



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

**A report on**

**Burlais Primary School  
Gerddi Alexander  
Cwmbwrla  
Swansea  
SA5 8BN**

**Date of inspection: June 2017**

**by**

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

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

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

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

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

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

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

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

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

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## Context

Burlais Primary School is in Cwmbwrla Park, north of Swansea city centre. The school opened in September 2012 following the amalgamation of Cwmbwrla and Manselton primary schools. In September 2015, the school moved into a new building on a new site.

There are 580 pupils on roll, including 74 part-time nursery pupils. There are 18 single-year classes and two mixed-year classes. In addition, there are three specialist teaching facilities, providing education for 27 pupils with speech, language and communication needs from across the local authority.

Around 30% of pupils are eligible for free school meals. This is above the average for Wales of 19%. The school identifies 28% of pupils as having additional learning needs, which is slightly higher than the national average of 25%. A very few pupils have a statement of special educational needs or are in the care of the local authority. Nearly all pupils are of white British ethnicity and come from homes where English is the main language. Very few pupils speak Welsh at home.

This is the new school's first inspection since its amalgamation. The current headteacher took up her post in September 2012.

The individual school budget per pupil for Burlais Primary School in 2016-2017 means that the budget is £3,579 per pupil. The maximum per pupil in the primary schools in Swansea is £5,232 and the minimum is £2,703. Burlais Primary School is 26th out of the 79 primary schools in Swansea in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- Most pupils achieve good standards in speaking, listening and reading from their starting points
- Many pupils make strong progress in developing their Welsh language skills
- Most pupils with additional learning needs, including those in the specialist teaching facilities, make good progress against their personal targets
- Nearly all pupils behave well and have positive attitudes towards learning
- Working relationships between staff and pupils are very good
- Teachers use effective links with specialist agencies to support pupils with additional learning needs
- The school is a caring, supportive community with a strong, inclusive ethos
- The environment provides a range of stimulating areas for pupils and supports teaching and learning well

However:

- Many pupils do not achieve good enough standards in writing and the quality of the presentation of their work in books varies too much
- Pupils' ability to apply their literacy, numeracy and information and communication technology (ICT) skills effectively across the curriculum is limited
- Teachers do not always have sufficiently high expectations for all pupils' achievements or plan effectively enough for pupils of different abilities
- The school is in the very early stages of providing pupils with effective written feedback to help them improve their learning
- Teachers' assessment of pupils' work is often not reliable enough
- Although improving recently, the school's overall attendance has placed it in the bottom 25% when compared with similar schools over the last four years

### Prospects for improvement

The school's prospects for improvement are adequate because:

- Since amalgamation, senior leaders have worked successfully with the whole school community to create a shared vision for the new school
- Leaders distribute responsibilities well between staff and they promote a strong team ethos
- Leaders have established a caring community where pupils feel happy and safe
- Staff have improved pupils' reading and Welsh language skills successfully
- Governors have a good awareness of the school's priorities for improvement and

they support the school well

- The school has a wide range of beneficial partnerships that have a positive effect on pupils' wellbeing

However:

- Important aspects of standards, the curriculum, teaching and assessment require improvement
- Arrangements for monitoring and performance management are not rigorous enough to challenge teachers and support staff effectively to improve pupils' outcomes
- Leaders and teachers do not always follow up issues identified from self-evaluation in a robust or timely manner
- The school improvement plan contains too many priorities and does not support leaders and staff to focus well enough on those areas in need of greatest improvement

## Recommendations

R1 Raise standards of pupils' writing

R2 Improve pupils' ability to apply their literacy, numeracy and ICT skills across the curriculum

R3 Improve pupils' attendance

R4 Improve the quality of teaching and teachers' use of assessment to meet the needs of all pupils

R5 Focus senior leadership roles and performance management procedures on improving teaching and learning

R6 Ensure that the processes for self-evaluation and improvement planning focus robustly on raising pupils' standards

### What happens next?

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

## Main findings

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

Adequate

#### Standards: Adequate

Many pupils start school with literacy, numeracy and personal and social skills that are at the expected level for their age, but a few have weak skills. Many pupils make steady progress as they move through the school, but they do not always achieve as well as they could. Too many pupils do not make enough progress in developing their writing skills. Most pupils with additional learning needs, including those in the specialist teaching facilities, make strong progress towards their personal targets. Many pupils who are eligible for free school meals do not achieve as well as they could.

