A report on

**Rumney Primary School
Wentloog Road
Rumney
Cardiff
CF3 3HD**

Date of inspection: March 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Context

Rumney Primary School is situated in east Cardiff. The school opened as a primary school in 2008 following the amalgamation of the infant and junior schools. The school caters for 502 pupils from the ages of three to eleven. The school has 15 classes, including one nursery class with 80 part-time places.

Around 16% of pupils are eligible for free school meals, which is below the national average. The school identifies that around 22% of its pupils have additional learning needs. This is in line with the national average. Very few pupils have statements of educational needs. There are a few looked after children in the school. A very few pupils come from ethnic minority backgrounds and a very few pupils receive extra support with English. No pupils come from homes where Welsh is the first language.

The current headteacher took up her post in September 2014 and the school was last inspected in February 2010.

The individual school budget per pupil for Rumney Primary School in 2014-2015 is £3,303. The maximum budget per pupil in Cardiff primary schools is £6,523 and the minimum is £2,908. Rumney Primary School is 76th out of 95 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress and achieve well
- Nearly all pupils feel happy and safe in school, show concern for one another and participate well in lessons
- The provision for pupils with additional learning needs, and especially the most vulnerable pupils, is excellent
- The quality of teaching is good
- The school provides a wide range of extra-curricular activities, which extend and enhance pupils' learning

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school, which she communicates effectively to staff, pupils and parents
- The senior and middle leadership teams have a good understanding of their roles and responsibilities
- The school evaluates its own performance rigourously and sets appropriate objectives in the school development plan for improvement
- The governing body is beginning to provide appropriate professional challenge to the school
- The school provides good value for money

Recommendations

R1 Raise standards of Welsh as a second language across the school

R2 Improve attendance

R3 Improve opportunities for pupils to apply their numeracy skills across the curriculum

R4 Apply the marking and assessment policy consistently across the school

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Most pupils in the Foundation Phase make good progress in their learning. They develop a good range of vocabulary and they can explain their ideas clearly to their teachers and other children in the class. Most pupils listen carefully and carry out instructions well.

Most pupils in the Foundation Phase read simple texts aloud accurately, while more able pupils read more complex texts fluently and with good expression. Many pupils use appropriate strategies to help them sound out new words. They use a good range of strategies to find the meaning of unknown words, such as looking for clues in the text and pictures. Most pupils in the Foundation Phase understand the texts they read well.

Most pupils have a good understanding of basic grammar. Pupils in the Foundation Phase develop good handwriting skills. Most pupils write simple sentences accurately and they think carefully about the content of their writing and the order in which they present ideas.

Most pupils in key stage 2 have good knowledge and understanding of subjects they learn. Most pupils recall previous learning well and apply that learning to new situations. They are well motivated and often give extended answers to questions.

Most pupils in key stage 2 use a varied and interesting range of vocabulary in speech and writing. Their use of spoken language is a particular strength. They make good progress in reading and most pupils read texts aloud competently and with understanding. More able pupils interpret complex texts well. They read aloud with good intonation and communicate the interesting parts of the text effectively to listeners. Most pupils have a good understanding of the texts they read. They use suitable strategies, such as using a dictionary, thesaurus or the internet, to find out the meaning of words that they do not understand.

The content of pupils' writing at key stage 2 is good overall. Most pupils have a sound understanding of grammar and punctuation, but they do not always apply their knowledge appropriately in written work. Most pupils write effectively in a good range of styles in English books and in a more limited way in topic books. They use a wide range of vocabulary to convey tone and mood in their writing. Most pupils assess their own work and that of other pupils well. However, they do not always pay enough attention to applying that knowledge carefully. They misspell common words and do not always focus enough on presenting work neatly.

In the Foundation Phase, pupils make good progress in mathematical development. They show confidence in number work. Many pupils in the early years of the Foundation Phase can double numbers to 20, while a few pupils can extend beyond 20. In the later years in the Foundation Phase, pupils develop good skills in problem-solving activities such as calculating rugby scores using their two and three times tables.

