



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

A report on

**St James Primary
Lansbury Park
Caerphilly
CF83 3GT**

Date of inspection: May 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.

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Publication date: 20/07/2016

Context

St James Primary School opened in 2005, following the amalgamation of separate infant and junior schools. The school is on the eastern edge of Caerphilly. In September 2011, the school moved into a new building within its current site. The site also includes an integrated children's centre.

The school caters for children aged from three to eleven years. There are 389 pupils on roll, including 37 children in the nursery and 33 rising three-year-olds who all attend part-time. There are 13 classes, a few of which are of mixed-age groups. Most pupils come from the local area.

Almost all pupils speak English as their home language and no pupils speak Welsh as a first language. A very few pupils are from ethnic minority groups. About 56% of pupils are eligible for free school meals, which is well above the national average. The school identifies 34% of pupils as having additional learning needs including a very few children who are looked after by the local authority. A few pupils have a statement of special educational needs.

The school has two specialist resource-base classes for pupils with complex needs. The classes make provision for up to 16 pupils who come from across the local authority.

The headteacher took up his post in January 2012 and the deputy headteacher in May 2012. There have been several staff changes in the last year. The school's last inspection was in February 2009.

The individual school budget per pupil for St James Primary School in 2015-2016 means that the budget is £3,469 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,191 and the minimum is £2,492. St James Primary School is 15th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

| | |
|---|-----------------|
| The school's current performance | Adequate |
| The school's prospects for improvement | Adequate |

Current performance

The current performance of the school is adequate because:

- In the Foundation Phase, most pupils make good progress in developing their reading, writing and numeracy skills
- All pupils in the resource base classes make progress in line with their individual abilities
- Most pupils feel safe and happy at school and know whom they can go to if they have a problem
- The stimulating curriculum in the Foundation Phase develops pupils' skills well
- The school provides many creative enrichment activities that promote pupils' wellbeing effectively
- Education for sustainable development and global citizenship is a strength of the school
- Most teachers use questioning well to develop pupils' oral and thinking skills
- The provision for pupils with additional learning needs is a strong feature of the school's work
- The school recognises and celebrates diversity well
- There is a welcoming learning environment for pupils and well-ordered areas for teaching and learning

However:

- Pupils in key stage 2 do not make enough progress in developing their reading writing and numeracy skills
- Although there has been a slight trend of improvement, pupils' attendance and punctuality are not good enough
- Curriculum planning in key stage 2 lacks cohesion and consistency
- In key stage 2, teachers' expectations of pupils are not always high enough

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher provides purposeful leadership for the school
- New leaders understand their roles well and are beginning to have a positive effect on the quality of the school's work
- Governors are conscientious and supportive and have a growing understanding about the school's performance
- There are recent positive changes to establish more robust systems to monitor the quality of provision, teaching and learning and to track pupils' progress

- The improvement plan identifies suitable actions to address areas of weakness
- The school's partnership activities make a strong contribution to improving the wellbeing of pupils and reducing the impact of poverty on educational attainment

However:

- Inconsistencies across key stage 2 slow the school's rate of improvement
- It is too early for changes in leadership roles and monitoring systems to have had enough impact on raising standards
- Governors' involvement in the school's self-evaluation procedures is relatively underdeveloped
- Leaders do not always evaluate well enough the impact of initiatives on pupils' standards

Recommendations

R1 Raise standards in reading and writing in key stage 2

R2 Improve attendance and punctuality

R3 Develop curriculum planning to ensure systematic coverage of all subjects in key stage 2 and include opportunities for the development of pupils' numeracy skills at an appropriate level

R4 Refine self-evaluation and improvement planning processes so that they are more effective in raising standards

R5 Develop the governors' role in providing challenge to the school

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils join the school with speaking and listening skills that are below those expected for their age and this has an impact on the rate of progress they make. However, by the time they leave the school, most pupils' attainment remains below the average when compared to the attainment of pupils in similar schools. In the Foundation Phase classes, many pupils begin to gain confidence in developing their vocabulary and they learn to speak clearly. By the end of the phase, most pupils enjoy engaging visitors in conversation and talk about their work with enthusiasm. In key stage 2, many pupils develop good oral skills, particularly when they discuss a topic with their partner. They listen and respond well to teachers' questioning, although girls are usually more confident to express their ideas than boys.

