



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

**Caegarw Primary School
Troed Y Rhiw Road
Caegarw
Mountain Ash
RCT
CF45 4BH**

Date of inspection: February 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.

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

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Context

Caegarw Primary is in the town of Mountain Ash in Rhondda Cynon Taf. The school has 189 pupils, including those in the nursery. There are six mixed-age classes.

Around 22% of pupils are eligible for free school meals, which is in line with the local and national averages. The school identifies 15% of pupils as having additional learning needs, which is below the national average. No pupils have statements of special education needs. A very few pupils speak Welsh as their first language at home and no pupils speak English as an additional language.

The headteacher took up his permanent post in January 2014, having been acting headteacher since September 2013. A new deputy headteacher was appointed in September 2014. The school's last inspection was in June 2010.

The individual school budget per pupil for Caegarw Primary School in 2014-2015 means that the budget is £3,019 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £5,513 and the minimum is £2,514. Caegarw Primary School is 82nd out of the 110 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make good progress from their starting points and achieve good standards
- Pupils' oracy and reading skills are consistently good
- Most pupils make good progress with their spoken Welsh
- Attendance compares well with that of similar schools and punctuality is good
- Most pupils are well behaved, relate well to others and are enthusiastic about their learning
- Teachers provide a wide range of interesting learning experiences, which motivate pupils successfully and contribute effectively to raising pupil outcomes and high levels of wellbeing
- The overall quality of teaching is good and, occasionally, it is excellent
- The school identifies vulnerable pupils and those with additional needs well and provides them with support of high quality
- The school is a welcoming and caring community, which values and treats all pupils equally

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher and deputy head have successfully developed a strong vision for the school that all staff and governors share
- The new management team work well together and are helping to move the school forward and to improve standards further
- They have begun to evaluate standards and the quality of provision more rigorously
- They have a generally accurate understanding of the school's strengths and areas for improvement
- The governing body is well informed and supportive, and is developing its role as a critical friend well
- The school works well with a wide range of partners to improve pupils' outcomes and to support their wellbeing
- The school deploys its staff and manages its resources well

However:

- Leadership roles and responsibilities with regard to evaluating teaching and learning are at an early stage of development

- The roles and responsibilities of all staff in ensuring that they are accountable for provision and the standards pupils achieve are at an early stage
- The school's self-evaluation process is not always evaluative enough and success criteria and timescales within improvement plans are often too broad
- The recording of agreed decisions and their communication to staff and governors are not always systematic enough
- The development of a suitably rigorous system of monitoring and self-evaluation is at an early stage

Recommendations

- R1 Provide suitable opportunities for pupils to apply their numeracy and problem-solving skills across the curriculum
- R2 Improve the provision for science, geography and history at key stage 2
- R3 Develop the roles and responsibilities of all staff to ensure that they are accountable for the school's provision and the standards pupils achieve
- R4 Ensure that systems for monitoring and evaluating the work of the school are rigorous, based on first-hand evidence and influence school improvement priorities clearly
- R5 Develop the use of the outcomes of self-evaluation to prioritise clear and measurable targets for school improvement, with identified timescales and measurable success criteria

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The school's baseline assessment indicates that most pupils on entry to school have knowledge, understanding and skills around the average for pupils of a similar age. By the time they reach Year 6, most achieve high standards, particularly in literacy. Many pupils that are more able reach standards above those expected for their age. Pupils who receive support to improve their literacy and numeracy skills make worthwhile progress in intervention groups. Pupils who have support for additional learning needs make good progress in relation to their individual targets and starting points.

Throughout the school, most pupils listen well to one another and to adults and sustain their concentration for appropriate lengths of time. In the Foundation Phase, most pupils talk enthusiastically about their work and answer questions readily, using appropriate vocabulary. Many older pupils in key stage 2 express their opinions confidently and articulately, for example when sharing their work on persuasive adverts for healthy smoothies. Most pupils across the school enjoy engaging visitors in conversation and explain their work well.

In the Foundation Phase, older pupils read well and at a level appropriate for their ability. They have effective strategies to decode unfamiliar words. Pupils that are more able read fluently and with expression, and many explain what they like to read and the reasons for their choices. In key stage 2, pupils consolidate their early reading skills and many become avid and interested readers. The more able begin to use strategies, such as skimming and scanning, effectively to research information. Many have a positive attitude towards reading and discuss their favourite authors with enthusiasm.