In key stage 2, most pupils make sound progress in mathematics. Most pupils understand key vocabulary and concepts. Most pupils understand the language of probability and many pupils solve word problems correctly. However, many pupils do not always apply their mathematical knowledge in other subjects appropriately. For example, pupils overuse simple bar graphs to represent data and they do not practise other forms of data representation often enough at a high level.

Many pupils make appropriate progress in learning Welsh in the Foundation Phase. Across the school, pupils enjoy using basic Welsh phrases and most pupils can engage in simple, structured conversation about themselves or the weather. Many pupils ask and reply to specific questions enthusiastically. Many pupils try to extend their answers, but they are less confident when engaged in conversation outside of Welsh lessons. Most pupils' writing skills develop suitably as they progress through the school. However, their ability to read extended texts and understand and reply in more complex Welsh is less developed.

Nearly all pupils with additional learning needs in both key stages make excellent progress towards their targets.

In the Foundation Phase, performance at the expected outcome in literacy and mathematical development has varied over the last three years when compared with levels in similar schools. At the higher-than-expected outcome, performance in literacy and mathematical development shows a rising trend when compared with that in similar schools.

In key stage 2, performance at the expected outcome in English, mathematics and science has varied over the last three years when compared with levels in similar schools. At the expected outcome, performance in English and science shows a rising trend over the last three years, moving the school into the upper 50% of similar schools in 2015. However, performance in mathematics places the school mainly in the lower 50%.

The numbers of boys and girls in the school are nearly equal. In the Foundation Phase girls outperform boys in most subjects at the expected and higher-than-expected levels, but boys outperform girls at the higher-than-expected level in literacy. In key stage 2, boys and girls perform equally well at the expected level in English and science, while at the higher-than-expected level boys outperform girls in mathematics. Pupils not eligible for free school meals generally outperform pupils who are eligible for free school meals.

Wellbeing: Adequate

Nearly all pupils feel safe in school. They understand to whom they can turn for good support and advice and they are confident that members of staff will address their concerns promptly and effectively.

Nearly all pupils behave well. They show good levels of respect and concern for others. Pupils are polite and courteous to each other, staff and visitors. Most pupils enjoy school thoroughly. Pupils across the Foundation Phase and key stage 2 appreciate having a say in what they learn. Nearly all pupils contribute good ideas

about what they would like to find out. Most pupils are highly motivated and they participate enthusiastically in class and in the wide range of activities and visits offered by the school.

Most pupils understand the importance of healthy eating and the importance of physical activity well. Many pupils regularly attend sporting activities, such as dance and football clubs, at lunchtime or after school.

Pupils involved in the school council and eco-committee, and those who act as digital leaders, make a valuable contribution to the life of the school and they take their roles and responsibilities very seriously. They show good entrepreneurial skills in running a school stationery shop. They participate well in decision-making to bring about improvements through regularly fund-raising for the school's adopted charity.

Nearly all pupils have a good understanding of why it is important to attend school and rates of attendance have improved steadily over the last four years. However, pupils' attendance rates continue to place the school in the lower 50% when compared with similar schools.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The curriculum is broad and balanced and meets statutory requirements. Staff work together effectively to plan a wide range of learning experiences, which successfully interest and engage pupils and build well on their previous learning. There are regular opportunities for pupils to offer ideas about what they want to learn and to suggest how they might undertake their learning. Provision in the Foundation Phase provides pupils with an appropriately varied range of topics and activities through which to apply and extend their learning.

Planning for pupils to develop their skills across the curriculum is good. Teachers develop useful opportunities for pupils to apply their literacy skills across the curriculum, such as when pupils write about their own superheroes and give reasons for their choice. Many lessons include challenging thinking skill activities, which help pupils to develop their problem-solving skills. There are good opportunities for pupils to develop their information and communication technology (ICT) skills in a range of activities. However, there are not always enough opportunities for pupils in key stage 2 to apply their numeracy skills in subjects at an appropriate level, other than in mathematics.

