Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Eastern Primary School
Incline Row
Taibach
Port Talbot
SA13 1TT**

Date of inspection: November 2016

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: 03/02/2017

Context

Eastern Primary School is in the Taibach area of Port Talbot, within the local authority of Neath Port Talbot. Most pupils come from the immediate area around the school.

There are currently 211 pupils on roll, aged from 3-11 years. There are seven single-age classes and a part-time nursery class.

English is the predominant language for nearly all pupils. No pupils speak Welsh at home, and a few pupils learn English as an additional language.

Approximately 30% of pupils are eligible for free school meals, which is higher than the average for Wales (19%). Very few pupils are in the care of the local authority.

The school has identified that around 31% of pupils have additional learning needs. This is above the average for Wales (25%). A very few pupils have a statement of special educational needs. A very few pupils have received fixed-term exclusions in the 12 months before the inspection.

The headteacher was appointed in January 2014. The headteacher was absent from school from September 2014 until February 2016. During this time, the deputy headteacher took on the role of acting headteacher. The headteacher was also absent during the current inspection. The school's last inspection was in July 2009.

The individual school budget per pupil for Eastern Primary School in 2016-2017 means that the budget is £3,445 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £6,224 and the minimum is £2,851. Eastern Primary School is 32nd out of the 57 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

In relation to the overall judgement on the school's current performance, positive features include:

- Most pupils enjoy school and show positive attitudes towards their work
- Most make appropriate progress in information and communication technology (ICT)
- Most teachers devise imaginative activities to help their pupils to learn

However, the current performance of the school is unsatisfactory because:

- Too many pupils do not have good enough skills in reading, writing, numeracy and Welsh, and they do not practise and develop these skills enough across all their learning
- Pupils' attainment at the end of the Foundation Phase is declining and attainment at the end of key stage 2 is not improving quickly enough
- Pupils' outcomes across the school do not compare well with those in similar schools
- Pupils' attendance is lower than that in similar schools and is declining
- The school's provision for developing pupils' skills is not systematic or co-ordinated well enough
- The provision to support pupils who have additional learning needs has been too informal and has not met statutory requirements
- Safeguarding arrangements do not meet requirements

Prospects for improvement

In relation to the overall judgement for prospects for improvement, positive features include:

- Most governors are supportive of the school and they play an active part in school life
- Newly appointed co-ordinators, for example for the Foundation Phase, additional learning needs and Welsh, have reviewed provision very recently and they have begun to make much-needed improvements
- The school has a range of useful partnerships
- Nearly all teachers are keen to improve their own practice

However, the school's prospects for improvement are unsatisfactory because:

- Leaders and stakeholders do not share a clear, strategic vision and direction for the school

- Leaders' expectations of what pupils can achieve are not high enough and, as a result, they do not address shortcomings in pupils' progress with enough urgency
- The governing body does not meet many of its statutory responsibilities, for example not reviewing statutory policies regularly enough
- The rate of school improvements in recent years has been too slow, and leaders have not addressed many of the recommendations of the last inspection report
- Leaders do not monitor the delivery of the curriculum and the quality of teaching and learning robustly enough
- The school's processes for self-evaluation and improvement planning do not identify areas for development well enough; school improvement plans do not have clear measureable targets, and this limits leaders' ability to evaluate the success of the plans
- Performance management processes do not meet statutory requirements
- Leaders do not use financial resources, including the Pupil Deprivation Grant for vulnerable pupils, strategically enough to secure good outcomes

Recommendations

R1 Improve pupils' skills in reading and writing

R2 Improve pupils' skills in numeracy

R3 Improve pupils' skills in Welsh

R4 Put in place provision for skills that is systematic and properly co-ordinated

R5 Ensure that the procedures for safeguarding pupils are robust and rigorous

R6 Strengthen the provision for supporting pupils with additional learning needs

R7 Improve the effectiveness of leadership to ensure clear strategic direction and high expectations

R8 Implement suitable monitoring, self-evaluation and improvement planning processes

R9 Ensure that performance management processes meet statutory requirements

What happens next?