In the Foundation Phase, most pupils make good progress in developing their writing skills. Many form letters correctly and convey their ideas well in simple sentences, for example when they write about growing fruit and vegetables. By the end of the Foundation Phase, most pupils use their writing skills highly effectively to record information. They express their thoughts using language that engages the reader, for example when writing a story about 'The Owl who was Afraid of the Dark.' By the end of key stage 2, many pupils develop neat, joined handwriting and convey their ideas successfully when using interesting vocabulary in short paragraphs. They extend their skills well by writing longer pieces for a wide range of different audiences and purposes. The content of their work is often imaginative, for example in their poems about feelings and their research work linked to life in Tudor times. A majority of older key stage 2 pupils are starting to draft and redraft their work and to use paragraphs appropriately. Pupils across the school apply their literacy skills well across the curriculum.

Most pupils in the Foundation Phase are developing good mathematical skills. Most count confidently in twos, fives and tens and demonstrate good mental skills to add

and subtract numbers within ten. Older Foundation Phase pupils name, compare and order two and three-digit numbers correctly. Most show a developing awareness of money and can correctly name coins within 10 pence. The numerical reasoning skills of more able pupils are developing well. Older Foundation Phase pupils apply their numeracy skills well in their work across the curriculum, for example when they use tally marks and bar charts successfully for a range of purposes, and in simple problem solving activities involving money. In key stage 2, many pupils show a good understanding of a range of mathematical concepts and they use the correct mathematical vocabulary when talking about their work. By Year 6, many pupils understand place value to millions and can round numbers and decimals accurately. Many have very good mental recall of multiplication facts and the more able calculate percentages and fractions with speed and accuracy. They have appropriate data-handling skills and record data on a bar chart accurately. However, many pupils' problem-solving abilities are at an early stage of development and, despite the good standards pupils achieve in mathematics, their ability to apply their numeracy skills in other curriculum subjects is underdeveloped.

In both key stages, pupils display enthusiasm for learning the Welsh language, make good progress, and are confident in practising their oral skills. In the Foundation Phase, most pupils ask and respond to simple questions independently following basic patterns. Many pupils in key stage 2 use Welsh to answer a range of questions about common themes, and extend their answers well. Many pupils' Welsh reading skills are well developed and they demonstrate a sound understanding of the text. Pupils' writing skills are developing appropriately.

Performance in the Foundation Phase over the last three years, at the expected outcome 5, places the school consistently in the higher 50% or top 25% when compared with similar schools. At the higher-than-expected outcome 6, over the same period, performance in literacy has moved the school from the bottom 25% to the higher 50% of similar schools. However, performance in mathematical development at outcome 6 has fallen, moving the school from the higher 50% to the bottom 25% of similar schools.

In key stage 2, over the last four years, performance is variable when compared to that in similar schools. In English, mathematics and science at the expected level 4, and the higher-than-expected level 5, performance has varied, placing the school between the top 25% and the bottom 25% of similar schools.

In the Foundation Phase, the gap between the performance of pupils who are eligible for free school meals and other pupils has reduced over the last two years in literacy and mathematical development. There is now no notable difference in performance at outcome 5 or outcome 6. In key stage 2 over the last three years, across all three subjects, at level 4 and level 5, the pupils eligible free school meals generally perform less well than other pupils. However, in 2014, pupils eligible for free school meals have performed better than other pupils at level 4 in all three subjects and at level 5 in English.

Wellbeing: Good

Nearly all pupils feel safe in school and have a positive attitude to health and fitness. Nearly all understand the importance of having a healthy lifestyle. Older pupils understand the need to eat fruit and vegetables, to drink suitable amounts of water and to take regular exercise. Standards of behaviour are good in classes and on the playground. Most pupils play well together and they share equipment and take turns well. Pupils enjoy school, are motivated to learn and are keen to participate in lessons.

Members of the school council are developing their role in representing the views and opinions of their peers well. They are starting to make worthwhile contributions to the self-evaluation process by completing learning walks, questionnaires and surveys about their views on the strengths and areas for improvement in the school.

Attendance figures are improving due to strong links between pupils, parents and the community and wellbeing officer. Over the last three years, attendance rates have moved the school from the lower 50% to the higher 50% when compared with similar schools. The number of pupils who fail persistently to attend school has fallen sharply since 2010. Most pupils are punctual.

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

The school provides pupils with many engaging and interesting learning experiences. It has made appropriate progress in planning for the Literacy and Numeracy Framework. However, in key stage 2, learning experiences do not cover all subjects in the National Curriculum well enough, especially science, history and geography. Across the school, most pupils have beneficial opportunities to apply their literacy skills across a range of subjects and to use information and communication technology (ICT) to develop their oracy and reading skills. However, teachers' planning does not provide enough effective opportunities for pupils to apply their numeracy and problem-solving skills across the curriculum, particularly in key stage 2.

