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

A report on

Gnoll Primary School
Wellfield Avenue
Neath
SA11 1AQ

Date of inspection: June 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: 31/08/2016

Context

Gnoll Primary School is near the centre of Neath and is maintained by Neath Port Talbot local authority. The school provides education for pupils aged three to eleven years old. There are 374 pupils on roll, who are taught in 14 classes, including five mixed-age classes. This includes 65 part-time nursery pupils and 18 pupils in the two learning support classes for pupils with autistic spectrum disorder. Most of the pupils who attend the school come from the town of Neath, but pupils in the learning support centre come from a wider area within the local authority.

Currently, 42% of pupils are eligible for free school meals, which is well above the national average of around 20%. Most pupils are from a white British background, while a few are from a minority ethnic group. A very few have English as an additional language. The school has identified 47% of its pupils as having additional learning needs, including around 5% who have a statement of special educational needs. This is considerably above the national average.

The school was last inspected in April 2010. The headteacher took up the post in September 2011.

The individual school budget per pupil for Gnoll Primary School in 2015-2016 means that the budget is £3,635 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,039 and the minimum is £2,718. Gnoll Primary School is 26th out of the 65 primary schools in Neath Port Talbot 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 current performance of the school is good because:

- Most pupils, including those in the learning support centre, make good progress during their time at the school and achieve well in relation to their starting points
- Most pupils speak confidently and develop secure literacy and numeracy skills that enable them to access the curriculum and learn successfully
- Most pupils develop high levels of confidence and self-esteem that enable them to enjoy learning and make the most of the opportunities that the school provides
- The school provides a broad curriculum and a wide range of engaging experiences that are relevant to its pupils
- Teachers plan work carefully and engage pupils successfully in their learning
- Staff provide high levels of care and support for pupils and their families, including a wide range of specialist interventions, so that pupils thrive in school and families can access the specialist services they need
- The school is an inclusive environment that encourages all pupils to achieve, and is enriched by the skilful and appropriate integration of pupils from the learning support centre

Prospects for improvement

The school's prospects for improvement are good because:

- The work of leaders focuses well on improving pupils' wellbeing and raising standards in important areas
- There are suitable processes to evaluate the success of the work the school does and to identify areas where the school needs to improve
- Priorities for improvement link closely to information gained from the self-evaluation process, and are specific, relevant and manageable
- Leaders, staff, governors and pupils contribute regularly to school self-evaluation and know the part they play in making the school a success
- Partnerships with parents, the local community and external organisations are a strength of the school and contribute considerably to the pupils' self-esteem, their awareness of citizenship and their understanding of the importance of community

Recommendations

R1 Improve the quality of pupils' writing, handwriting and presentation

R2 Provide Foundation Phase pupils with activities in all areas of learning that enable them to practise their skills independently, make decisions and lead their own learning

R3 Improve the accuracy of teachers' summative assessments

R4 Ensure that leaders at all levels identify and tackle shortcomings robustly

R5 Plan and monitor the school's finances more systematically

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Around a half of pupils start school with communication and social skills that are below the expected levels. During their time in the school, most pupils make good progress and achieve well in relation to their starting points. Between the end of the Foundation Phase and the end of key stage 2, nearly all achieve at least predicted outcomes in English, mathematics and science.

Most pupils across the school listen attentively to others, responding appropriately to questions and contributing enthusiastically to discussions and presentations. Many are keen to talk to adults in the classroom and enjoy sharing their work and talking about themselves. A majority of older pupils from the learning support centre contribute with growing confidence to small group and whole-class discussions when they work in mainstream classes. A very few less able pupils, particularly boys, struggle to listen appropriately and express themselves clearly.

Most pupils develop good reading skills as they move through the school. Many Year 2 pupils read fluently and with understanding, using a suitable range of strategies to decode unfamiliar words. They know about the work of authors and illustrators. Most pupils in key stage 2 read fluently and accurately. They understand the difference between fiction and non-fiction texts, and use glossaries and indexes purposefully. Many older pupils skim texts to find specific information, or to get the basic meaning of a paragraph quickly. Year 5 and 6 pupils in the learning support centre read at a level appropriate to their age and understand many of the features of language, such as idioms.

