



*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**

**Coed Glas Primary School  
Ty Glas Avenue  
Llanishen  
Cardiff  
CF14 5DW**

**Date of inspection: October 2014**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

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

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

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](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Crown Copyright 2014: 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: 16/12/2014**

## Context

Coed Glas Primary School is situated on a large site in the north Cardiff suburb of Llanishen. The school opened in 1960. Most pupils live in the immediate area although a few come from other parts of the city. The school has a specialist resource unit for pupils with profound hearing impairment.

There are 577 pupils on roll, including 69 nursery children who attend part-time. There are 244 pupils in the Foundation Phase and 230 pupils in key stage 2 classes. The number on roll has grown significantly since the last inspection. The school is organised into 19 single age-group classes.

The school identifies 14% of pupils as having special educational needs, 3% of whom have a statement of special educational needs. These include 14 pupils from across the age-range who are taught in the Hearing Impaired Resource Base (HIRB). Those pupils spend the mornings in the HIRB and join their year group classes for the afternoons.

Around a quarter of pupils are eligible for free school meals. A very few pupils are looked after by the local authority.

The school teaches through the medium of English. There are no pupils who speak Welsh as a first language, but about 16% of pupils speak other languages at home. These include a range of European and Asian languages.

The headteacher took up his post in September 2013. He is supported by a deputy headteacher, who joined the school in September 2014.

The school was last inspected in September 2008.

The individual school budget per pupil for Coed Glas Primary School in 2014-2015 means that the budget is £3,670. The maximum per pupil in the primary schools in Cardiff is £6,523 and the minimum is £2,908. Coed Glas Primary School is 43rd out of the 95 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- in 2014, performance at the expected levels for pupils at the end of the Foundation Phase and also at key stage 2 showed notable improvement from performance in the previous three years;
- by the end of key stage 2, outcomes for most pupils, including those in the HIRB, in English and mathematics, are in line with their ability;
- pupils' attendance improved in the last year as a result of a range of new and effective strategies;
- most teachers plan interesting lessons and use a good range of methods to engage pupils;
- care, support and guidance of all pupils are of high quality; and
- it promotes strong moral values that result in almost all pupils being polite, helpful and tolerant of the views of others.

However:

- pupils' performance in English and mathematics by the end of key stage 2 from 2011 to July 2013 showed a downward trend;
- pupils do not extend their skills enough by writing longer pieces for a wide range of different audiences or purposes or learn to improve their work by redrafting;
- standards of spelling, punctuation and grammar are too variable;
- the school's newly introduced topic-based curriculum does not always allow enough time for science and religious education; and
- teachers' marking does not focus enough on helping pupils to improve their work.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides strong leadership and manages the school very efficiently. He has a clear vision for the development of the school, which he communicates well to staff, pupils, governors and parents;
- there is good evidence of improvement across almost all aspects of the school's work during the last year;
- senior leaders have high expectations for staff and pupils, based on a sound understanding of the strengths of the school and its priorities for development;
- leaders and managers from across the school evaluate and monitor the school's work effectively;
- the school improvement plan focuses clearly on improving standards;
- there are good links with a range of partners to improve pupils' standards and enhance their wellbeing; and
- the school manages its financial and staff resources effectively.

## Recommendations

- R1 Improve pupils' spelling, punctuation and grammar and ensure that they develop redrafting strategies to improve their written work
- R2 Provide more opportunities for pupils to write at length for different audiences
- R3 Improve the provision for science and religious education at key stage 2
- R4 Ensure that teachers use marking more consistently to follow up on common errors in pupils' work and help pupils know how they can improve.

### **What happens next?**

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

## Main findings

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

Adequate

#### Standards: Adequate

Most pupils enter the school with skills around the average for pupils of a similar age and most make steady progress during their time at the school.

Most pupils speak confidently in class and enjoy discussing topics in pairs and in group work, for example when they consider the rhyme in a poem or discuss adjectives in a text. They enjoy engaging visitors in conversation and explain their work well. Almost all pupils listen to the teacher and to each other with courtesy.

In the last year, throughout the school, pupils have made a notable improvement in developing functional reading skills. In nursery and reception they make a good start in learning new letters and sounds. As they move through the Foundation Phase, they develop effective strategies to decode words and, by the end of the key stage, are competent in reading books appropriate for their age. In key stage 2, pupils consolidate their skills and begin to read with expression, and have a clear understanding of what they have read. The more able begin to use strategies such as skimming and scanning effectively to research information. Although by the end of key stage 2 most pupils read at a level at least in accordance with their age, they do not always read for enjoyment.

