Estyn

Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Cwm Ifor Primary School
Heol Aneurin
Penyrheol
CF83 2PG**

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.

Context

Cwm Ifor Primary School is on the Penyrheol estate in Caerphilly. Since the last inspection in 2010, the school has moved into a new, purpose-built building and pupil numbers have increased.

There are 256 pupils on role, including 34 full-time and six part-time nursery pupils. There are eight single-age classes and one mixed-age class. Since January 2015, the school has worked in partnership with a local special school and houses a satellite class for seven pupils with a wide range of complex special needs. The headteacher of Cwm Ifor manages the day-to-day running of the class, but the pupils remain on the roll of the special school. It is staffed by teachers and support staff from the special school. The two schools and the local authority have a formal partnership agreement that details the status of the class.

About 42% of pupils are eligible for free schools meals. This is much higher than the national average of 19%. The school states that 25% of pupils are on the additional learning needs register, which is around the national average. A very few Cwm Ifor pupils have a statement of special education needs. Nearly all pupils are white British. No pupils speak Welsh at home and none have English as an additional language.

The headteacher took up his post in April 2012. The school was last inspected in May 2010.

The individual school budget per pupil for Cwm Ifor Primary School in 2016-2017 means that the budget is £3,409 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,854 and the minimum is £2,696. Cwm Ifor Primary School is 22nd out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- The school is successful in ensuring the physical, mental and emotional wellbeing of pupils so that they are ready to learn
- Most pupils make at least expected progress from their starting points during their time at the school
- Most learn to respect one another's differences and develop high levels of care and consideration for one another
- Consistently good teaching and learning experiences in the Foundation Phase ensure that pupils have a very good start to their education
- Staff and governors know the community well and understand the needs of the pupils and their families
- Regular reviews of the progress of all pupils means that teachers identify quickly pupils who are falling behind
- The school building and grounds are of a very high quality and provide pupils with a stimulating and exciting place to learn and play

Prospects for improvement

The school's prospects for improvement are good. This is because:

- The headteacher has a clear vision, which he has shared with all members of the school community, to nurture pupils' wellbeing and to promote a positive learning environment
- Members of the senior leadership team are successful in encouraging staff and pupils to have high expectations, to be ambitious and to do their best
- The school has a good track record of improving provision and standards and responding well to national and local priorities
- The headteacher, senior leaders and governors have secured a culture of continuous self-evaluation and improvement planning, to which staff, parents and pupils contribute purposefully
- The school's extensive work to increase parental engagement and to develop partnerships with other schools is highly effective

Recommendations

R1 Improve the quality of pupils' writing, including spelling, punctuation and presentation

R2 Continue to increase attendance

R3 Ensure that the key stage 2 curriculum is balanced and coherent so that it engages and challenges pupils effectively

R4 Strengthen the skills of leaders to bring more rigour and accountability to monitoring activities

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Many pupils enter the school with literacy, numeracy, personal and social skills that are below those expected for their age. Most respond well to the learning opportunities on offer in the Foundation Phase and make swift progress in improving their skills. During their time at the school, most pupils, including those with additional learning needs, make at least expected progress from their starting points.

Most pupils listen attentively and respond appropriately to instructions. From an early age, many speak to adults and other pupils with confidence. Most Foundation Phase pupils sing songs and rhymes enthusiastically. They enjoy talking about their activities and have relevant conversations with their friends as they play. As pupils move into key stage 2, they build successfully on this solid foundation, extending their vocabulary and sentences to suit a range of situations. By the end of key stage 2, the majority discuss complex ideas and topics competently.

In the Foundation Phase, pupils respond eagerly to books and reading. Many develop strong phonic skills, learning sounds and blends well in specific sessions and consolidating them in reading activities. As their reading progresses, they use these skills effectively to decode unfamiliar words when reading texts. Most pupils read competently and fluently by the end of key stage 2, using expression well to add interest. They are familiar with a suitable range of books and authors and discuss their preferences intelligently.

