



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

**A report on**

**Magor V.A. Primary School  
Sycamore Terrace  
Magor  
Newport  
Monmouthshire  
NP6 3EG**

**Date of inspection: May 2017**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

<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: 19/07/2017**

## Context

Magor Primary school is a voluntary aided Church-in-Wales school in the Monmouthshire local authority. There are 354 pupils on roll, aged between 3 and 11, including 47 in the two nursery classes. There are 10 single-age classes, and three that are mixed-age.

Around 4% of pupils are eligible for free school meals, which is well below the national average of 19%. The school identifies around 14% as having additional learning needs, which is also well below the national average of 25%. A very few pupils have statements of special education needs. Nearly all pupils are of white British ethnicity and have English as their home language. No pupils speak Welsh at home.

The school's last inspection was in February 2010. The headteacher took up her position in April 2015.

The individual school budget per pupil for Magor Primary School in 2016-2017 means that the budget is £3,370 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,011 and the minimum is £2,837. Magor Primary School is 20th out of the 30 primary schools in Monmouthshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Unsatisfactory</b>

### Current performance

The school's current performance is adequate because:

- Standards of oracy and reading are developing well
- Overall, the majority of pupils make good progress in improving their literacy and numeracy skills
- Standards of writing and numeracy at the end of the Foundation Phase are good
- Most pupils behave well, have good manners and show respect to others
- Class teachers provide pupils with a high level of care and support
- The indoor learning environment supports pupils' learning well
- Provision for outdoor learning in the Foundation Phase is effective
- The school's arrangements to support pupils with additional learning needs are appropriate
- Most teachers plan interesting lessons that engage pupils

However:

- In key stage 2 many more able pupils do not make the progress they are capable of in developing their literacy and numeracy skills
- Standards of Welsh are underdeveloped
- Pupils have insufficient opportunities to use their literacy and numeracy skills at an appropriate level in other areas of learning and subjects
- The quality of teachers' feedback to pupils is inconsistent
- Teacher assessments of pupils' achievement at the end of key stage 2 are not always accurate

### Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- The headteacher does not provide the school with strong strategic leadership
- Leaders do not communicate a clear vision for the school or communicate well with staff
- Performance management arrangements are not effective in supporting school improvement
- Members of the governing body do not challenge leaders enough
- Self-evaluation activities are ineffective in identifying areas that the school needs to improve
- The school does not have a good recent track record in making improvements and leaders have not fully addressed all recommendations from the last

inspection

- Communication with parents is poor

## **Recommendations**

- R1 Improve the standards that more able pupils achieve in key stage 2
- R2 Raise standards of Welsh and information and communication technology (ICT)
- R3 Provide pupils with worthwhile opportunities to apply their literacy and numeracy skills at the correct level in other curriculum areas
- R4 Improve assessment procedures
- R5 Improve strategic leadership
- R6 Ensure that performance management systems support school improvement more effectively
- R7 Establish a rigorous system of self-evaluation
- R8 Improve communication with parents

### **What happens next?**

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Most pupils enter the school with skills at or above those expected for their age. As they move through the school, the majority make good progress. However, many more able pupils do not always make the progress they are capable of in developing their literacy and numeracy skills. Most pupils with additional learning needs make good progress.

Most pupils improve their oracy skills well in the Foundation Phase. In nursery, they listen attentively to each other and adults. For example, they name features of different animals using imaginative descriptive language, and listen to their teacher's instructions with care. By the end of the Foundation Phase, most pupils speak confidently and listen well to the ideas of others.

In key stage 2, most pupils have strong oracy skills. In Year 4, they discuss their point of view in a debate on building a new housing estate with commitment and passion. By Year 6, many pupils speak maturely on a range of subjects and listen carefully to others. They speak using a range of well-considered language, for example to describe how to plan a theme park. They listen and respond appropriately to other pupils' points of view.