Standards in reading are adequate. Most pupils in the Foundation Phase are beginning to make good progress in using phonic strategies to decode words. By the end of the phase, many pupils read with appropriate intonation and can predict what will happen next in a story. In key stage 2, many pupils develop their basic reading skills steadily, for example to research information. In Year 6, they use a dictionary or thesaurus competently to broaden their vocabulary. However, most older pupils do not practise reading enough to improve their fluency and higher order reading skills.

Most pupils in the Foundation Phase develop good writing skills. From a young age, they learn to form letters correctly and use their knowledge of phonics to make a good attempt to spell simple words. By the end of the phase and in Year 3, most pupils convey their ideas in writing well and write neatly. In Year 4 and above, most pupils write for an appropriate range of purposes, for example to record facts and other information or to write a persuasive letter. However, they do not practise their writing skills enough to produce good quality extended pieces in subjects across the curriculum. Only a very few pupils develop neat handwriting and present their work well. Most pupils pay too little attention to spelling and punctuation, and do not learn to improve their work by editing and redrafting.

By the end of the Foundation Phase, most pupils develop particularly good skills in mathematics and use these well in games related to their topic. In key stage 2, although pupils make adequate progress in building further on their skills in mathematics lessons, they do not develop independence in using their skills to solve challenging problems. In addition, pupils' ability to apply their numeracy skills in other subjects is underdeveloped. For example, in science they produce simple bar charts that are not always accurate.

All pupils in the resource base classes make progress in line with their individual abilities. For example, they make good progress in developing communication skills through speech, pictures and signing. These pupils enjoy their interaction with adults

and other pupils in the school. In both classes, all pupils make particularly good progress in learning the daily class routines and developing basic life skills, for example when they share snack times. More able pupils in these classes make good progress in reading, writing and using information and communication technology (ICT) independently to support their learning.

In the mainstream classes, pupils' ICT skills are at an early stage of development. Although pupils are competent in using tablets and computers for educational games and research, they do not develop a range of other skills, for example to manage data. Across the school, most pupils with additional learning needs respond well to the support that the school provides and make good progress in accordance with their abilities.

Most pupils make appropriate progress in developing their Welsh language skills. They demonstrate good attitudes to learning the language and are confident in responding to basic questions orally. As they progress through the school, most pupils develop an appropriate range of vocabulary and gain confidence in writing.

At the end of the Foundation Phase, pupils' performance at the expected outcome in literacy and mathematical development shows an improving trend over the last four years. When compared with similar schools, performance at the expected outcome has placed the school in the top 50% for literacy for the last three years. Performance for mathematical development has placed the school in the top 25% for the last two years.

In key stage 2, performance in English, mathematics and science at the expected and higher levels is consistently below the average when compared to that of similar schools over the last four years.

Pupils eligible for free school meals generally perform less well than their peers in attaining the expected outcomes and levels at the end of each key stage.

Wellbeing: Adequate

Nearly all pupils understand the importance of eating healthily and taking regular exercise. Many pupils are enthusiastic about participating in physical activities, including football, completing their daily mile and their 'five a day' physical warm ups.

Most pupils say that they feel safe and happy at school. They know whom they can go to if they have a problem and feel confident that staff will help them if they are worried or upset.

Most pupils' behaviour in lessons, about the school and on the playground is good. They show good levels of respect and concern for others. Occasionally, a very few pupils demonstrate behaviour that does not meet expectations.

The school council and other pupil voice groups make an appropriate contribution to the life of the school and take their responsibilities very seriously. They participate well in decision-making to bring about improvements, for example by promoting healthy eating through the completion of lunch box surveys.

Attendance has improved slightly over the last four years but overall levels remain low. Rates place the school consistently in the bottom 25% or lower 50% when compared to similar schools. A few pupils are late for school regularly.

| | |
|---|-----------------|
| Key Question 2: How good is provision? | Adequate |
|---|-----------------|

Learning experiences: Unsatisfactory

The stimulating curriculum in the Foundation Phase meets requirements and develops pupils' skills well in literacy, numeracy and ICT. However, the planning of the curriculum in key stage 2 lacks cohesion and consistency and does not meet statutory requirements.

In key stage 2, planning for pupils' writing skills, does not always build successfully on what pupils already know or embed new skills. Pupils do not have enough opportunities to apply numeracy skills at an appropriate level in subjects other than mathematics. In addition, teachers plan individually and do not cover the expected range in all subjects. This means that pupils in the same year group, but in different classes do not always cover the same work. The curriculum in the resource base classes meets pupils' needs well.