From an early age, many pupils are enthusiastic writers. Nursery pupils develop a good awareness of the purposes of writing and know, for example, that they are the authors of their class story, 'We're going on a crab hunt'. By the end of the Foundation Phase, many pupils write well for a range of purposes. They write logical sequences of sentences and explain their ideas clearly. Many pupils use basic punctuation, such as full stops, mainly accurately, while a few more able pupils use speech and exclamation marks competently. A majority spell high frequency and polysyllabic words correctly. However, a minority do not use their phonic knowledge well enough to spell common words correctly.

In key stage 2, many pupils select interesting words, and use similes, metaphors and alliteration to add interest to their writing. They write competently in a suitable range of genres, including diaries, letters and descriptions, often redrafting their work to improve specific features. For example, Year 5 pupils think of more imaginative adjectives to enliven their descriptions of Roald Dahl's grand high witch. A few more able pupils produce thoughtful pieces of writing, using a wide range of sentence starters and a lively vocabulary. However, a few pupils use comparatively simple language in their writing and do not use punctuation well enough. There are inconsistencies in the quality of handwriting and presentation across the school.

Most pupils in the Foundation Phase and key stage 2 apply their writing skills at a suitable level when writing across the curriculum, although examples of extended writing are limited in a few classes.

Most pupils develop a range of numeracy skills appropriate to their age and ability. By the end of the Foundation Phase, most have a good understanding of place value to 100 and recognise odd and even numbers up to 100. They identify halves and quarters in context, when cutting up a pizza, for example. Many match digital and analogue times correctly and recognise simple properties of cylinders, cones and spheres. Most pupils use their numeracy skills in other areas of learning at a suitable level. For example, Year 2 pupils use tally marks confidently to collect information about pupils' favourite sea creatures and use it to create simple bar charts.

Most Year 6 pupils use their knowledge of multiplication tables to solve problems efficiently. They add and subtract correctly to two decimal places. Many find fractions of an amount and link simple fractions and percentages correctly. They draw simple line graphs and interpret them appropriately. A few more able pupils understand and find the mean, median and mode of a range of simple data and calculate the areas of complex shapes skilfully. Most pupils apply their numeracy skills at a similar level in topic work and when solving more complex real-life problems. For example, Year 6 pupils use multiplication and reasoning skills to plan the seating for a school concert.

Most pupils make good progress in developing their Welsh language skills. Most Foundation Phase pupils understand and respond to instructions and enjoy singing Welsh songs together. They know the days of the week and ask and answer simple personal questions. Many key stage 2 pupils speak confidently in class. They develop a good range of vocabulary about familiar topics and ask and answer questions in the present and past tense, often extending their sentences to explain their answers.

Over the past four years, at the end of the Foundation Phase, pupil performance in literacy and mathematical development at the expected outcome has placed the school consistently in the higher 50% when compared with other, similar schools. Over the same period, outcomes at the end of key stage 2 at the expected level in English, mathematics and science have placed the school mainly in the top 25% or higher 50% when compared with other, similar schools.

Outcomes at the higher levels in comparison to other, similar schools are not as strong. In the Foundation Phase, performance at outcome 6 places the school mainly in the higher 50% for mathematical development, but the lower 50% for literacy. With the exception of 2013, performance at level 5 in key stage 2 has placed the school consistently in the lower 50% or bottom 25% of similar schools in English, mathematics and science.
Girls tend to perform better in all indicators at both Foundation Phase and key stage 2, although the gap is narrowing steadily. Generally, pupils eligible for free school meals do not achieve as well as other pupils.

