



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

**A report on**

**Greenway Primary School  
Llanstephan Road  
Rumney  
Cardiff  
CF3 3JG**

**Date of inspection: July 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:

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

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

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**Publication date: 07/09/2016**

## Context

Greenway Primary School is in Rumney, in east Cardiff. There are currently 202 pupils on roll aged 4 to 11, plus 44 children who attend part-time in the nursery class. There are seven single-age classes in addition to the nursery.

Nearly 61% of pupils are eligible for free school meals, which is well above the national average. The school has identified approximately 33% of pupils as having additional learning needs, which is above the national average. Around 58% of pupils come from a white British ethnic background and about 20% come from Gypsy Traveller families. The remaining 20% of pupils represent a broad range of ethnic minority groups. Approximately 80% of pupils speak English as their predominant language. Around 20% of pupils have other home languages. No pupils speak Welsh as a first language.

The school has a Flying Start childcare setting on site. It also hosts Cardiff's Traveller Education Service and manages a community café in partnership with the Communities First team.

The headteacher took up his post in September 2011. The last inspection was in January 2009.

The individual school budget per pupil for Greenway Primary School in 2015-2016 means that the budget is £4,124 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,099 and the minimum is £2,901. Greenway Primary School is 23<sup>rd</sup> out of the 96 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- Most pupils make expected or better progress as they move through the school, including those with English as an additional language
- Pupils from Gypsy Traveller families who attend well make good progress
- Most pupils develop their speaking and reading skills well
- Nearly all pupils feel safe and happy in school
- Most pupils relate very well to one another and to adults
- The school offers a broad range of interesting learning experiences within classes and in its stimulating outdoor environment
- The overall quality of teaching is good
- The school promotes attendance well
- Effective intervention programmes help pupils with additional learning needs to make good progress from their starting points
- The school is a diverse, inclusive and caring community

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong, effective leadership and staff, governors and parents share and appreciate the headteacher's vision
- The senior leadership team has a wide range of expertise and supports the headteacher well in monitoring strategies for improvement
- Governors have a secure, thorough understanding of the school's strengths and areas for improvement and they challenge leaders and managers appropriately
- The self-evaluation process is continuous and effective, and it provides an honest and accurate evaluation of the school's strengths and areas for improvement
- A wide range of highly effective partnerships with parents and the community contributes significantly to pupils' attainment and wellbeing
- The school's partnership with Gypsy Traveller families is excellent and has a positive impact on their children's attendance and achievement
- Governors and leaders allocate resources appropriately to priorities for improvement and plan well for future spending needs
- The school has a good track record in implementing strategies to achieve planned improvements

## Recommendations

- R1 Improve the quality of pupils' independent and creative writing
- R2 Raise standards in Welsh and increase its use throughout the school day
- R3 Increase opportunities for pupils to apply their numeracy skills across the curriculum
- R4 Improve the quality and consistency of oral and written feedback to pupils about the standard of their work

### What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study describing the excellent practice identified during the inspection.

## Main findings

|   |             |
|---|-------------|
| <b>Key Question 1: How good are outcomes?</b> | <b>Good</b> |
|---|-------------|

### Standards: Good

On entry to school, many pupils have skills below expectations for their age. Most make expected progress, and around half make better than expected progress, during their time in school.

Most pupils with additional learning needs make good progress from their starting points, especially in their reading skills. The progress of many pupils in learning English as an additional language is very good. Gypsy Traveller pupils who attend well make good progress in their learning. In the Foundation Phase, pupils who are eligible for free school meals generally perform as well as other pupils. In key stage 2, these pupils usually perform as well as others in mathematics, but less well in English.

On entry, many pupils lack confidence in expressing themselves in oral work, but most make very good progress in their speaking skills as they move through the school. During the Foundation Phase, most pupils speak with increasing confidence and at greater length. For example, in the Reception class, many find interesting words and similes to describe how a crab looks, smells and feels. By the end of Year 2, nearly all listen attentively to their teacher and to one another, for example in conversations about rainforest animals, and use a wider range of vocabulary to express their ideas.

During key stage 2, many pupils articulate their thoughts well. For example, the majority of pupils in Year 4 give good explanations and justify their reasons for arguing which part of a fish is the most important for its survival. They use effective subject-specific vocabulary such as 'dorsal', 'pectoral' and 'lateral lines'. By Year 6, many pupils enjoy 'playing with language' to find imaginative vocabulary to describe a mythological creature. They are thoughtful and mature in their conversations with adults.