At the beginning of the Foundation Phase, most pupils make strong progress in developing early writing skills, creating patterns and mark-making across the areas of learning. By Year 2, they recognise a suitable range of text types and begin to use their features and structures in their own writing. For example, when writing a letter, they use the correct format and punctuate the text appropriately. The majority spell common words correctly and make logical attempts when writing unfamiliar words. In key stage 2, most pupils write appropriately across a wide range of genres for a variety of audiences. For example, Year 6 pupils summarise texts successfully and use interesting vocabulary and imagery to enhance their stories and poems. However, the accuracy of their spelling and punctuation and the presentation of their written work are not always good enough.

Pupils develop a good range of numeracy skills at a level appropriate to their age and stage of development, and most apply these skills purposefully across the curriculum in real-life situations. For example, in their topic work, Year 2 pupils choose the most suitable apparatus to measure straws in centimetres, and cut them accurately to build a cage for an escaped animal. Year 6 pupils use their knowledge of time effectively to read timetables and to calculate distances between places, and they use the four rules of number correctly to carry out problems involving money.

Throughout the school, pupils' develop strong skills in information and communication technology (ICT) and use them to support their work across the curriculum. In the nursery and reception classes, most develop sound mouse control and they use electronic toys confidently, such as tills and card machines, in role-play areas. Many older Foundation Phase pupils create documents, insert pictures and save and share them with others. Pupils in key stage 2 broaden the range of their ICT skills effectively. They construct simple databases and use them to produce purposeful graphs and charts to illustrate their findings in science. They build spider diagrams to organise their thoughts and they create simple animations and freeze frames to illustrate their work in English. They know how to check that evidence is genuine and accurate and do this routinely when carrying out research on the internet.

Pupils respond enthusiastically in Welsh lessons and are keen to improve their Welsh language skills. Most Foundation Phase pupils follow simple instructions and join in with songs and rhymes enthusiastically. Their confidence grows in key stage 2, where they make swift progress when learning new vocabulary and sentence structures. For example, Year 4 pupils ask and answer the time correctly and respond particularly well to games, such as 'Mae Seimon yn dweud'. By the end of key stage 2, pupils read familiar texts competently, using accurate pronunciation and intonation to show their understanding. They ask and answer questions about familiar topics in the present, past and future tense. Their written work is varied and includes writing postcards, creating mind maps and describing the feelings of characters from books they have read.

Teacher assessments of pupil performance at the expected outcome at the end of the Foundation Phase have tended to place the school below the average for similar schools in literacy and mathematical development over the last four years. At the higher outcome, teacher assessments for literacy and mathematical development place the school consistently in the upper 50% or top 25%.

At the end of key stage 2, teacher assessments of pupil performance have shown a steady trend of improvement in English, mathematics and science over the last four years at the expected and higher levels. This has moved the school steadily from the lower 50% to the higher 50% or top 25% when compared with similar schools.

Differences between the performance of girls and boys are broadly in line with national averages at the expected levels, but girls perform better than boys at the higher levels. The gap between the performance of pupils eligible for free school meals and others in the Foundation Phase has narrowed considerably over the past four years. However, at key stage 2, the performance of pupils eligible for free school meals is still notably below that of their peers.

Wellbeing: Good

Nearly all pupils feel safe in school and are confident that staff will deal promptly with any incidents that occur or worries they may have. Pupils are polite, friendly and caring towards each other and adults. Most behaviour around the school is good. Pupils of different ages and abilities enjoy spending time together and they display high levels of respect for each other. For example, Year 6 pupils and pupils from the

satellite class sit and eat lunch together. As a result, they develop social skills that equip them well to work with others.

Most pupils know the importance of developing a healthy lifestyle. They understand the need to eat and drink healthily and to take regular exercise. Many participate enjoyably in the range of extra-curricular sporting activities on offer, including organised games sessions before school and in football and kick-boxing clubs.