Special measures

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?	Unsatisfactory

Standards: Unsatisfactory

On entry to the school, many pupils have skills that are broadly in line with the expected level for their age, although a minority have weak speaking and listening skills. Many pupils make appropriate progress in oracy and, by Year 6, a majority speak clearly and confidently about topics that interest them. A majority of pupils listen carefully to their peers and their teachers.

Many pupils make satisfactory progress in learning to read. In Year 2, most pupils are able to use their knowledge of the sounds that letters make to read simple words confidently. More able pupils read simple texts fluently and with suitable expression. In Year 6, most pupils read texts that interest them, making plausible guesses at unfamiliar words. They are able to talk about their favourite authors and a few discuss the books they enjoy reading at home and in school. However, pupils are not able to infer and deduce information from more challenging texts.

In the Foundation Phase, many pupils are able to write the sounds that letters make, although only a minority use neat, well-formed letters. By the end of key stage 2, only a few pupils use a neat, joined handwriting script. Throughout the school, a minority of pupils' writing is untidy and difficult to read, because they do not use a legible script or take pride in presenting their work carefully. In the Foundation Phase, pupils do not write well independently or at length. Too often, their writing is limited to a few words in order to complete a worksheet. By the end of key stage 2, most pupils are able to follow a pattern that they have learnt in their English lessons to construct an interesting sentence. However, many pupils do not use a wide vocabulary or basic punctuation, such as full stops and capital letters. A majority of pupils do not produce extended pieces of written work. Across the school, pupils only occasionally use their writing skills in other subjects, for example in topic work.

In mathematics, in the Foundation Phase, most pupils develop a sound understanding of numbers to one hundred. They can perform simple calculations, for example adding coins together to find a total. Many pupils can collect data and use it to complete bar charts, for instance to show the favourite planets of other pupils. By Year 2, most pupils are able to weigh everyday objects accurately using grams and kilogrammes. By Year 6, most pupils can order positive and negative numbers and measure angles using a protractor. On a few occasions, pupils use their numeracy skills effectively. For example, in Year 4, pupils use their doubling and halving skills well to calculate the calorific value of rations they have chosen for an Arctic expedition. However, too often, pupils do not apply their numeracy skills at a high enough level to solve problems, to complete open-ended investigations or to support their learning in other subjects.

Most pupils develop appropriate skills in ICT. In the Foundation Phase, nearly all pupils use tablet computers confidently to practise their basic skills. More able pupils use a range of software to create graphs and charts. In key stage 2, many pupils

know how to use a database to search for information. They use technology to present data clearly, and they can record sound and visual effects to create games for their friends to play online. They understand how to keep themselves safe on the internet.

Most pupils develop a basic knowledge of Welsh phrases and language patterns as they move through the school. Many of them are confident in using language patterns that they know orally, but are less sure when they encounter these out of the familiar context. By the end of Year 6, most pupils use basic grammar correctly in their writing, for example to describe their actions in the past tense or to write a negative sentence. However, they do not use more complex patterns, for example to write about another person's actions. Many are unable to read a simple text with confidence.

A majority of pupils with additional needs develop their skills appropriately and achieve their individual targets. Over the past three years, the performance of pupils eligible for free school meals has declined, and for the past two years these pupils have achieved less well than other pupils. The performance of girls and boys varies across the cohorts. However, over time and in most areas of learning, girls tend to achieve better than boys.

When compared with similar schools, teachers' assessments of pupils' performance at the expected outcome 5 at the end of the Foundation Phase in literacy and mathematical development have declined over the past four years, moving the school from the top 25% to the bottom 25%. At the higher outcome 6, pupils' performance has fluctuated, moving the school between the top 25% and the lower 50% in literacy, and the upper 50% and the bottom 25% in mathematics. The outcomes in 2016 in both areas of learning at the expected and higher levels were well below the averages for the local authority and Wales.

Teachers' assessments of pupils' performance at the expected level 4 at the end of key stage 2 have remained static over recent years. When compared with similar schools, this has moved the school from the upper 50% to the bottom 25% in English and science. In mathematics, it has moved the school from the top 25% to the lower 50%. At the higher level 5, pupils' performance dipped in 2014, moving the school from the upper 50% to the bottom 25%, when compared with similar schools. However, recent outcomes show an improvement on 2014 and place the school in the lower 50%.