Throughout the school, most pupils make good progress in their reading skills. They enjoy reading in small groups and develop their comprehension skills well in discussions with other pupils and adults. In the Foundation Phase, most pupils apply their knowledge of letters and sounds competently to work out unfamiliar words. However, a minority do not use the full range of possible reading strategies, such as reading forwards or back, to help them to gain an overall sense of the text's meaning.

During key stage 2, most pupils develop their reading skills effectively to research, locate and retrieve information from books and the internet in order to make notes about topics they are studying. By Year 6, the majority of pupils use contents, index and glossary pages to help them to read non-fiction books effectively. They enjoy reading books by popular authors at school and at home.

Pupils in Nursery and Reception apply their writing skills well in role-play activities related to their topic on holidays. Most show good understanding of the purpose of writing when they write menus for the 'beach café' and checklists for holiday packing. By the end of the Foundation Phase, pupils write in a wide range of styles for different purposes, including imaginative stories, letters, riddles and recipes. Many pupils are beginning to make simple notes of facts drawn from their reading.

During key stage 2, most pupils gain a good understanding and control of a wide range of styles and forms of writing for different purposes. They usually apply their writing skills well in other subjects. For example, in Year 4, most pupils produce informative leaflets about Gamelan instruments they have heard in music lessons. In Year 6, pupils write diaries of a scullery maid in Victorian times and report on their visit to the Rhondda Heritage Park. Spelling and punctuation are generally appropriate for pupils' age and ability.

In both key stages, much of pupils' writing is on worksheets, which means that pupils do not write and present their work independently and creatively enough. Many pupils use increasingly imaginative vocabulary in their writing, but they do not always use a wide enough range of sentence types to add variety to it.

In both key stages, most pupils make good progress in mathematics. However, they do not apply their numeracy and problem-solving skills independently and regularly enough in situations they would encounter in everyday life.

Younger pupils in the Foundation Phase develop their numeracy skills well in role-play activities in the 'beach shop' and 'campsite'. By Year 2, most pupils write numbers to 100 and they compare and order two-digit numbers accurately. They sort objects using a Venn diagram and they gather and record data appropriately using tally and bar charts. In their topic work, most pupils measure the time taken for different types of chocolate to melt with suitable accuracy.

In lower key stage 2, most pupils gather information and use it well to produce a bar graph and to explain what it means. By Year 6, most pupils have a sound understanding of fractions, decimals and percentages and can work out the price of items reduced in a sale. Most pupils measure and draw angles accurately. The majority of pupils calculate using written methods and correct mathematical vocabulary, but have difficulty applying these skills to the practical task of using a scale to calculate distances.

The majority of pupils in the Foundation Phase develop their Welsh language skills appropriately. Many respond with understanding to basic instructions in Welsh. A minority of pupils respond to questions using familiar vocabulary competently, for example when talking about the weather. By Year 6, a minority of pupils use basic vocabulary and sentence patterns in their speaking and writing. However, most pupils lack confidence in sustaining a simple conversation using the language patterns and vocabulary they have been taught.

At the end of the Foundation Phase, pupils' performance at the expected outcome in literacy and mathematical development has steadily improved, placing the school in the higher 50% compared with similar schools in most of the last four years. Pupils' performance at the higher outcome has fluctuated, moving the school between the lower and higher 50%.

At the end of key stage 2, pupils' performance at the expected level in English has placed the school consistently in the lower 50% compared with similar schools over the last four years. Performance at the expected level in mathematics has generally placed it in the higher 50%. Pupils' performance at the higher level has tended to place the school in the upper 50% for English and in the top 25% for mathematics over the last four years.

### **Wellbeing: Good**

Nearly all pupils recognise the importance of a balanced diet and understand what they need to do to stay fit and healthy. Over half of pupils enjoy participating in sporting and health-related extra-curricular activities, such as badminton, rugby and dance clubs, in addition to regular physical education lessons.

Pupils feel happy and safe in school and show positive attitudes to learning. They are courteous and relate very well to one another, staff and visitors. Pupils who are 'peace makers' in the playground help pupils to resolve any arguments that arise. Nearly all pupils' behaviour is good in lessons and around the school, but pupils do not always pay as much attention as they could in assemblies.

