



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

A report on

**Acton Park Primary School
Box Lane
Wrexham
LL12 8BT**

Date of inspection: May 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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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Context

Acton Park Primary School is in the town of Wrexham. There are 469 pupils between the ages of 3 and 11 years on roll, including 49 who attend the school's nursery part-time.

There are 15 classes. The school also hosts two resource provision classes, funded by the local authority, for pupils with speech and language difficulties.

Around 18% of pupils are eligible for free school meals, which is around the national average. The school identifies that approximately 15% of pupils have additional learning needs, including those in the resource provision. This is below the national average. A very few pupils have a statement of special educational needs.

Most pupils are of white British ethnicity and come from homes where English is the main language. No pupils speak Welsh at home.

The headteacher took up her post in January 2017. Estyn last inspected the school in March 2011.

The individual school budget per pupil for Acton Park Primary in 2016-2017 means that the budget is £3,570 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,755 and the minimum is £2,924. Acton Park Primary is 22nd out of the 58 primary schools in Wrexham 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 school's current performance is adequate because:

- Most pupils make satisfactory progress in the development of their skills as they move through the school
- Most pupils have effective reading skills
- In key stage 2, most have sound numeracy skills and a good understanding of mathematical concepts
- Most pupils develop a good range of information and communication technology (ICT) skills
- Rates of attendance are high
- Standards of behaviour are consistently good
- In a few lessons, all pupils are engaged and make good progress
- The school provides well for the development of pupils' health and wellbeing

However:

- Many pupils' writing is underdeveloped, particularly their ability to write creatively and with imagination
- Most pupils do not achieve at a high enough level in mathematical development by the end of the Foundation Phase
- Many pupils do not have the ability to work independently and to take responsibility for their learning
- There are insufficient opportunities for pupils to apply their literacy and numeracy skills across the curriculum
- Lessons do not always engage all learners and challenge them to succeed at an appropriate level
- Teachers do not use assessment information well enough to inform the next steps in pupils' learning

Prospects for improvement

The school's prospects for improvement are adequate because:

- The newly appointed headteacher has a clear vision for the school based on raising standards
- The headteacher is beginning to refocus the priorities of senior leaders to ensure a clear strategic direction for the school
- The process of performance management for all members of staff is well established
- Governors are supportive of the school and have a good understanding of how

the school is performing when compared with similar schools

- There is a good range of partnerships that have a positive impact on pupils' learning experiences and wellbeing
- The school has sufficient well-qualified and experienced staff to deliver the curriculum

However:

- There is a lack of strategic direction to ensure a consistent and coherent approach to school improvement
- A significant number of changes in the staffing structure of the school have disrupted leadership and adversely affected its progress
- Leadership responsibilities are not effective in supporting school improvement
- Self-evaluation and monitoring activities are not robust and do not link to school improvement priorities closely enough
- Senior leaders do not evaluate the impact of the school's actions on pupil outcomes enough

Recommendations

- R1 Raise standards in pupils' writing across the school and in mathematical development in the Foundation Phase
- R2 Improve pupils' ability to work independently, to take responsibility for their learning and to develop their thinking
- R3 Provide opportunities for pupils to apply their literacy and numeracy skills across the curriculum
- R4 Ensure that all lessons move forward purposefully and challenge pupils to succeed at a worthwhile level
- R5 Ensure that teachers assess pupils' progress accurately and use the information to inform the next steps in pupils' learning
- R6 Improve strategic leadership at all levels to ensure improved outcomes for pupils
- R7 Ensure that school improvement activities link clearly to the outcomes of robust self-evaluation and monitoring processes
- R8 Reduce the school's budget underspend

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils enter the school with levels of skill, knowledge and understanding that are in line with those expected for their age. Most pupils make satisfactory progress as they move through the school. Most pupils with additional learning needs make suitable progress over time.

Most pupils develop appropriate oracy skills. They listen well to the instructions of adults and many answer questions as part of whole class and group work enthusiastically. Many share their thoughts, ideas and opinions thoughtfully with their peers, when given the opportunity.