Wellbeing: Adequate

Nearly all pupils have a secure understanding about how to keep healthy by eating nutritious food and taking regular exercise. They know how to keep themselves safe. Most pupils understand the school's values, which promote respect and care for others. However, a few pupils find it difficult to resolve conflicts with their friends without support from adults.

Most pupils participate well and show positive attitudes towards their work. They enjoy topics that capture their imagination, such as 'Superheroes', and engage well in activities that sustain their interest. Many pupils are beginning to identify how they can improve their own work.

Most pupils are polite and courteous to visitors. However, at break times and lunchtime, when the playground is crowded, a few pupils are too boisterous. On a few occasions, pupils' persistent chatter during lessons and assemblies distracts other pupils.

The school council consults with all pupils across the school. Most pupils are confident to make suggestions about how they can improve the school. For example, pupils have raised funds recently to purchase resources to improve play times. Pupils take on responsibilities willingly, for instance by organising the playtime fruit tuck shop. The eco club supports wider community events, such as local litter picking, and promotes recycling across the school.

Attendance rates have declined over the last three years, and last year they placed the school in the bottom 25% when compared with similar schools. Most pupils arrive at school on time in the mornings, but there are a very few pupils who are persistently late.

Key Question 2: How good is provision?	Adequate

Learning experiences: Unsatisfactory

The school has appropriate long-term plans that provide a suitable framework for the curriculum as pupils move through the school. These plans incorporate the national literacy and numeracy framework and the provision for ICT skills suitably. However, teachers' planning and their delivery of learning areas and subjects across the school are inconsistent and lack cohesion. For example, pupils sometimes repeat topics in different classes, and receive tasks that are inappropriate for their stage of learning. Currently, the planning arrangements do not ensure appropriate coverage of the national curriculum and religious education across the school.

The school provides a suitable selection of after-school clubs, which pupils value and attend well. There are effective arrangements in place to enrich pupils' learning experiences, for example by visiting Wimbledon, playing sport or performing at local musical events.

In the nursery and reception class, the teacher plans appropriate activities for pupils to use the outdoors, for example developing their skills in riding scooters and bikes. Teachers are beginning to use the very recently developed outdoor areas for Year 1 and 2 pupils suitably.

Learning experiences do not always meet the needs of the full range of learners. In too many classes, teachers do not match the planned tasks sufficiently well to pupils' starting points. Often this is because their expectations of the standards that pupils can achieve are not high enough. For example, teachers use worksheets too often and this limits the opportunities for pupils to write at length and in their own words. Generally, all pupils in a class complete the same worksheet. As a result, across the school, planned work does not challenge more able pupils well enough or provide sufficient opportunities for pupils to develop their writing or numeracy skills.

The school provides appropriate support for basic literacy, numeracy and wellbeing, for those pupils at risk of falling behind.

Until recently, provision for Welsh and for pupils to learn about the culture and heritage of Wales has been limited. There are no schemes of work for pupils to build their skills in the Welsh language as they move through the school. The new co-ordinator is enthusiastic. She has carried out a thorough review of the subject and is providing useful guidance for staff. However, these developments are at an early stage.

There are satisfactory opportunities for pupils to learn about sustainability. The eco club promotes recycling and encourage pupils to minimise waste, energy and water. Most pupils are developing their understanding of the diverse nature of their own school and the wider world appropriately.

Teaching: Adequate

In most lessons, teachers devise imaginative activities to help their pupils to learn. They make effective use of ICT to engage pupils' interests. Nearly all teachers know and care for their pupils well, and generally manage their behaviour effectively. Support staff make appropriate contributions to helping pupils to learn, for example in focused phonics groups. Nearly all teachers are keen to improve their own practice, for example in the Foundation Phase where they work closely with support from the regional consortium.

However, in around half of lessons, the pace of learning is too slow. As a result, pupils are not active enough in their learning and tend to chatter and lose concentration.

Nearly all teachers give helpful feedback to their pupils. In the Foundation Phase, teachers talk to pupils and ensure that they understand the next steps in improving their work. Older pupils often receive detailed written feedback. However, not all pupils read and act on their teachers' feedback and this limits their progress.