Wellbeing: Good

Nearly all pupils have a strong understanding of how to keep fit and healthy, including how to manage their emotions. Many choose healthy meal options, and Year 6 pupils apply this knowledge effectively when monitoring packed lunches and pupil choices in the school dinner hall. Nearly all pupils feel safe in school, know whom to talk to if issues arise and are confident that these will be dealt with thoroughly. Most understand how to keep safe on the internet. Over the past four years, pupils' attendance has placed the school in the higher 50% when compared with similar schools.

Nearly all pupils are enthusiastic learners who concentrate well during lessons and enjoy learning. They apply the school's golden rules for behaviour well and show care and respect for others, for example by holding doors open for other pupils and staff. Pupils from the school's learning support centre integrate into mainstream classes seamlessly, where appropriate, and demonstrate good behaviour and attitudes to learning. Many pupils make suitable choices about what they want to learn. For example when learning about the Tudors, Year 5 and Year 6 pupils influence classroom activities by asking to find out more about the wives of Henry VIII. Nearly all key stage 2 pupils work independently towards achieving their personal targets and know when they have achieved them.

The School Council meets regularly and gathers the views of other pupils through the use of suggestion boxes. Members are directly involved in the strategic development of the school, for example by contributing to the appointment of the deputy headteacher. They work effectively with the parent teacher association to secure funding to improve the school playground equipment.

Nearly all pupils develop appropriate social skills and use these well to consider their own actions and how they impact on others. For example, pupils are confident to discuss issues that worry them in the Talk Shop held in the nurture provision during lunch times.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of stimulating learning experiences that motivate and meet the needs of its pupils. Its curriculum ensures good coverage of the Foundation Phase areas of learning and subjects of the National Curriculum, although opportunities for pupils to lead their own learning in the Foundation Phase are sometimes limited. Planning for the development of pupils' skills in literacy and numeracy is effective and ensures progression as they move through the school. A wide range of relevant intervention programmes help pupils who experience difficulties very effectively.

Many pupils participate enthusiastically in the school's extensive range of extra-curricular clubs, including its popular Glee club and loom band club. These opportunities for pupils to learn together informally enhance their wellbeing and enjoyment of school life, as well as providing opportunities for pupils to apply the

skills they learn in lessons. For example, members of the gardening club use their literacy, numeracy and entrepreneurial skills to grow and sell strawberries in the school tuck shop.

Provision for teaching the Welsh language is effective and ensures that pupils progress well in their Welsh lessons. Provision for the promotion of pupils' understanding and appreciation of the culture and heritage of Wales is strong. Purposeful visits to local historical sites, including Neath Abbey, support the curriculum, and pupils learn about Welsh traditions in assemblies and at their annual Eisteddfod.

A good range of worthwhile learning activities, such as discussing some of the possible impacts of the recent referendum, nurture pupils' understanding of global citizenship. Pupils have good opportunities to consider the effect of humans on the planet, and members of the eco-council respond by promoting and practising energy conservation and recycling of paper successfully.

Teaching: Adequate

Teachers know their pupils' needs and interests well and this enables them to create a nurturing environment in the classroom. Most adults manage pupils' behaviour skilfully, although a few do not have a wide enough range of strategies to deal effectively with low level disruption in class.

Nearly all teachers use an appropriate range of teaching approaches, including the effective use of information and communication technology (ICT) to engage the interest of pupils and to develop their skills. They plan lessons thoroughly and ask effective questions to promote pupils' thinking skills. Many teachers provide challenge and support by grouping pupils skilfully for different areas of the curriculum. For example, pupils from the learning support centre challenge mainstream pupils to explain how they use a range of reading strategies to decode words. This encourages all pupils to communicate clearly and respect one another's strengths.

The pace and challenge of learning in many classes motivate pupils well and move learning forward appropriately. Learning support assistants help specific groups of pupils to maintain focus and progress appropriately. Teaching and classroom organisation in the Foundation Phase ensures that pupils learn new skills successfully in teacher-led sessions. Despite this, there are not enough opportunities for pupils to practise these skills independently or to make decisions about and lead their own learning.