The school council takes its role seriously. Members represent the views of all pupils well. They communicate their opinions to staff effectively to bring about requested improvements, for example improving the outdoor learning environment with new signage and play equipment.

Most pupils are developing good social and life skills. They know their personal targets for improvement and try hard to achieve them. Their participation in enterprise projects and fund-raising activities, such as the Christmas craft fair, helps them to develop good awareness of the world of work. Groups of pupils make a positive contribution to their community through activities such as regular litter picks.

Levels of attendance have steadily improved over the last four years. As a result, overall attendance rates have moved the school from the lower to the higher 50% when compared with similar schools. Most pupils arrive punctually.

|   |             |
|---|-------------|
| <b>Key Question 2: How good is provision?</b> | <b>Good</b> |
|---|-------------|

### **Learning experiences: Good**

The school provides a broad range of interesting learning experiences that fulfil the requirements of the National Curriculum and religious education. In the Foundation Phase, staff plan stimulating activities across the six areas of learning and use the indoor and outdoor areas very well to support pupils' learning.

A wide range of visitors to the school and visits to places, such as Cardiff Bay, enriches pupils' learning experiences well. A variety of extra-curricular activities, including choir and computer club, caters well for pupils' different interests.

The school plans well for the development of pupils' literacy and information and communication technology (ICT) skills across the curriculum. Opportunities for pupils to use their numeracy skills are more limited, although there are worthwhile examples in a few classes. Intervention programmes to help pupils who are falling behind in their literacy and numeracy skills meet their needs successfully.



The school has recently introduced a new scheme of work for Welsh language, but its impact on pupils' Welsh language skills is limited at present. The promotion of pupils' understanding and appreciation of the culture of Wales is strong. Visits to many places in the locality, including the museum of Welsh life at St Fagan's, add further to pupils' understanding of Welsh heritage.

Teachers and the eco committee promote pupils' awareness of sustainability and global citizenship issues effectively. As a result, nearly all pupils are aware of the need to recycle and to save energy. Pupils' involvement in numerous charity fundraising events enhances their sense of themselves as citizens in the local community and in the wider world.

### **Teaching: Good**

Teachers plan interesting, well-paced lessons that include a variety of effective approaches to learning. In most classes, there is a good balance between whole class, group, paired and individual activities. The majority of teachers adapt tasks well to suit the needs of different pupils. They deploy support staff effectively within the classroom to make the most of their expertise in helping pupils to learn. There are strong working relationships between pupils, teachers and support staff. Teachers manage pupils' behaviour well and there is a positive working atmosphere in all classes.

Teachers have a sound knowledge of the subjects they teach and use a wide range of imaginative resources to gain and to maintain pupils' interest in lessons. Their questioning skills are often effective and they challenge pupils to extend, explain and justify their answers. However, there is some over-reliance on worksheets. Where used, these restrict pupils from achieving as much as they could and from developing their independent learning fully.

The school tracks pupils' progress comprehensively. The senior leadership team and teachers analyse assessment data carefully and use it well to plan for individuals and groups of pupils. As a result, the school implements effective intervention strategies to improve pupils' literacy and numeracy skills. Systems to standardise teachers' assessments of pupils' work are developing well.

All teachers mark books regularly and praise pupils' efforts. Teachers are beginning to encourage pupils to evaluate their own work and that of others well. Many teachers have clear expectations of what constitutes a good piece of work, but this varies too much from class to class. Oral and written feedback to pupils is encouraging and supportive. However, it does not always focus clearly enough on the areas for improvement in pupils' work.

Annual reports to parents are detailed and they relate well to individual pupils. They include worthwhile comments from teachers on pupils' experiences and their progress in literacy and numeracy.

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

The school nurtures pupils' health and wellbeing effectively. It makes appropriate arrangements for promoting healthy eating and drinking.

Staff implement the school's positive behaviour management policy consistently well and the 'playground peacemakers' initiative helps pupils resolve disputes independently. The school tackles any incidents of bullying effectively. The school's policies and procedures for safeguarding meet requirements and give no cause for concern.

The school promotes pupils' social, moral and cultural development very well through all the experiences it provides. However, there are some missed opportunities in assemblies to promote pupils' spiritual awareness through time for reflection on their experiences and values. The school encourages good levels of pupil attendance effectively. Pupils respond positively to a worthwhile range of rewards for attending regularly and on time.