A good range of visitors to the school, including theatre groups and the police liaison officer, enhance pupils' learning successfully. Opportunities for the youngest pupils to take their 'ailing' dolls to the local doctors' surgery and for older pupils to visit the library help to develop pupils' understanding of the community in which they live effectively. The school provides a good range of extra-curricular activities for pupils, such as cooking, football and dancing, which are open to both boys and girls. The 'Boys Enjoy Reading Together' club (BERT) is focused on what boys like to read and provides a fun and relaxed space for boys to improve their reading skills.

The school's provision for Welsh is inconsistent. In the Foundation Phase, there is a sound bilingual environment, which supports the development of most pupils' understanding of Welsh commands and instructions. However, in key stage 2, Welsh is taught in a one hour lesson per week and in addition there are daily in 15 minute slots at the end of the morning or the beginning of the afternoon. In many cases, staff are not sufficiently confident in the language and, as a result, the language is not well enough embedded into the everyday life of the classroom. Consequently, pupils do not always make enough progress in their speaking, listening, reading and writing skills in Welsh.

However, provision for Welsh culture and heritage is good. Pupils have valuable opportunities to take part in the school's interhouse Eisteddfod and Urdd competitions, to sing Welsh songs and recite Welsh prayers in collective worship, and to sing with a professional opera company, as well as working with a Welsh artist to paint murals of local sights. Visits to Welsh sites, such as the Dan yr Ogof caves, Cardiff Castle and St Fagan's Museum of Welsh Life, provide interesting stimuli for work later completed in class.

The school provides good opportunities for pupils to develop an understanding of sustainable development, such as visiting the beach to learn about the erosion of the coastline and the problems of not recycling plastic appropriately. The eco-committee leads assembly to promote recycling and the saving of electricity and this has a positive impact on pupils' attitudes to recycling and energy saving. The school raises pupils' understanding of global issues effectively. It has established a link with a school in Zambia. This is helping well to develop pupils' awareness of wealth and poverty.

Teaching: Good

Most teachers have a good knowledge of the subjects they teach. They establish strong working relationships with pupils and they know pupils' individual abilities well. They have high expectations of all pupils.

Most teachers use a range of effective strategies to motivate, engage and challenge pupils. Most teachers plan lessons that include opportunities for pupils to work together effectively and independently. Pupils across the school regularly benefit from first-hand experiences, such as teachers arranging for pupils to visit the travel agents to research planning a holiday to France. They provide good opportunities for pupils to learn outdoors, such as challenging Foundation Phase pupils to design and build a suitable house for the chicks hatched from eggs.

In most lessons, teachers ensure that work is suitably challenging and meets the needs of all learners. The pace of lessons is generally good, although in a very few cases too slow a pace leads to pupils losing attention and engaging in low level disruption.

Learning support assistants make a valuable contribution to pupils' progress and wellbeing. They provide high quality support to pupils who require additional help in class. They are effective in supporting individual pupils' intervention programmes. As a result, nearly all pupils with additional learning needs make strong progress. The positive atmosphere in classrooms and the encouragement from staff enable pupils to work with increasing confidence and resilience in the face of a challenge.

Teachers mark pupils' work regularly and provide generally well-focused feedback. In the most effective examples, teachers challenge pupils to develop their ideas further. The school has a new and appropriate marking and assessment policy, although as yet the policy is not fully embedded in practice. Teachers help pupils to understand their general targets well. However, teachers do not regularly encourage pupils to reflect on their own work in order to improve basic errors in spelling and presentation.

The school tracks pupils' progress and wellbeing carefully at an individual level. Staff are beginning to use this information effectively to ensure that pupils maintain good progress and to provide a wide range of extra support where needed. Annual reports to parents are detailed and clear in describing the progress their child is making.

Care, support and guidance: Excellent

The school is a caring and very welcoming community where staff place a high emphasis on the wellbeing of pupils. There are well thought out arrangements to develop pupils' understanding of healthy lifestyles. Pupils learn how to keep safe and there are effective strategies to encourage good behaviour.

Learning experiences effectively promote pupils' personal development, including their spiritual, moral, social and cultural development. The school encourages pupils successfully to work well with each other and to show respect, care and concern for others.

