



*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**

**Alexandra School  
Bodhyfryd  
Wrexham  
LL12 7AZ**

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

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

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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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## Context

Alexandra Community Primary School is in the centre of Wrexham. It caters for pupils between the ages of 3 and 11. There are currently 282 pupils on roll. This includes 46 who attend the nursery on a part-time basis and 25 pupils who currently attend two learning resource base classes for pupils with additional needs. The school also houses the Wrexham Assessment Centre which supports pupils across the local authority and provides a comprehensive assessment of their needs.

There are currently 14 full-time teachers and two part time teachers at the school.

Approximately 37% of pupils are eligible for free school meals, which is notably higher than the average for Wales. Most pupils are from White British backgrounds and speak English as their first language. About 14% of pupils have English as an additional language. Very few pupils speak Welsh.

The school identifies about 31% of its pupils as having additional learning needs, which is notably higher than the average for Wales. About 6% of pupils have statements of special educational needs, mostly in the learning resource base classes.

The deputy headteacher has led the school since September 2012. A new headteacher will take up her post in September 2015. The previous inspection was in February 2012.

The individual school budget per pupil for Alexandra Community Primary School in 2014-2015 means that the budget is £5,171 per pupil. The maximum per pupil in the primary schools in Wrexham is £9,101 and the minimum is £2,820. Alexandra Community Primary School is fifth out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- Most pupils, including those with additional learning needs, make good progress as they move through the school
- Pupils' literacy, numeracy and information and communication technology (ICT) skills are good
- Nearly all pupils have a very positive attitudes to their learning
- Learning experiences are exciting and engage most learners successfully
- The quality of teaching is consistently good
- A caring ethos ensures that pupils feel safe, secure and ready to learn

### Prospects for improvement

The school's prospects for improvement are good because:

- The acting headteacher, deputy headteacher and governors have an appropriate vision and clear aims, and they are strongly committed to improving standards
- There is strong teamwork among all staff and a willingness to take on new ideas and ways of working
- Improvement planning identifies appropriate priorities for action, based on first-hand evidence, and focuses securely on improving pupils' outcomes
- The strong partnership with parents and other schools have a positive impact on the quality of provision and the standards pupils achieve
- The school manages its resources very well

## Recommendations

- R1 Improve standards in Welsh as a second language
- R2 Improve pupils' standards of handwriting and the presentation of their written work in key stage 2
- R3 Improve attendance
- R4 Improve planning in key stage 2 so that tasks consistently meet the needs of the full range of ability
- R5 Ensure that teachers' written comments in key stage 2 help pupils to understand what they need to do to improve their work

### **What happens next?**

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

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

Many pupils enter the nursery class with levels of skills well below those expected for their age. By the end of Year 6, most achieve well, recall previous learning and use their skills effectively in a range of situations. They make good progress from their relatively low starting-points on entry to the school.

Nearly all pupils with additional learning needs and those with English as an additional language make at least the expected progress for their age. Nearly all pupils who attend the Assessment Centre and resource base classes and those who follow additional intervention programmes make good or very good progress within a short space of time. This is a particular strength of the school.

Many of pupils across the school make good progress in developing their speaking and listening skills. They respond well to questioning, and communicate sensibly with others when discussing their work.

Most pupils in the Foundation Phase read with increasing fluency, accuracy and understanding. They use a range of strategies to read familiar and unfamiliar words well. By the end of key stage 2, many pupils respond well to a range of texts and show good understanding of significant ideas, events and characters within them. They use their reading skills well to research information from books and when using ICT.

Nearly all pupils in the Foundation Phase make good progress with their early writing skills. By the end of Year 2, most write successfully in different areas of learning. They sequence sentences effectively to describe events, and write simple stories and reports, using a suitable range of punctuation with increasing accuracy. Most pupils in key stage 2 use a suitable range of sentence structures and interesting vocabulary. Many write confidently and accurately in a variety of forms. However, there are weaknesses in the quality of presentation and handwriting of too many pupils in key stage 2.

Most pupils make good progress in their numeracy skills as they progress through the school. They are able to apply their knowledge and understanding successfully in different curriculum contexts and to real-life situations. They develop good thinking and problem-solving skills.

By the end of the Foundation Phase, most pupils can add and subtract two-digit numbers and they order, partition and sequence numbers up to 100 well. They begin to understand place value and can count in twos, fives and tens. They understand basic fractions and can use coins up to two pounds. They start to measure in standard units and to gather and record data accurately. They produce chronological timelines and solve simple problems confidently.

