A report on

Central Primary School
Theodore Road
Port Talbot
SA13 1SP

Date of inspection: January 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 28/03/2017

Context

Central Primary School is between the rivers Afan and Ffrwdwyllt in the centre of Port Talbot. The school opened in September 2015 following the amalgamation of the previous infant and junior schools. Currently, the school has 470 pupils on roll, including 64 in the nursery who attend on a part-time basis. Pupils are taught in 16 single-age classes on two sites.

Around 23% of pupils are eligible for free school meals. This is slightly above the average for Wales of 19%. The school identifies 24% of pupils as having additional learning needs which is around the national average. There are very few pupils with a statement of special educational needs or who are looked after children. English is the predominant language for most pupils. A few pupils learn English as an additional language and very few pupils speak Welsh at home.

This is the school's first inspection since amalgamation. The current head teacher took up her post in September 2015.

The individual school budget per pupil for Central Primary School in 2016-2017 means that the budget is £3,045 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £6,224 and the minimum is £2,851. Central Primary School is 50th out of the 57 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Most pupils achieve good standards in speaking, listening and reading from their starting points
- Many pupils make good progress in developing their Welsh language skills, particularly in writing
- Almost all pupils have positive attitudes towards healthy eating and drinking and understand the importance of regular exercise
- Most pupils behave well and are polite and courteous to each other
- Working relationships between staff and pupils are very good
- Teachers use an appropriate range of teaching approaches which engage and motivate most pupils
- There are effective links with specialist agencies who support pupils with specific additional learning needs well
- The school provides a warm and inclusive environment where nearly all pupils feel safe, secure and happy

However:

- Pupils do not develop their skills in mathematics, numeracy and extended writing sufficiently well
- The curriculum and reports for parents do not meet statutory requirements
- There are too few opportunities for pupils to use their literacy, numeracy, information and communication technology (ICT) and independent learning skills progressively across the curriculum
- A significant minority of teachers do not have high enough expectations for pupil achievement and most teachers do not plan work suitably to meet the needs of all pupils
- Teachers' use of assessment is inconsistent and pupils do not always know how to improve their work
- Attendance rates are below average when compared to those of similar schools

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision for the school based on an inclusive ethos and ensuring high standards for all pupils
- Since amalgamation there is a common sense of purpose within the school community, shared by pupils, parents, staff and governors

- Recent key improvements to communication with parents is enabling them to play a greater role in their children's learning
- Leaders make effective use of national data to identify trends in pupil performance
- Governors provide strong support to the school and understand their roles and responsibilities well
- Governors and leaders manage the school's finances successfully
- The school has a wide range of beneficial partnerships and these have a positive effect on pupils' wellbeing and standards

However:

- The senior leadership team's skills in managing the performance of staff and monitoring the quality of learning and teaching are not developed well enough
- Arrangements for performance management do not support sufficiently the professional development needs of all staff
- Important aspects of standards, the curriculum, teaching and assessment require improvement
- The governing body's role in school self-evaluation and planning for improvement is at an early stage of development.

Recommendations

R1 Improve pupils' standards in mathematics and numeracy

R2 Improve pupils' extended writing skills

R3 Improve pupils' attendance

R4 Develop curriculum planning to ensure it meets statutory requirements and the requirements of the literacy and numeracy framework

R5 Improve teaching to meet the needs of pupils of different abilities

R6 Develop effective performance management, self-evaluation and improvement planning processes

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

When they enter the nursery, a majority of pupils have skills which are at the level expected for their age, with a minority having poor speaking skills. As they move through the school, most pupils make steady progress. By the end of Year 6, many pupils' achievements in English and mathematics are in line with their ability. A majority of pupils with additional learning needs achieve appropriate standards in relation to their ability. Overall, more able pupils do not always achieve as well as they could.