The school identifies pupils with speech and language difficulties from an early age and puts in place timely interventions. As a result, by the end of the Foundation Phase, most pupils develop their speaking and listening skills well. Many pupils in the nursery class join in confidently with familiar songs and rhymes as part of their daily routines. In reception, most pupils listen attentively and they talk with a partner successfully, for example to explain how to sound out words when reading. In key stage 2, most pupils listen carefully when others are speaking and they share their ideas well when working collaboratively. By the end of Year 6, most pupils talk and listen confidently in a range of situations. For example, more able pupils use a range of successful techniques to present lively advertisements, which persuade others to buy a 'bath bomb' during their class business enterprise project.

Most pupils make good progress in the development of their reading skills as they move through the school. In the Foundation Phase, they read simple words and sentences accurately and use their knowledge of letter sounds well to work out unfamiliar words. By the end of Year 2, most pupils predict what might happen next in a story and summarise events successfully. In key stage 2, most pupils read texts appropriate for their age fluently and with good intonation. By Year 6, most pupils select their own books following their personal interests. They use their reading skills effectively to infer meaning, for example when studying a narrative poem. A very few more able pupils reflect maturely on writing techniques that modern authors use. For instance, they provide insightful interpretations as to why their favourite writers use particular plot devices in their stories. Many pupils develop their skimming and scanning skills appropriately to locate information quickly in books and when using the internet.

In the nursery and reception classes, many pupils make slow progress in developing their emergent and independent writing skills. By the end of Year 2, the majority of pupils write legibly and their writing generally makes sense. They spell simple common words correctly. However, a minority do not have a secure understanding of how to punctuate their sentences with full stops and capital letters. In key stage 2, a majority of pupils organise their writing appropriately using paragraphs. They apply their understanding of the features of recounts, instructions, discussion and explanation texts solidly to their own writing. For example, in science, more able pupils explain the factors that affect the rate of photosynthesis when investigating

plants. A majority of pupils' spelling is generally accurate and they make sensible attempts at words that are more complex. However, across the school, the quality of pupils' writing varies too much. Many pupils do not use a wide enough range of vocabulary to engage the reader's interest. Handwriting is often untidy and pupils do not always present their work neatly. Most pupils do not make sufficient progress in developing their writing skills during a school year and most do not transfer their literacy skills well enough to other subjects.

In the Foundation Phase, many pupils achieve appropriately in mathematics lessons and they develop solid basic number, shape, measuring and data handling skills. For example, in reception, many pupils order numbers to 20 and combine the number of pieces of fruit in two baskets to find how many there are altogether. Many pupils in Year 2 measure the weight of objects in grams and kilograms accurately. By the end of key stage 2, many pupils use number facts and relationships competently and they apply these suitably to solve real-life problems. For instance, they calculate the cost of visiting Snowdonia National Park and they use their knowledge of ratio to work out quantities of ingredients for a recipe. However, a minority of pupils do not work to their potential in mathematics. For example, pupils often make errors when representing data. In both the Foundation Phase and in key stage 2, most pupils do not use their numeracy skills well enough in other areas of the curriculum.

A majority of pupils make sound progress in their ICT skills. In the Foundation Phase, they use a variety of applications on a tablet independently to record their learning in a range of curriculum areas. They use simple tools in a drawing program, for example to illustrate their poetry writing. As they move through key stage 2, many pupils begin to develop coding skills. By Year 6, nearly all pupils create and analyse a database successfully. However, their ability to use word-processing packages and presentation tools appropriately to display their work is poor.

Across the school, many pupils make strong progress in developing their Welsh language skills. Most display very positive attitudes towards the language and they engage particularly enthusiastically in activities such as singing songs, playing games and reading books. Many converse naturally using basic Welsh phrases with adults and other pupils, both in lessons and around the school. Many pupils read a range of Welsh books and texts appropriate for their age with understanding and interest. These pupils read aloud confidently and expressively, and their pronunciation is generally accurate. In key stage 2, most pupils use a suitable range of vocabulary and sentence patterns successfully when speaking and writing. Many write well-organised extended pieces about themselves and others. However, when writing, a minority of pupils rely too heavily on teacher support.

In the specialist teaching facilities, pupils develop their basic skills well in line with their ability. For example, pupils in the Foundation Phase recognise and explain lines of symmetry when studying minibeads. In key stage 2, pupils build well on their communication skills, for instance when they describe giants in preparation for writing.

At the end of the Foundation Phase, over the past four years, pupils' performance has consistently placed the school in the lower 50% or bottom 25% at the expected outcome, when compared with similar schools. Teacher assessments at the higher outcome have mostly placed the school in the lower 50%.