In the Foundation Phase, most pupils make good progress in developing their writing skills. Younger pupils learn to form letters correctly and convey their ideas well in simple sentences, for example when they describe a model boat they have made. By the end of the Foundation Phase, most pupils use their writing skills effectively to record information and express their thoughts. They write with enthusiasm. Their work shows that they begin to have an understanding of basic punctuation and can use phonic strategies effectively to attempt to spell new words. More able pupils begin to use more complex punctuation. For example, they include speech marks appropriately.

By the end of key stage 2, most pupils develop neat cursive handwriting and convey their ideas successfully when using interesting vocabulary in short paragraphs, for example to describe a sinister spy or to set a scene. However, they do not extend their skills enough by writing longer pieces for a wide range of different audiences or purposes. For example, they do not often record their work in science. Although the content of their work is often imaginative, most pupils make too many basic spelling, punctuation and grammatical errors and do not redraft enough to improve their work.

Almost all pupils who learn English as an additional language make good progress in developing literacy skills and are competent in using the language orally and in their writing, in accordance with their ability, by the end of key stage 2.

Across the school, many pupils develop good numeracy skills. For example, in Year 2 they have a good understanding of simple addition and multiplication, and enjoy designing sums with numbers of more than 100 to challenge their friends. In both key stages, most pupils have a good understanding of measure. They work independently to weigh and measure ingredients or objects accurately. Most pupils use their numeracy skills appropriately in science and geography to record findings of their research in tables and graphs. In a Year 6 project, more able pupils prepare detailed business plans that include costings. These pupils use numeracy skills very competently, for example to draw up accounts and multiply sums of money. Their work demonstrates their good understanding of terms such as credit, debit and profit.

Pupils with additional learning needs make sound progress as they move through the school. Nearly all pupils in the Hearing Impaired Resource Base (HIRB) make good progress, particularly in developing their communication skills, both in the unit and when working in their mainstream class lessons. They achieve well in line with their abilities. Those in the HIRB with additional learning needs make slower but steady progress over time and also have good learning outcomes.

In both key stages, pupils display enthusiasm for learning the Welsh language and make good progress. They are confident in practising their oral skills, and by Year 6 use the language to ask and answer simple questions correctly.

In 2014, performance at the expected levels for pupils at the end of the Foundation Phase and also at key stage 2 showed notable improvement from performance in the previous three years across all indicators.

In the Foundation Phase in 2014, the improvement in pupils' literacy and mathematical development at the expected outcome 5 places the school in the upper 50% when compared with other similar schools. Performance in literacy and mathematical development at the higher than expected level places the school in the higher 50% of similar schools for mathematical development and the lower 50% for literacy. Over the last two years there has been a small improvement in pupils' outcomes for literacy at the higher level but their outcomes in mathematical development have been variable.

In key stage 2, from 2011 to July 2013, performance at the expected level 4 in English and mathematics showed a downward trend. However, in 2014, there has been a notable improvement in performance in mathematics, which has moved the school from the bottom 25% to the top 25% when compared with other similar schools. Performance in English also places the school in the top 25% of similar schools in 2014. Most pupils have attained at least the expected level for science for the last four years. However, teacher assessments of pupils' work in English and science do not always accurately reflect the standards seen in the scrutiny of pupils' work during the inspection.

Over the last three years, the outcomes of pupils eligible for free school meals are lower than those of their peers in literacy and mathematical development in the Foundation Phase, and in English and mathematics in key stage 2.

## **Wellbeing: Good**

Overall, pupils enjoy coming to school and are happy. Almost all of them are well motivated and settle quickly in class. They understand and respect the school's code of conduct, the 'Coed Glas Way', that helps them to have high levels of care and concern for others. Nearly all pupils' behaviour is exemplary both in class and around the school. They feel safe in school and know that an adult will take any issues seriously and act quickly should there be a problem. Working relationships between pupils and staff are positive.

Nearly all pupils understand the importance of having a healthy lifestyle. Generally, older pupils understand the need to eat fruit and vegetables, drink plenty of water and take regular exercise.

The school council, which includes a representative from the HIRB, eco committee and the newly formed school nutrition action group are effective bodies. They give pupils appropriate opportunities for taking responsibility and enable them to contribute well to school decision-making. For example, the school council was involved in the appointment of the headteacher and in establishing the effective playground buddy system.