Throughout the school, provision for ICT lacks the breadth to develop pupils' skills across a wide range of applications.

The school provides a wide range of stimulating and well-attended extra-curricular activities that include a sign language club and various sports and art groups.

Provision to develop pupils' Welsh language skills is appropriate. However, there is not enough emphasis on developing pupils' knowledge and understanding of Welsh culture and heritage.

Education for sustainable development and global citizenship is a strength of the school. The eco council plays a key role in looking after the school environment. Members encourage other pupils to become involved actively in this work, for example through recycling and gardening. The school provides worthwhile opportunities for pupils to learn about the lives of others in the world. Links with schools in India, Greece and Spain and involvement in fairtrade activities, promote pupils' understanding of global citizenship well.

Teaching: Adequate

In most Foundation Phase and resource base classes teachers motivate and engage pupils well. They plan appropriate tasks that meet the needs of pupils successfully and have high expectations of pupils in terms of work and behaviour.

However, in key stage 2, teachers' expectations of pupils are not always high enough. Overall, the challenge in lessons is too variable. In most lessons, teachers plan work to meet the needs of most pupils but there is a lack of challenge for pupils who are more able. In most classes, particularly for older pupils, teachers use language for lesson objectives that is too complex for pupils to understand. Tasks do

not focus enough on developing pupils' basic skills in literacy and numeracy. In planning lessons, teachers do not take enough account of pupils' inaccuracies in numeracy or their poor spelling, punctuation and handwriting.

All staff have good professional working relationships with pupils. They manage pupils' behaviour well and focus effectively on ensuring pupils' wellbeing so as create a positive environment that helps pupils to engage in learning. Most teachers use questioning well to develop pupils' oral and thinking skills. Support staff make an important contribution across a wide range of the school's provision.

Across the school, staff use the Welsh language well to encourage pupils' understanding. Almost all teachers use assessment for learning strategies particularly effectively. They build pupils' confidence by encouraging discussion in pairs or use 'phone a friend' strategies that capture pupils' interest. Teachers follow the school's marking policy consistently and mark pupils' work regularly. However, marking is sometimes inaccurate and is not always helpful, particularly when it is too positive about poor work.

The school keeps parents suitably informed about their child's progress through regular meetings and formal written reports.

Care, support and guidance: Good

The school is a caring and supportive community where all staff demonstrate a firm commitment to enhancing the health and wellbeing of pupils. There are good arrangements for promoting pupils' healthy eating and drinking. The school fosters pupils' spiritual, moral, social and cultural development successfully through regular collective worship and curriculum enrichment experiences such as African and samba drumming sessions.

Staff make effective use of support and guidance from a wide range of specialist services, for example to support pupils' medical and social needs.

The provision for pupils with additional learning needs is a strong feature of the school's work. The school has very clear arrangements for the identification and monitoring of these pupils. The extra support provided matches pupils' needs closely and is of a consistently good quality. All teachers write appropriate individual education plans and these take good account of the views of pupils and parents. These arrangements allow targeted pupils to make good progress in line with their abilities.

The resource base staff know their pupils well and use a wide range of multi-sensory strategies to support pupils successfully. Pupils are happy in their setting and integrate well in the life of the school.

The school provides many creative enrichment activities that promote pupils' wellbeing effectively. For example, in the popular 'Bistro', pupils in Years 5 and 6 learn to develop their social and life skills well by preparing and selling food and drink.

The school's recently appointed family link officer is improving levels of family engagement with the school and this is starting to have a positive effect on pupils' attendance. Incentives, such as fortnightly and termly awards, encourage and motivate pupils to attend school regularly.

Wellbeing questionnaires help staff to identify pupils' social and emotional needs effectively. Staff use the information well to provide beneficial support programmes. For example, outdoor education and art therapy sessions have a positive effect on pupils' attitudes to school. These activities engage those pupils who are disadvantaged particularly well.

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

Learning environment: Good

The school has a positive and inclusive ethos and staff recognise and celebrate diversity well. This is particularly evident in the way that pupils from the resource base classes take a full part in the life of the school. They experience acceptance and sensitivity from pupils in the mainstream classes and are clearly happy and at ease in different classes.

The learning environment for pupils is welcoming with well-ordered areas for teaching and learning. Displays celebrate pupils' work and achievements and promote the pupil voice appropriately. The buildings are in a good state of repair and the site is secure. Specialised teaching and pastoral areas provide useful spaces for pupil interventions and staff use these well.