The provision for pupils who have additional learning needs is good. There is a wide range of effective intervention programmes to support pupils' learning. In addition to helping pupils in class, teaching assistants deliver specific programmes to individuals and small groups that boost their literacy and numeracy skills well and have a positive impact on most pupils' progress. Parents or carers of pupils who have additional needs attend termly meetings with relevant members of staff to review their child's progress and agree clear personal targets for them in detailed individual education plans.

The school works effectively with a range of external specialists, including the speech and language team and educational psychology service, to provide further support and guidance for pupils with additional needs, when appropriate.

### **Learning environment: Good**

The school is a diverse, inclusive and caring community. All staff and pupils contribute positively to a shared ethos based on mutual trust and respect.

The school building is welcoming, secure and well maintained. It provides a stimulating environment in which pupils enjoy working. Throughout the school, colourful displays of high quality celebrate pupils' achievements and support their learning well. There are several specialist rooms, which the school uses effectively to support pupils who have additional needs.

There are large, well-designed outdoor areas that provide plenty of space for physical activities and stimulating learning opportunities for pupils. For example, pupils in the Foundation Phase grow their own produce in the allotment plots, which they then use in their cooking.

There is an extensive range of books for pupils in classes and in the well-organised library area, which pupils visit regularly. Learning resources, including a wide range of ICT equipment, meet pupils' needs well.

|  |
|--|
| <b>Key Question 3: How good are leadership and management?</b> |
|--|

|             |
|-------------|
| <b>Good</b> |
|-------------|

### **Leadership: Good**

The headteacher provides strong and effective leadership. He has a clear vision that fosters an inclusive school with exceptionally good relationships with its community. All members of staff have clear job descriptions and work effectively as a team. The senior leadership team has a good range of expertise and supports the headteacher well, for example, in monitoring the quality of teaching and pupils' progress. All teachers are members of a particular 'curriculum team', such as English or mathematics, which is led by a member of the senior leadership team. This helps less experienced teachers to develop their understanding and share responsibility for implementing the school's plans for improvement.

Arrangements for managing the performance of staff identify relevant areas for further professional development and training. Regular staff meetings focus well on improving pupil attainment and on matters relating to the school's progress in meeting its strategic priorities.

The governing body supports the school well and fulfils its statutory responsibilities conscientiously. It co-operates closely with leaders to ensure a clear strategic direction for the school. The headteacher provides the governing body regularly with comprehensive information about the school's work and its performance compared with that of similar schools. Governors have a secure, thorough understanding of the school's strengths and areas for improvement and offer a robust degree of challenge.

The school responds well to local and national priorities, such as reducing the impact of poverty and deprivation on pupils and improving attendance. It is developing its provision for Welsh and numeracy appropriately.

### **Improving quality: Good**

The school responds constructively to the views of a wide range of stakeholders, including parents, pupils, staff and governors, in order to identify areas to improve. For example, after analysing the responses to parent questionnaires, the school changed its methods of communicating with parents so that they have a greater awareness of important policies and events.

The self-evaluation process is continuous and effective. It draws well on a wide range of relevant evidence to inform its identification of priorities for improvement. This includes detailed analysis of information on pupils' performance, observations of teachers' lessons and scrutiny of pupils' work.

The school's self-evaluation processes identify accurately the strengths and weaknesses of the school. There is a clear link between the areas for development identified through the self-evaluation process and priorities in the school improvement plan. The plan is an effective document that sets out specific actions, appropriate timescales and clear success criteria for meeting its targets.

The school has a good track record in implementing strategies to achieve planned improvements. For example, pupils' reading skills, the attendance and performance of Gypsy Traveller pupils and the achievement of pupils eligible for free school meals have improved as a result of the effective planning, delivery and monitoring of planned actions.

### **Partnership working: Excellent**

The school's partnership with parents and the wider community is a particular strength and contributes significantly to many positive aspects of pupils' wellbeing, attendance and attainment. In the community café, the school provides extensive opportunities for parents and pupils to participate in activities to develop new skills together. Through the food co-op, the school supports families well in developing healthy eating habits.

Parents receive useful information about all aspects of school life through regular newsletters and other forms of communication. The school provides enjoyable workshops to develop parents' understanding of its approaches to teaching and the development of pupils' wellbeing. For example, these help parents to understand how to promote their child's happiness and wellbeing.

