



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Victoria Primary School
Cornerswell Road
Penarth
Vale of Glamorgan
CF64 2UZ**

Date of inspection: June 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

This document has been translated by Trosol (English to Welsh).

© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 11/08/2015

Context

Victoria Primary School is close to the centre of Penarth in the Vale of Glamorgan. It caters for pupils between the ages of three and eleven. Nearly all of the 560 pupils come from the immediate area, including 90 who attend the nursery on a part-time basis.. There are 19 classes, including five in key stage 2 that are mixed-age classes.

Around 8% of pupils are eligible for free school meals, which is well below the average for Wales. The school identifies around 13% of pupils as having additional learning needs, but no pupil has a statement of special educational needs. Most pupils speak English as a first language. A very few pupils speak Welsh at home or speak English as an additional language.

The current headteacher took up her post in 2006 and the last inspection was in 2009.

The individual school budget per pupil for Victoria Primary School in 2014-2015 means that the budget is £2,970 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £6,237 and the minimum is £2,727. Victoria Primary School is 46th out of the 48 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- By the end of key stage 2, most pupils achieve well in line with their abilities
- Most pupils apply their literacy and numeracy skills effectively in work across the curriculum
- The level of wellbeing of nearly all pupils is high and the level of wellbeing that vulnerable pupils achieve is outstanding
- Over the last four years, attendance rates compare well with those of similar schools and show an overall upward trend of improvement
- Interesting learning experiences, including access to a wide variety of extra-curricular activities, engage and motivate nearly all pupils
- The quality of teaching throughout the school is consistently good
- Support for pupils with additional learning needs is excellent and allows these pupils to achieve well in relation to their agreed targets
- The learning environment is attractive and stimulating and all staff use it creatively to support teaching and learning
- The quality of the outside learning provision for Foundation Phase pupils is a very strong feature and promotes independent learning skills effectively

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and other senior leaders work well together to promote high standards for pupils
- The school has a good range of secure systems in place to help it to move forward after the forthcoming retirement of the current headteacher
- All staff have clear roles and responsibilities, which they carry out effectively
- Performance management systems help to bring about measurable improvements, for example by improving teachers' ability to develop pupils' numerical reasoning skills
- Leaders use a wide range of appropriate first-hand evidence to evaluate the school's performance accurately
- Targets in the school improvement plan link closely to the outcomes of self-evaluation and are successful in bringing about improvements, for example in the quality of boys' writing
- The school has an excellent range of partnerships that enhances many aspects of school life
- Parents have excellent opportunities to gain extensive, up-to-date information about their child's progress and this allows them to support their child's learning

effectively

- There are very strong partnerships with other local schools and these help the school to provide a wide range of challenges for more able pupils across many aspects of the curriculum
- Leaders deploy staff well to make the best use of their specific talents and skills

Recommendations

- R1 Improve pupils' confidence in using Welsh in a range of contexts
- R2 Ensure that all teachers' marking highlights pupils' achievements and the next steps in their learning
- R3 Review spending to reduce the budget surplus to a more appropriate level

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

When they enter the nursery, a majority of pupils have skills which are at or above those expected for their age. As they move through the school, most pupils make at least good progress. By the time they reach Year 6, most achieve well in line with their ability.

Many pupils who require support to improve their basic literacy and numeracy skills make good progress through participation in a wide range of targeted intervention programmes. Most pupils with additional learning needs achieve good standards in relation to their ability and a few make excellent progress.

In the Foundation Phase, most pupils develop their speaking and listening skills well and concentrate for appropriate lengths of time. Many pupils in Year 2 speak confidently when discussing, for example, adjectives and similes as part of their 'Ship Ahoy' project about pirates. In key stage 2, pupils continue to build their confidence and many express their ideas clearly using subject-specific vocabulary well. For instance, older pupils explain the concept of evaporation in science and demonstrate good knowledge and understanding.

Most pupils in the Foundation Phase are becoming confident readers and they apply their knowledge of sounds well to decode unfamiliar words. They understand the difference between fiction and non-fiction texts and can explain the roles, for example, of authors and illustrators. More able pupils use contents pages and glossaries purposefully. In key stage 2, many pupils continue to build well on these firm foundations and begin to develop their ability to use higher-order reading skills. For instance, many older pupils make suitable notes when carrying out research for their topic work and they use these well to write summaries of their findings. More able pupils skim and scan a text quickly to locate a specific piece of information.

