



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

A report on

**Rhos Y Fedwen Primary
Honeyfield Road
Rassau
Ebbw Vale
Blaenau Gwent
NP23 5TA**

Date of inspection: February 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

Rhos y Fedwen Primary School is in the town of Ebbw Vale in Blaenau Gwent.

There are 129 full-time pupils between the ages of 4 and 11 years on roll. A further 26 pupils attend the school's nursery part-time. There are six classes, two of which are mixed age.

Around 40% of pupils are eligible for free school meals, which is well above the national average. The school identifies that approximately 50% of pupils have additional learning needs. 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. No pupils speak Welsh at home.

The headteacher took up her post in April 2005. Estyn last inspected the school in November 2009. The headteacher was absent from the school during the inspection.

The individual school budget per pupil for Rhos Y Fedwen in 2016-2017 means that the budget is £4,542 per pupil. The maximum per pupil in the primary schools in Blaenau Gwent is £5,313 and the minimum is £3,665. Rhos Y Fedwen is fifth out of the 19 primary schools in Blaenau Gwent in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Most pupils make sound progress in the development of their skills and knowledge as they move through the school
- Pupils with additional learning needs make good progress in relation to their ability
- Most pupils in the Foundation Phase have effective writing skills
- By the end of key stage 2, many pupils develop sound mathematical knowledge
- Most pupils develop a wide variety of effective information and communication technology (ICT) skills
- Almost all pupils demonstrate positive attitudes to school and show good levels of concern for each other
- Teachers plan many exciting activities that motivate most pupils

However:

- Most pupils make only satisfactory progress in the development of their reading skills
- A majority of pupils in key stage 2 continue to make basic errors in their writing
- Most pupils' Welsh language skills are limited
- Pupils do not have sufficient opportunities to apply their literacy and numeracy skills across the curriculum
- The accuracy of teacher assessment is inconsistent, especially at the end of key stage 2

Prospects for improvement

The school's prospects for improvement are adequate because:

- Acting senior leaders work well with staff to bring about change
- Staff have clear roles and know their areas of responsibility
- The governing body fulfils its statutory obligations and is committed to supporting the school
- There are strong systems in place to monitor the school's work
- Senior leaders are clear about many relevant priorities for improvement
- The school seeks the views of parents well through annual questionnaires and the parental council
- The school has useful links with a wide range of partners and this benefits pupils' wellbeing

However:

- Senior leaders do not have a clear enough picture of pupils' strengths and areas for improvement
- The school's self-evaluation report is too descriptive and does not identify all areas for school development accurately

Recommendations

- R1 Raise standards in writing at the end of key stage 2
- R2 Raise standards in reading across the school
- R3 Raise standards in Welsh
- R4 Plan to ensure the progressive development of pupils' literacy and numeracy skills across the curriculum
- R5 Improve the accuracy of teacher assessment and the quality of feedback to pupils
- R6 Ensure that self-evaluation procedures are accurate and inform school improvement priorities

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils enter the school with knowledge and skills that are below those expected for their age. Most pupils make sound progress in the development of their literacy and numeracy skills as they move through the school. Most pupils with additional learning needs make good progress from their individual starting points.

Nearly all pupils make appropriate progress in the development of their oracy skills from a low base. In the Foundation Phase, most pupils listen carefully to each other and adults. They enjoy sharing their ideas with a partner and are keen to contribute sensible comments to class discussions. In key stage 2, most pupils maintain this enthusiasm. For example, pupils in Year 3 and 4 make useful contributions when creating a balanced argument about whether Jack should be sent to jail for stealing the giant's golden egg.

Most pupils make satisfactory progress in the development of their reading skills as they move through the school. In the Foundation Phase, they read simple words and sentences accurately and use their knowledge of letter sounds well to work out unfamiliar words. They recall the main points of a text and make useful predictions about what may happen next. However, only a few pupils read with appropriate pace and expression. In key stage 2, a minority of pupils read with confidence and fluency. Many pupils enjoy reading electronic books on hand held devices, but do not show an enthusiasm for reading or express preferences for particular authors. Only a few pupils develop the higher order reading skills that would help them in their wider studies, such as the ability to skim and scan a text for information.

In the Foundation Phase, most pupils form their letters neatly and present their work with care. They spell simple common words accurately and use their phonic knowledge well to spell increasingly complex words. A majority are beginning to use capital letters and full stops correctly. A few, more able pupils use speech marks to add meaning to their work. Most pupils are developing a good understanding of a range of types of writing, such as when creating a job advert for a firefighter. They use a comprehensive range of vocabulary that is well suited to the form they are writing in. In key stage 2, most pupils present their work neatly and continue to build suitable spelling skills. They plan their writing well and occasionally redraft it to make improvements. However, a majority of pupils continue to make basic errors in punctuation, have poor handwriting and show a limited understanding of different forms of writing. Across the school, pupils do not apply their writing skills at length and at the same level in other curriculum areas as they do in their dedicated literacy lessons.