Pupils enjoy a good range of opportunities to take responsibility, for example, as members of the eco committee, digital leaders or members of the Criw Cymreig. For example, digital leaders take a leading role in helping pupils to develop their ICT skills and understanding how to keep safe online. The enthusiastic school council makes a valuable contribution to the life of the school. For example, members led an assembly dealing with the issues of bullying and took part in a workshop to raise parents' awareness of anti-bullying initiatives. They often lead the school's work in learning about and raising money for local and national charities. However, pupils do not always have enough influence on what and how they learn.

Most pupils understand why it is important to attend school regularly and this is reflected in the consistent and steady trend of improvement in attendance over the last four years. However, a very few pupils with significant medical and other specific needs have low attendance rates. This means that the school tends to be in the lower 50% when compared with similar schools.

Key Question 2: How good is provision?	Good

Learning experiences: Adequate

Curriculum planning ensures that pupils have suitable opportunities to develop their skills in literacy, numeracy and ICT. Overall, these plans take appropriate account of the requirements of the Foundation Phase, the National Curriculum and religious education.

In the Foundation Phase, the curriculum is stimulating and enables staff to plan interesting activities, based on suitable topics. Guidance for staff reflects the ethos and philosophy of the Foundation Phase well. Planning is imaginative and encourages independence, so that pupils from nursery to Year 2 can practise their literacy and numeracy skills across all areas of learning and make choices throughout the day. For example, a problem-solving activity in the investigation area encourages Year 2 pupils to practise counting in tens while making a raft that will carry a 200g weight.

In key stage 2, the school is currently developing a new topic-based curriculum. Long-term and medium-term planning highlights the requirements of the literacy and numeracy framework appropriately, but the design of this curriculum is at an early stage. It does not ensure good enough balance and progression across all subject areas, or provide enough help for teachers to design imaginative and exciting lessons.

The school provides a good variety of extra-curricular activities of high quality that appeal to a range of pupils and support their learning well, including musical, sporting and cookery clubs. Older pupils have suitable opportunities to participate in a residential visit to Llangrannog. Visitors from the local community and the worlds of art and drama also enhance pupils' learning well.

In most classes, well-established daily routines provide many opportunities for pupils to develop good Welsh language skills. The school places appropriate emphasis on promoting pupils' appreciation of the culture and heritage of Wales, through learning about Welsh artists and visiting places of historical and geographical importance. There are suitable opportunities in the curriculum for developing pupils' awareness of sustainability and global citizenship.

Teaching: Good

Most teaching enables pupils to learn effectively and to make good progress. Staff know the pupils very well and pay good attention to their social and emotional needs and this helps to ensure that pupils are ready to learn. In many classes, teachers provide interesting and enjoyable learning activities that motivate pupils and encourage them to focus well on their learning and to develop perseverance when they face difficulties. Teachers organise the learning environment carefully to enable pupils to access resources easily and to become independent learners. This is particularly the case in the Foundation Phase, where skilful teachers and support staff lead challenging activities that develop pupils' understanding of new concepts well. They encourage pupils to choose their own activities to consolidate this learning in carefully planned and resourced areas of the classroom. Very occasionally, in key stage 2, the work in classes lacks imagination and teachers' expectations are not high enough. In these cases, learning activities do not engage pupils successfully or provide enough challenge and this has a negative impact on the behaviour and quality of work of a very few pupils.

Regular verbal feedback from teachers and support staff boosts pupils' self-confidence and, in many cases, extends their thinking well. Where appropriate, most teachers follow this up with written comments in pupils' books that often help them to understand how they can improve their work. However, this practice is not consistent enough across all classes. Most teachers provide appropriate opportunities for pupils to assess their own work and that of others from time to time and this enhances pupils' understanding of their strengths and areas for improvement.

Teachers and senior leaders track pupils' progress systematically and use this information well to identify pupils who are underachieving. Termly reviews of progress for all pupils provide teachers with good opportunities to share information and to consider the reasons why individuals are not doing as well as expected. This encourages staff to see pupil progress and wellbeing as a shared responsibility and helps the school to target interventions appropriately. Reports to parents provide comprehensive information about their children's progress. A section relating to pupils' social and learning skills reinforces the school's focus on pupils' readiness to learn and helps parents to understand the link between their children's attitudes to learning and their progress.