By the end of key stage 2, most pupils can apply the four rules of number using larger numbers and different methods of calculation to reach correct answers. They understand decimals, fractions and percentages. They measure accurately in standard units using a range of equipment and can tell the time in minutes in both analogue and digital forms. They know the names and properties of more complex shapes and can convert data into different forms.

As pupils move through the school, many make slow progress in developing their Welsh oral skills. Most respond to instructions and display a reasonable understanding of Welsh used by teachers in Welsh lessons. However, most pupils do not make enough progress in using Welsh in their work in other subjects and in less formal situations in school. In the Foundation Phase and in key stage 2, most of pupils' reading and writing skills in Welsh are at an early stage of development.

Pupils in the Assessment Centre and resource base classes have a notable impact on the school's overall results in comparison with national benchmarks from one year to the next. Therefore, the benchmarked comparisons with other schools at the end of the Foundation Phase and key stage 2 do not provide an accurate picture of the relative standards that pupils achieve.

Over the past three years, when compared with similar schools, pupils' performance at the expected outcome 5 at the end of the Foundation Phase has fluctuated, moving the school between the higher 50% and bottom 25% in literacy. However, performance in mathematical development has placed the school in the lower 50% or bottom 25%.

Over the same period, pupil performance at the higher-than-expected outcome in literacy has placed the school in the higher 50% every year. Performance in mathematical developments has fluctuated, moving the school between the top 25% and lower 50%.

In key stage 2, when compared with similar schools over the past four years, pupil performance in English at the expected level 4 has generally placed the school in the lower 50% or bottom 25%. Pupil performance in mathematics has moved the school between the higher 50% and bottom 25%. In science, pupil performance overall has mostly placed the school in the lower 50% and bottom 25%.

Over the same period, pupil performance at the higher-than-expected level 5 in English and science has fluctuated, moving the school between the top 25% and bottom 25%, and in mathematics between the higher 50% and lower 50%.

In the Foundation Phase overall, there is no notable difference between pupils who are eligible for free school meals and others at the expected outcome. However, at the higher-than-expected outcome, pupils who are eligible for free school meals do not perform as well as others in literacy. In key stage 2, there is no notable difference between the performances of pupils eligible for free school meals and others.

## **Wellbeing: Adequate**

The development of various aspects of pupils' wellbeing is a strength of the school. Nearly all pupils have a good understanding of the importance of a healthy lifestyle. They understand the benefits of regular exercise and a healthy diet. They enjoy participating in the good variety of extra-curricular clubs that enhance their wellbeing. Pupils feel safe and secure in school.

Most pupils show high levels of concentration in their work and they are keen to learn. They enjoy school and work hard. They feel that the school values them well. This improves their self-confidence and supports their progress as they move through the school. Behaviour in and out of classes is good and nearly all pupils are courteous to staff and relate well to each other.

Many pupils have a suitable range of skills that help them to develop into independent learners and they face new tasks confidently. In key stage 2, only a few pupils have a secure understanding of what they need to do to improve their work or are aware of their targets for improvement.

Members of the school council and eco committee are developing their role appropriately. Pupils successfully take part in a number of community activities and are involved in fundraising for several charitable causes, such as Children in Need, the local hospice and Sport and Comic Relief. However, their involvement in making decisions that affect the life and work of the school is limited.

Prior to 2013 and 2014, the school's overall attendance rates placed it in the higher 50% compared with similar schools, but there has been a decline in the last two years which has placed the school in the bottom 25%. However, attendance rates for the current academic year are showing signs of improvement.

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

The school provides a wide range of stimulating and interesting learning experiences within and outside the classroom that meet the needs of most pupils. The school provides a good range of clubs and extra-curricular activities, which play a valuable part in developing pupils' personal and social skills. Provision in the Foundation Phase responds to the needs of all pupils very effectively and there is a suitably strong emphasis on first-hand learning. In key stage 2, teachers' planning ensures continuity and progression in pupils' learning experiences as they move through the school.

Provision for pupils with additional learning needs and with English as an additional language is effective. Well-planned intervention programmes enable these pupils to progress very well in their learning. In the Assessment Centre and resource based classes, teachers provide very detailed plans which allow all pupils to have very effective learning opportunities. This enables them to make good or very good progress from their starting points.



All teachers identify many worthwhile ways for pupils to use their literacy, numeracy and ICT skills to support and extend their work across the curriculum.