At the end of key stage 2, pupils' performance in the three core subjects at the expected level has tended to place the school in the lower 50% of similar schools. In 2016, the school was in the bottom 25% for all subjects. At the higher level, pupils' performance has consistently placed the school in the lower 50% or bottom 25%. In both key stages, these performance comparisons include pupils from the speech and language resource base.

Girls as a group tend to perform better than boys at the expected outcome at the end of the Foundation Phase. In key stage 2, at the higher level, girls usually outperform boys in English, while boys perform better than girls in mathematics. In recent years, in the Foundation Phase, the performance of pupils eligible for free school meals compared with other pupils has varied. However, in key stage 2, the performance of this group of pupils is notably weaker than that of other pupils.

### **Wellbeing: Adequate**

Nearly all pupils feel happy and safe in school and they know where to turn if they have any worries or concerns. They are aware of the importance of using the internet safely. Nearly all pupils have a good understanding of how they can stay healthy by taking regular exercise and by eating a balanced diet. Pupils respond well to the 'Golden Fruit Bowl' award, which encourages them to eat fruit in school. Many pupils enjoy participating in a range of beneficial sporting activities, such as football and netball.

Nearly all pupils behave well and they are polite and courteous. Most enjoy learning, engage enthusiastically in activities and demonstrate a desire to improve their work. They collaborate effectively in pairs and small groups. When opportunities arise, many begin to develop effective independent learning skills. However, most pupils' ability to assess their own learning and to set personal goals is limited.

The school council and other pupil voice groups are keen and they make suitable contributions to school life. For example, as a result of discussions with the headteacher and parents, the school council has purchased a 'trim trail', which helps to improve pupils' wellbeing during lunch and break times. However, in general, pupils' ability to take on responsibilities and to make decisions about improving the school's provision is not developed well enough.

Pupils' attendance has improved slightly over the last four years and there is a downward trend in the number of persistent absences. However, attendance still places the school consistently in the bottom 25% when compared with similar schools. Nearly all pupils arrive punctually at the start of the school day.

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

The school's curriculum meets statutory requirements and provides a suitable range of learning experiences that engage most pupils' interests successfully. The school plans the curriculum in great detail, but the planning does not ensure the systematic and progressive development of pupils' literacy, numeracy and ICT skills well enough as they move through the school. The grouping of pupils through setting in English and mathematics in key stage 2 does not always ensure that work is challenging enough for pupils of all abilities.



Staff provide a good variety of extra-curricular activities, for example a range of sporting clubs, and clubs for coding, choir and homework. Visits to cultural venues and local places of interest, such as the visit to Bracelet Bay to launch the 'Big Dip' water topic, enrich pupils' learning and wellbeing successfully.

The school has made strong progress in improving its provision for Welsh. There is a range of valuable opportunities for pupils to use and improve their Welsh skills in lessons and around the school. These include the beneficial daily 'slot drilio' Welsh language sessions in all classes and regular assemblies where pupils read Welsh stories. In addition, the 'Cryw Cymraeg' pupil group promotes the use of Welsh effectively through strategies such as rewards, competitions and games. As a result, pupils make good progress in improving their Welsh and the language is very prevalent around the school. Staff develop pupils' understanding of their Welsh culture and history well. For example, visits to St Fagan's and Llangrannog support pupils' learning effectively.

Education for sustainable development and global citizenship is developing suitably. There is sound provision to enable pupils to learn about sustainability through such activities as recycling and saving energy. However, there are few curriculum opportunities for pupils to develop an understanding of their place as global citizens in the wider world.

### **Teaching: Adequate**

There are strong working relationships between all adults and pupils. All staff manage pupils' behaviour well and focus effectively on ensuring pupils' wellbeing. This helps to develop a positive attitude towards learning among nearly all pupils. In the majority of classes, teachers set out clear learning objectives and ensure that most pupils understand what they need to do to achieve them. Staff use an appropriate range of teaching approaches and resources that motivate pupils to take an active part in their learning, for instance through use of the outdoors. Most teachers use questioning effectively to further pupils' thinking and to assess their understanding.

In a very few classes, teachers use their specialist subject knowledge skilfully to provide stimulating tasks, which challenge more able pupils effectively, for example in science. However, across the school, teachers do not always have sufficiently high expectations for all pupils' achievements, or plan tasks well enough to match the needs of pupils of different abilities. For example, in literacy, pupils in different year groups are often set the same tasks. Too great a reliance on writing frames and too much direction by staff limit the development of pupils' independent learning skills.

