchmark quartile	2	2	4	4
Achieving level 5+ (%)	31.0	15.2	*	8.9
Benchmark quartile	1	4	*	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	29	46	33	56
Achieving level 4+ (%)	82.8	91.3	81.8	69.6
Benchmark quartile	2	1	3	4
Achieving level 5+ (%)	34.5	28.3	*	*
Benchmark quartile	1	2	*	*
<b>Science</b>				
Number of pupils in cohort	29	46	33	56
Achieving level 4+ (%)	89.7	93.5	66.7	71.4
Benchmark quartile	1	1	4	4
Achieving level 5+ (%)	34.5	19.6	*	*
Benchmark quartile	1	3	*	*

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	101		99 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	101		90 89%	11 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	101		100 99%	1 1%	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	101		96 95%	5 5%	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.	101		90 89%	11 11%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	101		99 98%	2 2%	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.	101		101 100%	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.	101		97 96%	4 4%	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.	101		91 90%	10 10%	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.	101		91 90%	10 10%	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.	101		79 78%	22 22%	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	101		86 85%	15 15%	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.	11	6 55%	4 36%	1 9%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	11	5 45%	6 55%	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.	11	7 64%	4 36%	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.	11	5 45%	5 45%	1 9%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	8	0 0%	6 75%	1 12%	1 12%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	11	5 45%	6 55%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	11	5 45%	6 55%	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.	11	3 27%	6 55%	1 9%	1 9%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	10	4 40%	5 50%	0 0%	1 10%	1	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.	10	3 30%	7 70%	0 0%	0 0%	1	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.	11	4 36%	6 55%	0 0%	1 9%	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.	10	4 40%	5 50%	1 10%	0 0%	1	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.	11	4 36%	5 45%	2 18%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	41%	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.	11	4 36%	6 55%	0 0%	1 9%	0	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.	10	4 40%	4 40%	1 10%	1 10%	1	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.	10	5 50%	5 50%	0 0%	0 0%	1	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.	10	1 10%	8 80%	1 10%	0 0%	1	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.	11	5 45%	5 45%	0 0%	1 9%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	11	6 55%	3 27%	1 9%	1 9%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Jonathan Wright	Reporting Inspector
Huw Watkins	Team Inspector
Sarah Botterill	Lay Inspector
Geraldine Foley	Peer Inspector
Louisa Sellars	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.