Most pupils develop their writing skills well in the Foundation Phase. In Reception, for instance, they describe what they see in the day and at night using known words. They label the parts of the Gruffalo using appropriate vocabulary. By the end of Year 2, many pupils write for a wide range of different purposes. For example, they create interesting newspaper reports on pirates and detailed fact-files on favourite authors. Many pupils use a range of simple punctuation correctly and spell common words accurately. More able pupils, in particular, write at length using a wide range of interesting vocabulary to add excitement to their work. Many pupils write neatly and present their work with care.

By the end of key stage 2, most pupils write confidently and at appropriate length. Many pupils write for a variety of different audiences using the correct layout and suitable style. For example, in Year 5, pupils write high-quality persuasive letters to the council about the pros and cons of building an M4 relief road and well-organised reports on different energy sources. By the end of Year 6, many pupils use correct punctuation effectively and spell accurately. They use a range of appropriate vocabulary to engage the reader. However, more able pupils do not always use a wide range of exciting language to add interest to their work. Across the key stage a majority of pupils do not develop neat cursive handwriting and a minority do not take enough pride over the presentation of their work.

Throughout the school, pupils do not write in other areas of the curriculum at the same level or length as in their literacy lessons. Many older pupils, in particular often take less care with their work and make errors in their spelling and punctuation.

In all year groups, most pupils have a positive attitude towards reading. In the Foundation Phase, pupils improve their reading skills well. By the end of Year 2, many read with suitable understanding and accuracy. They use a range of appropriate strategies, including their knowledge of phonics, when faced with unfamiliar words. They express a mature preference for different types of books.

Many pupils in key stage 2 are confident, fluent readers. They read a wide range of different texts with appropriate expression and fluency. They name a wide range of favourite authors and display a good knowledge of different genres of books. More able pupils use skills such as skimming and scanning to locate information from a range of sources, including online. Pupils use their reading skills well to support their learning in other subjects.

In the Foundation Phase, most pupils develop their understanding of number well. In the nursery, many pupils learn to write numbers accurately by drawing digits in different media. In Year 1, they compare numbers from smallest to largest correctly. By the end of Year 2, most pupils are confident working with numbers to 100. For example, they double and half numbers accurately and have a secure understanding of multiples of 2, 5 and 10. More able pupils in particular use their skills well to solve a broad range of real life problems.

In key stage 2, many pupils continue to build on these skills appropriately. In Year 3, they use their knowledge of time to create an accurate timeline of famous inventors, and add and subtract simple fractions correctly. By Year 6, many pupils develop secure number skills. They use these skills, for example to calculate distances using scale and to multiply and divide decimals accurately. However, more able pupils do work to their full capacity and they underachieve in most aspects of mathematics.

Throughout the school, pupils do not use their numeracy skills at a suitable level in other areas of learning or subjects well enough.

Most pupils use their ICT skills suitably to support their learning in other subjects. In Year 2, pupils use programmable toys correctly to help them learn about direction and drawing packages with confidence to design basic houses. In key stage 2, many pupils use the internet regularly to find information on their topics. For example in Year 3, they research and record interesting facts on Celtic roundhouses. In Year 5 and 6, pupils make short PowerPoints on the water cycle and create fun cartoons on mini beasts. However, many pupils do not have a secure understanding of how to use databases and spreadsheets. In addition, most pupils' word processing skills do not improve as they move through the school significantly.

Standards of Welsh oracy at the end of the Foundation Phase are underdeveloped. Pupils use a limited range of vocabulary and sentence patterns and do not know how to answer a variety of basic questions. They read work that they have written with suitable fluency and understanding. Pupils write simply for a variety of purposes, for example to describe Cinderella and to write thank-you letters to Santa. By the end of key stage 2, most pupils' Welsh oracy skills are appropriate. Many pupils talk confidently about themselves and familiar situations but have little knowledge of the past tense. In addition, they do not use a varied range of phrases to express themselves on a broad range of subjects. Many pupils read known texts with accuracy but struggle with pronunciation when faced with unknown words. Pupils

write for a suitable variety of purposes. For example, they write accurate personal profiles and short recounts of their holidays. Overall, pupils use a limited range of sentence patterns and vocabulary and do not extend sentences using a wide range of connectives. Pupils do not use their Welsh skills often enough outside of Welsh lessons.