The school promotes education for sustainable development and global citizenship appropriately through activities such as recycling and the careful use of water. Older Foundation Phase pupils develop a thorough understanding of fairness and the meaning of global citizenship through a very engaging project on fair trade and a link with Uganda.

Pupils have worthwhile and highly beneficial opportunities to develop their Welsh language skills regularly and consistently throughout the school. They take the register and often discuss things through the medium of Welsh in their topic work, for example when older key stage 2 pupils discuss the merits of different fruits for making smoothies. The school promotes pupils' understanding of the culture and heritage of Wales successfully through a suitable range of activities. Pupils study Welsh artists, such as Martin Davies, and participate in the 'Nos Galan' Festival' to commemorate Guto Nyth Bran.

The school provides a broad range of extra-curricular activities and has effective links with local sports clubs. Residential visits to places such as Llangrannog and Cardiff support the development of pupils' learning and their social and life skills well.

Teaching: Good

Teachers and support staff work together to ensure that pupils are motivated and engaged in their activities. In most lessons, staff create a purposeful working atmosphere and manage pupils' behaviour well by using positive praise. In many lessons, teachers have high expectations and lessons progress at a good pace. Teachers share learning objectives effectively with pupils and use a broad range of stimulating resources thoughtfully. Teachers deploy support staff well and they make a significant contribution to the learning experiences, progress and wellbeing of pupils. However, in a very few lessons, where teaching is less effective, learning activities do not always match pupils' needs well enough and the pace of learning slows too much.

Most teachers use assessment successfully to identify pupils who need additional support and to extend and challenge pupils that are more able. They use an electronic system appropriately to track pupils' progress. Many teachers mark pupils' work carefully and purposefully. In the best practice, teachers follow up these comments in future pieces of work to ensure that improvement takes place. Most teachers use a suitable range of assessment for learning strategies appropriately. Younger pupils use thumbs up or down signs to signal how well they understand the tasks, and older pupils evaluate their work against given success criteria well. In many lessons, pupils are beginning to assess their own work and that of their peers with increasing accuracy.

Well-presented and informative end-of-year reports to parents provide useful information on their child's progress.

Care, support and guidance: Good

The development of pupils' wellbeing is a high priority in the school. Provision in lessons, the physical environment, school assemblies and extra-curricular visits contribute to developing pupils' spiritual, moral, social and cultural development effectively. The school provides suitable opportunities for education about sex and relationships, drugs and substance misuse.

The school has the appropriate arrangements to promote healthy eating and drinking. Members of the school council are effective in educating their peers about the importance of having healthy lunch boxes. All pupils have good opportunities to be physically active, with a good range of suitable games during playtimes. This has a positive impact on pupils' behaviour outdoors. Teachers provide good opportunities to develop pupils' physical fitness through, for example, the after-school sports clubs, such as rugby and football.

Teachers identify pupils with additional learning needs at an early stage. They provide suitable support through intervention programmes and detailed, targeted individual education plans. Teachers keep parents well informed about their child's

progress. They work effectively with teaching assistants and language-support specialist staff, to ensure that pupils are able to access the curriculum to the best of their ability.

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

Learning environment: Good

The school is a welcoming and caring community, which values and treats all pupils equally. It promotes suitable moral values and an ethos of respect well. Most pupils are polite, helpful and respectful of the views of others. Staff work together closely to celebrate pupils' talents and to develop their self-esteem. The school has clear anti-bullying initiatives, which ensure that pupils feel safe and secure and know where to go if an issue arises. All pupils have equal access to a wide range of opportunities throughout the school, including extra-curricular clubs. The 'let's get fit club' supports pupils' health and wellbeing well and the 'premier league reading club' successfully entuses boys to read for enjoyment.

The school site is safe and secure. Most of the school's accommodation is in a reasonable state of repair in spite of its age. Displays throughout the school celebrate pupils' achievements appropriately and provide a good focus for learning.

There is a good range of learning resources available, including tablet computers. Teachers use these well to provide a stimulating learning environment for pupils and to develop pupils' oracy skills successfully, for example when creating a presentation on fair trade. The school makes effective use of its facilities and Foundation Phase classrooms have appropriate access to outdoor areas for learning.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

The headteacher and the new deputy head provide focused direction for the school. There is a clear vision and a set of core values that promote improvement in standards and wellbeing effectively. The headteacher and deputy head are supportive and approachable. All staff work successfully to create a welcoming, well-ordered, and inclusive learning environment for pupils. Following a period of change within the staffing structure, senior managers have redefined the roles and responsibilities of the staff and the senior leadership team. These recent changes are leading to a more effective and manageable distribution of duties. However, it is too early to judge fully the impact of these changes on the overall quality of the school's work.