In the Foundation Phase, most pupils develop their speaking and listening skills well and concentrate for appropriate amounts of time. By Year 2, many pupils present their ideas clearly, for instance, when justifying which personal items they would take with them on a voyage on a pirate ship. In key stage 2, most pupils listen carefully when others are speaking. They make suitable vocabulary choices to explain their ideas, such as how industrialists might have improved the working conditions for children in the nineteenth century.

By the end of the Foundation Phase, many pupils read confidently, fluently and expressively at a level appropriate for their age and ability. Most use initial letter sounds to decode simple words successfully. More able pupils express their views well including relevant details about events and characters in a story. Most pupils make good progress with their reading in key stage 2. They talk knowledgeably about the books they enjoy from their experiences in school and at home. A few of the more able pupils discuss their favourite authors with maturity, demonstrating awareness of their writing styles. Most older pupils use skimming and scanning techniques successfully to retrieve facts. However, their skills in gathering information from a range of sources and using this to support their work in other subjects, such as geography, are underdeveloped.

In the nursery and reception classes, many pupils make sound progress in developing their emergent and independent writing skills. By Year 2, many pupils spell simple, common words correctly and they apply basic punctuation with increasing accuracy. However, many younger pupils do not apply these writing skills well enough across the curriculum, or write independently in a variety of forms. In key stage 2, a majority of pupils develop suitable handwriting skills and present their work neatly. Many pupils use a range of punctuation correctly building steadily upon previous skills. Their spelling of increasingly complex words is generally accurate and they organise their writing appropriately using paragraphs. A majority of pupils apply their understanding of the features of narratives, recounts, instructions and persuasive texts solidly to their own writing. For example, in Year 6, more able pupils write effective letters to a regional retail centre to persuade it to promote the 'true meaning' of Christmas amongst festive shoppers. However, across the key stage, the quality of pupils' writing varies too much. A significant minority do not transfer their literacy skills well enough to other subjects, or make sufficient progress in developing their extended writing skills during a school year.

In the Foundation Phase, many pupils achieve appropriately in mathematics lessons and develop solid basic number, shape, measuring and data handling skills. For example, in reception, many pupils count reliably to 20 and make sensible estimates using non-standard measures when investigating capacity. Most pupils in Year 2 collect data appropriately and create a pictogram of their results, for example on sea creatures. By the end of key stage 2, most pupils use number facts and relationships competently and check their answers using inverse operations. A few more able pupils use a range of mental and written methods. They explain these successfully, for instance when calculating percentage quantities. However, a minority of pupils do not work to their potential in mathematics. In both the Foundation Phase and in key stage 2, most pupils' problem-solving and reasoning skills are at an early stage of development. Most pupils do not use their numeracy skills well enough in other areas of the curriculum.

Throughout the Foundation Phase, most pupils make good progress in their ICT skills. They use a range of applications on a tablet independently to record their learning in a range of curriculum areas and they share this confidently with their peers. For instance, they use a branching database to sort animals and record videos of their conversations in Welsh. As they move through key stage 2, a majority of pupils use word-processing packages and presentation tools appropriately to display their work. However, their ability to use and interrogate databases is underdeveloped. A very few pupils begin to develop coding skills.

Across the school, many pupils make good progress in developing Welsh language skills. In the Foundation Phase, they answer simple questions and respond to basic greetings well, using a suitable range of vocabulary. They develop sound early reading skills. In key stage 2, many pupils produce written work of a good standard, for example when writing a biography of Winston Churchill. They become increasingly competent at using a variety of sentence patterns, including the past tense when speaking and writing. Although older pupils read to a satisfactory standard using intonation effectively, their pronunciation is not always accurate enough.

At the end of the Foundation Phase, over the past four years, pupils' performance at the expected outcome in literacy and numeracy is below average when compared to that of similar schools. At the higher than expected outcome, pupils' performance in literacy has varied, moving the school between the higher 50% and bottom 25% of similar schools. In mathematical development, performance has generally placed the school in the higher 50% over the same period.