In the nursery and reception classes, many pupils make good progress in developing their emergent and independent writing skills. Pupils in Years 1 and 2 write well for a range of different purposes. Many spell simple, common words correctly and apply basic punctuation with increasing accuracy. Many join their handwriting and present their work well. Many pupils apply their writing skills effectively in their work across the curriculum. For example, they write interesting, extended pieces when they pretend to be a growing seed. In key stage 2, many pupils write well for a wide range of purposes in English and in other subjects. Many punctuate their work appropriately and use paragraphs correctly. Their spelling of increasingly complex words is often accurate, and interesting vocabulary choices enhance their writing well. For instance, pupils plan and write very good persuasive pieces when setting out the positive and negative reasons for providing aid to struggling countries. However, although older pupils redraft their writing on occasions, this often leads to only minor improvements in its quality.

In the Foundation Phase, most pupils achieve well in mathematics lessons in line with their age and ability. Most develop their problem-solving skills effectively in a range of real-life situations. Most apply their numeracy skills well in their work in other areas of learning. For instance, Year 1 pupils use non-standard units correctly to measure the growth of their plants. Year 2 pupils use money confidently to sell Pirate Pete's jewels. In key stage 2, most pupils achieve well in mathematics lessons and they show a good understanding of a wide range of mathematical applications. Their problem-solving skills are developing well and most apply these independently when carrying out investigations, for example when calculating the number of people attending a music event at the Millennium Stadium. Most apply their numeracy skills well across the curriculum, particularly in science and geography, for example when they analyse data from graphs.

Pupils' overall attainment in Welsh is good. In the Foundation Phase, pupils enjoy asking simple questions in Welsh and they do so with confidence. Across the school, nearly all pupils make good progress using familiar phrases and sentence patterns in Welsh lessons. Although pupils' oracy skills are developing well within the classroom, most pupils lack confidence in using Welsh in a range of other contexts.

At the end of the Foundation Phase, pupils' performance in literacy at the expected outcome over the last three years has placed the school in the higher 50% when compared to similar schools. Performance in mathematical development has varied, moving the school between the lower and higher 50%. At the higher-than-expected outcome over the same period, performance in both areas is more variable.

Pupils' performance at the end of key stage 2 over the last three years is more consistent. In English, mathematics and science, performance at the expected level has placed the school between the top 25% and higher 50% of similar schools. At the higher-than-expected level, performance in all three subjects generally places the school in the top 25%.

The number of pupils eligible for free school meals is very low. This makes comparisons with other pupils inappropriate.

Wellbeing: Excellent

All pupils achieve high levels of wellbeing. In particular, the levels of wellbeing that pupils with autistic spectrum disorders achieve is an outstanding feature. The school's arrangements enable these pupils to develop the skills they need to cope with school life, routines and curriculum activities, without causing disruption to most other pupils during lessons and at break and lunchtimes. This is as a result of the excellent arrangements and open access to the Rainbow and Jigsaw provision at all times of the school day.

Many pupils display excellent independent learning skills in lessons. They access and use a wide range of learning resources efficiently without teacher direction. In the Foundation Phase, many pupils develop these skills to a high level through regular use of the stimulating outdoor learning environment. In key stage 2, many older pupils organise fair trade events independently, such as coffee mornings, through contacts they initiate with local businesses.

Over the last four years, attendance rates have placed the school in the higher 50% or top 25% when compared with similar schools and show an overall upward trend of improvement. The number of persistent absentees is declining. Most pupils are punctual at the start of the school day.

Pupils are proud to be members of the school. Most are highly engaged and motivated and are keen to learn. They enjoy school and work hard to the best of their ability. All pupils feel safe in school. They have confidence that adults will address successfully any issues that arise. Behaviour is good in lessons and around the school, with most pupils showing care and kindness towards others. A good feature of pupils' development is their ability to share and to work co-operatively in groups.

Most pupils have a secure understanding of how to lead a healthy lifestyle and many take a very active part in the extensive range of extra-curricular activities on offer to them.

The school council represent other pupils well. They are responsible for a number of developments, including the formulation of an anti-bullying charter, which they have shared with staff, governors, parents and pupils. This is raising pupils' awareness of unacceptable behaviour effectively.

Many pupils take part in a range of community activities. For example, the school choir performs at a number of local events including a concert to raise funds for a school in Lesotho and singing for the residents of the local nursing home.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school provides a broad and balanced curriculum that offers pupils a wide range of learning experiences of good quality that meet all statutory requirements. Teachers collaborate effectively to create both long and short-term schemes of work, which provide a firm basis for learning in both key stages. Topics engage the interest of nearly all pupils well.