Care, support and guidance: Good

The school's comprehensive arrangements to support pupils' health and wellbeing are effective. They contribute well to pupils' general development, wellbeing and readiness for learning. The school makes appropriate arrangements for promoting healthy eating and drinking. Learning experiences promote pupils' spiritual, moral, social and cultural development effectively. Collective worship fosters the development of strong values in pupils. It reinforces the caring ethos of the school and provides good opportunities for pupils to think about the world around them and their place within it. For example, they learn about how local churches offer food and shelter to homeless people in the locality and reflect on why this is necessary. Pupils develop high levels of respect and tolerance for children whose needs differ from their own, for example, when they interact with pupils from the satellite class at lunchtimes.

There are appropriate arrangements for managing pupils' behaviour and any incidents of bullying. The school has effective links with a range of external specialist agencies, including family support services and an educational psychologist. These links contribute well to improving outcomes for pupils with behavioural, emotional, social and learning difficulties. There are suitable arrangements to promote good attendance and punctuality. For example, support staff organise special games sessions during breakfast club that encourage pupils to come to school early.

Support for pupils with additional learning needs is good. The school has an effective screening process to identify pupils who are falling behind. Support staff deliver a range of interventions and programmes to help pupils to improve their literacy and numeracy skills and to support their social and emotional welfare. For example, therapy sessions with construction toys improve pupils' concentration skills and provide beneficial opportunities for vulnerable pupils to talk to adults about their feelings and concerns in small, informal groups. Individual education plans identify broadly suitable targets for pupils, but teachers do not always involve parents and pupils well enough in drawing up and reviewing the plans.

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

Learning environment: Good

The school promotes an inclusive and caring ethos which values all members of the school community. Strong working relationships between staff and pupils contribute to this positive ethos and staff put effective policies into practice to ensure that no pupil is subject to any discrimination. All staff encourage pupils to treat each other fairly and to respect individual differences and backgrounds. The highly effective way in which pupils from the satellite class participate in school life and receive sensitive support from other pupils is a powerful example of the school's commitment to this.

Since the last inspection in 2010, the school has moved into a new, purpose-built building in extensive grounds. This provides pupils with a clean, pleasant and stimulating learning environment in which they are safe and secure. It benefits from

many environment-friendly features which add to pupils' awareness of sustainability. The indoor environment is of a very high quality and is well resourced. Staff have created a varied, productive and motivating environment, where pupils can thrive and develop their independent learning skills, particularly in the Foundation Phase. All pupils have good access to a range of outside areas, which make a useful contribution to their appreciation of the environment and to their general wellbeing.

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

Leadership: Good

The headteacher leads the school effectively. He has shared a clear vision with all members of the school community, including parents. There is a strong focus on nurturing pupils' wellbeing, promoting a positive learning environment and encouraging everyone to be ambitious and to do their best.

School leaders work together well to implement change and to manage the school effectively. They monitor provision appropriately and make good use of performance information to identify goals for improvement. Senior leaders understand their responsibilities in the school's structure and their role in improving standards. However, they do not always have enough designated time to develop their leadership skills fully. Performance management systems are comprehensive and staff targets link closely to the school's strategic priorities.

The governing body meets regularly and fulfils its statutory requirements. Governors know the school well through detailed reports from the headteacher and regular visits. They understand the school's current strengths and areas for development and use relevant data and other evidence to set clear targets for improvement. They support the headteacher well and are developing their monitoring role successfully by taking part in focused learning walks and evaluating their observations alongside senior staff.

The school takes good account of local and national priorities. Staff have been successful in raising standards of Welsh across the school and securing strong Foundation Phase practice. There are effective plans in place to reduce the impact of poverty on pupils' progress, including a suitable focus on improving literacy and numeracy skills.

Improving quality: Good

The headteacher and senior leaders have secured a culture of continuous self-evaluation and improvement planning among staff. They have developed comprehensive systems to evaluate and monitor the work of the school regularly, based on a careful analysis of evidence and performance information.

