A report on

**Evenlode C.P. School
Evenlode Avenue
Penarth
Vale of Glamorgan
CF64 3PD**

Date of inspection: March 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 15/05/2015

Context

Evenlode Primary School is in the coastal town of Penarth in the Vale of Glamorgan. The school caters for pupils between the ages of four and eleven in fifteen classes. There are 449 pupils on roll.

Around 2% of pupils are eligible for free school meals, which is considerably lower than the national average. The school identifies around 9% of pupils as having additional learning needs, which is below the average for Wales. Very few pupils have a statement of special educational needs. There are no children who speak Welsh as their first language and a few are of ethnic origin.

The headteacher took up his post in January 2009. The school's last inspection was in June 2010.

The individual school budget per pupil for Evenlode Primary School in 2014-2015 means that the budget is £2,727 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £6,237 and the minimum is £2,727. Evenlode primary school is 48th out of the 48 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The school is good because:

- Nearly all pupils make secure progress during their time at school
- Pupils' performance in English at the higher-than-expected levels has been consistently above the average for similar schools for four years
- A significant number of pupils achieved standards two levels above that expected of them in English in 2014
- The behaviour of nearly all pupils is exemplary
- Attendance is very good and has compared favourably with that in similar schools for the last four years
- A valuable range of interesting and challenging learning experiences in all classes meet the needs of pupils well
- There is good range of purposeful intervention programmes, which match the needs of the more able pupils and those with additional learning needs and enable them to meet their potential
- Teaching and assessment are effective and the school shares its good practice effectively with other schools through the Outstanding Teacher Programme

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher provides strong and effective leadership to a very dedicated team and this ensures that all staff are committed to achieving current priorities for improvement
- Leaders link high quality professional development and training closely to priorities in the school improvement plan
- The school has a good track record of improvement, for example in improving the use of ICT by staff and pupils to raise standards successfully and in ensuring improved consistency of practice in teaching across the school
- Procedures for self-evaluation are very robust and highly effective in providing leaders with a secure understanding of the school's strengths and areas for improvement
- The self-evaluation report is accurate and mirrors closely the findings of the inspection team
- Leaders use information from self-evaluation very effectively to set challenging targets for the future, for example to improve pupils' application of their numeracy skills in other areas of the curriculum and to raise standards of Welsh in key stage 2

- Governors contribute effectively to the self-evaluation process and they challenge the school well on its performance, for example to improve provision for current Year 3 pupils through additional support
- The school has an extensive range of effective partnerships that impact positively on pupils' outcomes and wellbeing; for example, the link with a past parent who is an ex-specialist language teacher is developing more able and talented pupils' writing skills very effectively through sector leading practice, which the school shares with the high school
- The partnership with parents is particularly strong and parental support has added, for example, significant weight to the decision by the local authority to build a new school hall

Recommendations

R1 Develop pupils' oracy and reading skills in Welsh in key stage 2

R2 Provide systematic opportunities to develop numeracy across the curriculum

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

Key Question 1: How good are outcomes?	Good

Standards: Good

The school's assessment of pupils when they start in the reception class indicates that many have skills above those expected for their age. Nearly all pupils make secure progress during their time at the school.

Pupils of all ages have good listening and concentration skills. Most pupils in the Foundation Phase and key stage 2 also have very good speaking skills for their age and ability. They speak eloquently about various topics and engage confidently in interesting conversation with their peers and adults alike. They use a wide range of expressive vocabulary to articulate their views and ask pertinent questions.

Nearly all pupils at the end of the Foundation Phase read competently and with expression. They distinguish between fact and fiction and understand the purpose of speech and question marks. By the end of key stage 2, nearly all pupils read with fluency and accuracy. They use inference and deduction skills successfully when locating specific information.

Most pupils in the Foundation Phase develop good writing skills for a range of purposes. Most write good quality short pieces of text independently in a variety of genres, for example letters, recounts, diaries and instructions. Most make plausible phonic attempts at spelling words correctly, while the more able pupils produce thoughtful, extended pieces of text to relate a story using correct punctuation.