The school's system for tracking pupils' progress provides is clear, systematic and manageable. Most teachers use this information suitably to identify pupils who need additional support. However, they do not use the information well enough to track the progress of different groups of pupils, for example to make changes to the provision whenever pupils' progress slows. Teachers provide detailed and informative annual reports to parents where pupils have the opportunity to contribute their own reflections on their learning over the year.

Care, support and guidance: Unsatisfactory

The school has appropriate arrangements for promoting pupils' healthy eating and drinking. Teachers encourage pupils to be active, for example at playtimes and through after-school activities. They know their pupils well and provide them with caring emotional support, for instance when they have disputes with their friends. However not all pupils understand the school's procedures to manage behaviour and to prevent bullying. As a result, the standard of behaviour at playtimes and lunchtimes is not always good enough.

Learning experiences promote pupils' moral, social and cultural development suitably. However, the opportunities for pupils to develop their spiritual understanding are limited.

The school has introduced a few suitable systems to improve attendance. For example, a teaching assistant makes telephone calls home to check on the whereabouts of pupils when parents have failed to contact the school to explain their child's absence. However, the school's systems do not co-ordinate effectively to reduce absences, and attendance has declined. The school does not promote the importance of good and regular attendance well enough.

The school's arrangements for safeguarding pupils do not meet requirements and give cause for concern. Record keeping and training arrangements for safeguarding are not robust and rigorous enough.

Pupils with emotional and social difficulties receive suitable support from professional specialists and trained teaching assistants. The school makes suitable use of specialist services for pupils who need additional guidance. However, these referrals are not always timely enough to bring about the required improvements, for example for pupils at risk of exclusion because they have difficulty behaving appropriately in school.

The school has implemented care and support systems for pupils with additional learning needs inconsistently over time. Recording, reporting and assessment procedures have not been robust enough to meet requirements. For example, on occasions recently, the school has made inaccurate statutory data returns, and the school's record keeping systems have not been sufficiently rigorous to enable leaders to determine the impact of the support that pupils receive. This has resulted in a minority of pupils with additional needs making slower-than-expected progress in their learning.

The newly appointed co-ordinator for additional learning needs has introduced suitable systems to ensure the early identification of pupils who require additional support. The school provides an appropriate range of targeted provision to support pupils' literacy and numeracy skills. However, staff do not routinely evaluate the precise impact of the interventions on improving pupils' outcomes.

Learning environment: Adequate

The school has a caring ethos and is an inclusive community. It promotes its values successfully to all pupils, for example through whole-school assemblies. The school promotes equality of opportunity and a sense of fairness for all pupils well.

The school is on two adjoining sites. The buildings and grounds are maintained to an adequate standard and they are safe and secure. Classrooms are small, but the school makes appropriate use of its limited space. The school has invested recently in literacy and numeracy resources and has updated the provision for ICT, which pupils use enthusiastically.

There is a suitable tarmac play area, but this provides limited space for pupils when they are all playing outside. The nursery and reception classes have appropriate outdoor provision. Staff have recently provided an outdoor Foundation Phase area for Years 1 and 2, but the outdoor resources currently available to these pupils are limited.

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

Leadership: Unsatisfactory

The school's management has undergone uncertainty during the last two years and, as a result, staff morale is low. School leaders do not have a clear, shared vision or provide effective strategic direction to the school. This restricts the staff's capacity to raise standards and to improve the quality of provision. The school does not have well-established systems that provide staff with appropriate guidance. As a result, there are no common planning strategies and there is too little formal collaboration.

Members of the recently restructured senior leadership team are not clear enough about their individual roles and responsibilities. Records of the team's meetings are too brief and informal. They do not provide a clear picture of the actions agreed or an evaluation of steps taken to make improvements. Important documents are often unsigned and undated. However, the newly appointed Foundation Phase co-ordinator has reviewed practice and begun to make improvements to the provision.

Leaders collect information on pupils' performance carefully, but they do not use it well enough to identify the most important areas for development or to identify pupils for appropriate intervention and support. The tracking and monitoring of pupils' progress and the evaluation of the effectiveness of intervention and support are very limited.

The school has an appropriate policy to manage staff performance. However, leaders have not followed the policy for at least the last year. For example, they have not carried out formal lesson observations. As a result, staff do not have a clear understanding of their individual strengths and areas for development, or the chance to identify appropriate training opportunities.