By the end of key stage 2, many pupils develop effective numeracy skills and sound mathematical knowledge. In the Foundation Phase, many pupils use their understanding of place value well to add two digit numbers up to 100. They use their knowledge of simple number facts effectively to solve larger problems, such as when

calculating the cost of a number of items in a shop. They have a good understanding of a range of measures and apply this well, for example when drawing around and then measuring the length of their arm in centimetres. Most pupils develop appropriate data handling skills. For example, they create simple bar charts to show the types of presents received by pupils at Christmas. In key stage 2, most pupils build well on the skills developed in the Foundation Phase. They have a good understanding of the four rules of number and are beginning to apply this when solving problems. For example, pupils in Year 6 use their knowledge of addition, subtraction and multiplication to calculate the cost of a hotel stay for two people. Most pupils have a sound understanding of concepts such as time, length, area and capacity. They draw and interpret bar charts and line graphs competently, but do not show sufficient knowledge of wider data handling skills, such as when calculating the mode and median for a set of data. In both phases, pupils do not apply their numeracy skills across the curriculum at the same level as in their mathematics lessons.

Across the school, most pupils' Welsh skills are underdeveloped. In Year 2, many pupils use standard language patterns to write basic phrases to say where they live or to ask others if they have certain items. However, a majority of pupils' oracy and reading skills are poor. For example, they need help to read basic texts or to answer questions about how they are feeling and where they live. By the end of key stage 2, most pupils write simple sentences as part of descriptions or as a dialogue between two people. However, they have poor recall of basic phrases to enable them to ask and answer questions about what they like or to speak in the past tense. Most pupils' reading skills are limited.

Most pupils develop a wide variety of sound ICT skills that they apply well across the curriculum. They use a good range of programmes and applications to present and interpret information. For example, pupils in Year 4 create a database of creatures around the world and search it competently to identify the world's loudest animal. Most pupils use laptops and tablets well to search the internet for information and have a good understanding of how to stay safe online.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcomes has varied, moving the school between the top 25% and bottom 25% when compared with similar schools over the last four years and there is no overall pattern. At the higher than expected outcome, results place the school largely in the top 25%.

At the end of key stage 2, pupils' performance at the expected and higher levels in English, mathematics and science varies considerably when compared with that of similar schools over the last four years. However, the accuracy of teacher assessment at the end of key stage 2 is inconsistent and tends to be overly generous.

Wellbeing: Good

Nearly all pupils feel safe in school and are confident that staff will deal promptly with any incidents that occur or worries that they have. They understand the need to eat and drink healthily and to take regular exercise.

Almost all pupils demonstrate positive attitudes to school and show good levels of concern for each other. They are polite and courteous to visitors and relate well to staff and each other. They display consistently good behaviour in their lessons and around the school, taking pride in their achievements. Older pupils act as positive role models, such as when leading lunchtime clubs for younger pupils. Members of the school council and sports council take on responsibility conscientiously. This contributes positively to pupils' wellbeing. For example, the school council organises fundraising activities to purchase books for a new school library and the sports council makes a valuable contribution to improving outdoor sports and promoting exercise.

Most pupils' independent learning skills are developing appropriately. They sustain concentration and engage well in tasks. However, their ability to respond to teachers' feedback and take responsibility for managing their own learning is less well developed.

Pupils have a good understanding about why it is important to attend school and to be punctual. Attendance rates have placed the school mostly in the top 25% when compared to similar schools for the past three years. Attendance rates of pupils who are eligible for free school meals are largely in line with those of their peers.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school provides a broad syllabus that is in line with statutory requirements. It is successful in engaging the full range of pupils through topic based learning. There is appropriate long-term planning of opportunities for pupils to build on existing knowledge, understanding and skills as they move through the school. However, many different initiatives have overloaded the curriculum and the provision for some curriculum areas, such as music and geography, is limited.

Teachers plan many exciting activities that motivate most pupils. For example, pupils engaged in a project to measure the growth of seeds that had travelled to space with the astronaut Major Tim Peake. In many classes, teachers plan useful opportunities for pupils to learn and apply their ICT skills. However, in a majority of cases, teachers do not provide enough opportunity for pupils to apply their numeracy skills across the curriculum and there are too few opportunities for pupils to write independently and at length. The school provides a wide range of extra-curricular activities, including a residential visit for older pupils, that are useful in supporting their skills development and wellbeing.