Most pupils in key stage 2 are developing very effective writing skills and write confidently in a wide range of genres. Most are spell more complex words correctly and punctuate their work appropriately. They use a wide range of vocabulary to write in different contexts in many other areas of the curriculum, for example when writing a fact file about Adolf Hitler and Winston Churchill in history. The writing skills of the more able pupils at the end of key stage 2 are developing exceptionally well. Many of these pupils work in groups to write short books that engage the reader, for example when writing a story containing a number of interesting chapters about a family going to Greece on holiday, and the children having an exciting adventure.

The majority of pupils across the school present their work neatly and use legible handwriting.

By the end of the Foundation Phase, most pupils have a clear understanding of number facts. Most calculate simple multiplication and division problems correctly at an appropriate level, and use this information effectively to solve problems, for example when working out how many boats they need for a set number of people to escape from a desert island. Most use standard and non-standard units appropriately to measure, and they use charts and graphs to represent data correctly. Most pupils articulate their mathematical findings confidently using appropriate mathematical language.

The numeracy skills of most pupils in key stage 2 are developing well. Most have a secure understanding of number and apply their knowledge confidently to calculate complex problems. For example, many Year 3 pupils understand that to add 59 to a number, they can add 60 and subtract 1. Most measure length, angles and mass accurately and use these skills in limited contexts across the curriculum. Most analyse simple data appropriately and represent their findings in tables and graphs, for example to show the correlation between the length of a candle and the time it takes to burn. However, few are able to select independently the appropriate type of graph to represent their findings.

Pupils' use of numeracy across other areas of the curriculum is limited in both the Foundation Phase and key stage 2.

Most Foundation Phase pupils use simple Welsh phrases confidently when responding to basic questions, for example 'Pwy wyt ti?' Most name simple shapes and colours correctly. They read simple text in Welsh with increasing accuracy for their age. Their pronunciation is generally secure and they explain what the text is about. Most pupils at the end of the Foundation Phase write simple dialogues in Welsh independently.

The majority of pupils make limited progress in their ability to read and speak in Welsh as they move through key stage 2. In reading, around a half have a limited understanding of more complex words and phrases and have difficulty in explaining what the text means. Many pupils in key stage 2 write short pieces of text independently using a limited range of sentences, for example when writing a self-description. Many older pupils translate simple phrases from Welsh to English effectively.

Pupils with additional learning needs and those with English as an additional language make good progress against the targets set for them.

The school's performance in literacy and mathematical development at the end of the Foundation Phase has demonstrated a general downward trend at the expected outcomes and the higher-than-expected outcomes over three years. The school's performance has varied, moving it between the top 25% and lower 50% of similar schools at the expected outcomes in both these areas of learning. At the higher-than-expected outcomes, the school has ranged between the upper 50% and bottom 25% of similar schools for performance in literacy and between the top 25% and lower 50% for performance in in mathematical development.

At the end of key stage 2, the school's performance has demonstrated more of an upward trend in English, mathematics and science at the expected level over four years. The school's performance has varied, moving it between the upper 50% and lower 50% of similar schools in English and mathematics, and between the top 25% and lower 50% in science.

At the higher-than-expected levels the school's performance in English has consistently been above the average for four years, and has placed it in the top 25% of similar schools for two of them. Eighteen per cent of more able pupils achieved level 6 in English in 2014. This is two levels above the expected level. The school

has demonstrated an upward trend in mathematics but has consistently been in lower 50% of similar schools for three years, rising to the upper 25% in 2014. In science, the school's performance has consistently placed it in the upper 50% when compared with similar schools over four years.

There are too few pupils eligible for free school meals within each of the cohorts in recent years to make a reliable comparison of their performance and that of other pupils. There is no general pattern in the difference in performance between boys and girls over time.

Wellbeing: Good

The behaviour of nearly all pupils is exemplary. Nearly all pupils feel happy and safe in school and know that they can turn to their teachers or other adults if they have any concerns. Pupils have a secure understanding of issues that affect their health and wellbeing. They understand the importance of eating and drinking healthily and the need to take regular exercise. Many pupils attend extra-curricular sports activities that promote their fitness effectively, for example the school lunchtime running club and after-school football club.

Nearly all pupils develop good social and life skills through a wide range of interesting activities. Most have positive attitudes to their work. They work conscientiously in lessons, concentrate well and engage positively in their tasks. The pupils write their own action plans for improvement in the core subjects and information and communication technology (ICT). These include suggestions about what they want to learn and are beginning to impact on provision, for example learning more about drama. Almost all pupils know the literacy targets set for them and understand what they need to do to meet them.