At the end of key stage 2, pupils' performance in English and mathematics at both the expected and higher than expected levels has been consistently below the median when compared with levels in similar schools. In science, pupil performance has generally placed the school in the higher 50% of similar schools at the expected level over the past four years, but consistently in the lower 50% of similar schools at the higher than expected level.

Girls perform consistently better than boys in recent years at both the expected and higher outcomes at the end of the Foundation Phase. In key stage 2, girls tend to perform better than boys in English. Over the same period, pupils eligible for free

school meals perform less well than other pupils, at both the expected and higher than expected outcomes and levels. This is particularly the case in literacy, where the gap remains significant. Pupils from a minority ethnic background do not achieve as well as other pupils.

Wellbeing: Adequate

All pupils feel safe in school and know whom to turn to if they are upset or need support. Most pupils have a good understanding of how to keep themselves safe when using the internet.

Nearly all pupils recognise how to stay healthy by eating a balanced diet and taking regular exercise. Many of them choose fruit from the healthy tuck shop organised by the 'Healthy Schools Working Party' and participate enthusiastically in year group sports activities.

Most pupils behave well around the school and are polite and courteous. They have a positive attitude to school life and are keen to learn. As a result, they settle quickly to tasks and concentrate well during lessons. However, most pupils' ability to know what they need to do to improve their work is limited. Pupils are not generally involved in making choices about how and what they learn. Consequently, their independent learning skills are underdeveloped.

The school council and eco-committee meet regularly and members are proud of their roles. They help to make decisions about appropriate aspects of school life, such as purchasing lockers for older children. As a result, they have improved the physical environment and reduced the amount of lost property.

Pupils have a good understanding about why it is important to come to school and most pupils arrive on time. However, attendance has generally been below average when compared to levels in similar schools, over the past five years. Pupils eligible for free school meals attend less well than other pupils. Persistent absenteeism by a very few pupils is rising.

Key Question 2: How good is provision?	Adequate

Learning experiences: Unsatisfactory

Teachers' long and medium term plans do not always contain sufficient detail about the knowledge, understanding and skills that pupils should acquire as they progress through the school. This means that teachers cannot be sure that lessons build systematically on pupils' current achievements or meet all statutory requirements. Consequently, pupils sometimes repeat topics in different classes and receive tasks that are inappropriate for their stage of learning.

In the Foundation Phase, provision is variable. There is not always an appropriate balance between adult-directed tasks and independent learning for pupils. This means that planned opportunities do not always help pupils to make good progress in developing their creative, problem-solving and thinking skills.

The school's implementation of the literacy and numeracy framework is at a very early stage of development, particularly in key stage 2. Therefore, the curriculum does not provide coherent opportunities for all pupils to develop and extend their skills effectively in a range of relevant contexts, particularly in writing. In the Foundation Phase, teachers provide suitable activities to develop pupils' ICT skills, but their skills are not developed systematically enough across an appropriate range of programs as pupils progress through key stage 2.

Provision to develop pupils' Welsh language skills is good. For example, there is clear guidance to teachers on the range of sentence patterns to use with pupils and this helps to develop their language skills progressively. There are sufficient opportunities for pupils to develop their awareness of Welsh culture, heritage and the local community. For example, younger pupils study famous people from Port Talbot and pupils in Year 3 visit the Celtic village at St Fagan's as part of their history work.

The eco-committee plays a key role in raising pupils' awareness of the human impact on the environment and improving provision in the school. For example, it secured external funding for a mini-bus, in order to reduce the number of cars transporting pupils to extra-curricular sporting and musical events. However, there are only a few opportunities in the school curriculum for pupils to develop an understanding of sustainable development or their place as global citizens in a wider world.

Teaching: Adequate

There are strong, mutually respectful working relationships between all staff and pupils, which foster and support learning. Nearly all teachers manage pupils' behaviour well. In many classes, learning progresses at a suitable pace. Teachers use questioning competently to help pupils recall previous learning and to assess their understanding. They use an appropriate range of teaching approaches and resources successfully to engage most pupils' interest.