The school makes appropriate provision for Welsh. In all classes, there are opportunities for pupils to practise language patterns daily. However, these are not progressive enough and do not develop pupils' learning at a suitable pace, particularly in key stage 2. The recently introduced 'Ciw Cymraeg' and 'Helpwr Heddiw' systems are beginning to encourage pupils to use the language more frequently. There are few opportunities for pupils to use the language outside of Welsh lessons. Teachers plan engaging activities to develop pupils' knowledge of their Welsh heritage, for example through visits to important Welsh landmarks such as the Roman amphitheatre in Caerleon and a local mining museum.

Staff provide suitable opportunities within the curriculum for pupils to learn about sustainable living and global citizenship. For example, weekly forest school activities enable pupils to engage in their local environment and learn about recycling. Pupils have appropriate opportunities to explore and discuss a range of global issues and events, such as the recent avalanche in Italy.

Teaching: Adequate

Teachers are effective in developing a positive attitude towards learning amongst nearly all pupils. Working relationships between adults and pupils across the school are particularly strong. In all classes, staff have high expectations of pupils' behaviour and manage the very few instances of poor behaviour well. In most cases, teachers deploy teaching assistants effectively to support pupils' learning needs.

In most classes, teachers plan a range of activities that engage and motivate pupils successfully. For example, pupils in the nursery class enjoy retelling the story of the Gruffalo and helping to arrange a party to celebrate his birthday. All staff demonstrate good subject knowledge and use questioning well to draw extended responses from pupils and to deepen their understanding. However, in a few cases, lessons do not move along at a sufficient pace and teachers miss opportunities to develop and extend pupils' literacy and numeracy skills. Teachers do not always provide the most able pupils with sufficiently challenging tasks.

Teachers frequently use useful techniques to engage pupils and involve them in assessing their own learning. For example, they regularly ask pupils to discuss questions or new concepts with a partner before feeding back to the class, or to assess each other's work at the end of a lesson. This is beginning to create a beneficial culture of self-improvement amongst pupils.

Teachers' feedback to pupils is consistently positive, often refers to the learning intention for the lesson and is effective in recognising pupils' achievements. However, in a majority of cases, it does not indicate sufficiently to pupils the next step in their learning or address repeated basic errors, such as the use of capital letters and full stops or simple spelling mistakes.

The school has extensive assessment procedures that track individual pupil progress. This allows senior leaders to work usefully with class teachers to adapt support for pupils to suit their needs. However, teacher assessments of the progress made by pupils, particularly at the end of key stage 2, tend to be over generous. As a result, the school does not always have a clear picture of pupils' actual strengths and areas for improvement.

Reports to parents are informative and give clear guidance on pupils' achievements and next steps in learning.

Care, support and guidance: Good

The school is a happy and supportive community that promotes pupils' wellbeing successfully. As a result, nearly all pupils feel safe, cared for and well supported. A wide range of effective incentives and rewards are effective in encouraging high rates

of attendance. The school makes appropriate arrangements for promoting healthy eating and drinking. For example, staff encourage pupils to make healthy food choices at break time and provide extensive opportunities for regular exercise through after school clubs and sporting events. Acts of collective worship contribute successfully to pupils' moral, social and spiritual development. However, opportunities for pupils to develop their cultural awareness are more limited.

Staff make effective, regular use of outside agencies to support pupils' individual needs and wellbeing. These include the local authority outreach team, speech and language specialists and the community police officer. The school provides useful guidance and information to families in order to improve pupils' wellbeing and attendance.

There are comprehensive procedures for the early identification of pupils' additional learning needs and staff act promptly to support pupils. Pupils' individual education plans identify appropriate targets and the actions required to ensure that they make good progress in line with their abilities. The school uses an effective programme to support the emotional needs of some of the more vulnerable pupils in the school. As a result, support for the wellbeing of all pupils is a strong feature of the school.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is a vibrant community where all pupils are valued equally. There is a welcoming ethos, with a calm and purposeful atmosphere, which creates a positive learning environment. Staff treat all pupils fairly and give them equal access to all areas of the curriculum. Recent initiatives, suggested by the parent council, have helped pupils to recognise and celebrate diversity within the school community. However, opportunities for pupils to broaden their experience of wider society and cultures across Wales and the world are more limited.

The school is a secure learning environment. Staff make effective use of the indoor and extensive outdoor space to support teaching and learning. This includes the use of several intervention and nurture rooms and a valuable forest school area. In most cases, teachers use the Foundation Phase outdoor area well to encourage pupils' experiential learning and to develop their independence. However, pupils in Year 2 do not have direct access to the outdoors and some areas of the school are in a poor state of repair.