Teachers incorporate the literacy and numeracy framework effectively into their planning, and provide frequent opportunities for pupils to develop these skills across the curriculum. The setting arrangements in key stage 2 support the development of pupils' literacy and numeracy skills well at a level appropriate to their ability. The school provides a wide range of intervention and support programmes of high quality to meet the needs of individual pupils whose basic skills require improvement.

Provision for the development of pupils' Welsh language skills is good in designated Welsh lessons. However, the opportunities for pupils to use their Welsh skills in a range of contexts across the school are limited. Teachers plan a wide range of activities to develop pupils' knowledge and understanding of the culture and history of Wales, for example by learning about the work of local artists from Penarth.

The school offers a very wide range of extra-curricular activities that contribute effectively to the development of pupils' physical, creative, musical, thinking and information and communication technology (ICT) skills. Staff use visits and visitors effectively to enhance the curriculum through activities such as visits by a local author who works with pupils to develop their writing skills.

There is a good range of activities to help pupils understand the need to care for the environment. The eco committee promotes recycling actively. This helps to ensure that most pupils are aware of the importance of reducing waste and saving energy. Staff develop pupils' awareness of the lives of people in other countries well through links with a school in Lesotho and the current topic work on India

Teaching: Good

A strong feature of teaching is the consistent and calm approach to behaviour management. This helps to ensure that all lessons move at a good pace and pupils move quickly and easily from one activity to another. All teachers structure their lessons well and ensure that they share and review learning objectives consistently with pupils. The setting of pupils in key stage 2 helps staff to provide appropriate levels of challenge and support to pupils of all abilities, including those who are more able. Activities and tasks set by teachers are interesting and their skilful use of open questions helps pupils to develop their independent learning and thinking skills effectively. Learning support staff provide very good assistance to teachers and pupils, and this helps nearly all pupils to make progress in line with their age and abilities.

Staff track pupils' progress carefully and use assessment information well to provide appropriate additional support when necessary. All teachers mark pupils' work conscientiously, but their written comments do not always make pupils aware of their achievements and what they need to do next to improve their work. Staff use a wide range of assessment for learning strategies and this helps pupils to judge their own progress with increasing accuracy. Older pupils use peer-assessment well to suggest sensible improvements to the quality of work of other pupils. Staff work well with other schools in the cluster and in their family of schools to ensure that they assess pupils' work accurately. Reports for parents are informative and meet statutory requirements.

Care, support and guidance: Excellent

The level of care, support and guidance that staff provide for all pupils is very strong. A range of excellent provision enables pupils to flourish, especially those pupils with autistic spectrum disorder that attend the Jigsaw provision and the Rainbow room. These facilities make a very significant contribution to these pupils' progress and wellbeing. Staff and pupils in these specialist facilities have high levels of respect for each other and staff manage challenging behaviour very calmly and effectively. This provision allows other pupils in mainstream classes to access learning without disruption and has a very beneficial effect on overall standards. The school has shared this best practice at a conference for other schools in the authority.

Staff support pupils with differing needs well throughout the school. Consistent management of pupils' behaviour by all staff ensures a calm, orderly and welcoming learning environment. The school meets a range of needs well by tailoring support carefully to each pupil's individual circumstances. This has a positive effect on nearly all pupils' ability to learn and make progress. For example, pupils who find it difficult to access mainstream lessons receive high quality support in individual learning pods to help them to improve their skills.

The school has a wide range of effective initiatives to promote pupils' health and wellbeing. These include a good programme for personal and social education, engaging assemblies and an attractive learning environment. Assemblies provide very good opportunities for pupils' spiritual development. The school council's anti-bullying charter raises pupils' awareness of the importance of good behaviour and promotes important social and moral values. The curriculum supports pupils' cultural development well through regular links with local artists, authors and musicians. There are appropriate arrangements for promoting healthy eating and drinking

The support for pupils with additional learning needs is excellent. Strong and successful links with many outside agencies meet a wide range of needs effectively. High quality early intervention schemes and personal support programmes enable nearly all pupils to make good progress, with a few making significant progress. Rainbow room staff offer excellent support for pupils with emotional needs to cope, for example with bereavement, anger and anxiety at all times of the day. This helps to raise their levels of wellbeing, but also the wellbeing of all other pupils in classes and at break and lunchtimes, as disruption is minimal. Staff, parents and pupils regularly review pupils' progress against clear targets in individual education plans of high quality. This ensures that these pupils make at least good progress against their targets.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Most pupils have a good understanding of how to keep themselves safe when using ICT devices.