In the Foundation Phase, performance over the last four years in literacy and numeracy at the expected and higher-than-expected outcome has generally placed the school in the top 25% when compared with similar schools.

In key stage 2, over the past four years, performance at the expected and higher levels in English and mathematics appears to be improving when compared to levels in similar schools. At the expected and higher levels in science, the school is generally in the top 25% when compared to similar schools. Teacher assessment at the end of key stage 2, particularly at the higher levels, is not always accurate.

### **Wellbeing: Good**

Nearly all pupils feel safe and happy in school. They are aware of how they can keep themselves safe, including when using the internet. Many pupils understand the importance of healthy eating and drinking and the need to be physically active. Many older pupils enjoy taking part in the school's extra-curricular sporting activities including rugby, hockey and gymnastic clubs.

Most pupils behave well during lessons and at playtimes. Nearly all show respect towards each other, staff and visitors. Most pupils display positive attitudes towards their work and sustain concentration well. They are enthusiastic learners who contribute well in lessons. In the majority of classes, pupils have some say in choosing what and how they learn.

Many older pupils take on a range of additional responsibilities. For example, pupils participate in groups such as digital leaders and Criw Cymraeg. Members of the school council play an active part in school life and have a positive impact on improving school provision. For example, they led a recent campaign to help the school retain their use of an adjacent field. Members of the school's eco committee are highly motivated and enthusiastic and have a strong influential voice in the school. For example, they recently raised money to buy new recycling bins for every classroom.

Most pupils show a positive commitment to their local community. For example, pupils undertake regular litter picks and take part in dancing at the village mayday celebrations. Very recently, pupils won a local competition based on their knowledge of wildlife. Pupils raise money regularly for many local and national charities, for example a local homeless charity. This provides them with a good understanding of people less fortunate than themselves.

Over the past four years, attendance has placed the school in both the top 25% and lower 50% when compared with similar schools. There is an overall trend of improving attendance. Nearly all pupils are punctual at the start of the school day.



<b>Key Question 2: How good is provision?</b>
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<b>Adequate</b>
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**Learning experiences: Adequate**

The school provides a broad and balanced curriculum, which meets most statutory requirements. Many teachers plan effectively to ensure continuity and progression in pupils' learning. However, in key stage 2, they do not always plan coverage of the full range of skills, particularly at the higher-than-expected level. In the Foundation Phase, teachers plan well to enable pupils to experience a range of interesting indoor and outdoor learning activities.

Teachers' planning does not take full account of the requirements of the literacy and numeracy framework effectively. Most teachers provide pupils with opportunities to apply their numeracy, literacy and ICT skills in other areas of the curriculum. However, activities are not always regular or meaningful and teachers do not always match them to pupils' ability. The overuse of worksheets in many curriculum areas inhibits the development of pupils' independent learning skills. In upper key stage 2, group reading books lack challenge for more able pupils. Provision for ICT lacks progression, particularly in word processing. Older pupils have insufficient opportunities to use databases and spreadsheets. As a result, the school's provision to develop pupils' literacy, numeracy and ICT skills is weak.

Staff organise a wide range of extra-curricular clubs, such as singing, ICT and sports' clubs. These enhance pupils' learning experiences and wellbeing effectively.

Provision to develop pupils' Welsh skills has improved recently but has not yet had a positive impact on raising pupils' standards. The school arranges visits to a range of local places of interest to help develop pupils' awareness of their local area. There are a few examples of pupils studying the history and culture of Wales. For example, pupils in Years 5 and 6 study Welsh artists and the impact of the Second World War on the local area.

The school provides worthwhile opportunities to raise pupils' awareness of how to improve the local environment. For example, pupils take part in activities to recycle and save energy. Staff develop pupils' awareness of being a global citizen appropriately, for example through the parish links with Botswana and South Africa.