Most teachers provide thorough feedback to pupils. They identify strengths and weaknesses clearly and relate them closely to success criteria so that pupils know how to improve their work. Older and more able pupils benefit considerably from this because teachers give them specific time to respond to their suggestions and modify their work. However, suggestions for improvement do not always relate well enough to pupils' ability to understand and respond to them. A very few staff do not have secure subject knowledge in a few areas of mathematics and they sometimes mark pupils' work incorrectly.

Teachers assess pupils' progress and record assessments regularly on an electronic tracking system. In most cases, this tracking helps teachers to plan learning appropriately and has helped to improve standards. However, a few teachers do not have a secure enough understanding of the assessment of outcomes and levels. As a result, teacher assessments for a very few pupils are too generous.

The school provides parents and carers with suitable written reports and good opportunities to discuss their children's progress with their teachers. Pupils contribute to these purposefully by writing about their achievements and memories of the school year.

Care, support and guidance: Good

There are comprehensive arrangements for ensuring high levels of pupils' wellbeing through a range of beneficial nurture groups, including one which promotes positive male role models well. Collective worship and the school's personal and social education programme provide pupils with suitable opportunities to reflect on their own beliefs and the beliefs of others, and to develop their social, moral, spiritual and cultural awareness well. The school has appropriate arrangements for promoting healthy eating and drinking.

The school has improved attendance levels steadily over the past few years by helping parents to understand the consequences of poor attendance and through its rewards system. For example, pupils receive a raffle ticket for full weekly attendance, which enters them into an annual prize draw.

The school works well with a wide range of outside agencies to develop effective systems to support pupils and parents who require specialist support. For example, the school works closely with the local authority co-ordinator for looked after children to train staff to support pupils with attachment issues. This has influenced day-to-day work of staff and helps them to secure better behaviour from specific pupils. Parents engage enthusiastically in a wide range of family nurture groups that improve their self-esteem and their confidence to support their children's education.

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

Provision to meet pupils' additional learning needs in mainstream classes and in the learning support centre is a strength of the school. The creative use of the specialist resources in the learning support centre, particularly the expertise of the staff, benefits the whole school community. Processes for the early identification of pupils' needs are robust and include useful diagnostic testing. The co-ordinator tracks pupils' achievement systematically and staff use this information purposefully to support specific pupils. Individual education plans contain clear targets and are reviewed and updated regularly. Learning support assistants use an extensive range of intervention programmes skilfully to ensure that pupils make good progress towards meeting their personal targets.

Learning environment: Good

Leaders and staff, supported by the disability equality committee, have created a fully inclusive school with a strong sense of community and a secure understanding of equality. The school's caring and supportive ethos ensures that all pupils feel safe and valued and have equal access to all facilities and activities.

A wide range of good quality resources supports pupils' education effectively. For example, the school's media pod and immersion wall provide pupils with valuable opportunities to develop their ICT skills. Teachers use resources such as the wildlife area and the local community appropriately to enhance learning. The buildings and grounds are secure and generally well maintained. Displays are attractive and often provide support for pupils' learning, but contain only a few examples of pupils' own work.

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

Leadership: Adequate

The headteacher and leadership team work diligently to establish a learning community that includes and cares for all pupils well. Their vision for the future of the school focuses on providing effective learning and teaching with the pupil at the centre. The school's current leadership structure means that leaders share roles and responsibilities appropriately. However, there have been many changes to the leadership team in recent years, and job descriptions, responsibilities and communication have not always been clear enough. This has led to a few inconsistencies in practice, such as in the assessment and tracking of pupils' achievements, and the overview of provision in the Foundation Phase.

Performance management systems identify effective whole-school targets that link well to improvement priorities. As a result, many teachers' classroom practices contribute effectively to the school's strategic priorities, such as improving pupils' numeracy skills. Senior leaders develop and implement useful whole school strategies successfully. For example, their focus on developing strong home-school links and sharing learning approaches that parents can use at home has led to an improvement in targeted pupils' reading skills.