Learning environment: Good

There is a very caring ethos in the school. This promotes a strong feeling of belonging, equality and respect in nearly all pupils. The school recognises diversity and celebrates differences well. All staff contribute effectively to the care and guidance of pupils and this helps pupils develop tolerant attitudes to differing points of view.

The accommodation is of good quality and is clean and tidy throughout. Staff have developed all rooms and inside spaces creatively. The quality of the outside learning environment in the Foundation Phase is a particular strength of the school. Its extensive use enhances younger pupils' wellbeing and promotes their independent learning skills well. A wide range of resources of good quality in all areas of the curriculum supports teaching and learning effectively. Vibrant displays throughout the building enhance learning experiences for pupils.

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

Good

Leadership: Good

The headteacher is a strong, purposeful presence around the school. With good support from other senior leaders, she promotes the wellbeing and achievement of pupils successfully. The senior leadership team work highly effectively together. They have a clear focus on the school's priorities, and support and challenge staff well. All staff share the school's vision and work purposefully together to provide a good quality of education in a calm, happy and welcoming environment. All staff have clear responsibilities, which they carry out effectively. The headteacher's collegiate approach develops valuable leadership skills throughout the school. This ensures consistency and accountability for the school's work, and prepares staff well as potential future leaders and managers.

Professional development for staff links well to the school's priorities for improvement. All staff receive relevant training and understand their roles in implementing and achieving the school's priorities. For example, a common approach is in place that is improving pupils' numerical reasoning skills successfully.

The school responds well to national and local priorities, for example in providing good opportunities for pupils to develop healthy lifestyles and in implementing the Foundation Phase outdoor learning very effectively. Staff place a high priority on developing pupils' literacy and numeracy skills across the curriculum.

The governing body is enthusiastic, fully aware of its responsibilities, and is supportive of the school's work. Nearly all governors attend relevant training and the governing body makes use of the skills of individual members to support its work and that of the school effectively. For example, a governor is providing good support to the school to help it to develop its ICT provision further. Governors have a good understanding of the school's data, how well the school is performing in comparison with similar schools and the priorities for improvement. They make good use of this information to ask relevant and challenging questions about the school's provision and the standards pupils achieve.

Improving quality: Good

The school has effective and systematic processes to review the quality of its provision and the standards pupils achieve. The leadership team takes responsibility for self-evaluation and analyses a broad range of first-hand evidence, which includes scrutiny of pupils' work, lesson observations and data analysis. These activities help the leadership team to identify school priorities accurately. Leaders seek the views of pupils, parents and governors on a regular basis. For example, following consultation with pupils, the school increased the provision and use of tablet computers. This is helping to raise standards in ICT. All staff and governors understand and contribute to the self-evaluation process and know the outcomes.

There is a clear link between the outcomes of self-evaluation and the priorities in the school improvement plan. The plan contains an appropriate range of relevant success criteria against which to monitor progress. All meetings have school

improvement as a focus. Staff have a clear understanding of the priorities in the plan and their role in bringing about the desired outcomes. Recent successes include improvements in boys' writing and bringing about consistency in the quality of teaching throughout the school.

Partnership working: Excellent

The school has highly effective partnerships with nearly all parents, the local community and the local authority education services. These have a very positive effect on pupils' learning and wellbeing.

The partnership with parents is very strong. Parents receive regular and effective information about the life and work of the school through newsletters and the school's website. Informative curriculum workshops for parents help to raise their awareness of current teaching and learning methods and enable them to support their children's learning more effectively, for example in reading, numerical reasoning and ICT. The annual 'World of Work' week enables parents to share their professional experiences and this helps to raise pupils' aspirations for the future.

Outstanding partnership working with other cluster schools ensures a stimulating and diverse range of learning opportunities for more able and talented pupils. Joint provision across the schools for aspects of literacy, numeracy, music technology, drama, gymnastics and Mandarin helps them to provide challenges of high quality for these pupils. The school has shared this best practice at a national conference to promote learning opportunities of high quality for more able and talented pupils.

There is a close partnership with the local secondary school and this prepares pupils well for their transfer to Year 7. Good links with local playgroups help pupils to settle into the nursery quickly.

Links with the community and local businesses are particularly strong and enrich pupils' learning. For instance, working with local authors and artists enhances pupils' engagement in literacy and creative activities.

The school works in close partnership with the local authority and the regional consortium, and provides training and support for many teachers from other schools. This helps to promote good practice in teaching and learning across the locality

Resource management: Good

Leaders manage the deployment of staff and resources well to deliver the curriculum successfully. Teachers and support staff have roles that make best use of their experience and expertise. Learning support assistants make a valuable contribution to a wide range of interventions of high quality. They also support pupils effectively in mainstream classes and contribute well to after-school clubs.