Most teachers have sound subject knowledge. However, a significant minority do not have sufficiently high expectations for pupil achievement. As a result, they do not adapt the work to meet individual pupils' needs well enough. Too often, pupils complete overly directed worksheet activities. This limits pupils' ability, especially those who are more able, to work independently to their full potential,

Most staff provide effective oral feedback for pupils and intervene purposefully when necessary. All teachers provide written comments in pupils' books, but there is too much variation in the quality of their feedback. This means that a majority of pupils do not always have a clear idea of what they need to do to improve their work. Many teachers use a suitable range of assessment for learning strategies, including peer and self-assessment. These initiatives are at an early stage of development and only a few more able pupils use them effectively to help improve their learning.

The school collects a wide range of data on pupil achievement and teachers use this appropriately to identify pupils who need additional support, for example to improve their reading skills. However, teachers do not always make effective use of assessment information to plan work to meet the needs of all pupils.

The school has suitable arrangements for moderating teacher assessments within the cluster of local schools and overall, teachers assess pupils' work accurately. Reports to parents and carers are informative, but do not meet statutory requirements.

Care, support and guidance: Adequate

The school is a caring and safe community which supports pupils' spiritual, moral, social and cultural development well. Pupils visit the local mosque and church to take part in religious celebrations throughout the year. The local imam, rector and pastor deliver assemblies and religious education lessons. As a result, pupils develop a good understanding and tolerance of each other's cultures and beliefs.

There are good arrangements to promote positive behaviour and nearly all pupils respond well to these. The school has thorough arrangements for promoting healthy eating, drinking and wellbeing. An effective example of this is the nurture provision, which supports targeted pupils' social and emotional needs effectively. Pupils benefit from a wide range of external specialist agencies that enhance their education and wellbeing. The school identifies pupils who require additional support promptly and as a result, vulnerable pupils with emotional, physical and educational needs often make good progress.

Provision for pupils with additional learning needs is variable and staff do not always implement intervention and support programmes for literacy and numeracy effectively enough. Parents and teachers meet regularly to review and set targets for pupils, but these targets do not always reflect the needs and abilities of pupils sufficiently. This means that a minority of targeted pupils do not make enough progress in their basic skills.

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

Learning environment: Adequate

The school is an inclusive community that values all pupils and staff. There is a positive and caring ethos where pupils and adults treat each other with mutual respect. Staff have developed pupils' understanding of their rights and responsibilities in society successfully. They work hard to promote equal opportunities effectively through anti-racism programmes and by encouraging families from diverse backgrounds to take part in school life. For example, families contribute strongly to pupils' learning about different religious practices and cultural traditions.

Staff make effective use of the accommodation to provide a welcoming learning environment. Most classrooms are well-ordered and of a good size. In a short period of time, the school has made good improvements to the accommodation on both sites. For instance, vulnerable pupils have safe and secure areas where staff support them appropriately. However, many classrooms have only a very few examples of pupils' work on display to enhance the learning environment and support their learning.

Overall, the school does not have enough resources of good quality to engage and support all pupils successfully in their learning, notably in ICT. In addition, the outdoors lacks stimulating and attractive areas to enhance pupils' learning and recreation.

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

Leadership: Adequate

The headteacher has worked successfully with all stakeholders to establish a shared vision for the recently amalgamated school. This has helped the school community to develop a common identity and sense of purpose.

Leaders place a high priority on developing consistent approaches to improve pupils' learning and wellbeing. They organise effective systems of communication to ensure that staff understand the school's targets for improvement. The leadership team manages meetings efficiently to focus on important matters of the school's work. These meetings are beginning to improve aspects of provision, for example in the use of ICT to develop pupils' reading skills.

The deputy headteacher and middle leaders work productively together to implement actions from the school improvement plan. However, overall, their skills in managing the performance of staff and monitoring the quality of learning and teaching are underdeveloped. This means that the school has not improved important aspects of standards, curriculum provision and teaching quickly enough.