**Teaching: Adequate**

Most teachers have positive relationships with pupils and manage their behaviour effectively. They have good subject knowledge and generally plan exciting lessons that build well on pupils' previous learning. In most classes, lessons progress at a good pace that sustains the interest of pupils throughout the session. However, in a few classes, activities are too long and, as a result, a minority of pupils lose interest. Most teachers have appropriate objectives for their lessons, which provide a clear purpose to the learning. In a majority of classes, tasks do not always challenge more able pupils effectively. As a result, these pupils do not make sufficient progress in their learning. Most teaching assistants provide pupils with effective additional support.

In many classes, teachers provide pupils with suitable feedback to help them understand what they need to do to improve their work. Although many teachers use an appropriate range of assessment for learning strategies, this work is still developing and there are inconsistencies between classes. In a few classes, written feedback is overly positive and teachers do not address basic errors in pupils' work well enough. Opportunities for pupils to evaluate their own progress and that of their peers are developing appropriately.

Most teachers use the school's assessment system to track pupils' ongoing progress suitably. At the end of key stage 2, judgements do not always reflect the standards that pupils achieve accurately. As a result, a minority of teachers' assessments are over generous.

Reports to parents provide useful information on pupils' achievements and suitable targets for improving their literacy and numeracy skills.

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

The high level of care, support and guidance that most staff provide for pupils is a strength of the school. The school is a safe community in which most staff place a high priority on pupils' wellbeing. They teach pupils how to respect and appreciate others and about positive values. Activities in collective worship and through the curriculum help develop pupils' spiritual, moral, social and cultural awareness effectively.

Most members of staff promote pupils' good behaviour effectively. As a result, most pupils behave well. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Provision for pupils' personal, social education is good. The school nurse and local police officers help pupils learn how to stay healthy and safe, particularly when using the internet. However, overall the school does not make appropriate arrangements for promoting healthy eating and drinking.

Staff identify and support pupils with additional learning needs well. Through a range of intervention programmes, well-trained teaching assistants provide targeted pupils with effective support. Pupils' individual development plans contain suitable targets for improvement. Teachers, parents and pupils agree and then review these plans regularly. The school liaises effectively with a wide range of external agencies, such as health and speech and language services. These agencies provide valuable support and guidance to pupils with individual needs. As a result of these arrangements, most pupils with additional needs make good progress.

### **Learning environment: Good**

The school has an inclusive ethos where all pupils have equal access to all areas of the curriculum and additional educational opportunities. Most areas of the school site are accessible to disabled pupils and parents.

A good variety of resources, including a wide range of stimulating reading material, supports teaching and learning well. However, there is a lack of play equipment for

pupils in key stage 2 to use at playtimes. Provision for outdoor learning is good, including extensive grassed areas. Staff use these areas well to teach regular outdoor activities, particularly in the Foundation Phase.

Displays in and outside of classrooms are stimulating and attractive. They support pupils' learning effectively. There is a good range of pupils' work on display that provides pupils with a sense of pride and achievement in their work.

The school's accommodation is secure and generally in good order.

<b>Key Question 3: How good are leadership and management?</b>	<b>Unsatisfactory</b>
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### **Leadership: Unsatisfactory**

Since her appointment, the headteacher has led improvements in the learning environment of the school. She has distributed leadership responsibilities to capable and committed phase leaders who have clear roles within the school. They are beginning to oversee changes to the curriculum to ensure that topics are more stimulating, in particular for boys.

The headteacher has high expectations of what standards should look like. However, she does not communicate a clear vision that drives school improvement. The lack of effective communication between senior leaders and many members of staff means that there is insufficient team working. As a result, the work of other leaders in the school lacks cohesion and staff do not feel valued. It is not clear how and when leaders address many planned improvements and what takes priority. For example, senior leaders do not plan regular and worthwhile whole school meetings that address important aspects of school improvement.

The school meets national and local priorities appropriately. In particular, leaders have developed effective strategies to promote pupils' wellbeing. In addition, the very effective phase leader co-ordinates a vibrant Foundation Phase. Leaders have made insufficient progress in addressing the requirements of the literacy and numeracy framework.