Most resources are of a good quality and meet the needs of all pupils. This includes a good range of tablet and personal computers to support the development of pupils' ICT skills.

Key Question 3: How good are leadership and management?

Adequate

Leadership: Adequate

The acting headteacher's enthusiasm for the school is infectious. In a very short time, she has gained the trust of staff and parents to ensure that the school runs smoothly during the headteacher's absence. She and the acting deputy headteacher work closely and effectively together and are supported well by the staff team. However, although these senior leaders carry out their individual responsibilities appropriately, they are less familiar with the school's higher level management systems. For example, they do not always know how to access the school's most up-to-date information.

Staff have clear roles and know their areas of responsibility. There are regular staff meetings that are well-documented. These focus appropriately on both day-to-day matters and areas for school improvement. Records outline the actions agreed and who is responsible. Leaders use data to analyse the school's performance. However, they do not judge the quality of pupils' work accurately enough. As a result, they do not have a clear picture of pupils' strengths and areas for improvement.

The governing body fulfils its statutory obligations and is committed to supporting the school. For example, in their role as 'governor of the month', a nominated governor visits the school to attend assemblies and celebrations, carries out learning walks and meets staff and pupils. The acting headteacher provides useful reports for governors' meetings that contain detailed information about pupils' performance and the school's activities. However, because teacher assessment is often over-generous, governors have not recognised the weaknesses in pupils' performance. As a result, they have not challenged the school to improve sufficiently.

The school generally meets national and local priorities appropriately. For example, it has introduced effective strategies to improve outcomes for disadvantaged pupils. In addition, staff focus well on developing the Foundation Phase curriculum and particularly opportunities for pupils' outdoor learning. However, provision for Welsh has not been effective in raising pupils' standards.

Improving quality: Adequate

Senior leaders are clear about many relevant priorities for improvement. All staff have a strong sense of purpose and a commitment to school improvement. For example, they have identified appropriately the need to improve pupils' writing and implement new practices. However, the school's self-evaluation report is too descriptive, and does not identify all areas for school development accurately or link well enough to the school improvement plan.

There are strong systems in place to monitor the school's work. These include regular well-documented meetings that have a clear focus, and a programme of regular book scrutiny and lesson monitoring. However, although numerous, these systems lack rigour and do not focus enough on a realistic assessment of pupils' standards.

The school seeks the views of parents well through annual questionnaires and the newly established parental council. The involvement of pupils in self-evaluation is a developing strength. For example, the school council carried out learning walks to monitor pupils' behaviour in lessons and provided graded reports for staff. As a result, senior leaders gained a better understanding of the views of pupils. This led to the introduction of effective new measures to improve pupil behaviour.

The school has a suitable track record of implementing actions to bring about improvement. For example, the introduction of a new programme to support pupils' emotional health and wellbeing has been effective in raising pupils' self-esteem and improving their behaviour. The school improvement plan identifies six areas of priority for the current academic year. It indicates costings and staff responsibilities. However, it does not sufficiently prioritise actions or indicate how the school will measure and evaluate its progress.

Partnership working: Good

The school is developing effective partnerships with parents and carers through a range of beneficial new initiatives. The recently formed parent council makes useful suggestions to enhance pupils' learning opportunities. For example, it has encouraged parents from different cultures to run workshops to share knowledge of their traditions and customs with pupils. These have included visits by parents from Samoa, Portugal and Poland. Many parents join regular open mornings when they work in class alongside their children in order to better support them at home. The school hosts a new group for parents of pupils with additional learning needs where parents can liaise with staff and share ideas. As a result of these activities, most parents feel well informed about developments at the school and how to support their children at home.

A range of useful partnerships with other providers is developing to help improve aspects of school practice. For example, work with a local special school has been valuable in supporting the progress of pupils with additional learning needs. Nearly all teachers benefit from the opportunity to observe good practice in other schools. Recently, this has helped them to apply new strategies to develop pupils' oracy and writing skills. However, it is too early to see the impact of these new practices.

A pre-school nursery operates on the school premises and links closely with the school. Staff liaise effectively and this helps children to settle easily when they join the nursery. There are appropriate transition arrangements with the local secondary school to ensure that pupils are prepared well for the next stage of their education.

Links with the community have a positive impact on pupils' wellbeing. For example, visits by a local priest to run assemblies improve pupils' spiritual awareness and sessions run by the community police officer help pupils to understand how to stay safe.