Senior leaders use information from data analysis, classroom observations, learning walks and scrutiny of teachers' planning and pupils' work to evaluate the quality of learning and teaching purposefully. Subject leaders produce useful reports about their areas of responsibility that evaluate the quality of provision and standards appropriately. Leaders use this information well to highlight strengths and identify areas for development.

Leaders consider the areas for development in the self-evaluation report carefully to identify the school's key priorities in its development plan. Targets in the plan are clear and challenging, and leaders allocate financial resources judiciously to support actions. The plan identifies appropriate timescales and measurable success criteria that focus sharply on pupil outcomes. There are appropriate monitoring arrangements in place to evaluate progress, but senior leaders do not always review these actions rigorously enough to ensure staff meet their targets. For example, where leaders identify inconsistencies in marking, they do not always follow this up to ensure that every teacher responds promptly and appropriately.

Partnership working: Good

The headteacher has forged a strong and highly effective partnership with parents. All staff understand and support the importance of this partnership and recognise the contribution it makes to improving the wellbeing of pupils and the standards they achieve. As a result of considerable work in this area over several years, most parents support the school's policies and procedures well. For example, attendance at parents' meetings has risen considerably over the last three years to over 95%, and attendance at family learning groups and a reading club helps parents to support their children's learning.

A notable partnership exists between a local special school and Cwm Ifor. This partnership is in its third year and has had a positive impact on pupils, parents and staff. Pupil involvement in peer-to-peer support has helped to improve pupil behaviour and has raised pupils' levels of self-esteem. Collaboration between teaching and support staff provides formal and informal professional learning opportunities. Joint working has enabled the headteachers and senior leaders of both schools to learn from one another by establishing partnership protocols and expectations, developing agreed policies and sharing resources.

The school works closely with the local 'Flying Start' provider to establish partnerships with families before their children enter the school so that they settle quickly into the nursery class. Partnership working with local authority agencies, the regional consortium and the local cluster of schools is effective. Teachers collaborate purposefully with staff from other schools to moderate pupils' work and to share good practice. There is a beneficial partnership with the local secondary school, with the range of activities and the exchange of information supporting the smooth transition of Year 6 pupils.

Resource management: Good

The school has enough well-qualified teachers and support staff to deliver the curriculum effectively. Leaders deploy teaching and support staff well to meet the needs of pupils and to make best use of staff expertise. All staff engage in suitable professional learning activities that support their individual development, expand the school's capacity for improvement and help to enhance pupils' outcomes and the quality of provision. The school is developing a few useful professional networks to extend these opportunities, including working with a local pioneer school on a global learning project.

Arrangements for teachers' planning, preparation and assessment time are suitable. This time encourages worthwhile collaboration between staff in different year groups and provides beneficial specialist teaching for pupils in art and physical education.

The school makes good use of its finance and manages its budget well. Governors meet regularly, alongside the headteacher, to plan and to monitor spending effectively. There are clear links between the efficient allocation of funding and the improvement in pupils' outcomes. For example, the purchase of tablet devices for all pupils in Year 5 and Year 6 has helped to engage pupils more in reading and writing, and raised standards of ICT. Leaders use the pupil deprivation grant successfully to improve outcomes for targeted pupils. Funding a family engagement worker has built valuable relationships with parents of Foundation Phase pupils in particular. It has helped families to understand the importance of establishing good patterns of attendance and positive attitudes to school.