Teachers and teaching assistants in the specialist teaching facilities have a clear understanding of the needs and abilities of individual pupils. They use this information well to plan and to deliver worthwhile activities that help pupils to make good progress.

Most teachers give relevant oral feedback to pupils about their achievements. However, written comments do not always provide pupils with useful information about what they need to do to improve their work. Teachers are beginning to provide pupils with opportunities to assess their own work and that of other pupils. However, overall, teachers' use of assessment for learning strategies across the school is not well developed.

The school tracks pupils' progress regularly and uses the information well to identify and to provide additional support for pupils at risk of underachievement. However, procedures to moderate pupils' standards are not robust enough. Teacher assessments are often over generous and do not provide a valid and reliable picture of pupils' achievement and progress, particularly at the end of Year 2 and Year 6.

Reports to parents meet statutory requirements. They contain suitably detailed information about their child's achievements and targets for improvement.

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

The school is a welcoming, happy and inclusive community in which pupils learn to respect each other, staff and other adults. It has a strong focus on teaching pupils values. For example, stories in collective worship encourage pupils to reflect upon the importance of honesty and tolerance. This contributes effectively to pupils' spiritual, moral and social awareness, and the study of Welsh artists helps pupils to appreciate aspects of culture. The school makes appropriate arrangements for promoting healthy eating and drinking.

There are effective systems for identifying, planning and supporting the curriculum for pupils with additional learning needs. The additional learning needs co-ordinator has a detailed knowledge of pupils and oversees the arrangements for these pupils successfully. Staff consult with parents and targeted pupils regularly to write and review helpful individual education plans. The plans set out clear targets against which teachers monitor pupils' progress carefully. Staff are sensitive to the needs of the pupils they teach. They allow vulnerable pupils short breaks from the main classroom in supervised areas when the need arises. Most pupils make good progress as a result of interventions and specialist teaching that meet their needs. Pupils in the specialist teaching facilities take a full part in the life of the school through a very well planned system of integration. For example, they take part in physical development lessons with other pupils in mainstream classes.

Staff foster effective relationships with a wide range of external agencies, such as social workers, educational welfare officers and the educational psychologist. The school also works well in conjunction with a children's charity to run useful workshops that support parents whose children have complex needs. These relationships are successful in reducing the barriers to pupils' learning.

The school has initiated new strategies in the past year to improve pupils' attendance. The attendance officer works closely with the education welfare officer to reduce pupil absence. This, combined with strategies, such as offering incentives and rewards to pupils and regular communication with parents, is beginning to have a positive effect on raising attendance.

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

### **Learning environment: Good**

The school has a respectful and caring ethos which underpins its work. This helps pupils to feel safe and valued. Through the curriculum, staff encourage pupils to

appreciate different points of view well. As a result, there is a clear emphasis on recognising and celebrating equality and diversity. All pupils have ready access to all aspects of the school's curriculum and to the range of extra-curricular activities provided.

The recently-built accommodation provides a learning environment of high quality, which supports teaching and learning well. There is a plentiful supply of resources of good quality. For example, a wide range of books in the 'learning lounge has supported the improvement in pupils' reading standards successfully. Staff and pupils use the indoor and outdoor space effectively. In key stage 2, for example, teachers have engaged boys more successfully in their learning by making greater use of practical activities in the outdoors. Displays around the school are informative and these support pupils' learning suitably. However, they do not always celebrate pupils' achievements well enough.

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

Senior leaders have worked successfully since the amalgamation and the move to the new school building to bring staff and pupils from the two schools together as one community with a strong team ethos.

Regular meetings at senior leadership and wider management levels help to shape the direction of the school. Learning team meetings and staff meetings cover a range of pertinent issues, for example improving standards in reading. There are clear staff roles at all levels. The wider management team have a sensible spread of responsibilities and they are diligent in fulfilling these. However, senior leaders do not focus sharply enough on identifying the most important priorities for improving pupil outcomes.

The arrangements for monitoring and for performance management of teachers and support staff are appropriate, but, in practice, their application is not robust enough to provide sufficient levels of challenge to staff at all levels to raise standards in teaching and learning.

The governing body is knowledgeable and committed to bringing about improvement. Governors support senior leaders well and have a good awareness of the many priorities for improvement. However, the large amount of information that they receive makes it difficult for them to identify key priorities and to ask searching, focused questions about progress towards meeting the most important areas for improvement.