Resource management: Adequate

There are enough suitably qualified teachers and teaching assistants for the school to meet the needs of the curriculum. The school deploys staff well to make the most

of their expertise. For example, well-trained teaching assistants are effective in delivering programmes to develop pupils' environmental awareness when learning in the outdoor areas. There are good arrangements for staff development and for providing preparation, planning and assessment time for teachers.

The school has an appropriate system to manage staff performance and identify their training needs. A recent focus on training programmes to support pupils' wellbeing is having a positive impact on improving pupils' behaviour.

Leaders and governors monitor spending carefully and provide appropriate resources to support the curriculum. Leaders use the pupil deprivation grant to support pupils whose circumstances may make them vulnerable to under-achievement, for example by appointing an additional teaching assistant to increase the provision for early support and intervention, and additional ICT resources to encourage an enthusiasm for reading. However, the school does not focus this spending specifically enough on improving outcomes for pupils who are eligible for free school meals.

In view of the standards that pupils achieve, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6772310 - Rhos y Fedwen

Number of pupils on roll	156
Pupils eligible for free school meals (FSM) - 3 year average	44.3
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	12	20	18	11
Achieving the Foundation Phase indicator (FPI) (%)	58.3	85.0	77.8	81.8
Benchmark quartile	4	2	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	12	20	18	11
Achieving outcome 5+ (%)	58.3	85.0	88.9	81.8
Benchmark quartile	4	2	1	3
Achieving outcome 6+ (%)	16.7	40.0	33.3	45.5
Benchmark quartile	3	1	1	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	12	20	18	11
Achieving outcome 5+ (%)	58.3	90.0	88.9	81.8
Benchmark quartile	4	1	2	3
Achieving outcome 6+ (%)	25.0	40.0	33.3	54.5
Benchmark quartile	2	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	12	20	18	11
Achieving outcome 5+ (%)	75.0	100.0	88.9	90.9
Benchmark quartile	4	1	3	3
Achieving outcome 6+ (%)	33.3	60.0	33.3	36.4
Benchmark quartile	2	1	3	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.

6772310 - Rhos y Fedwen

Number of pupils on roll	156
Pupils eligible for free school meals (FSM) - 3 year average	44.3
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	14	12	10	23
Achieving the core subject indicator (CSI) (%)	71.4	91.7	80.0	78.3
Benchmark quartile	3	1	3	3
English				
Number of pupils in cohort	14	12	10	23
Achieving level 4+ (%)	78.6	91.7	80.0	78.3
Benchmark quartile	3	1	3	4
Achieving level 5+ (%)	21.4	16.7	40.0	34.8
Benchmark quartile	3	4	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	14	12	10	23
Achieving level 4+ (%)	71.4	91.7	90.0	82.6
Benchmark quartile	4	1	2	3
Achieving level 5+ (%)	21.4	16.7	40.0	34.8
Benchmark quartile	3	4	1	2
Science				
Number of pupils in cohort	14	12	10	23
Achieving level 4+ (%)	85.7	91.7	80.0	82.6
Benchmark quartile	2	1	3	3
Achieving level 5+ (%)	21.4	25.0	30.0	34.8
Benchmark quartile	3	3	3	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.	55	55 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	55	53 96%	2 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	55	53 96%	2 4%	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	55	54 98%	1 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.	55	51 93%	4 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	55	51 93%	4 7%	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.	55	55 100%	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.	55	54 98%	1 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.	55	51 93%	4 7%	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.	55	54 98%	1 2%	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.	54	40 74%	14 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	55	39 71%	16 29%	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.	61	36 59%	21 34%	4 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	61	43 70%	18 30%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	60	41 68%	18 30%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	61	41 67%	17 28%	2 3%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	60	24 40%	29 48%	6 10%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	61	41 67%	16 26%	4 7%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	61	42 69%	19 31%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	61	31 51%	23 38%	5 8%	2 3%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	61	35 57%	21 34%	4 7%	1 2%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	61	38 62%	21 34%	1 2%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	61	39 64%	21 34%	1 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	61	35 57%	22 36%	1 2%	2 3%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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 am kept well informed about my child's progress.	59	33 56%	20 34%	5 8%	1 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	61	40 66%	16 26%	3 5%	2 3%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	61	35 57%	19 31%	5 8%	1 2%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	61	36 59%	23 38%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	61	30 49%	24 39%	2 3%	1 2%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	61	35 57%	21 34%	3 5%	1 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	61	33 54%	19 31%	6 10%	2 3%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Jonathan Wright	Reporting Inspector
Rosemary Lloyd Lait	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Susan Price	Peer Inspector
Ceri Smith	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.