Partnerships with parents in the Gypsy Traveller community are outstanding and make a significant impact on the attendance and achievement of children from these families. The school gives all pupils excellent opportunities to learn about each other's cultures through art, music and dance activities. It shares its exemplary practice with schools in northern Spain that also educate pupils from Gypsy Traveller families.

The school works very effectively 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. Through a well-established programme of activities, the school ensures that pupils are confident about their transition to secondary school. Teachers also work effectively with teachers from local secondary and primary schools to ensure effective moderation of pupils' work.

There is a wide range of valuable links with local businesses and other organisations that have a positive influence on pupils' learning experiences. For example, through visits to churches and mosques, pupils increase their understanding of different religions.

### **Resource management: Good**

The school has a suitable range of well-qualified teachers and support staff to meet pupils' needs. It deploys staff effectively according to their strengths. Teaching assistants have a positive impact on the quality of pupils' learning experiences and the standards they achieve.

There are suitable arrangements for teachers' planning, preparation and assessment time. The school also provides appropriate management time for senior leaders so that they can carry out their duties well.

The school provides purposeful professional development opportunities for all staff in response to needs identified through the self-evaluation process. Teachers work productively with staff in local secondary and primary schools to improve their practice, for example in teaching science. In addition, relevant members of staff visit schools in Poland to observe excellent teaching in mathematics to extend their own professional practice.

The school makes very effective use of the Pupil Deprivation Grant to raise the standards of pupils eligible for free school meals. For example, the employment of skilled teaching assistants to deliver effective intervention programmes boosts the achievement of this group of pupils. Also, the use of funding to employ a family liaison officer to work in the school's community café has resulted in higher parental engagement and an improvement in the attendance and performance of these pupils.

The headteacher and governing body manage the school's finances efficiently. They allocate resources appropriately to priorities for improvement and plan well for future anticipated spending needs. In view of the standards achieved by pupils and the overall quality of provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6812045 - GREENWAY PRIMARY SCHOOL

|  |             |
|--|-------------|
| Number of pupils on roll                                     | 246         |
| Pupils eligible for free school meals (FSM) - 3 year average | 62.7        |
| FSM band   | 5 (32%<FSM) |

#### Foundation Phase

|  | 2012 | 2013  | 2014 | 2015 |
|--|------|-------|------|------|
| <b>Number of pupils in Year 2 cohort</b>                                       | 26   | 28    | 27   | 30   |
| <b>Achieving the Foundation Phase indicator (FPI) (%)</b>                      | 69.2 | 75.0  | 81.5 | 86.7 |
| Benchmark quartile   | 3    | 3     | 2    | 1    |
| <b>Language, literacy and communication skills - English (LCE)</b>             |      |       |      |      |
| Number of pupils in cohort   | 26   | 28    | 27   | 30   |
| Achieving outcome 5+ (%)   | 69.2 | 75.0  | 85.2 | 90.0 |
| Benchmark quartile   | 3    | 3     | 2    | 1    |
| Achieving outcome 6+ (%)   | 7.7  | 28.6  | 22.2 | 26.7 |
| Benchmark quartile   | 4    | 2     | 3    | 2    |
| <b>Language, literacy and communication skills - Welsh (LCW)</b>               |      |       |      |      |
| Number of pupils in cohort   | *    | *     | *    | *    |
| Achieving outcome 5+ (%)   | *    | *     | *    | *    |
| Benchmark quartile   | *    | *     | *    | *    |
| Achieving outcome 6+ (%)   | *    | *     | *    | *    |
| Benchmark quartile   | *    | *     | *    | *    |
| <b>Mathematical development (MDT)</b>  |      |       |      |      |
| Number of pupils in cohort   | 26   | 28    | 27   | 30   |
| Achieving outcome 5+ (%)   | 69.2 | 85.7  | 85.2 | 86.7 |
| Benchmark quartile   | 4    | 2     | 2    | 2    |
| Achieving outcome 6+ (%)   | 0.0  | 32.1  | 11.1 | 26.7 |
| Benchmark quartile   | 4    | 1     | 4    | 2    |
| <b>Personal and social development, wellbeing and cultural diversity (PSD)</b> |      |       |      |      |
| Number of pupils in cohort   | 26   | 28    | 27   | 30   |
| Achieving outcome 5+ (%)   | 76.9 | 100.0 | 92.6 | 93.3 |
| Benchmark quartile   | 4    | 1     | 2    | 2    |
| Achieving outcome 6+ (%)   | 7.7  | 25.0  | 29.6 | 43.3 |
| Benchmark quartile   | 4    | 3     | 3    | 2    |

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.