The school council and eco committees have a positive effect on a number of improvements to the school and its environment. Examples include not allowing pupils to wear stud earrings to school and composting waste foods to improve the quality of the soil in their allotment area. However, these committees are under-developed, as they rely too heavily on adults to guide their work.

Nearly all pupils are punctual and attend school regularly. Attendance rates show an upward trend over the last four years and place the school consistently in the top 25% when compared with similar schools.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a valuable range of learning experiences to meet the needs of pupils well. The curriculum meets all statutory requirements. Teachers plan the provision effectively and collaborate well with one another to ensure consistency and progression in most subjects. The school provides a very good range of purposeful intervention programmes for more able pupils and for those with additional learning needs.

The school takes appropriate account of aspects of the National Literacy and Numeracy Framework to enhance pupils' learning in these areas. Planning for literacy is effective. Teachers plan suitable cross curricular opportunities for the development of literacy skills, for example persuasive writing to prevent flooding abroad and in the local area. However, planned opportunities for pupils to develop numeracy skills are at an early stage of development.

The school provides a wide range of extra-curricular activities for pupils. These include clubs and visits, and these extend and support pupils' learning effectively, for example Code Club to enhance the ICT provision and Philosophy Club to extend pupils' thinking skills. Regular homework builds purposefully on what pupils learn in class.

Provision for Welsh is satisfactory but it does not build on pupils' skills sufficiently as they move through key stage 2. Regular visits to the locality, visits to local castles, studies of the works of Welsh artists and participation in the school Eisteddfod on Saint David's Day all help pupils to develop an appropriate understanding of the heritage and culture of Wales.

The school promotes sustainable development and global citizenship positively across the curriculum. There are effective links with schools in other countries, which raise pupils' awareness of different cultures and religions. There are good opportunities for pupils to develop a clear understanding of the need to help others and the role they play in society and in the world, for example through selling knitted items to raise funds for a local hospital. The school's allotment area provides effective opportunities for pupils to learn about sustainable development, such as composting waste to improve the growing conditions.

Teaching: Good

All teachers have very good subject knowledge, plan lessons that stimulate and engage pupils well and build on pupils' previous learning effectively. They have a clear understanding of what they want pupils to achieve and share learning objectives consistently at the beginning of each lesson. Nearly all teachers make regular and effective use of ICT. This enhances pupils' learning experiences and improves and widens their skills.

Where teaching is highly effective in nearly all classes, teachers have high expectations of all pupils. They use effective questioning that encourages pupils to express their opinions and to share ideas with others. This has a direct impact on improving pupils' thinking and oracy skills. In the few lessons where teaching is less effective, activities lack pace and teachers do not allow pupils to decide for themselves how they want to work. Learning support assistants work closely with all teachers and make valuable contributions to pupils' learning.

Teachers mark pupils' work regularly. Many of their comments help pupils to improve their work. Pupils have appropriate individual targets that help to improve their reading and writing skills. However, target setting is less effective in mathematics. The school has a comprehensive tracking system, which it uses appropriately to inform future planning. Most teachers provide good opportunities for pupils to assess

their own work as well as that of their peers. Teachers assess pupils' work regularly and use a wide range of standardised tests and their own assessments to good effect to check how well pupils perform and to identify those who require additional support.

Parents receive good information about their child's progress through regular parents' meetings and informative annual reports.

Care, support and guidance: Good

There are very good arrangements in place to support pupils' health and wellbeing. The school provides highly effective emotional support programmes for pupils. This enables them to increase in confidence and self-esteem and is a strength of the school. There are appropriate arrangements to promote healthy eating and drinking. Pupils are encouraged to eat healthy snacks and water is available throughout the day.

The school holds daily acts of collective worship in an atmosphere of respect and reflection. All staff provide good opportunities for pupils to know right from wrong through the study of their own behaviour and the values of a variety of cultures and backgrounds. This enhances pupils' spiritual and moral development well.

The school provides effective opportunities for pupils to develop their social skills through circle time and class discussions related to a range of appropriate topics. Learning about people in different countries, through the many international links the school has with schools around the world, enhances pupils' cultural development well.