Leaders pay suitable attention to achieving a few national priorities. In particular, a strong recent drive to improve attendance and to raise standards in Welsh is having a positive effect on improving pupil outcomes.

### **Improving quality: Adequate**

The school has a range of appropriate processes to evaluate its performance. These include the careful analysis of pupil performance data, scrutiny of pupils' work, lesson

observations and talking to pupils. However, there is no overall plan to ensure that monitoring and evaluation activities follow up identified issues of concern in a timely manner. This means that the school is too slow to move forward in several important areas, for example in providing appropriate levels of challenge for more able pupils and addressing shortcomings in assessment. In general, the school is often too positive in its evaluation of the standards of teaching and learning.

There are suitable mechanisms to seek the views of parents and pupils. As a result of parental views, the school has introduced a breakfast club and valuable after-school child care. Over a third of the school's pupils attend the breakfast club and this has contributed strongly to improving pupils' punctuality. Pupil surveys highlighted that pupils wish to make greater use of the outdoor environment and the school is working hard to implement this. Teachers across the school plan practical outdoor activities for pupils and these are beginning to have a positive impact, for example on boys' achievements in science in key stage 2.

The self-evaluation report identifies strengths, but also a large number of areas for development. These feed into three wide-ranging main priorities in the school improvement plan and each priority contains numerous sub-priorities. It identifies suitable timescales and resources, and allocates responsibilities to members of staff appropriately and it is contributing well to improvements in pupils' Welsh and reading skills. However, the lack of sharp focus within improvement planning makes it difficult for leaders to concentrate on taking forward the most urgent areas for development, such as ensuring that pupils apply their literacy, numeracy and ICT skills effectively in their work across the curriculum.

### **Partnership working: Good**

The school works well with a variety of partners, including parents. It offers workshops to help parents understand e-safety and new teaching initiatives, for example in reading and numeracy. The Parent Teacher and Friends' Association provides opportunities for parents to discuss and collaborate on relevant matters. It has raised funds for facilities, such as a climbing wall for pupils' use in the outdoor learning area. These activities have a beneficial effect on pupils' wellbeing and learning.

Effective links with the local community help to support and promote pupils' learning. Recent partnership activities have included visits to school by a member of a local bank to help pupils to develop their understanding about managing money. Pupil visits to local businesses and a local technology firm as part of a science, technology and mathematics week help pupils to understand how these subjects are applied in everyday life.

There are strong links with the local secondary school. Year 6 pupils take part in useful transition activities that help them to move confidently to the next stage of their education. Transition activities for pupils with complex learning needs start in Year 5 to help them to become gradually familiar with new surroundings. The inclusion of the school choir in the local secondary school's musical production has further helped to reduce pupil anxiety about moving to secondary school.

The school has a purposeful partnership with an initial teacher education and training provider. It offers students well-supported placements through which they can hone their practical teaching skills with the help of experienced teachers.

There are useful partnerships with local schools. For example, staff take part in projects with cluster schools to promote reading. Links with a university partner and schools in the local area encourage staff to engage in professional learning activities with other teachers. In a few cases, members of staff have shared successful practice in mathematics, science and outdoor learning with local schools and charities.

The school regularly takes part in cluster groups for literacy, numeracy, ICT, Welsh and science. This has helped to contribute to improvements in pupils' Welsh language skills.

### **Resource management: Adequate**

Senior leaders deploy most staff sensibly to make the best use of their talents and areas of interest, for example to lead curriculum areas. They target resources suitably to where there is most need. For instance, they have provided an additional teaching assistant in Year 6 to support pupils identified as falling below the expected level in English and mathematics. However, they do not analyse rigorously enough the outcomes of these spending decisions. In general, senior leaders do not manage their roles effectively enough to ensure that there is a clear focus on improving teaching and learning.

All staff have good opportunities to take part in a range of professional development activities, including attendance at relevant courses and visits to other schools to observe good practice. This is helping to improve pupils' ability to solve mathematical problems and to raise standards in science.

The school receives a large amount of money to address poverty and deprivation. Leaders use this suitably to implement a range of appropriate strategies to improve the wellbeing of pupils eligible for free school meals. For example, the attendance officer is working successfully with targeted families to increase pupil attendance. A range of catch-up programmes address pupil underperformance in basic skills and a positive play programme is raising levels of self-confidence with targeted pupils. However, leaders do not evaluate well enough the impact of each programme to identify those which are the most and least effective in raising attainment and wellbeing.