The new management team work well together. They engage fully in helping to move the school forward and to improve standards further. Staff respond well to recent opportunities to take more responsibility for developing provision in their subject areas and are becoming more accountable for the standards that pupils achieve. However, this is at an early stage of development.

Meetings focus appropriately on school improvement issues and many staff take forward agreed actions well. The whole-school mathematics programme is beginning to have a positive impact on pupils' standards and the quality of provision. However, the recording of agreed decisions and their communication are not always systematic enough. The school has recently improved its use of performance data and teachers at all levels are becoming more accountable through the effective use of this information. These actions are resulting in improved outcomes for pupils.

Performance management systems for teaching staff are appropriate and targets link suitability to the school's strategic priorities. All teachers have recent and relevant job descriptions, which outline additional roles and responsibilities appropriately. However, job descriptions for support staff do not always take full account of their new roles and responsibilities.

The school is successful in meeting many local and national priorities, such as improving attendance. It has made a good start on implementing the requirements of the Literacy and Numeracy Framework.

Governors are supportive of the school's work. They meet regularly and are aware of their responsibilities. They receive appropriate information through regular headteacher reports. Presentations on the school's performance data ensure that the governors have a sound knowledge of how performance compares with that of other schools. They are developing their role as critical friends well.

Improving quality: Adequate

The school is developing effective procedures for self-evaluation. In a short time, leaders have undertaken a focused range of monitoring to help them to identify priorities for school improvement. Leaders draw on very recent, first-hand evidence, including analysis of tracking data, scrutiny of pupils' books and questionnaires to parents and pupils. The new monitoring timetable sets out a worthwhile range of activities to take place over a longer timescale to measure accurately the impact of planned actions. The self-evaluation report presents a broadly accurate picture of the school's strengths and areas for development, but the evidence within the report to support these judgements is quite limited at present.

The school is beginning to use performance data more purposefully to plan for improvement. Leaders collaborate successfully with teachers in other local schools to develop numeracy and literacy initiatives as well as ensuring that teacher assessment is accurate. However, these activities are at an early stage and, as yet, the school has not established any effective wider networks of professional practice. The school has developed valuable opportunities for parents to voice their opinions and to contribute to the strategic direction of the school through the development of its website and use of social media.

Senior leaders make effective use of reviews and reports from the external challenge adviser to develop their understanding of the school's strengths and areas for improvement, for example the use of lesson observations to improve standards of teaching and learning. The school has made suitable use of the data from the national numeracy and literacy tests to identify areas for improvement in reading and mental mathematics. These form an appropriate part of the school's development plan.

There is a clear link between the school's self-evaluation procedures and planning for improvement. Its self-evaluation report gives an honest overview of the school's current position. In the time available, the headteacher has focused appropriately on addressing issues that have the biggest impact on pupil outcomes. Consequently, recent initiatives have led to improved pupil outcomes in literacy and mathematical skills.

The school development plan has a suitable number of targets. It focuses appropriately on national priorities, raising standards and areas identified by the headteacher and leadership team as needing improvement. Leaders monitor the progress of the plan appropriately on a regular basis, but timescales and success criteria in the plan are sometimes not precise enough to ensure effective implementation and monitoring of all agreed actions.

Partnership working: Good

The school works well with a range of partners to improve pupils' standards and to enhance their wellbeing. Parents feel comfortable in approaching the school with suggestions and know that staff will consider any issues carefully and deal with them sensitively. The school actively seeks feedback from parents, for example through the new parents' council, in order to bring about improvements for their children. The 'friends of the school' committee raises funds that help the school to improve its resources. This provides valuable funding for the school to extend enrichment activities.

The school's planning for pupils to move smoothly from one phase to another is thorough. There are effective transition arrangements for pupils moving to the high school.

The school links well with a range of professional education and health partners to improve working practices. Recently, the school has begun to work with other local schools to share good practice on teaching. This has improved the quality of teaching effectively.

The school has useful links with the community and local businesses. Pupils sing at a local residential home and staff from a local supermarket visit the school to promote healthy eating and to develop pupils' understanding of fair trade. This supports pupils' understanding of healthy life styles and the wider world very effectively.

Resource management: Good

All staff are suitably qualified and many readily take on additional training to improve their knowledge, understanding and skills. The headteacher deploys all staff effectively to make best use of their experience and expertise. Many support staff lead intervention groups successfully, which helps to promote high levels of pupil wellbeing and improves behaviour and attendance for targeted pupils. Welsh-speaking staff support pupils' Welsh oracy and reading skills well.