Arrangements for performance management are suitable and the headteacher sets challenging and realistic targets linked to the priorities for school improvement. However, leaders have not reviewed staff's progress towards achieving these targets or the effect their performance has on pupil outcomes and the quality of teaching.

Since the amalgamation, the school promotes the Welsh language effectively and is beginning to support vulnerable pupils appropriately. However, it has not addressed other national priorities strongly enough, particularly the implementation of the Foundation Phase and the literacy and numeracy framework.

The governing body provides strong support to the school. It understands the school's performance information well and is clear about the priorities for improvement. Governors understand their roles and responsibilities and deal effectively with complaints. However, their involvement in evaluating the quality of learning and teaching, and school improvement planning is limited.

Improving quality: Adequate

There are suitable systems and activities, such as lesson observations, for leaders to evaluate the quality of pupils' learning and wellbeing. Generally, leaders provide useful feedback to staff about the outcomes of self-evaluation, based on first-hand evidence. This has enabled the school to identify inconsistencies in the quality of teacher assessment and provision for pupils of different abilities. Whilst leaders involve staff in reviewing each other's curriculum planning and pupils' work, they do

not verify the quality of teachers' monitoring reports to ensure that they identify strengths and areas to improve accurately enough. This means that the school makes limited progress in improving standards and aspects of provision and leadership. The school is beginning to seek the views of parents and pupils as part of its self-evaluation process.

The self-evaluation report includes a detailed and accurate summary of the performance of pupils and groups of learners. Leaders use this information to identify suitable priorities for the school improvement plan. They set realistic targets, plan and cost appropriate actions to improve standards, and include clear criteria for measuring success. However, leaders have not evaluated many aspects of the school's curriculum, teaching and leadership accurately enough in the self-evaluation report. As a result, there is insufficient focus on improving these important areas.

Partnership working: Good

The school has a good range of worthwhile partnerships that have a positive effect on pupils' learning and wellbeing. These include partnerships with parents, local primary and secondary schools and the local community.

Partnerships with parents are strong. The headteacher communicates effectively with parents and involves them in making decisions about the school, for example in the choice of the new school uniform and in setting up a breakfast club. The use of weekly newsletters, social media and relevant ICT applications are successful in enabling parents to know what their children are learning.

The beneficial partnership with pre-school settings and the local secondary school helps to provide positive transition for pupils, particularly those with additional learning needs. A key stage 3 teacher delivers Welsh lessons to pupils every week and provides useful guidance and support to teachers. This arrangement contributes strongly to improving pupils' standards in Welsh, particularly in writing and oracy. The school collaborates successfully with other schools in its cluster to share provision from the local authority educational psychological service. This helps to ensure that the school is able to secure specialist support for its pupils in proportion to identified needs.

The school has strong links with its community, particularly the local iman and this is helping to improve the attendance of a group of pupils.

Resource management: Adequate

The school employs a suitable number of teachers and learning support assistants. Leaders provide appropriate whole-school training and development. This is beginning to improve aspects of learning and teaching, for example, teachers' use of assessment for learning strategies. However, performance management arrangements do not always identify the training needs of all individual staff well enough to support their professional development effectively.

Governors and leaders manage the school's finances well. They have made difficult decisions to reduce a significant budget deficit successfully and swiftly. The school now has a small financial surplus, which it uses to resource the priorities of the school improvement plan sufficiently. As a result, the school is beginning to examine the quality and suitability of its resources to meet the needs and interests of its pupils more effectively, for instance, in reading and ICT.

Leaders use the pupil deprivation grant appropriately to support the majority of targeted pupils. However, they do not monitor or evaluate this spending rigorously enough to ensure that vulnerable pupils benefit fully from this resource.