The governing body, in conjunction with the headteacher, maintains a careful oversight of the school budget. It provides a good level of challenge to ensure that the school spends its budget appropriately for the benefit of pupils and keeps a suitable level of reserves.

Overall, in view of the standards achieved by pupils and the overall quality of the provision and leadership, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6702243 - Burlais Primary School

Number of pupils on roll	588
Pupils eligible for free school meals (FSM) - 3 year average	31.6
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	69	71	65	74
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	69.6	77.5	78.5	78.4
Benchmark quartile	4	3	4	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	69	71	65	74
Achieving outcome 5+ (%)	76.8	80.3	81.5	79.7
Benchmark quartile	4	3	4	4
Achieving outcome 6+ (%)	18.8	33.8	12.3	16.2
Benchmark quartile	4	2	4	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	69	71	65	74
Achieving outcome 5+ (%)	73.9	80.3	78.5	86.5
Benchmark quartile	4	4	4	3
Achieving outcome 6+ (%)	17.4	32.4	13.8	20.3
Benchmark quartile	3	2	4	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	69	71	65	74
Achieving outcome 5+ (%)	82.6	90.1	87.7	93.2
Benchmark quartile	4	3	4	3
Achieving outcome 6+ (%)	39.1	50.7	44.6	45.9
Benchmark quartile	3	2	3	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.

**6702243 - Burlais Primary School**

Number of pupils on roll	588
Pupils eligible for free school meals (FSM) - 3 year average	31.6
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	83	69	83	74
<b>Achieving the core subject indicator (CSI) (%)</b>	80.7	78.3	80.7	83.8
Benchmark quartile	3	4	4	4
<b>English</b>				
Number of pupils in cohort	83	69	83	74
Achieving level 4+ (%)	86.7	78.3	84.3	83.8
Benchmark quartile	2	4	3	4
Achieving level 5+ (%)	22.9	18.8	30.1	29.7
Benchmark quartile	4	4	3	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	83	69	83	74
Achieving level 4+ (%)	84.3	82.6	81.9	86.5
Benchmark quartile	3	3	4	4
Achieving level 5+ (%)	22.9	23.2	22.9	31.1
Benchmark quartile	3	4	4	3
<b>Science</b>				
Number of pupils in cohort	83	69	83	74
Achieving level 4+ (%)	89.2	81.2	80.7	83.8
Benchmark quartile	2	4	4	4
Achieving level 5+ (%)	19.3	20.3	26.5	28.4
Benchmark quartile	4	4	3	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.	102		102 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	102		101 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	102		99 97%	3 3%	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	102		101 99%	1 1%	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.	102		99 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	102		100 98%	2 2%	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.	102		102 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	102		101 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	102		98 96%	4 4%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%	
I have enough books, equipment, and computers to do my work.	102		99 97%	3 3%	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.	102		81 79%	21 21%	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	102		88 86%	14 14%	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.	80	47 59%	23 29%	6 8%	3 4%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	80	51 64%	24 30%	4 5%	1 1%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	80	50 62%	23 29%	3 4%	2 2%	2	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.	80	41 51%	30 38%	7 9%	1 1%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	80	33 41%	29 36%	6 8%	4 5%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	80	46 57%	26 32%	5 6%	1 1%	2	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	80	48 60%	30 38%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	79	36 46%	22 28%	8 10%	3 4%	10	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	80	49 61%	18 22%	7 9%	4 5%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	80	48 60%	30 38%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	80	48 60%	26 32%	2 2%	4 5%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	79	44 56%	20 25%	6 8%	2 3%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	80	42 52%	27 34%	11 14%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		48%	41%	9%	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.	79	49 62%	23 29%	1 1%	4 5%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	80	38 48%	25 31%	3 4%	5 6%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	79	44 56%	26 33%	6 8%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	78	30 38%	20 26%	7 9%	3 4%	18	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	80	39 49%	34 42%	6 8%	1 1%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	79	45 57%	25 32%	6 8%	2 3%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

## Appendix 3

### The inspection team

Elizabeth Barry	Reporting Inspector
Susan O'Halloran	Team Inspector
Penny Lewis	Team Inspector
Rhona Edwards	Team Inspector
Lowri Jones	Team Inspector
Terry James Davies	Lay Inspector
Christian Coole	Peer Inspector
Alison Bastian	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language
- mathematics
- science

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

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

### **All-Wales Core Data sets**

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

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

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