Teachers plan appropriately to develop pupils' Welsh oral skills in classes, but planning for reading and writing in Welsh is less effective. The school promotes pupils' understanding of Welsh culture appropriately. However, the promotion of pupils' use of Welsh outside of formal lessons is limited.

All teachers promote pupils' awareness of sustainable development successfully. There are appropriate opportunities to raise pupils' understanding of the importance of recycling and how to improve the environment in the school. The school's work is successful in explaining to pupils the importance of fair trade and the impact it can have on helping farmers and traders in other countries. The school develops pupils' understanding of different cultures well through studies of different countries.

### **Teaching: Good**

Overall, teaching across the school is consistently good. Teachers have a detailed knowledge of the areas of learning and the subjects they teach and use a suitable range of methods to stimulate the interest of pupils. Very good working relationships exist between teachers, support staff and pupils. All staff manage pupils' behaviour in classes and around the school very well.

In nearly all lessons, teachers and support staff plan well and they deliver lessons with a clear structure and appropriate learning objectives. Teachers give pupils many opportunities to develop their skills in all areas of the curriculum. In most lessons, teachers have high expectations of pupils and manage classroom time effectively. The pace is brisk, and teachers ask open and challenging questions. However, in a few classes, teachers do not always adapt tasks to meet the full range of pupils' needs and abilities. Support staff across the school engage purposefully with pupils and they support their learning very effectively.

All teachers and support staff within the Assessment Centre and resource base classes have a very secure knowledge, understanding and expertise in supporting the many and varied learning needs that pupils have.

Teachers provide useful and regular oral feedback to pupils. This motivates pupils to do well. Teachers mark pupils' work diligently, but comments in pupils' books in key stage 2 tend to be over-generous at times and give pupils too little advice on how they can improve their work.

All teachers track the performance of pupils very effectively and set clear targets to help inform their planning. As a result, all pupils who are beginning to fall behind receive appropriate support, either in the classroom or through well planned intervention programmes.

Annual reports to parents contain clear information about the progress of their child and fulfil statutory requirements.

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

The focus on caring for pupils and developing their wellbeing is a particular strength of the school. The arrangements for co-ordinating the school's work in care, support and guidance draw very well on staff's detailed knowledge of the local area and the families whose children come to the school. The school has very strong links with a range of specialist services and outside agencies to support pupils' wellbeing. These links ensure support and guidance of high quality for pupils and parents. This makes a significantly positive contribution to the good and very good progress made by pupils as they move through the school.

The school is a lively, welcoming community with clearly-established rules and procedures. There is consistent attention to developing pupils' understanding of appropriate behaviour. A highly effective buddy system works well as older children look after younger pupils or those requiring support during lunchtimes.

There is very good attention to developing pupils' knowledge of the benefits of a healthy lifestyle, including regular exercise. The school has effective arrangements to promote healthy eating and drinking.

There is effective provision for promoting pupils' spiritual, moral, social and cultural development. The emphasis on positive values and respect for others is a prominent feature throughout the school. Staff promote these regularly in lessons to ensure that all pupils have a good understanding of the need to respect one another and themselves. There is also an effective programme of daily collective worship and for pupils' personal and social education.

Provision for pupils with additional learning needs and for pupils in the Assessment Centre and resource base classes is of a very high standard which enables pupils in these settings to make good or very good progress. The school manages and co-ordinates their individual needs effectively from the time they start school so that all members of staff are clear about the support the pupils require. Staff assess their progress regularly and use the information very effectively to plan suitable activities and to provide one-to-one support or in intervention groups. Teachers and support assistants use a very wide range of successful intervention programmes to help pupils on improving their social, emotional, literacy and numeracy skills. Good examples include rapid phonics sessions and one-to-one sessions on visual memory sequencing. Other teachers visit the school regularly to learn about highly effective provision for pupils with additional learning needs.

Parents are well informed and take a full part in setting and reviewing their child's education or behavioural support plans.

The school monitors and tracks pupil attendance well and this is beginning to result in improvements in attendance. The school operates a 'walking bus' and regular weekly class prizes for good attendance.

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

## **Learning environment: Good**

The school and the Assessment Centre and resource based classes have an inclusive and welcoming ethos that provides pupils with a safe and supportive learning environment where staff value them equally whatever their background. Teachers plan common themes across the school and this helps pupils from the Assessment Centre and the two resource base classes to integrate successfully with other pupils. This supports their personal and learning development well.