Pupils' attendance improved in the last year as a result of a range of new and effective strategies. The school reports its rate of attendance in 2014 as 94.7%. It was placed in the higher 50% of similar schools in two out of the last four years. Nearly all pupils arrive on time for school and start their lessons promptly.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

## **Learning experiences: Adequate**

During the last year, the school reviewed its curriculum and introduced a topic-based scheme to provide more breadth and include enough opportunities to develop pupils' key skills. The topics provide pupils with a wide range of interesting learning experiences. Younger Foundation Phase classes have good opportunities for outdoor learning. However, there is not always enough time allocated to cover the requirements for science and religious education in key stage 2.

Teachers and leaders review their planning regularly to ensure that it builds progressively on pupils' previous learning. This also ensures that there is a focus on developing pupils' skills in literacy and numeracy. The school has placed appropriate emphasis on raising pupils' standards in reading, although activities do not always develop pupils' enthusiasm for reading enough. Although schemes of work include strategies to help pupils to develop their writing, these are sometimes too restrictive and limit opportunities for pupils to write at length.

There is good provision for pupils in the HIRB, which includes specialist teaching and appropriate, flexible arrangements for them to integrate with their peers in mainstream classes.



Pupils benefit from a wide range of visits, cultural activities and extra-curricular clubs, which further enhance their time in school.

The school places good emphasis on developing pupils' Welsh language skills and their knowledge of the culture and heritage of Wales. For example, activities include an annual eisteddfod and visits to a Welsh language residential centre.

There are good opportunities for pupils to learn about environmental issues such as recycling and conservation of energy. The eco committee contributes well to projects that include developing the 'Secret Garden' and encouraging pupils to walk or cycle to school. The school has a useful link with a school in the Basque region of Spain. This helps pupils to learn about a different culture and language, and develops their understanding of global citizenship.

### **Teaching: Good**

Most teachers and teaching assistants motivate and engage pupils well. They have high expectations of pupils' behaviour and attitudes. Across the school, most teachers plan interesting lessons and use a good range of methods to engage pupils. Most lessons are well planned and have clear learning objectives. Teachers plan lessons appropriately to meet the different learning needs of all pupils in the class. Overall, teachers use plenary sessions well to review pupils' understanding. However, in a very few lessons, teachers talk for too long and so pupils do not engage in the follow-up task for long enough to make progress.

In the Foundation Phase, staff work together well as a team to promote pupils' independent learning skills effectively. They provide a good balance of structured and free choice learning activities both in and out of doors.

Specialist staff in the HIRB know their pupils well. They plan to meet pupils' individual learning needs and provide good support for them in mainstream classes.

Teachers mark pupils' work regularly and comment positively on pupils' achievements. In the best practice they focus well on helping pupils to know how to improve their work and to achieve their targets, but this is variable. However, teachers do not always follow up on common errors in pupils' writing well enough.

Staff encourage pupils to evaluate their own and each other's work. Pupils are beginning to use these skills well to improve their learning, but this is at an early stage. The school uses a wide range of data effectively to monitor pupils' progress, identify pupils who need additional support and plan appropriately to meet their needs.

Reports to parents give good information about pupils' achievements in literacy and numeracy and meet statutory requirements.

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

The school provides a caring environment where staff place a high emphasis on pupils' wellbeing. The 'Coed Glas Way' makes pupils aware that the school does not

tolerate bullying or discrimination of any form. Pupils understand the strategies in place to encourage their good behaviour, for example through the school's effective reward system. Provision in lessons, the physical environment, school assemblies and visits contributes to developing pupils' spiritual, cultural, moral and social skills appropriately. The school provides suitable opportunities for education about sex and relationships, drugs and substance misuse.

The school makes good arrangements for promoting healthy eating and drinking. Members of the pupils' nutrition action group are effective in educating their peers about having healthy lunch boxes. All pupils have good opportunities to be physically active, with 'play leaders' helping to promote 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 running club and the 'Bike-it' initiative.

Teachers identify pupils with additional learning needs and those learning English as an additional language at an early stage. They provide strong support through intervention programmes as well as using detailed, targeted individual education plans. They work effectively with teaching assistants, language-support specialist staff and the HIRB 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 recognises respects and celebrates the diversity within its own and the wider community. It promotes strong moral values that result in almost all pupils being polite, helpful and tolerant of the views of others. There is appropriate focus on these aspects in school assemblies and through the curriculum. All pupils have equal access to the life and work of the school. The school ensures that pupils from the HIRB and those learning English as an additional language have good opportunities to be involved in the full range of activities available.

The school environment is welcoming, attractive and well maintained. There are plenty of good quality resources throughout the school. Teachers ensure that displays are attractive and informative. These promote and celebrate pupils' learning well. Most classrooms are of a good size. However, space in the HIRB is more restricted.