The school has a good range of resources for both the Foundation Phase and key stage 2. There are well-designed and easily accessible outdoor areas that have a wide range of good quality equipment. The school benefits from extensive fields, a pond, a forest school area and an eco-garden, which are all in regular use. There are sufficient resources to support pupils' learning.

| | |
|--|-----------------|
| Key Question 3: How good are leadership and management? | Adequate |
|--|-----------------|

Leadership: Adequate

The headteacher provides purposeful leadership for the school. Staff work collaboratively and diligently as a team to fulfil the school's vision of creating a safe and inclusive learning environment for pupils. They share this vision successfully with parents, pupils and governors.

The school has recently reviewed its staffing structure and this now includes a clear allocation of leadership responsibilities. The new leadership team understand their roles well. They are beginning to have a positive effect on the quality of the school's work. A good example is the introduction of more consistent practice across the Foundation Phase with regard to pupils' application of literacy and numeracy skills. In addition, leaders ensure that pupils with additional learning needs, including those in the resource provision, make good progress from their differing starting points. However, inconsistencies across key stage 2 slow the school's rate of improvement.

All members of staff have clear roles and almost all of them undertake their responsibilities effectively. The senior leadership team and staff meet together regularly to discuss both day-to-day matters and issues concerning school improvement. However, meetings do not always focus clearly enough on the effectiveness of initiatives to raise standards.

Arrangements for the performance management of teaching staff are appropriate and generally link to priorities for school improvement. The school is developing its response to national priorities suitably, for example in supporting pupils from disadvantaged backgrounds through a range of appropriate initiatives.

Senior leaders ensure that governors have regular, detailed information on the school's performance data and progress. The governors are conscientious and supportive and have a growing understanding about the school's performance. However, their involvement in the school's self-evaluation procedures is relatively underdeveloped. Many governors attend training events and this is beginning to improve their ability to carry out their role as critical friends in holding the school to account for pupil outcomes.

Improving quality: Adequate

The school is developing a more systematic approach to gathering evidence for identifying its strengths and areas for improvement. Recent systems that are more robust are helping leaders to monitor the quality of provision, teaching and learning and to track pupils' progress. This is beginning to provide leaders with useful information to identify priorities that focus on improving pupils' standards more clearly. This includes an appropriate use and analysis of data, listening to learners, regular lesson observations and scrutiny of pupils' work. However, on occasions leaders do not always use the information well enough to evaluate the impact on pupils' standards.

Phase leaders and subject co-ordinators engage in purposeful and evaluative dialogues with staff to review provision, to implement change and to challenge staff expectations on pupils' performance. As a result, many learning experiences match pupils' interests more appropriately and are beginning to improve pupils' oracy, reading and mathematical skills. This raises levels of pupils' engagement and attitudes to learning successfully. The progress made by most Foundation Phase pupils and pupils with additional learning needs is good. However, leaders do not identify shortcomings within key stage 2 provision well enough, particularly where teachers do not cover the curriculum appropriately. As a result, pupils underperform, for example in their application of numeracy skills and in improving the presentation and quality of their writing.

The school improvement plan identifies suitable actions to address areas of weakness, allocates areas of responsibility, sets realistic timescales and includes measurable success criteria. There are examples where the school shows the capacity to improve, for example in its purposeful and more robust strategies to improve pupils' attendance and their reading skills. However, it is too early to judge the effect of this plan on improving pupils' standards at the end of key stage 2.

Partnership working: Good

The school's partnership activities make a strong contribution to improving the wellbeing of pupils and reducing the impact of poverty on educational attainment. The school engages particularly well with parents. The parent forum allows parents to contribute ideas and is effective in making worthwhile changes. For example, the forum helped managers to revise the behaviour policy and the changes have resulted in a reduction in pupil exclusion rates. The school offers a range of courses that help parents and have a positive effect on their children's wellbeing, for example workshops on topics such as budgeting. Arrangements with Groundwork Trust enable parents and their children to learn beneficial gardening skills together in the school's grounds.

The school's family support officer promotes valuable links that contribute to good transition for the youngest pupils entering school. The link with the adjacent Flying Start provision is particularly effective. It enables staff to get to know families before the children start school and sets parents' minds at rest. The two settings also develop similar learning environments. Consequently, children experience familiar learning activities when they start school that allow them to settle quickly. There are particularly strong links with the local high school where teachers from both schools collaborate effectively to ensure smooth transition for nearly all pupils.