The school provides exciting opportunities to support pupils' cultural development, such as working with a professional theatre company, a professional opera company and working with a Welsh artist to create a mural based on life in Cardiff.

The school promotes healthy eating and drinking successfully through such activities as regular cookery classes with pupils and parents. The school pays good attention to developing pupils' social skills effectively through schemes whereby older pupils take responsibility for caring for the younger pupils on the playground.

Daily acts of collective worship and strong provision for religious education provide purposeful opportunities for pupils to reflect on spiritual matters and to develop their sense of awe and wonder appropriately.

The quality of the provision for pupils with additional learning needs and the school's work with external agencies and specialists is excellent. Regular reviews of pupil progress and detailed assessment information ensure that almost all pupils with additional learning needs meet challenging targets and make excellent progress.

A series of innovative and outstanding intervention programmes help the most vulnerable pupils make steady and consistent progress towards their learning targets. The school is exceptionally effective in providing the most vulnerable pupils with opportunities that meet their emotional needs and raise their feelings of self-worth and confidence. Good attention is paid to ensuring that for each pupil there is an appropriate entry and exit strategy to the individual's programme. Teaching assistants play a lead role in this work. They listen sensitively to

nominated pupils to help in resolving problems when they arise. The school extends this care to pupils' families and it works closely with parents as partners. As a result, highly vulnerable pupils develop resilience and make excellent progress in their learning.

The school has used a wide range of strategies to improve attendance. These have had a good effect on helping pupils and parents understand the importance of regular school attendance. As a result, the school's attendance figures have shown consistent improvement.

Arrangements for safeguarding meet the requirements and give no cause for concern.

Learning environment: Good

The school has a highly caring ethos and is an inclusive community that recognises and celebrates diversity well. The promotion of equality of opportunity and a sense of fairness for all is evident in the work of the school. The school takes all reasonable steps to ensure that pupils with disabilities have equal access to the curriculum, for example through allocation of suitable classrooms to provide ease of access for pupils with disabilities.

The school provides a stimulating environment with pleasant and well-organised areas for teaching and learning. There are attractive displays that celebrate pupils' work and achievement throughout the school well. The school's accommodation is in a good state of repair and the site is secure. There is a good range of ICT equipment in the school, as well as more specialised teaching areas for art, cookery and providing intervention strategies. These support pupils' learning effectively.

The school has a good range of resources for both key stages. Outdoor classroom spaces are easily accessible and have a range of suitable equipment. The school has increased its ICT provision in the last year, and this is beginning to have an impact on pupils' standards.

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

Leadership: Good

The headteacher provides the school with effective and consistent leadership. She has a clear vision for the school that she shares appropriately with pupils, staff, governors and parents. Although Rumney Primary is a large school, the headteacher knows individual staff and pupils well. She has a high profile in the school and she is valued by all. There is a strong sense of community and teamwork across the school.

The headteacher has reviewed and developed the senior leadership team effectively to give members well-defined leadership responsibilities. Members carry out their responsibilities with enthusiasm and they have a clear focus on promoting and being accountable for school improvement within their teams. They lead regular and purposeful staff meetings, and they record decisions and monitor the actions agreed efficiently.

Senior leaders analyse school assessment information carefully and this gives them a firm foundation for monitoring and evaluating performance across the school. There is a clear performance management system to help staff to identify their strengths and areas for improvement and to support their training needs. This involves a regular programme of lesson observation and scrutiny of pupils' workbooks.

The school functions well on a day-to-day basis. School policies and procedures are clear and put into action, and there is a system of regular policy review.

The governing body is supportive of the school and members undertake their responsibilities conscientiously. Governors generally have a strong interest in the day-to-day life of the school. There is a programme in place for class visits and discussions with phase leaders that helps to raise governors' awareness of school issues. Staff attend governors' meetings regularly to report on specific curriculum areas. Governors are beginning to develop an in-depth understanding of pupils' attainment, but their role in monitoring provision and in challenging the school is less well developed.