Leaders undertake the performance management of all teachers and teaching assistants but performance objectives are not precise or measurable. As a result, they have little impact on raising standards.

Governors are supportive of the school and fulfil their statutory duties appropriately. They reflect purposefully on best practice and take initiatives to improve their role in monitoring standards. For example, they have implemented a new 'buddy system' of link governors to monitor the curriculum. However, governors have yet to embed this initiative and their ability to act as a critical friend is limited.

### **Improving quality: Unsatisfactory**

The school's self-evaluation processes include a wide range of monitoring activities, such as book scrutiny, lesson observations and learning walks. In addition, the school regularly gathers the views of parents and pupils using questionnaires and listening to learners. Leaders do not draw together this information well enough to

form a clear view of the school's strengths and weaknesses, particularly in pupil performance. As a result, the self-evaluation report, whilst highlighting some areas for improvement, also omits important aspects that the school needs to improve. For example, leaders have not identified aspects of assessment that they need to address.

The analysis of data is thorough and takes good account of the performance of disadvantaged pupils. Nevertheless, leaders do not take sufficient account of trends in pupil performance.

Leaders do not link their overall school priorities for improvement to the outcomes of their self-evaluation activities well enough. Improvement plans contain useful information in relation to success criteria, areas of responsibility and sources of funding. However, the plans do not always include details of actions that the school will take to achieve their targets. This limits their effectiveness in improving pupil outcomes and provision.

The school does not have a measurable recent track record of improving standards. This is mainly due to the absence of improvement plans prior to this year. Leaders have not addressed all of the recommendations from the previous inspection report.

#### **Partnership working: Adequate**

The school's parent and teacher association organises a range of activities that raise funds every year in order to enrich pupils' experiences, for example by purchasing new reading books. However, the partnership overall between parents and the school is a concern. Parents receive limited information or untimely notice of events about the life and work of the school. The school uses a variety of methods to communicate with parents but there are inconsistencies in how and when leaders share important information. This has led to some confusion for parents, for example when they receive information too late to enable them to support their children's activities. The school has recently updated its website in an effort to ensure that parents can find information. It is too early to measure its impact on improving communication.

Transition arrangements with local nurseries and playgroups are effective. As a result, most pupils settle well into the nursery. The school has effective links with local secondary schools. Through a range of worthwhile activities and visits, pupils are prepared suitably to move on to the next stage in their education. For example, staff ensure that pupils with additional needs receive additional visits to their high school to help them cope well with the change in environment.

The school uses the local community to enrich pupils' learning experiences appropriately. For example, pupils make visits to the local wildlife trust and visit local businesses. These experiences reinforce pupils' sense of belonging in their local area.

Staff work beneficially with other local schools. This includes a partnership with a small group of schools to develop good practice in assessment for learning. The school participates appropriately with other schools in the moderation of pupils' work in the Foundation Phase and at key stage 2. Nevertheless, at the end of key stage 2,

there are still inconsistencies in the accuracy of teachers' assessments, particularly at the higher level.

**Resource management: Adequate**

Leaders deploy teachers and support staff purposefully to make good use of their experience and expertise. Teaching assistants work effectively alongside teachers to provide worthwhile support for pupils. In particular, pupils with additional needs benefit from this provision, and most make good progress in their learning.

Leaders organise a suitable range of continuous professional development activities for staff. For example, teachers have received training on how to improve pupils' writing skills. As a result, many pupils both in the Foundation Phase and in key stage 2, write at appropriate length in their literacy lessons.

Staff collaborate effectively within the school and share good practice regularly. For example, by sharing their ideas, teachers have improved outdoor provision throughout the Foundation Phase. The headteacher makes appropriate arrangements for teachers' planning, preparation and assessment time to enable most teachers to plan together.

Governors and the headteacher manage the school's finances carefully to ensure that they keep within budget limits. Leaders allocate resources to meet the priorities in the school development plan appropriately. Leaders use grant money effectively to support disadvantaged pupils. They track the attainment of these pupils rigorously and, as a result, many pupils make good progress.