Senior leaders and other staff meet regularly to share important information and take part in valuable staff training. However, meetings do not always focus sharply enough on improving standards and do not generate clear action points that leaders can use to drive whole-school priorities.

Governors are supportive and provide suitable challenge to leaders in relation to the school's performance. They know how the school compares to other, similar schools and understand its priorities for improvement. Committees report regularly to the full governing body and this means that all governors gain a valuable insight into much of the school's work. However, their supervision of the school's finances, including Welsh Government grants, is not always strong enough.

Improving quality: Good

There are appropriate systems to identify the school's strengths and areas for improvement. Leaders use a suitable range of sources to collect evidence for self-evaluation, including the purposeful analysis of data, lesson monitoring and book scrutiny. The school also gathers the views of staff, governors, parents and pupils regularly. Leaders use the information from these processes to highlight areas of underperformance and to identify relevant school priorities that staff and governors understand.

Links between the self-evaluation report and the school development plan are clear. Leaders identify manageable targets, timescales and success criteria for each priority. They allocate funding and staff responsibilities appropriately, and relevant individuals and groups implement these plans well. This year, for example, the school's focus on the teaching of Welsh in every class for a specific period each day has improved pupils' oracy and writing skills across the school. Progress against most priorities in the current school improvement plan is evident, but leaders do not always monitor the impact of improvements systematically enough.

Partnership working: Good

The school has a wide range of highly effective partnerships that enrich and support pupils' learning and wellbeing well. Many beneficial links with the local community, including effective partnerships with churches, sports teams, historians and artists, enrich provision at the school and expand pupils' experiences successfully.

The school enables many parents to play an important part in their children's education. For instance, through a parent questionnaire, leaders identified a need for family support, and established a parent nurture group to improve parents' and children's literacy and numeracy skills. Links with outside agencies support and enhance this provision, for example through the butterfly project, which helps parents to identify computer applications to support learning. While parents attend these sessions, staff provide a crèche to care for their pre-school children to help them become familiar with the school environment. The wide range of opportunities parents have in the school's 'My Space' area to access sessions to improve their fitness and own learning has resulted in many progressing to courses in further education and gaining useful qualifications.

Older pupils benefit from the well-established transition programme that ensures their smooth transition into their next stage of learning. Nominated support staff work specifically with these pupils to alleviate concerns about transferring to a new school. Close links with local schools and the sharing of resources help pupils to gain a wealth of rich experiences. A current large-scale project celebrating the centenary of Roald Dahl, for example, has nurtured their reading, writing, artistic and performance skills successfully. The sharing of good practice in the teaching of numeracy with schools around Wales has benefited teachers' professional development and contributed well to improving pupils' learning.

Resource management: Adequate

The school is a reflective learning community where all staff accept new ideas enthusiastically and are willing to learn from professional colleagues. Leaders ensure that there are a suitable number of appropriately qualified teachers and support staff to teach the curriculum well. However, the organisation of support staff in the Foundation Phase limits the extent of independent learning activities for a specific period after lunch.

School leaders ensure that staff have a beneficial range of professional development opportunities that link well to the school's strategic priorities. For example, whole-school training on developing pupils' number skills has improved teaching and raised standards in nearly all classes.

The headteacher, bursar and members of the governing body meet regularly to oversee the school's finances and they allocate sufficient funds to the school's improvement priorities. However, over a notable period, they have retained a significant proportion of the school's budget, which is well above the 5% recommended by the Welsh Government. The school has plans to reduce this surplus that are linked appropriately to school improvement priorities. The school allocates most of its pupil deprivation grant appropriately to provide intervention and nurture programmes for pupils who need extra support. While these strategies are effective and a majority of pupils who are eligible for free school meals benefit, leaders do not use this grant to support all eligible pupils.

Although pupil outcomes are good overall, a few important shortcomings in provision and the management of the school's budget mean that the school provides adequate value for money.