The school takes appropriate account of national and local priorities in its planning to move the school forward and raise standards.

Improving quality: Good

Leaders and managers carry out appropriate on-going evaluation of the school's performance. They take suitable account of first-hand evidence that includes the views of a range of stakeholders including pupils, staff, parents and governors. The current self-evaluation report is a detailed document that identifies the school's strengths and areas for improvement accurately and honestly. There is a clear programme of regular lesson monitoring and book scrutiny that focuses well on identifying areas for development in teaching and assessment, although there is less emphasis on pupils' standards.

During the autumn term, leaders carried out a thorough evaluation of the school's progress against the targets for the previous year to ensure that the current school improvement plan reflects an up-to-date position. This analysis provides clear evidence that the school has made good progress. Senior leaders have a sense of enthusiasm and purpose for moving the school forward.

The current school improvement plan is a comprehensive working document. It gives a clear outline of the strengths and areas for improvement and links well to national and local priorities. It identifies appropriate staff responsibilities, funding requirements and methods for monitoring progress. The overall quality of the school improvement plan is good, although it is a complex and detailed document. Staff understand their responsibilities and accountability is clear.

Partnership working: Good

The school has good links with a wide range of partners, which have a positive effect on pupils' achievement and wellbeing. This is a strength of the school.

The school has good partnerships with parents. Nearly all parents attend parents' evenings and they are well informed through regular newsletters, the new school website and effective electronic messaging. The parent-teacher association has helped the school to develop the range and quality of its resources. For example, parents have raised funds to improve provision for ICT and work closely with the school to plan further improvements. This has impacted well on pupils' standards. Parents appreciate workshops and events that celebrate pupils' achievements and support their children's learning.

There are suitable arrangements with local secondary schools to prepare pupils appropriately for the next stage of their education. The school is working well with cluster schools to secure shared agreed improvements in key areas. The local school cluster has agreed a common attendance policy, which has helped to raise pupils' attendance levels. There is effective co-operation with local schools for the detailed moderation of pupils' work. This partnership is also effective in sharing training for staff on common themes such as parental engagement, nurture provision, middle leadership and teaching.

The school works effectively with other professional specialists to improve outcomes for pupils with additional learning needs. For example, individual programmes have had a very positive impact on learning and engagement. A local theatre and national opera company work closely with the school to support music and drama projects. These have had a positive impact on pupils' confidence and wellbeing and have enabled pupils to make choices about what they learn.

Resource management: Good

The school has enough well-qualified and experienced teachers and support staff to deliver the curriculum to a good standard. All staff have clearly defined roles and receive regular professional development, which is linked to the school's and teachers' personal objectives appropriately. Teaching assistants receive specific training to work with the most vulnerable pupils. Leaders and managers deploy staff effectively to make best use of their expertise to support learning and pupils' needs.

Planning, preparation and assessment time is timetabled appropriately to ensure that staff can work together when necessary to plan for similar age groups. The staff use their planning, preparation and assessment time effectively and this contributes well to the consistency and quality of provision. These arrangements support the school in achieving most strategic priorities well.

The school has appropriate systems to manage its budget. The headteacher and governors monitor and manage expenditure carefully. They make appropriate decisions on spending that support the school's improvement priorities effectively. Financial decisions have a positive impact on meeting pupils' learning needs. The Pupil Deprivation Grant is used well to support pupils' learning and needs. The school has established a 'Nurture Nest' that is staffed throughout the school day. This provides all pupils and in particular the most vulnerable pupils with a safe place to develop their life skills and receive exceptionally effective support for their social and emotional wellbeing.