Leaders and managers do not focus well enough on meeting local and national priorities. For example, there is too little focus on the impact of poverty on educational attainment or the importance of improving school attendance.

Most governors are supportive of the school and play an active part in school life. However, they do not provide enough strategic direction for the school or challenge senior leaders enough in relation to the standards pupils achieve and the quality of the school's provision. The governing body does not ensure that it meets its statutory obligations well.

Improving quality: Unsatisfactory

The school's processes for self-evaluation do not lead to the identification of areas for development well enough. The monitoring of teaching and learning by leaders and managers lacks sufficient rigour and provides a poor basis for identifying where there is good teaching in the school or areas for improvement. The school's self-evaluation report does not take enough account of the views of pupils, parents and staff.

The self-evaluation report includes consideration of attainment data, but it does not always analyse the data honestly. For example, the report is over-generous in its analysis of the performance of pupils eligible for free school meals because it does not compare their performance with that of other pupils or recognise the declining trend in their performance. Overall, the report fails to provide information about pupils' progress from their starting points and the value that the school adds. The report does not highlight important weaknesses, such as the lack of improvement in pupils' attendance.

The school's priorities are unclear. Different documents prioritise different issues. For example, the headteacher's report to governors in summer 2016 identifies improving scientific literacy as a whole-school priority, but this does not stem from evidence from the self-evaluation or the school improvement plan. The school improvement plan is muddled. It does not link well with the self-evaluation report and it places too little focus on improving outcomes, for example for those pupils eligible for free school meals. Targets in the plan do not provide the school with a clear focus for improvement.

Overall, the school has made limited progress in addressing the recommendations of the last inspection report.

Partnership working: Adequate

The school has a range of useful partnerships. Community partners, such as local businesses and churches, work suitably with the school to enhance provision appropriately. For example, a local company has supported a film-making and script-writing project in Year 6. The resultant 'Bee Yourself' film had a positive impact on improving pupils' writing and oracy skills.

Parents receive appropriate information about the life and work of the school, but not always in a timely way. The school has used a variety of methods of communication over time, but this has led to some confusion for parents who want to access relevant information. Recently, staff in the nursery and reception classes have begun to provide valuable weekly newsletter updates to parents about day-to-day life in school for the youngest pupils. Parents appreciate and value this information.

A degree of joint planning occurs across the cluster, for example to support the funding of Welsh language provision. The school makes appropriate use of established links with other primary schools in the local cluster for moderating teachers' assessments of pupils' work. Transition arrangements provide older pupils with worthwhile experiences to help them to prepare for the move to secondary school.

Resource management: Unsatisfactory

The school employs an appropriate number of suitably qualified staff. However, there is an imbalance in staff deployment and the allocation of responsibilities. For example, one teacher plans activities and manages provision for 45 pupils in nursery and reception classes. She receives valuable support from teaching assistants, but this is a heavy workload. The newly appointed Foundation Phase leader and additional learning needs co-ordinator has very little management time to fulfil her wide-ranging roles.

Staff do not all have up-to-date, signed job descriptions that make their roles clear. Staff in the Foundation Phase value the support from the local authority's challenge adviser. This support has enabled them to make visits to view good practice at another school, to review their own practice and to develop the provision in their classes to good effect. However, the provision for professional development training in the school is inconsistent because leaders do not apply effective performance management procedures that allow staff to identify areas for improvement. Nevertheless, the school has enabled the Welsh co-ordinator to further her professional development through attendance at sabbatical and other appropriate courses.

The changes and uncertainty in senior leadership have had a negative impact on the management of financial resources. The school improvement plan lacks clarity and different leaders have not always agreed the school's priorities. As a result, the school has not always used its funding appropriately for the benefit of pupils and has left too much unspent. The school receives a substantial Pupil Deprivation Grant from the Welsh Government to support vulnerable pupils. However, staff and governors are not clear enough about how to use this funding and it has not been allocated appropriately to raise the engagement and attainment of pupils eligible for free school meals.

The school's leadership is unsatisfactory. This is having a significant, negative impact on pupils' achievement. Across the school's provision, there are more weaknesses than strengths. As a result, the school provides unsatisfactory value for money.