There is a good range of partnerships that enhance the curriculum. For example, the school's police liaison officer raises pupils' awareness of issues around internet safety and pupils recall important advice well after her visits. The partnership with the community council funds valuable enrichment activities and improvements to the school grounds, such as the development of the pond area.

Resource management: Adequate

The school has enough suitably experienced and qualified staff to deliver the curriculum, particularly in the Foundation Phase. Teaching assistants make a valuable contribution to pupils' learning and wellbeing. The school is developing appropriately as a learning community. It benefits from successful networking with other local schools to enable staff to develop in their leadership roles and to share ideas on how to improve attendance.

Governors, the bursar and the headteacher manage the school's budget successfully and ensure that spending links carefully to plans for improvement. The school plans strategically and effectively to use the pupil deprivation grant. For example, staff provide good quality nurture and social inclusion arrangements to support disadvantaged learners.

Overall, the school provides only adequate value for money because there are shortcomings in aspects of pupils' standards and provision in key stage 2.

Appendix 1: Commentary on performance data

6762390 - St James Primary School

| | |
|--|-------------|
| Number of pupils on roll | 364 |
| Pupils eligible for free school meals (FSM) - 3 year average | 56.0 |
| FSM band | 5 (32%<FSM) |

Foundation Phase

| | 2012 | 2013 | 2014 | 2015 |
|--|------|------|------|------|
| Number of pupils in Year 2 cohort | 39 | 44 | 47 | 49 |
| Achieving the Foundation Phase indicator (FPI) (%) | 69.2 | 75.0 | 85.1 | 85.7 |
| Benchmark quartile | 3 | 3 | 2 | 2 |
| Language, literacy and communication skills - English (LCE) | | | | |
| Number of pupils in cohort | 39 | 44 | 47 | 49 |
| Achieving outcome 5+ (%) | 74.4 | 81.8 | 87.2 | 87.8 |
| Benchmark quartile | 3 | 2 | 2 | 2 |
| Achieving outcome 6+ (%) | 20.5 | 20.5 | 34.0 | 22.4 |
| Benchmark quartile | 2 | 3 | 1 | 3 |
| Language, literacy and communication skills - Welsh (LCW) | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving outcome 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving outcome 6+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematical development (MDT) | | | | |
| Number of pupils in cohort | 39 | 44 | 47 | 49 |
| Achieving outcome 5+ (%) | 76.9 | 79.5 | 93.6 | 93.9 |
| Benchmark quartile | 3 | 3 | 1 | 1 |
| Achieving outcome 6+ (%) | 17.9 | 4.5 | 25.5 | 24.5 |
| Benchmark quartile | 2 | 4 | 2 | 2 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | | |
| Number of pupils in cohort | 39 | 44 | 47 | 49 |
| Achieving outcome 5+ (%) | 87.2 | 81.8 | 89.4 | 93.9 |
| Benchmark quartile | 3 | 4 | 3 | 2 |
| Achieving outcome 6+ (%) | 0.0 | 52.3 | 42.6 | 49.0 |
| Benchmark quartile | 4 | 1 | 2 | 2 |

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

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

6762390 - St James Primary School

Number of pupils on roll 364
 Pupils eligible for free school meals (FSM) - 3 year average 56.0
 FSM band 5 (32%<FSM)

Key stage 2

| | 2012 | 2013 | 2014 | 2015 |
|---|------|------|------|------|
| Number of pupils in Year 6 cohort | 40 | 40 | 39 | 45 |
| Achieving the core subject indicator (CSI) (%) | 62.5 | 62.5 | 66.7 | 55.6 |
| Benchmark quartile | 4 | 4 | 4 | 4 |
| English | | | | |
| Number of pupils in cohort | 40 | 40 | 39 | 45 |
| Achieving level 4+ (%) | 65.0 | 65.0 | 69.2 | 60.0 |
| Benchmark quartile | 4 | 4 | 4 | 4 |
| Achieving level 5+ (%) | 12.5 | 12.5 | 25.6 | 22.2 |
| Benchmark quartile | 4 | 4 | 3 | 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 | 40 | 40 | 39 | 45 |
| Achieving level 4+ (%) | 65.0 | 72.5 | 74.4 | 60.0 |
| Benchmark quartile | 4 | 4 | 4 | 4 |
| Achieving level 5+ (%) | 12.5 | 15.0 | 20.5 | 17.8 |
| Benchmark quartile | 4 | 4 | 3 | 4 |
| Science | | | | |
| Number of pupils in cohort | 40 | 40 | 39 | 45 |
| Achieving level 4+ (%) | 75.0 | 72.5 | 74.4 | 73.3 |
| Benchmark quartile | 3 | 4 | 4 | 4 |
| Achieving level 5+ (%) | 17.5 | 12.5 | * | 24.4 |
| Benchmark quartile | 3 | 4 | * | 3 |