Taking into account the standards that pupils achieve and the quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6812317 - Rumney Primary

Number of pupils on roll	495
Pupils eligible for free school meals (FSM) - 3 year average	16.7
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	60	60	61	59
Achieving the Foundation Phase indicator (FPI) (%)	81.7	91.7	88.5	84.7
Benchmark quartile	3	1	2	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	60	60	61	59
Achieving outcome 5+ (%)	85.0	91.7	91.8	89.8
Benchmark quartile	3	2	2	3
Achieving outcome 6+ (%)	26.7	28.3	44.3	47.5
Benchmark quartile	2	2	1	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	60	60	61	59
Achieving outcome 5+ (%)	88.3	93.3	88.5	84.7
Benchmark quartile	3	2	3	4
Achieving outcome 6+ (%)	23.3	30.0	34.4	44.1
Benchmark quartile	3	2	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	60	60	61	59
Achieving outcome 5+ (%)	91.7	95.0	100.0	98.3
Benchmark quartile	3	3	1	2
Achieving outcome 6+ (%)	50.0	35.0	75.4	84.7
Benchmark quartile	2	3	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.

6812317 - Rumney Primary

Number of pupils on roll	495
Pupils eligible for free school meals (FSM) - 3 year average	16.7
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	58	57	48	58
Achieving the core subject indicator (CSI) (%)	79.3	82.5	83.3	93.1
Benchmark quartile	3	3	3	2
English				
Number of pupils in cohort	58	57	48	58
Achieving level 4+ (%)	82.8	84.2	83.3	94.8
Benchmark quartile	3	3	4	2
Achieving level 5+ (%)	41.4	35.1	39.6	37.9
Benchmark quartile	1	2	2	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	58	57	48	58
Achieving level 4+ (%)	84.5	91.2	85.4	94.8
Benchmark quartile	3	2	4	2
Achieving level 5+ (%)	34.5	29.8	35.4	36.2
Benchmark quartile	2	3	3	3
Science				
Number of pupils in cohort	58	57	48	58
Achieving level 4+ (%)	84.5	86.0	87.5	94.8
Benchmark quartile	3	4	4	2
Achieving level 5+ (%)	36.2	33.3	41.7	39.7
Benchmark quartile	2	2	2	2

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.	96		92	4		Rwy'n teimlo'n ddiogel yn fy ysgol.
			96%	4%		
			98%	2%		
The school deals well with any bullying.	96		89	7		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			93%	7%		
			92%	8%		
I know who to talk to if I am worried or upset.	95		90	5		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			95%	5%		
			97%	3%		
The school teaches me how to keep healthy	96		94	2		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			98%	2%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	92		87	5		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			95%	5%		
			96%	4%		
I am doing well at school	96		93	3		Rwy'n gwneud yn dda yn yr ysgol.
			97%	3%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	96		96	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	96		93	3		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			97%	3%		
			98%	2%		
My homework helps me to understand and improve my work in school.	95		87	8		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			92%	8%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	95		91	4		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			96%	4%		
			95%	5%		
Other children behave well and I can get my work done.	92		55	37		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			60%	40%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	94		66	28		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			70%	30%		
			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.	36	23 64%	8 22%	3 8%	2 6%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	36	28 78%	8 22%	0 0%	0 0%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	36	26 72%	9 25%	0 0%	1 3%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	35	22 63%	12 34%	1 3%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	34	17 50%	14 41%	3 9%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	33	17 52%	14 42%	2 6%	0 0%	4	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	35	20 57%	14 40%	1 3%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	31	14 45%	12 39%	5 16%	0 0%	6	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	36	19 53%	13 36%	2 6%	2 6%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	37	16 43%	17 46%	4 11%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	35	24 69%	11 31%	0 0%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	27	14 52%	9 33%	3 11%	1 4%	9	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	33	15 45%	12 36%	5 15%	1 3%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	36	24 67%	8 22%	2 6%	2 6%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	30	17 57%	9 30%	3 10%	1 3%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	34	19 56%	13 38%	2 6%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	29	13 45%	13 45%	1 3%	2 7%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	31	16 52%	12 39%	3 10%	0 0%	6	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	34	20 59%	10 29%	2 6%	2 6%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Penny Lewis	Reporting Inspector
Yan Clive James	Team Inspector
Rosemary Lloyd Lait	Team Inspector
Lowri Haf Evans	Team Inspector
Andrea Louise Davies	Lay Inspector
Catherine Anne Barnett	Peer Inspector
Deborah Williams (headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.