The school is proactive in identifying the needs of individual pupils and families and liaises exceptionally well with many external support agencies. These include the National Society for the Prevention of Cruelty to Children, school liaison officer, family information service, behaviour support services and other health specialists, as well as many others. These arrangements are successful in supporting pupils' learning and wellbeing.

The school has a clear, well-managed system for identifying and meeting the needs of pupils with additional learning needs. Teachers and support staff use a wide range of appropriate intervention programmes successfully to help pupils to progress in their learning. Targets in pupils' individual educational plans help them to improve their learning and the school reviews the plans regularly in partnership with parents.

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

Learning environment: Good

The school is an inclusive community that provides a happy, caring and structured experience to prepare pupils well for their next stage of learning. The ethos is purposeful and encourages pupils to recognise, respect and celebrate diversity. Pupils have equal access to all areas of school life.

The accommodation is small for the number on roll. However, staff make very good use of all areas. A new school hall is currently being built, which will increase the internal space considerably. Displays are of good quality and contain a suitable balance of pupils' work and information which is useful to them.

The school has appropriate resources, which are of good quality and support teaching and learning well. Pupils benefit greatly from the large site, which includes grassed and hard surfaces. The playgrounds and outdoor learning areas are well equipped and support pupils' physical and social development well. The building and grounds are clean and in good condition.

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

Leadership: Good

The headteacher provides strong and effective leadership to a dedicated team. He shares his vision purposefully with the senior management team, staff and governors. As a result, the school has a clear vision based around a strong commitment to raise pupil outcomes and develop provision.

The senior management team have a very good understanding of the school's strengths and areas for development. They communicate high expectations to the rest of the team very successfully. All staff have clear job descriptions and carry out their responsibilities diligently. They collectively take decisive action to implement initiatives that will lead to improvements in teaching and learning, such as being a lead school for the Outstanding Teacher Programme.

Leaders link high quality professional development and training closely to priorities in the school improvement plan. This is having a positive effect on pupils' achievement, particularly in the development of pupils' writing skills.

The school receives valuable support from the governing body. Governors have a good understanding of data and use this knowledge well to challenge the school about its performance. For example, governors understand why the performance of the cohort at the end of the Foundation Phase in 2014 was lower than usual, and supported the school in providing more resources to support these pupils in Year 3. They contribute effectively to the schools' self-evaluation procedures and its improvement plans, particularly in relation to the current building project for the new school hall.

The school is successful in meeting local and national priorities. It is receptive to new ideas and seeks regularly new and innovative ways to improve its provision. This has a beneficial impact on pupil standards and wellbeing. For example, the school drives forward the work of its school improvement group and hosts meetings and development days for other schools within the group, which is improving teaching strategies in those schools.

Improving quality: Excellent

The school's procedures for self-evaluation are robust and highly effective in providing leaders with a secure understanding of the school's strengths and areas for improvement.

School leaders analyse comprehensively a wide range of first-hand evidence gained from lesson observations, work scrutiny and a rigorous interrogation of performance data. As a result, leaders have an excellent understanding of the specific needs of individual pupils within each year group and provide targeted support to meet those needs to enable them to achieve to the best of their ability. The annual report of standards and provision undertaken by subject co-ordinators also makes a very valuable contribution to the self-evaluation process. As well as identifying the needs of pupils, it highlights the specific training needs of staff. As a result, leaders provide staff with specific training to improve their understanding and confidence in these areas, for example in using assessment for learning strategies to assess what pupils understand before challenging them further.

This extensive practice of gathering evidence provides leaders with a very accurate picture of the school's performance, and the self-evaluation report mirrors inspection findings closely. The school uses the information very effectively to set priorities for improvement. This has a positive effect on the quality of provision and has led to measurable improvements in the standards that pupils achieve, particularly in writing, where a significant number of pupils achieved two levels above that expected in English in 2014.

The school improvement plan builds systematically on evidence from self-evaluation and sets strategic and well-focused targets for improvement. It includes clear timescales for completion, responsibilities and accurate costings, and it recognises appropriate training needs. The school monitors progress against the school improvement plan rigorously and the end of year evaluations provide a valuable platform to set challenging targets for the future. For example, improving the use of ICT was a priority in the previous school improvement plan. Following intensive training, the skills of nearly all teachers have improved and most make effective use of ICT as a regular teaching tool in lessons. This is also beginning to have a positive impact on the standards that pupils achieve in ICT.