Staff co-operate successfully with other schools in developing approaches to improving literacy planning. This supports pupils' application of writing skills across the curriculum well. There are appropriate arrangements for teachers' planning, preparation and assessment time and senior leaders receive suitable management time.

The headteacher, with the support of the governing body, manages the school budget effectively to meet the priorities in the school development plan. The school has sound plans to reduce the current budget surplus to a more appropriate level, while improving resources and further enhancing the school environment. The school makes good use of the pupil deprivation grant from the Welsh Government to improve outcomes for disadvantaged pupils, through the provision of targeted intervention programmes, which raise their standards of literacy, reading and wellbeing.

As a result of the good standards that pupils achieve and the overall quality of provision, particularly in relation to teaching and assessment, the school provides good value for money.

Appendix 1: Commentary on performance data

6742077 - Caegarw Primary School

Number of pupils on roll	188
Pupils eligible for free school meals (FSM) - 3 year average	25.2
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	22	24	22
Achieving the Foundation Phase indicator (FPI) (%)	86.4	95.8	90.9
Benchmark quartile	1	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	22	24	22
Achieving outcome 5+ (%)	86.4	95.8	90.9
Benchmark quartile	2	1	1
Achieving outcome 6+ (%)	0.0	12.5	31.8
Benchmark quartile	4	4	2
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	22	24	22
Achieving outcome 5+ (%)	86.4	100.0	90.9
Benchmark quartile	2	1	2
Achieving outcome 6+ (%)	22.7	8.3	18.2
Benchmark quartile	2	4	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	22	24	22
Achieving outcome 5+ (%)	90.9	100.0	95.5
Benchmark quartile	3	1	2
Achieving outcome 6+ (%)	0.0	45.8	27.3
Benchmark quartile	4	2	4

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

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

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

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

6742077 - Caegarw Primary School

Number of pupils on roll	188
Pupils eligible for free school meals (FSM) - 3 year average	25.2
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	15	17	18	25
Achieving the core subject indicator (CSI) (%)	53.3	82.4	94.4	84.0
Benchmark quartile	4	2	1	3
English				
Number of pupils in cohort	15	17	18	25
Achieving level 4+ (%)	66.7	82.4	94.4	88.0
Benchmark quartile	4	3	1	2
Achieving level 5+ (%)	20.0	23.5	44.4	20.0
Benchmark quartile	3	3	1	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	15	17	18	25
Achieving level 4+ (%)	80.0	82.4	94.4	84.0
Benchmark quartile	3	3	1	3
Achieving level 5+ (%)	20.0	23.5	27.8	20.0
Benchmark quartile	4	3	3	4
Science				
Number of pupils in cohort	15	17	18	25
Achieving level 4+ (%)	60.0	82.4	94.4	84.0
Benchmark quartile	4	4	2	3
Achieving level 5+ (%)	6.7	23.5	38.9	12.0
Benchmark quartile	4	3	2	4

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

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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.	106	104 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	105	94 90%	11 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	107	105 98%	2 2%	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	106	102 96%	4 4%	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.	106	100 94%	6 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	106	98 92%	8 8%	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.	107	106 99%	1 1%	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.	107	104 97%	3 3%	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.	106	99 93%	7 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.	107	102 95%	5 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	105	71 68%	34 32%	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	107	86 80%	21 20%	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.	46	32 70%	14 30%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	46	38 83%	8 17%	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.	46	37 80%	8 17%	1 2%	0 0%	0	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.	46	38 83%	8 17%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	45	22 49%	22 49%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	45	33 73%	11 24%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	46	34 74%	11 24%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	46	24 52%	20 43%	0 0%	0 0%	2	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.	46	32 70%	11 24%	0 0%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	46	33 72%	12 26%	0 0%	0 0%	1	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.	46	36 78%	10 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'.	42	19 45%	16 38%	1 2%	0 0%	6	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.	46	21 46%	20 43%	4 9%	1 2%	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.	46	32 70%	13 28%	1 2%	0 0%	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.	46	22 48%	19 41%	2 4%	1 2%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	45	30 67%	13 29%	0 0%	0 0%	2	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.	41	22 54%	10 24%	1 2%	0 0%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	46	25 54%	19 41%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	46	36 78%	10 22%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Susan Davies	Reporting Inspector
Buddug Bates	Team Inspector
Alison Huckle	Lay Inspector
Paul Noon	Peer Inspector
Huw Griffiths	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.