**6812045 - GREENWAY PRIMARY SCHOOL**

|  |             |
|--|-------------|
| Number of pupils on roll                                     | 246         |
| Pupils eligible for free school meals (FSM) - 3 year average | 62.7        |
| FSM band   | 5 (32%<FSM) |

**Key stage 2**

|   | 2012 | 2013 | 2014 | 2015 |
|---|------|------|------|------|
| <b>Number of pupils in Year 6 cohort</b>              | 24   | 18   | 22   | 27   |
| <b>Achieving the core subject indicator (CSI) (%)</b> | 70.8 | 72.2 | 81.8 | 81.5 |
| Benchmark quartile                                    | 3    | 3    | 2    | 3    |
| <b>English</b>  |      |      |      |      |
| Number of pupils in cohort                            | 24   | 18   | 22   | 27   |
| Achieving level 4+ (%)                                | 75.0 | 77.8 | 81.8 | 81.5 |
| Benchmark quartile                                    | 3    | 3    | 3    | 3    |
| Achieving level 5+ (%)                                | 29.2 | 27.8 | 27.3 | 33.3 |
| Benchmark quartile                                    | 2    | 2    | 3    | 2    |
| <b>Welsh first language</b>                           |      |      |      |      |
| Number of pupils in cohort                            | *    | *    | *    | *    |
| Achieving level 4+ (%)                                | *    | *    | *    | *    |
| Benchmark quartile                                    | *    | *    | *    | *    |
| Achieving level 5+ (%)                                | *    | *    | *    | *    |
| Benchmark quartile                                    | *    | *    | *    | *    |
| <b>Mathematics</b>                                    |      |      |      |      |
| Number of pupils in cohort                            | 24   | 18   | 22   | 27   |
| Achieving level 4+ (%)                                | 83.3 | 83.3 | 90.9 | 85.2 |
| Benchmark quartile                                    | 2    | 2    | 1    | 3    |
| Achieving level 5+ (%)                                | 33.3 | 33.3 | 40.9 | 33.3 |
| Benchmark quartile                                    | 1    | 1    | 1    | 2    |
| <b>Science</b>  |      |      |      |      |
| Number of pupils in cohort                            | 24   | 18   | 22   | 27   |
| Achieving level 4+ (%)                                | 83.3 | 83.3 | 81.8 | 81.5 |
| Benchmark quartile                                    | 2    | 2    | 3    | 3    |
| Achieving level 5+ (%)                                | 37.5 | *    | *    | 29.6 |
| Benchmark quartile                                    | 1    | *    | *    | 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<br>Nifer o ymatebion |  | Agree<br>Cytuno | Disagree<br>Anghytuno |  |
|---|--|--|-----------------|-----------------------|--|
| I feel safe in my school.   | 101                                      |  | 101<br>100%     | 0<br>0%               | Rwy'n teimlo'n ddiogel yn fy ysgol.  |
|   |  |  | 98%             | 2%                    |  |
| The school deals well with any bullying.  | 101                                      |  | 100<br>99%      | 1<br>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.                                 | 101                                      |  | 101<br>100%     | 0<br>0%               | 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                                       | 101                                      |  | 101<br>100%     | 0<br>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.             | 101                                      |  | 101<br>100%     | 0<br>0%               | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.               |
|   |  |  | 96%             | 4%                    |  |
| I am doing well at school   | 101                                      |  | 100<br>99%      | 1<br>1%               | 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. | 101                                      |  | 101<br>100%     | 0<br>0%               | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.  |
|   |  |  | 99%             | 1%                    |  |
| I know what to do and who to ask if I find my work hard.                        | 101                                      |  | 100<br>99%      | 1<br>1%               | 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.               | 101                                      |  | 98<br>97%       | 3<br>3%               | 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.                    | 101                                      |  | 101<br>100%     | 0<br>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.                          | 101                                      |  | 96<br>95%       | 5<br>5%               | 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                      | 101                                      |  | 96<br>95%       | 5<br>5%               | 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<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |  |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the school.   | 50                                       | 37<br>74%                       | 12<br>24%       | 1<br>2%               | 0<br>0%                               | 0                            | Rwy'n fodlon â'r ysgol yn gyffredinol.   |
|   |  | 63%                             | 33%             | 3%                    | 1%                                    |                              |  |
| My child likes this school.   | 49                                       | 38<br>78%                       | 11<br>22%       | 0<br>0%               | 0<br>0%                               | 1                            | Mae fy mhentyn 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.                       | 49                                       | 32<br>65%                       | 16<br>33%       | 1<br>2%               | 0<br>0%                               | 0                            | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.                                  |
|   |  | 72%                             | 26%             | 1%                    | 0%                                    |                              |  |
| My child is making good progress at school.   | 49                                       | 35<br>71%                       | 13<br>27%       | 1<br>2%               | 0<br>0%                               | 1                            | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.   |
|   |  | 62%                             | 34%             | 3%                    | 1%                                    |                              |  |
| Pupils behave well in school.   | 47                                       | 24<br>51%                       | 21<br>45%       | 2<br>4%               | 0<br>0%                               | 1                            | Mae disgyblion yn ymddwyn yn dda yn yr ysgol.  |
|   |  | 48%                             | 47%             | 4%                    | 1%                                    |                              |  |
| Teaching is good.   | 49                                       | 33<br>67%                       | 16<br>33%       | 0<br>0%               | 0<br>0%                               | 1                            | Mae'r addysgu yn dda.  |
|   |  | 61%                             | 36%             | 2%                    | 0%                                    |                              |  |
| Staff expect my child to work hard and do his or her best.  | 47                                       | 32<br>68%                       | 15<br>32%       | 0<br>0%               | 0<br>0%                               | 2                            | Mae'r staff yn disgwyl i fy mhentyn 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.                         | 46                                       | 31<br>67%                       | 14<br>30%       | 1<br>2%               | 0<br>0%                               | 2                            | Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol. |
|   |  | 49%                             | 43%             | 6%                    | 2%                                    |                              |  |
| Staff treat all children fairly and with respect.   | 48                                       | 29<br>60%                       | 19<br>40%       | 0<br>0%               | 0<br>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.                                | 48                                       | 35<br>73%                       | 13<br>27%       | 0<br>0%               | 0<br>0%                               | 2                            | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.                             |
|   |  | 60%                             | 37%             | 2%                    | 0%                                    |                              |  |
| My child is safe at school.   | 50                                       | 38<br>76%                       | 12<br>24%       | 0<br>0%               | 0<br>0%                               | 0                            | Mae fy mhentyn yn ddiogel yn yr ysgol.   |
|   |  | 66%                             | 32%             | 2%                    | 1%                                    |                              |  |
| My child receives appropriate additional support in relation to any particular individual needs'. | 40                                       | 26<br>65%                       | 12<br>30%       | 2<br>5%               | 0<br>0%                               | 5                            | Mae fy mhentyn 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.  | 50                                       | 32<br>64%                       | 17<br>34%       | 1<br>2%               | 0<br>0%                               | 0                            | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.   |
|   |  | 49%                             | 41%             | 8%                    | 2%                                    |                              |  |