Partnership working: Excellent

The school has a wide range of highly effective strategic partnerships that enrich and support pupils' learning and wellbeing very well.

The partnership with parents is very strong. Regular newsletters and the highly informative school web site ensure that communication with parents is very clear. The school has a pro-active parents' voice forum. This is an effective group, which provides valuable opportunities for parents to express their views and opinions about issues related to school improvement. Examples include supporting the building of the new school hall and highlighting the need to raise parents' awareness of school policies. The parent teacher association plays an active role in raising funds for the school. Parents support a wide range of effective fund raising events, such as quiz

nights and a summer fair, which raise a substantial amount of money that leaders use very effectively to support pupils' learning. For example, resourcing the school library has improved pupils' attitudes towards reading. The school invites parents to take part in completing learning logs and attend specialist information evenings to raise their awareness of curricular activities and projects. This enables them to support their children well in specific areas. The school utilises the link with a past parent who is an ex-specialist language teacher to develop more able and talented pupils' writing skills very effectively. This teacher leads weekly sessions, which provide highly stimulating opportunities for more able pupils to develop as inspiring authors. In these sessions, pupils write extensive texts that demonstrate outstanding writing skills. This is sector leading practice and is having a direct impact on the high proportion of pupils achieving level 6 in English. This practice has been shared with the local secondary school and ensures that pupils who have transferred there have appropriate opportunities to develop their extended writing further. The school has also shared this practice with other primary schools, which are planning to provide similar opportunities to their pupils.

Schools in the local cluster collaborate effectively on a range of current initiatives including sharing good practice, moderating assessments and standardising pupils' work. The school works with one other local primary school in trialling a cognitive enhancement programme with specific year groups in order to improve pupils' memory spans. However, it is too early to see the impact of this programme.

There are very strong links with the local secondary school. For example, a youth worker affiliated with the secondary school and feeder primaries attends the school on a fortnightly basis to work informally with pupils who have concerns about moving to Year 7. These arrangements develop these pupils' emotional and social skills particularly effectively and ensure that all pupils feel that they are well prepared for their move to secondary education.

The school provides valuable opportunities for pupils to visit other schools to work with their peers. As a result, pupils have developed pupil action plans to highlight areas they would like to develop within the school. For example, a 'writer's shed' has been developed as a target in the English Pupil Action Plan, although this process is at an early stage of development.

The school has effective links with schools in Spain, Italy Germany, China and Brazil. As a result, pupils have opportunities to learn other languages and gain a better understanding of different life styles and cultures.

Resource management: Good

The school has sufficient teaching and learning support staff with good quality skills, knowledge and expertise to deliver the curriculum and to support pupils' wellbeing successfully. It makes effective use of staff expertise to deliver subjects such as physical education and music. There is a strong culture of collaborative working within the school and with external providers to share good practice. The school uses its teaching staff purposefully to help develop others, for example in a mentoring capacity, and in supporting each other in planning and teaching. This is having a positive impact on the quality of teaching and raising standards, particularly in literacy.

The arrangements for teachers' planning, preparation and assessment time are very effective. Senior managers receive appropriate non-contact time for leadership and management duties. Members of the senior leadership team share responsibility for managing teachers' performance well. Through effective performance management procedures, the school identifies and meets the professional needs of all staff successfully. For example, training on developing pupils' writing skills has improved standards in extended writing.

The school uses its pupil deprivation grant effectively to ensure appropriate support for the very few pupils eligible for free school meals. For example, a senior leader works regularly with groups of vulnerable pupils to improve their confidence and develop their ability to manage their behaviour. This has had a positive impact on pupils' wellbeing.

The business manager, headteacher and governors monitor expenditure carefully. Decisions on the school's expenditure link appropriately with priorities in the school improvement plan.