In view of the standards that most pupils achieve, the school offers adequate value for money.

## Appendix 1: Commentary on performance data

### 6793310 - Magor V A Primary School

Number of pupils on roll	357
Pupils eligible for free school meals (FSM) - 3 year average	5.2
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	44	45	51	39
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	100.0	100.0	98.0	100.0
Benchmark quartile	1	1	2	1
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	44	45	51	39
Achieving outcome 5+ (%)	100.0	100.0	98.0	100.0
Benchmark quartile	1	1	2	1
Achieving outcome 6+ (%)	36.4	64.4	88.2	64.1
Benchmark quartile	3	1	1	1
<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	44	45	51	39
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	43.2	62.2	80.4	66.7
Benchmark quartile	2	1	1	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	44	45	51	39
Achieving outcome 5+ (%)	100.0	100.0	98.0	100.0
Benchmark quartile	1	1	3	1
Achieving outcome 6+ (%)	70.5	84.4	88.2	87.2
Benchmark quartile	2	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.

**6793310 - Magor V A Primary School**

Number of pupils on roll	357
Pupils eligible for free school meals (FSM) - 3 year average	5.2
FSM band	1 (FSM<=8%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	29	52	45	47
<b>Achieving the core subject indicator (CSI) (%)</b>	93.1	96.2	97.8	100.0
Benchmark quartile	3	2	2	1
<b>English</b>				
Number of pupils in cohort	29	52	45	47
Achieving level 4+ (%)	93.1	96.2	97.8	100.0
Benchmark quartile	3	3	2	1
Achieving level 5+ (%)	51.7	51.9	77.8	72.3
Benchmark quartile	2	2	1	1
<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	29	52	45	47
Achieving level 4+ (%)	93.1	96.2	100.0	100.0
Benchmark quartile	3	2	1	1
Achieving level 5+ (%)	48.3	48.1	62.2	72.3
Benchmark quartile	2	3	1	1
<b>Science</b>				
Number of pupils in cohort	29	52	45	47
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	58.6	48.1	71.1	72.3
Benchmark quartile	1	2	1	1

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.	101	99 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	101	92 91%	9 9%	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	96 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	101	98 97%	3 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	101	98 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	101	97 96%	4 4%	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	99 98%	2 2%	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 99%	1 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.	100	79 79%	21 21%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	101	87 86%	14 14%	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	65 64%	36 36%	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	84 83%	17 17%	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.	74	7 9%	33 45%	23 31%	8 11%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	74	28 38%	37 50%	3 4%	4 5%	2	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	75	46 61%	24 32%	3 4%	0 0%	2	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	74	17 23%	40 54%	12 16%	0 0%	5	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	75	12 16%	45 60%	8 11%	4 5%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	75	22 29%	33 44%	11 15%	2 3%	7	Mae'r addysgu yn dda.
		61%	37%	2%	0%		
Staff expect my child to work hard and do his or her best.	74	27 36%	40 54%	0 0%	1 1%	6	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	74	11 15%	35 47%	17 23%	7 9%	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%	7%	2%		
Staff treat all children fairly and with respect.	75	20 27%	35 47%	8 11%	7 9%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	75	11 15%	49 65%	6 8%	0 0%	9	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	75	23 31%	36 48%	11 15%	0 0%	5	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'.	73	7 10%	23 32%	18 25%	6 8%	19	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	75	14 19%	32 43%	21 28%	7 9%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	75	8 11%	21 28%	19 25%	27 36%	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.	74	8 11%	18 24%	27 36%	13 18%	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.	74	11 15%	41 55%	11 15%	0 0%	11	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	73	7 10%	18 25%	10 14%	5 7%	33	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.	74	7 9%	32 43%	23 31%	12 16%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	74	3 4%	6 8%	28 38%	31 42%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Elizabeth Jane Counsell	Reporting Inspector
Geoff Cresswell	Team Inspector
Nigel Paul Hughes	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Andrea Waddington	Peer Inspector
Angela Davies	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.