Appendix 1: Commentary on performance data

6712142 - Eastern Primary School

Number of pupils on roll	214
Pupils eligible for free school meals (FSM) - 3 year average	30.5
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	26	29	28	31
Achieving the Foundation Phase indicator (FPI) (%)	84.6	65.5	78.6	41.9
Benchmark quartile	1	4	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	26	29	28	31
Achieving outcome 5+ (%)	88.5	65.5	82.1	45.2
Benchmark quartile	1	4	3	4
Achieving outcome 6+ (%)	38.5	27.6	39.3	16.1
Benchmark quartile	1	3	1	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	26	29	28	31
Achieving outcome 5+ (%)	88.5	69.0	82.1	45.2
Benchmark quartile	1	4	4	4
Achieving outcome 6+ (%)	30.8	31.0	32.1	12.9
Benchmark quartile	1	2	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	26	29	28	31
Achieving outcome 5+ (%)	92.3	86.2	100.0	64.5
Benchmark quartile	2	4	1	4
Achieving outcome 6+ (%)	42.3	34.5	96.4	22.6
Benchmark quartile	2	3	1	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.

6712142 - Eastern Primary School

Number of pupils on roll	214	
Pupils eligible for free school meals (FSM) - 3 year average	30.5	
FSM band	4 (24%<FSM<=32%)	

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	22	23	26	23
Achieving the core subject indicator (CSI) (%)	81.8	82.6	76.9	82.6
Benchmark quartile	2	3	4	4
English				
Number of pupils in cohort	22	23	26	23
Achieving level 4+ (%)	81.8	82.6	80.8	82.6
Benchmark quartile	2	3	4	4
Achieving level 5+ (%)	27.3	13.0	19.2	30.4
Benchmark quartile	2	4	4	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	22	23	26	23
Achieving level 4+ (%)	90.9	87.0	76.9	91.3
Benchmark quartile	1	3	4	3
Achieving level 5+ (%)	36.4	13.0	19.2	30.4
Benchmark quartile	1	4	4	3
Science				
Number of pupils in cohort	22	23	26	23
Achieving level 4+ (%)	86.4	82.6	80.8	91.3
Benchmark quartile	2	4	4	3
Achieving level 5+ (%)	31.8	30.4	15.4	34.8
Benchmark quartile	2	3	4	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.

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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

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.	99		96 97%	3 3%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	99		87 88%	12 12%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	99		94 95%	5 5%		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	98		95 97%	3 3%		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.	99		94 95%	5 5%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	99		91 92%	8 8%		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	99		99 100%	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.	99		96 97%	3 3%		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
My homework helps me to understand and improve my work in school.	99		82 83%	17 17%		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.	99		93 94%	6 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.	98		76 78%	22 22%		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	99		67 68%	32 32%		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.	13	4 31%	6 46%	2 15%	1 8%	1		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%			
My child likes this school.	14	6 43%	6 43%	1 7%	1 7%	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.	14	9 64%	5 36%	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.	12	3 25%	8 67%	0 0%	1 8%	2		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%			
Pupils behave well in school.	12	2 17%	7 58%	3 25%	0 0%	2		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	13	5 38%	6 46%	2 15%	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.	12	5 42%	5 42%	2 17%	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.	10	2 20%	4 40%	2 20%	2 20%	4		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.	11	5 45%	2 18%	2 18%	2 18%	3		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.	13	4 31%	9 69%	0 0%	0 0%	1		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%			
My child is safe at school.	14	8 57%	5 36%	1 7%	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'.	10	4 40%	4 40%	0 0%	2 20%	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.	13	3 23%	7 54%	2 15%	1 8%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	13	5 38%	2 15%	5 38%	1 8%	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.	12	3 25%	2 17%	5 42%	2 17%	2	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.	12	4 33%	6 50%	1 8%	1 8%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	11	4 36%	5 45%	1 9%	1 9%	3	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.	11	4 36%	5 45%	2 18%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	12	2 17%	6 50%	3 25%	1 8%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Mrs Fiona Arnison	Reporting Inspector
Mrs Rosemary Lait	Team Inspector
Ms Andrea Louise Davies	Lay Inspector
Mrs Debbie Woodward	Peer Inspector
Mr Steve Manley (Deputy 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.