The school makes good use of its facilities. All Foundation Phase classrooms have appropriate access to outdoor areas for learning. Improvements to the outdoor provision for older pupils in the phase are very recent and it is too soon for them to have had an impact. The 'Secret Garden' forest school area is a particularly attractive and well-used feature. The extensive grounds provide plenty of space for sports and for all pupils to enjoy a variety of well-structured games at playtimes.

<b>Key Question 3: How good are leadership and management?</b>
--

<b>Good</b>
-------------

### **Leadership: Good**

The headteacher provides strong leadership and manages the school very efficiently. He has a clear vision for the development of the school, which he communicates well to staff, pupils, governors and parents. Senior leaders have high expectations of staff and pupils, based on a sound understanding of the strengths of the school and its priorities for development. They provide a good balance of challenge and support. All staff have a clear understanding of their roles and responsibilities and undertake these conscientiously and purposefully.

Since his appointment, the headteacher has made many important changes and improvements. These are beginning to have a positive impact on provision and pupils' outcomes, for example in pupils' application of numeracy skills across the curriculum. Senior management and staff meetings focus well on school improvement priorities. Leaders monitor the impact of decisions made at these meetings appropriately. All staff share good practice, work well as a team and participate fully in decision-making in order to take the school forward.

The school takes good account of local and national priorities. This has led to improvements in pupils' attendance and in the effective promotion of healthy eating and drinking initiatives. The school has made sound progress in addressing the link between under-achievement and deprivation. This is beneficial to pupils' wellbeing.

Governors have a clear understanding of the current performance of the school and ensure that it meets its statutory obligations appropriately. Members of the governing body have a range of skills and expertise. They use these well in acting as critical friends and supporting the school in moving forward.

### **Improving quality: Good**

The school's self-evaluation report is comprehensive and identifies clearly the majority of strengths and areas for development. The self-evaluation process includes a wide review of aspects of school life and how these affect the standards that pupils achieve. The school has effective arrangements for collecting the opinions of pupils and parents through questionnaires and it gives thorough consideration to their comments and suggestions.

Leaders and managers use a range of strategies to monitor the school's work effectively. These include observing lessons and scrutinising pupils' work. They are becoming more experienced and effective in carrying out this work and this is beginning to have an impact on raising pupils' standards. All staff use a range of performance data regularly and effectively to monitor progress and to plan for improvement.

There is a clear link between the self-evaluation report and the priorities in the school improvement plan. The plan focuses clearly on improving standards. All staff and governors are aware of the school's priorities and their responsibilities in implementing the strategies to bring about improvement. The plan contains clear

and measurable success criteria, realistic timescales and costings. Staff responsibilities are clear. Suitable arrangements are in place to monitor and evaluate the school's future improvement journey.

### **Partnership working: Good**

The school works well with a range of partners to improve pupils' standards and enhance their wellbeing. Parents feel comfortable in approaching the school with suggestions and know that any issues they have will be carefully considered. The school actively seeks feedback from parents in order to bring about improvements for their children. Action groups such as the parents' discussion group provide a powerful forum for this process. The Parent Teacher Association raise funds that help the school to improve its resources.

The school's planning for pupils to move smoothly from one phase to another is thorough. Parents value the home visits for pre-nursery children that help them to settle quickly into the school. There are effective transition arrangements for pupils moving to the high school that enable them to move to the next stage of education with confidence.

The school links effectively with a range of professional education and health partners to improve working practices. Recently, the school has begun a two-year structured project to improve achievement for disadvantaged pupils. Although it is too early to judge the impact, following initial training, staff are already reviewing their practice. Other examples include working with the local authority to develop younger pupils' literacy skills through play and to train playtime buddies to improve behaviour. The links with health specialists are particularly valuable for pupils in the HIRB.

The school has useful links with the community and local businesses. For example, a local bank has funded the 'Secret Garden' project that has improved pupils' access to outdoor learning opportunities.

### **Resource management: Adequate**

The school deploys teachers and teaching assistants well to meet the needs of pupils and to make effective use of their skills and expertise. Staff in the HIRB are suitably qualified for their roles.

There is a clear performance management system in place for teachers, through which the school identifies whole school and individual professional development needs effectively. Teachers and support staff undertake a range of specific training to support them in the delivery of many of the school's new initiatives and interventions. This is evident in the collaborative work relating to the planning for literacy and numeracy skills across the curriculum. The school has a few common networks of professional practice with cluster schools and wider groups. However; their use in supporting improvement is at an early stage of development.

All teachers receive appropriate time for planning, preparation and assessment, and senior managers receive additional non-contact time for leadership duties, when required.