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |   |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 50                                       | 35<br>70%                       | 14<br>28%       | 1<br>2%               | 0<br>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.                          | 40                                       | 28<br>70%                       | 10<br>25%       | 2<br>5%               | 0<br>0%                               | 8                            | 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.               | 47                                       | 34<br>72%                       | 12<br>26%       | 1<br>2%               | 0<br>0%                               | 3                            | 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.            | 36                                       | 24<br>67%                       | 12<br>33%       | 0<br>0%               | 0<br>0%                               | 8                            | 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.                            | 47                                       | 33<br>70%                       | 13<br>28%       | 1<br>2%               | 0<br>0%                               | 3                            | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.                        |
|   |  | 54%                             | 39%             | 6%                    | 1%                                    |                              |   |
| The school is well run.   | 48                                       | 38<br>79%                       | 10<br>21%       | 0<br>0%               | 0<br>0%                               | 2                            | Mae'r ysgol yn cael ei rhedeg yn dda.   |
|   |  | 62%                             | 33%             | 3%                    | 2%                                    |                              |   |

## Appendix 3

### The inspection team

|                      |                     |
|----------------------|---------------------|
| Stephanie James      | Reporting Inspector |
| Rosemarie Wallace    | Team Inspector      |
| Andrea Louise Davies | Lay Inspector       |
| Lucy Saunders        | Peer Inspector      |
| Nic Naish            | Nominee             |

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.