Appendix 1: Commentary on performance data

6712144 - Gnoll Primary School

Number of pupils on roll	338
Pupils eligible for free school meals (FSM) - 3 year average	41.7
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	46	48	30	45
Achieving the Foundation Phase indicator (FPI) (%)	71.7	81.3	80.0	84.4
Benchmark quartile	2	2	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	46	48	30	45
Achieving outcome 5+ (%)	80.4	83.3	80.0	84.4
Benchmark quartile	2	2	3	2
Achieving outcome 6+ (%)	17.4	20.8	30.0	20.0
Benchmark quartile	3	2	2	3
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	46	48	30	45
Achieving outcome 5+ (%)	82.6	85.4	86.7	86.7
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	6.5	22.9	23.3	24.4
Benchmark quartile	4	2	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	46	48	30	45
Achieving outcome 5+ (%)	73.9	97.9	93.3	95.6
Benchmark quartile	4	1	2	2
Achieving outcome 6+ (%)	19.6	47.9	53.3	53.3
Benchmark quartile	3	1	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6712144 - Gnoll Primary School

Number of pupils on roll	338
Pupils eligible for free school meals (FSM) - 3 year average	41.7
FSM band	5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	25	40	39	44
Achieving the core subject indicator (CSI) (%)	80.0	82.5	87.2	84.1
Benchmark quartile	2	2	1	2
English				
Number of pupils in cohort	25	40	39	44
Achieving level 4+ (%)	84.0	87.5	87.2	86.4
Benchmark quartile	1	1	2	2
Achieving level 5+ (%)	*	32.5	17.9	20.5
Benchmark quartile	*	1	4	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	25	40	39	44
Achieving level 4+ (%)	80.0	90.0	89.7	86.4
Benchmark quartile	2	1	1	2
Achieving level 5+ (%)	20.0	30.0	25.6	29.5
Benchmark quartile	3	2	3	3
Science				
Number of pupils in cohort	25	40	39	44
Achieving level 4+ (%)	84.0	82.5	87.2	86.4
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	*	30.0	20.5	20.5
Benchmark quartile	*	2	3	4

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	111	111 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%		
The school deals well with any bullying.	110	104 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.	111	106 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	111	107 96%	4 4%		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.	111	106 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	111	106 95%	5 5%		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.	111	108 97%	3 3%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%		
I know what to do and who to ask if I find my work hard.	111	109 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.	111	97 87%	14 13%		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.	111	107 96%	4 4%		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.	111	77 69%	34 31%		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	111	84 76%	27 24%		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.	92	65 / 71%	24 / 26%	3 / 3%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	91	65 / 71%	26 / 29%	0 / 0%	0 / 0%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	92	69 / 75%	23 / 25%	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.	92	62 / 67%	27 / 29%	2 / 2%	1 / 1%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	87	36 / 41%	46 / 53%	4 / 5%	1 / 1%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	91	59 / 65%	31 / 34%	1 / 1%	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.	91	62 / 68%	29 / 32%	0 / 0%	0 / 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	88	52 / 59%	34 / 39%	2 / 2%	0 / 0%	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.	90	63 / 70%	26 / 29%	1 / 1%	0 / 0%	2	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	54 / 60%	35 / 39%	1 / 1%	0 / 0%	2	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.	92	67 / 73%	24 / 26%	1 / 1%	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'.	86	55 / 64%	28 / 33%	2 / 2%	1 / 1%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	92	47 / 51%	39 / 42%	4 / 4%	2 / 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	92	62 67%	28 30%	2 2%	0 0%	0	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.	87	42 48%	39 45%	5 6%	1 1%	5	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.	90	54 60%	34 38%	1 1%	1 1%	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.	73	39 53%	29 40%	3 4%	2 3%	19	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.	88	50 57%	31 35%	6 7%	1 1%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	90	60 67%	27 30%	3 3%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Sarah Jane Morgan	Reporting Inspector
Gwilym Alun Huw Rees	Team Inspector
Buddug Mai Bates	Team Inspector
Andrew Thorne	Team Inspector
Matthew Evans	Lay Inspector
Bernadette Thomas	Peer Inspector
Rhys Harris	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.