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

| | Number of responses Nifer o ymatebion | | Agree Cytuno | Disagree Anghytuno | |
|---|--|--|-----------------|-----------------------|--|
| I feel safe in my school. | 100 | | 95 95% | 5 5% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 100 | | 73 73% | 27 27% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 100 | | 95 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 | 100 | | 91 91% | 9 9% | 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. | 100 | | 84 84% | 16 16% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 100 | | 91 91% | 9 9% | 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. | 100 | | 97 97% | 3 3% | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd. |
| | | | 99% | 1% | |
| I know what to do and who to ask if I find my work hard. | 100 | | 95 95% | 5 5% | 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. | 99 | | 80 81% | 19 19% | Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol. |
| | | | 91% | 9% | |
| I have enough books, equipment, and computers to do my work. | 100 | | 92 92% | 8 8% | 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. | 100 | | 23 23% | 77 77% | 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 | 100 | | 57 57% | 43 43% | 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. | 78 | 40 51% | 36 46% | 1 1% | 1 1% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 78 | 45 58% | 30 38% | 2 3% | 1 1% | 0 | Mae fy mhentyn yn hoffi'r ysgol hon. |
| | | 73% | 26% | 1% | 0% | | |
| My child was helped to settle in well when he or she started at the school. | 77 | 49 64% | 26 34% | 2 3% | 0 0% | 1 | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol. |
| | | 72% | 26% | 1% | 0% | | |
| My child is making good progress at school. | 77 | 45 58% | 29 38% | 2 3% | 1 1% | 1 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 62% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 70 | 13 19% | 42 60% | 12 17% | 3 4% | 8 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 48% | 47% | 4% | 1% | | |
| Teaching is good. | 77 | 41 53% | 34 44% | 2 3% | 0 0% | 1 | Mae'r addysgu yn dda. |
| | | 62% | 36% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 76 | 43 57% | 31 41% | 2 3% | 0 0% | 2 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 65% | 34% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 75 | 31 41% | 42 56% | 2 3% | 0 0% | 3 | Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol. |
| | | 50% | 42% | 6% | 2% | | |
| Staff treat all children fairly and with respect. | 76 | 33 43% | 34 45% | 6 8% | 3 4% | 2 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 60% | 34% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 76 | 29 38% | 45 59% | 2 3% | 0 0% | 2 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 60% | 37% | 2% | 0% | | |
| My child is safe at school. | 76 | 34 45% | 39 51% | 1 1% | 2 3% | 2 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 66% | 31% | 2% | 1% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 71 | 35 49% | 34 48% | 2 3% | 0 0% | 6 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 56% | 38% | 4% | 1% | | |
| I am kept well informed about my child's progress. | 77 | 32 42% | 39 51% | 6 8% | 0 0% | 1 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 49% | 41% | 8% | 2% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 78 | 45 58% | 29 37% | 3 4% | 1 1% | 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. | 75 | 30 40% | 33 44% | 10 13% | 2 3% | 3 | 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. | 75 | 34 45% | 39 52% | 2 3% | 0 0% | 3 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoldeb. |
| | | 58% | 40% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 64 | 26 41% | 27 42% | 9 14% | 2 3% | 13 | 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. | 77 | 44 57% | 27 35% | 5 6% | 1 1% | 1 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 55% | 39% | 6% | 1% | | |
| The school is well run. | 75 | 36 48% | 36 48% | 2 3% | 1 1% | 3 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 62% | 33% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|----------------------|---------------------|
| Rosemary Lloyd Lait | Reporting Inspector |
| Susan Davies | Team Inspector |
| Andrea Louise Davies | Lay Inspector |
| Sarah Hurst | Peer Inspector |
| Geoff Cresswell | Peer Inspector |
| Paul Samuel | 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.