The school functions well as a learning community. Its strong focus on developing consistency in the quality of teaching across the school has a positive effect on pupils' standards and learning experiences. Effective performance management identifies worthwhile training opportunities for all staff, for example to develop pupils' writing across the curriculum.

The school makes good use of its grant funding to provide support for vulnerable pupils. Examples include literacy and numeracy interventions, and programmes to support pupils' wellbeing, including a designated area with trained staff to provide vulnerable pupils with excellent emotional and educational support.

The headteacher, with the support of the governing body, manages the budget appropriately to meet the priorities in the school improvement plan. However, the school has carried an inappropriately large budget surplus over several years.

In view of the progress made by most pupils and the quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6732138 - VICTORIA PRIMARY SCHOOL

Number of pupils on roll	512
Pupils eligible for free school meals (FSM) - 3 year average	7.9
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	60	60	79
Achieving the Foundation Phase indicator (FPI) (%)	88.3	93.3	94.9
Benchmark quartile	2	2	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	60	60	79
Achieving outcome 5+ (%)	90.0	93.3	96.2
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	28.3	48.3	39.2
Benchmark quartile	2	1	3
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	60	60	79
Achieving outcome 5+ (%)	90.0	93.3	94.9
Benchmark quartile	3	2	3
Achieving outcome 6+ (%)	36.7	60.0	26.6
Benchmark quartile	1	1	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	60	60	79
Achieving outcome 5+ (%)	90.0	95.0	97.5
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	40.0	78.3	67.1
Benchmark quartile	3	1	2

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

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

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

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

6732138 - VICTORIA PRIMARY SCHOOL

Number of pupils on roll	512
Pupils eligible for free school meals (FSM) - 3 year average	7.9
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	60	45	60	61
Achieving the core subject indicator (CSI) (%)	90.0	91.1	100.0	96.7
Benchmark quartile	3	2	1	2
English				
Number of pupils in cohort	60	45	60	61
Achieving level 4+ (%)	91.7	91.1	100.0	98.4
Benchmark quartile	3	2	1	2
Achieving level 5+ (%)	38.3	33.3	65.0	57.4
Benchmark quartile	2	3	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	60	45	60	61
Achieving level 4+ (%)	91.7	95.6	100.0	96.7
Benchmark quartile	3	2	1	2
Achieving level 5+ (%)	53.3	48.9	71.7	63.9
Benchmark quartile	1	1	1	1
Science				
Number of pupils in cohort	60	45	60	61
Achieving level 4+ (%)	95.0	95.6	100.0	100.0
Benchmark quartile	3	2	1	1
Achieving level 5+ (%)	41.7	57.8	70.0	60.7
Benchmark quartile	2	1	1	1

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

* 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		97 96%	4 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	95		79 83%	16 17%	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		86 85%	15 15%	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		92 91%	9 9%	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.	99		96 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	98		91 93%	7 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.	101		98 97%	3 3%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	100		91 91%	9 9%	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.	100		72 72%	28 28%	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.	99		93 94%	6 6%	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.	93		61 66%	32 34%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	98		77 79%	21 21%	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.	78	59 76%	16 21%	1 1%	2 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	78	66 85%	11 14%	0 0%	0 0%	1	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.	77	60 78%	15 19%	1 1%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	78	58 74%	17 22%	1 1%	1 1%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	33%	3%	1%		
Pupils behave well in school.	78	40 51%	33 42%	2 3%	1 1%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	78	51 65%	25 32%	2 3%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	78	55 71%	19 24%	3 4%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	78	32 41%	31 40%	7 9%	0 0%	8	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	78	49 63%	22 28%	3 4%	0 0%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	78	41 53%	28 36%	4 5%	0 0%	5	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	78	61 78%	17 22%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	77	39 51%	25 32%	5 6%	1 1%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	78	37 47%	34 44%	6 8%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	78	46 59%	23 29%	5 6%	4 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	78	35 45%	29 37%	4 5%	3 4%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	78	48 62%	26 33%	1 1%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	77	37 48%	21 27%	4 5%	0 0%	15	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	78	42 54%	28 36%	5 6%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	78	59 76%	17 22%	0 0%	2 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Ms Rhona Edwards	Reporting Inspector
Mrs Susan Palmer	Team Inspector
Mrs Janet Elizabeth Rowlands	Team Inspector
Ms Rosemarie Wallace	Team Inspector
Mr Matthew Evans	Lay Inspector
Ms Menna Sweeney	Peer Inspector
Mrs Tina Taylor (HeadTeacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.