The school's accommodation meets the needs of its pupils well. There is sufficient space within classrooms to deliver all aspects of the curriculum. There are resources of good quality for all areas of learning that support teaching and learning very effectively. The school is particularly well resourced in relation to ICT.

There are good displays in corridors and classrooms that help to promote pupils' learning effectively. The school has developed its outdoor environment very successfully, particularly for younger pupils. It is organised well into different learning areas and provides good opportunities for well-organised play activities for pupils, which improve their early social, emotional and learning skills effectively.

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

The acting headteacher has a clear vision for the school and provides good leadership with purposeful support from the deputy headteacher. The headteacher has appropriately high expectations of managers, staff and pupils. The distributed style of leadership is highly effective, resulting in good pupil outcomes. The management team includes a teacher without responsibility for a class, who is responsible for wellbeing and basic skills. This is effective in ensuring an appropriate emphasis on these priorities across the school's provision. Leaders integrate the management of the Assessment Centre and the learning resource base classes well into decision-making and the setting of whole-school priorities.

The senior management team and governors use relevant information on the school's performance to identify its strengths and areas for improvement. They set clear targets that reflect appropriate strategic priorities for the school's development.

All members of staff work closely together to create a whole-school ethos that encourages effective teamwork. All staff have clear roles and responsibilities and regularly review pupils' progress to improve the quality of teaching and learning.

The governing body is supportive of the school and governors are knowledgeable about the school's performance. Many have undergone appropriate training and have the skills and confidence to challenge the schools' leaders and to hold them to account for the standards pupils achieve. Governors visit the school frequently and take an active role in forward planning. They regularly review policies and monitor any health and safety and safeguarding issues rigorously.

The school responds well to national and local priorities and ensures that there is a clear focus on developing pupils' skills in literacy, numeracy, and the school works appropriately to limit the impact of poverty on pupils' attainment. For example work in developing early reading skills ensures that pupils quickly become confident readers in relation to their age and ability.

### **Improving quality: Good**

There are clear and effective procedures for self-evaluation that enable the senior management team, governors and staff to gain an accurate understanding of the school's strengths and areas for development. Subject leaders have well-planned and organised systems and procedures to identify their subjects' strengths and areas for development and set appropriate targets for improvement.

All teachers and support staff in the Assessment Centre and resource base classes have a very secure knowledge, understanding and expertise in identifying the needs of the many and varied additional needs that pupils have.

The school draws successfully on the views of governors, pupils and parents in evaluating its provision. For example, this has resulted in improved arrangements for homework.

The self-evaluation report is comprehensive and focuses clearly on improving standards and pupils' wellbeing. It draws on a suitable range of first-hand evidence, including classroom observations, analysis of performance data, the monitoring of provision and scrutiny of pupils' work.

There is a clear link between the self-evaluation report and the priorities within school improvement plan. The plan is detailed and identifies appropriate priorities and suitable actions and timescales. The priorities include measurable and specific targets that link well to improving pupils' standards. The school monitors the progress of pupils regularly and acts appropriately on emerging issues. For example, monitoring has led to clear improvements in the provision for literacy and numeracy across the school.

### **Partnership working: Good**

The school has established a wide range of effective partnerships with parents, the community and other schools. It keeps parents well informed of the school's work through newsletters, the school website and community activities held at the school. The school has good links with the local community. Close co-operation with organisations, such as the local church and utility providers, enhance pupils' understanding of the different jobs people have and how they contribute to their community.

The wellbeing manager works very closely with families who have children with special educational needs. The school invites parents to work alongside their children and staff also undertake purposeful home visits to support families when required. This is very successful in helping parents to gain a better understanding of their children's needs and how best to support their learning at home.

The school works very productively with other schools in the area. They share good practice and combine resources and training to enhance the quality of teaching and learning in their local area. This is particularly evident in the work associated with planning in the Foundation Phase.

Moderation of pupils' work with local schools is effective in producing detailed portfolios of work in the core subjects. These help teachers to have a clear understanding of the standards expected when they assess pupils' work.

There are good transition arrangements with local pre-school settings and with the local high school. As a result, pupils have a good understanding of what to expect and settle quickly when they move from one stage of their education to the next.

### **Resource management: Good**

The school manages its staff and resources well. It deploys its teaching and support staff effectively, particularly in relation to the support provided through intervention groups. There are appropriate arrangements for teachers' planning, preparation and assessment time. The arrangements for the performance management of the headteacher and teaching staff are robust and link very well to the school's priorities for improvement.