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

Appendix 1: Commentary on performance data

6712238 - Central Primary School

Number of pupils on roll	474
Pupils eligible for free school meals (FSM) - 3 year average	24.9
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	*	*	*	60
Achieving the Foundation Phase indicator (FPI) (%)	*	*	*	76.7
Benchmark quartile	*	*	*	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	60
Achieving outcome 5+ (%)	*	*	*	80.0
Benchmark quartile	*	*	*	4
Achieving outcome 6+ (%)	*	*	*	13.3
Benchmark quartile	*	*	*	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	*	*	*	60
Achieving outcome 5+ (%)	*	*	*	83.3
Benchmark quartile	*	*	*	3
Achieving outcome 6+ (%)	*	*	*	25.0
Benchmark quartile	*	*	*	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	*	*	60
Achieving outcome 5+ (%)	*	*	*	88.3
Benchmark quartile	*	*	*	4
Achieving outcome 6+ (%)	*	*	*	38.3
Benchmark quartile	*	*	*	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.

6712238 - Central Primary School

Number of pupils on roll	474
Pupils eligible for free school meals (FSM) - 3 year average	24.9
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	*	*	*	60
Achieving the core subject indicator (CSI) (%)	*	*	*	80.0
Benchmark quartile	*	*	*	4
English				
Number of pupils in cohort	*	*	*	60
Achieving level 4+ (%)	*	*	*	88.3
Benchmark quartile	*	*	*	3
Achieving level 5+ (%)	*	*	*	30.0
Benchmark quartile	*	*	*	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	*	*	*	60
Achieving level 4+ (%)	*	*	*	83.3
Benchmark quartile	*	*	*	4
Achieving level 5+ (%)	*	*	*	35.0
Benchmark quartile	*	*	*	3
Science				
Number of pupils in cohort	*	*	*	60
Achieving level 4+ (%)	*	*	*	93.3
Benchmark quartile	*	*	*	2
Achieving level 5+ (%)	*	*	*	33.3
Benchmark quartile	*	*	*	3

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.	119		118 99%	1 1%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	119		113 95%	6 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.	119		117 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	119		117 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.	119		117 98%	2 2%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	119		115 97%	4 3%		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.	119		119 100%	0 0%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
I know what to do and who to ask if I find my work hard.	119		117 98%	2 2%		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
My homework helps me to understand and improve my work in school.	119		108 91%	11 9%		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.	119		104 87%	15 13%		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.	119		97 82%	22 18%		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	119		104 87%	15 13%		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.	89	45 / 51%	41 / 46%	2 / 2%	1 / 1%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	91	62 / 68%	25 / 27%	4 / 4%	0 / 0%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	90	54 / 60%	33 / 37%	3 / 3%	0 / 0%	2	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	88	44 / 50%	40 / 45%	3 / 3%	1 / 1%	4	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	87	32 / 37%	51 / 59%	4 / 5%	0 / 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	85	42 / 49%	40 / 47%	3 / 4%	0 / 0%	7	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	88	52 / 59%	36 / 41%	0 / 0%	0 / 0%	4	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	81	34 / 42%	41 / 51%	6 / 7%	0 / 0%	10	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	84	38 / 45%	43 / 51%	3 / 4%	0 / 0%	8	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	90	48 / 53%	40 / 44%	2 / 2%	0 / 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	91	48 / 53%	42 / 46%	1 / 1%	0 / 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	76	32 / 42%	36 / 47%	8 / 11%	0 / 0%	16	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	Number of responses / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod	
I am kept well informed about my child's progress.	91	35 38%	43 47%	12 13%	1 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	91	48 53%	35 38%	7 8%	1 1%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	84	32 38%	46 55%	6 7%	0 0%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	87	37 43%	48 55%	2 2%	0 0%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	69	26 38%	35 51%	8 12%	0 0%	22	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	91	28 31%	50 55%	12 13%	1 1%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	87	42 48%	39 45%	3 3%	3 3%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Elizabeth Barry	Reporting Inspector
Karen Ann Godwin	Team Inspector
Peter Morris	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Tania Siahan Rickard	Peer Inspector
Samantha Hopkins	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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