The school manages its budget efficiently to meet the priorities outlined in the school improvement plan, for example in purchasing guided reading resources, and enhancing the outdoor environment to support effective learning. The wide range of good quality learning resources contribute well towards establishing a supportive and motivating learning environment for pupils. Governors understand the need to evaluate the effectiveness of spending in relation to pupils' outcomes and have comprehensive procedures for this.

Managers have made appropriate arrangements to ensure that the Pupil Deprivation Grant is used effectively. For example, they have appointed a new member of staff to work closely with families to improve pupils' attendance. This is beginning to impact positively on pupils' outcomes and wellbeing.

There are several areas of strength in the way the school plans for and monitors how it delivers value for money. It manages financial and staff resources effectively. However, many new initiatives are at an early stage and have not had time to impact fully on pupils' standards. As a result, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6812072 - COED GLAS C P SCHOOL

Number of pupils on roll	555
Pupils eligible for free school meals (FSM) - 3 year average	24.0
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	59	60	84
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	57.6	75.0	86.9
Benchmark quartile	4	4	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	59	60	84
Achieving outcome 5+ (%)	69.5	85.0	89.3
Benchmark quartile	4	3	2
Achieving outcome 6+ (%)	16.9	25.0	27.4
Benchmark quartile	4	3	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	59	60	84
Achieving outcome 5+ (%)	67.8	81.7	91.7
Benchmark quartile	4	4	2
Achieving outcome 6+ (%)	16.9	28.3	27.4
Benchmark quartile	3	2	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	59	60	84
Achieving outcome 5+ (%)	78.0	98.3	97.6
Benchmark quartile	4	2	2
Achieving outcome 6+ (%)	35.6	75.0	71.4
Benchmark quartile	2	1	1

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.

**6812072 - COED GLAS C P SCHOOL**

Number of pupils on roll	555
Pupils eligible for free school meals (FSM) - 3 year average	24.0
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	59	50	32	60
<b>Achieving the core subject indicator (CSI) (%)</b>	88.1	80.0	78.1	91.7
Benchmark quartile	1	3	3	1
<b>English</b>				
Number of pupils in cohort	59	50	32	60
Achieving level 4+ (%)	91.5	88.0	87.5	91.7
Benchmark quartile	1	2	2	1
Achieving level 5+ (%)	25.4	32.0	21.9	38.3
Benchmark quartile	3	2	4	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	59	50	32	60
Achieving level 4+ (%)	89.8	84.0	78.1	96.7
Benchmark quartile	2	3	4	1
Achieving level 5+ (%)	33.9	44.0	43.8	51.7
Benchmark quartile	2	1	1	1
<b>Science</b>				
Number of pupils in cohort	59	50	32	60
Achieving level 4+ (%)	94.9	92.0	96.9	96.7
Benchmark quartile	2	2	1	1
Achieving level 5+ (%)	30.5	46.0	43.8	38.3
Benchmark quartile	2	1	1	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

##### Primary Questionnaire (Overall)

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.	102	102 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	101	96 95%	5 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	102	101 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	102	100 98%	2 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.	102	102 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	102	100 98%	2 2%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	102	102 100%	0 0%	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.	102	102 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	102	99 97%	3 3%	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.	102	97 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.	102	89 87%	13 13%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	101	96 95%	5 5%	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.	58	26 45%	29 50%	3 5%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	59	33 56%	25 42%	0 0%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	59	33 56%	22 37%	1 2%	1 2%	2	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.	58	27 47%	24 41%	1 2%	0 0%	6	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	57	16 28%	33 58%	1 2%	1 2%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	59	27 46%	24 41%	2 3%	0 0%	6	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	57	32 56%	20 35%	1 2%	0 0%	4	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.	56	16 29%	26 46%	2 4%	1 2%	11	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.	59	24 41%	25 42%	3 5%	1 2%	6	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.	59	38 64%	15 25%	2 3%	2 3%	2	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.	59	32 54%	24 41%	2 3%	1 2%	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.	57	23 40%	18 32%	2 4%	2 4%	12	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.	58	21 36%	21 36%	9 16%	3 5%	4	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.	59	30 51%	24 41%	2 3%	2 3%	1	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.	58	23 40%	23 40%	6 10%	1 2%	5	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.	57	26 46%	26 46%	4 7%	0 0%	1	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.	49	16 33%	18 37%	3 6%	2 4%	10	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.	59	22 37%	27 46%	6 10%	1 2%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	56	25 45%	23 41%	3 5%	0 0%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Rosemary Lait	Reporting Inspector
Susan Davies	Team Inspector
Kevin Davies	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Michael James Street	Peer Inspector
Julie Jones	Peer Inspector
Kevin Hart	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.