All members of staff take part in networks of professional practice within and beyond the school. They share good practice regularly with other school, for example on how pupils in the Foundation Phase can use the outside resources purposefully and effectively.

The school manages and monitors its budget very well. It ensures that initiatives receive appropriately funding and they use specific grants, such as the pupil deprivation grant, very effectively to support pupils' learning. For example, the funding helped to appoint a wellbeing manager who supports pupils and families well and works very closely with external agencies in tackling the impact of deprivation on pupils' learning. She also monitors attendance rates closely and these are beginning to show improvement.

Most pupils make good progress as they move through the school and achieve well by the end of key stage 2. Considering the standards pupils achieve and the high quality of many aspects of the school's provision, the school offers good value for money.

## Appendix 1: Commentary on performance data

### 6652173 - Alexandra C P School

Number of pupils on roll	288
Pupils eligible for free school meals (FSM) - 3 year average	41.2
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	36	39	30
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	69.4	66.7	66.7
Benchmark quartile	3	3	4
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	36	39	30
Achieving outcome 5+ (%)	80.6	74.4	70.0
Benchmark quartile	2	3	4
Achieving outcome 6+ (%)	19.4	25.6	26.7
Benchmark quartile	2	2	2
<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	36	39	30
Achieving outcome 5+ (%)	77.8	71.8	70.0
Benchmark quartile	3	4	4
Achieving outcome 6+ (%)	16.7	28.2	20.0
Benchmark quartile	2	1	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	36	39	30
Achieving outcome 5+ (%)	72.2	82.1	86.7
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	13.9	20.5	16.7
Benchmark quartile	4	4	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.

**6652173 - Alexandra C P School**

Number of pupils on roll 288  
 Pupils eligible for free school meals (FSM) - 3 year average 41.2  
 FSM band 5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	35	29	33	35
<b>Achieving the core subject indicator (CSI) (%)</b>	71.4	79.3	78.8	51.4
Benchmark quartile	2	2	2	4
<b>English</b>				
Number of pupils in cohort	35	29	33	35
Achieving level 4+ (%)	71.4	79.3	78.8	54.3
Benchmark quartile	3	2	3	4
Achieving level 5+ (%)	28.6	31.0	21.2	8.6
Benchmark quartile	1	1	3	4
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	35	29	33	35
Achieving level 4+ (%)	77.1	82.8	78.8	62.9
Benchmark quartile	2	2	3	4
Achieving level 5+ (%)	28.6	24.1	24.2	11.4
Benchmark quartile	2	2	3	4
<b>Science</b>				
Number of pupils in cohort	35	29	33	35
Achieving level 4+ (%)	77.1	89.7	81.8	60.0
Benchmark quartile	3	1	3	4
Achieving level 5+ (%)	28.6	24.1	24.2	8.6
Benchmark quartile	1	2	3	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.

\* 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.	114		108 95%	6 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	112		94 84%	18 16%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	116		107 92%	9 8%	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	117		110 94%	7 6%	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.	116		108 93%	8 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	114		106 93%	8 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.	116		112 97%	4 3%	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.	116		116 100%	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.	113		104 92%	9 8%	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.	116		109 94%	7 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.	108		87 81%	21 19%	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	109		77 71%	32 29%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	



## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	32	27 84%	4 12%	0 0%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	32	28 88%	4 12%	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.	32	28 88%	4 12%	0 0%	0 0%	0	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.	32	26 81%	5 16%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	32	18 56%	10 31%	0 0%	1 3%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	32	29 91%	3 9%	0 0%	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.	32	26 81%	5 16%	0 0%	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.	28	15 54%	9 32%	0 0%	0 0%	4	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%	2%		
Staff treat all children fairly and with respect.	32	25 78%	5 16%	0 0%	1 3%	1	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.	32	24 75%	7 22%	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.	32	25 78%	6 19%	1 3%	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'.	32	26 81%	5 16%	0 0%	0 0%	1	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.	32	26 81%	5 16%	0 0%	1 3%	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.	32	24 75%	7 22%	1 3%	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.	32	20 62%	11 34%	0 0%	1 3%	0	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.	32	24 75%	7 22%	0 0%	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.	30	16 53%	7 23%	1 3%	0 0%	6	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.	32	19 59%	11 34%	1 3%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	32	23 72%	8 25%	0 0%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Clive A Evans	Team Inspector
Susan Davies	Team Inspector
Peter Duncan Haworth	Lay Inspector
John David Morgan	Peer Inspector
Angela Barry	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
- 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.