In view of pupils' progress and the quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6762252 - CWM IFOR PRIMARY SCHOOL

Number of pupils on roll   246
Pupils eligible for free school meals (FSM) - 3 year average   47.6
FSM band   5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	23	28	30	28
Achieving the Foundation Phase indicator (FPI) (%)	52.2	82.1	80.0	71.4
Benchmark quartile	4	2	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	23	28	30	28
Achieving outcome 5+ (%)	60.9	82.1	80.0	75.0
Benchmark quartile	4	3	3	4
Achieving outcome 6+ (%)	21.7	46.4	30.0	28.6
Benchmark quartile	2	1	2	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	23	28	30	28
Achieving outcome 5+ (%)	73.9	89.3	83.3	82.1
Benchmark quartile	3	1	3	3
Achieving outcome 6+ (%)	30.4	42.9	33.3	32.1
Benchmark quartile	1	1	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	23	28	30	28
Achieving outcome 5+ (%)	65.2	89.3	86.7	75.0
Benchmark quartile	4	3	4	4
Achieving outcome 6+ (%)	26.1	46.4	33.3	28.6
Benchmark quartile	3	2	3	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.

6762252 - CWM IFOR PRIMARY SCHOOL

Number of pupils on roll   246
Pupils eligible for free school meals (FSM) - 3 year average   47.6
FSM band   5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	16	26	19	25
Achieving the core subject indicator (CSI) (%)	68.8	76.9	84.2	96.0
Benchmark quartile	4	3	2	1
English				
Number of pupils in cohort	16	26	19	25
Achieving level 4+ (%)	75.0	80.8	89.5	96.0
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	12.5	26.9	47.4	44.0
Benchmark quartile	4	3	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	16	26	19	25
Achieving level 4+ (%)	75.0	80.8	89.5	100.0
Benchmark quartile	3	3	2	1
Achieving level 5+ (%)	18.8	30.8	52.6	44.0
Benchmark quartile	3	2	1	1
Science				
Number of pupils in cohort	16	26	19	25
Achieving level 4+ (%)	68.8	80.8	84.2	96.0
Benchmark quartile	4	3	3	1
Achieving level 5+ (%)	12.5	26.9	31.6	28.0
Benchmark quartile	4	3	2	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.	91		89 98%	2 2%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	91		90 99%	1 1%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	91		89 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	91		91 100%	0 0%		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.	91		89 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	91		91 100%	0 0%		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.	91		90 99%	1 1%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
I know what to do and who to ask if I find my work hard.	91		91 100%	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.	91		89 98%	2 2%		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.	91		91 100%	0 0%		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.	91		83 91%	8 9%		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	91		90 99%	1 1%		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.	39	23 59%	15 38%	0 0%	0 0%	1		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%			
My child likes this school.	39	27 69%	12 31%	0 0%	0 0%	0		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.	38	26 68%	12 32%	0 0%	0 0%	0		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.	39	24 62%	15 38%	0 0%	0 0%	0		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%			
Pupils behave well in school.	39	13 33%	24 62%	1 3%	0 0%	1		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	39	21 54%	17 44%	0 0%	0 0%	1		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	39	26 67%	11 28%	0 0%	0 0%	2		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.	39	19 49%	16 41%	4 10%	0 0%	0		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.	39	18 46%	16 41%	1 3%	0 0%	4		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.	39	21 54%	15 38%	1 3%	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.	39	22 56%	17 44%	0 0%	0 0%	0		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'.	39	20 51%	15 38%	0 0%	0 0%	4		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.	39	19 / 49% / 49%	19 / 49% / 41%	1 / 3% / 9%	0 / 0% / 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	39	24 / 62% / 62%	13 / 33% / 31%	2 / 5% / 5%	0 / 0% / 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	38	18 / 47% / 48%	16 / 42% / 42%	3 / 8% / 8%	0 / 0% / 2%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	39	24 / 62% / 57%	15 / 38% / 40%	0 / 0% / 2%	0 / 0% / 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	39	12 / 31% / 52%	22 / 56% / 41%	0 / 0% / 5%	0 / 0% / 1%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	39	22 / 56% / 54%	17 / 44% / 39%	0 / 0% / 6%	0 / 0% / 1%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	38	23 / 61% / 61%	15 / 39% / 34%	0 / 0% / 3%	0 / 0% / 2%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Mrs Sarah Jane Morgan	Reporting Inspector
Mrs Rosemary Lloyd Lait	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Mr Jeffrey John Beecher	Peer Inspector
Mr Gareth Rees (Headteacher)	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.