Considering pupils' achievement over time and the quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

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Number of pupils on roll	449
Pupils eligible for free school meals (FSM) - 3 year average	2.5
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	61	60	60
Achieving the Foundation Phase indicator (FPI) (%)	93.4	100.0	86.7
Benchmark quartile	2	1	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	61	60	60
Achieving outcome 5+ (%)	96.7	100.0	90.0
Benchmark quartile	2	1	3
Achieving outcome 6+ (%)	39.3	48.3	31.7
Benchmark quartile	2	2	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	61	60	60
Achieving outcome 5+ (%)	96.7	100.0	91.7
Benchmark quartile	2	1	3
Achieving outcome 6+ (%)	49.2	58.3	36.7
Benchmark quartile	1	1	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	61	60	60
Achieving outcome 5+ (%)	100.0	100.0	96.7
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	85.2	100.0	63.3
Benchmark quartile	1	1	3

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.

6732148 - EVENLODE PRIMARY SCHOOL

Number of pupils on roll   449
Pupils eligible for free school meals (FSM) - 3 year average   2.5
FSM band   1 (FSM<=8%)

Key stage 2

	2011	**2012**	**2013**	**2014**
Number of pupils in Year 6 cohort	59	60	60	61
Achieving the core subject indicator (CSI) (%)	89.8	93.3	93.3	95.1
Benchmark quartile	3	2	2	2
English				
Number of pupils in cohort	59	60	60	61
Achieving level 4+ (%)	91.5	96.7	95.0	98.4
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	47.5	55.0	61.7	55.7
Benchmark quartile	2	1	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	59	60	60	61
Achieving level 4+ (%)	93.2	95.0	95.0	96.7
Benchmark quartile	3	2	3	2
Achieving level 5+ (%)	37.3	40.0	43.3	57.4
Benchmark quartile	3	3	3	1
Science				
Number of pupils in cohort	59	60	60	61
Achieving level 4+ (%)	96.6	100.0	95.0	100.0
Benchmark quartile	3	1	3	1
Achieving level 5+ (%)	44.1	48.3	48.3	57.4
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.

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A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)
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.	100		100	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	99		98	1		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			99%	1%		
			92%	8%		
I know who to talk to if I am worried or upset.	100		98	2		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	100		98	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.	100		99	1		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			99%	1%		
			96%	4%		
I am doing well at school	100		100	0		Rwy'n gwneud yn dda yn yr ysgol.
			100%	0%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	100		99	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	100		97	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.	96		76	20		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			79%	21%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	100		100	0		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	99		83	16		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			84%	16%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	100		88	12		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			88%	12%		
			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.	34	14 / 41%	19 / 56%	1 / 3%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	35	21 / 60%	14 / 40%	0 / 0%	0 / 0%	0	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.	35	19 / 54%	13 / 37%	2 / 6%	1 / 3%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	35	12 / 34%	17 / 49%	2 / 6%	2 / 6%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	35	12 / 34%	23 / 66%	0 / 0%	0 / 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	34	14 / 41%	18 / 53%	0 / 0%	0 / 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	35	16 / 46%	17 / 49%	1 / 3%	0 / 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	35	12 / 34%	12 / 34%	5 / 14%	2 / 6%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	35	13 / 37%	14 / 40%	4 / 11%	0 / 0%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	34	14 / 41%	11 / 32%	1 / 3%	2 / 6%	6	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	35	15 / 43%	16 / 46%	4 / 11%	0 / 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	34	10 / 29%	11 / 32%	2 / 6%	3 / 9%	8	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	34	11 / 32%	13 / 38%	6 / 18%	3 / 9%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	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.	35	17 / 49%	11 / 31%	3 / 9%	4 / 11%	0	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.	35	11 / 31%	12 / 34%	6 / 17%	1 / 3%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	34	11 / 32%	16 / 47%	1 / 3%	0 / 0%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	33	7 / 21%	7 / 21%	2 / 6%	0 / 0%	17	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	35	16 / 46%	14 / 40%	5 / 14%	0 / 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	35	17 / 49%	9 / 26%	5 / 14%	1 / 3%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Huw Watkins	Reporting Inspector
Mrs Anwen Eluned Griffith	Team Inspector
Mrs Rhiannon Mary Boardman	Lay Inspector
Ms Linda Crockett	Peer Inspector
Miss Helen Kay Lester	Peer Inspector
Mr Steve Rees (Headteacher)	Nominee

Copies of the report

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

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; and
- 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; and
- 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.