In the Foundation Phase, most pupils develop effective reading skills in line with those expected for their age and ability. They use their knowledge of letter sounds well to decode words and to sound out unfamiliar ones. They provide accurate summaries of what they have read and make useful predictions about what may happen next in their story. However, only a very few pupils show a real enthusiasm for books and reading. In key stage 2, most pupils read with confidence, enthusiasm and expression. Many develop effective higher-order reading skills, such as the ability to scan a text for specific information and to infer meaning from the behaviour of a character in a story. They enjoy reading a variety of books from home and school.

By the end of the Foundation Phase, many pupils write to a standard that is suitable for their age and ability. Their work is generally well presented and their letter formation accurate and consistent. Most pupils spell simple common words correctly and use their knowledge of letter sounds appropriately to attempt words that are more complex. However, a minority of pupils do not have a sufficient understanding of the basics of sentence construction and do not use capital letters and full stops regularly to demarcate sentences and organise their work. Many pupils demonstrate a sound knowledge of the various forms of non-fiction writing, for example when describing the process of the water cycle. However, they do not write at length, creatively or with a sufficiently wide and imaginative vocabulary.

In key stage 2, most pupils continue to make suitable progress in the development of their writing skills. Many develop effective spelling strategies and use basic punctuation well to organise their work. They write appropriately in a limited range of forms. For example, they create interesting recounts of life during the Second World War and write persuasive letters to demand action to prevent flooding. However, few pupils demonstrate a good understanding of the features of fiction writing, such as stories, poems and play scripts. Most pupils across the school do not apply their writing skills at the same level in subjects across the curriculum as they do in their literacy lessons.

By the end of the Foundation Phase, many pupils have a suitable knowledge of a range of number facts that they apply competently to solve calculations. For example, they add and subtract numbers to 100 using a range of formal and informal methods. Their ability to solve simple multiplication and division problems is less well developed. Most pupils develop a useful understanding of a range of mathematical concepts and skills, including time, measure and shape. For example, they recognise simple two-dimensional shapes and tell the time to the nearest half hour. In a few cases, pupils handle data soundly to create simple pictograms, tally charts and block graphs. However, pupils do not achieve at a high enough level by the end of the Foundation Phase and they do not apply their knowledge well to solve problems in real-life contexts.

In key stage 2, most pupils develop thorough numeracy skills and a good understanding of a wide range of mathematical concepts. They use their knowledge of place value effectively, for example when multiplying whole numbers and decimals by 10. In Year 6, most pupils have good instant recall of times tables. They investigate number patterns effectively and with enthusiasm, such as when exploring the Fibonacci sequence and its appearance in nature and art. They interpret and present data well in a range of forms, including in pie charts and line graphs. However, across the school, most pupils do not apply their numeracy at the same level in other subjects as they do in mathematics lessons.

Throughout the school, most pupils' use of the Welsh language is developing appropriately. They use simple greetings and describe the weather confidently. They use set language patterns effectively to interact with each other and to play games in the classroom. At the end of the Foundation Phase, most pupils read at an appropriate level for their age and ability. In key stage 2, many pupils read prepared texts mostly accurately and with suitable understanding. Most write to a good standard, with support. For example, pupils in the Foundation Phase write interesting descriptions of themselves, their likes and dislikes. In Year 6, they select the correct tense to create an invitation to a party.

Most pupils develop a good range of ICT skills in designated lessons and apply these well in subjects across the curriculum. For example, pupils in Year 2 use a desktop publishing program well to create posters about fair trade. In Year 4, they use a spreadsheet to create graphs to show data they have collected about the class' favourite chocolate bars. Pupils in Year 6 build well on work with programmable toys they have undertaken in previous years to develop purposeful coding skills. For example, pupils apply logical thinking skills when writing a simple program to create and control the movement of an object on a screen. Across the school, pupils access the internet successfully to support their studies. Nearly all pupils have a good understanding of how to stay safe online.

The published data for teacher assessments at the end of Foundation Phase and key stage 2 includes pupils with additional learning needs within the school's two resource provision classes. This affects the overall performance of pupils when compared with that of pupils in other schools with similar proportions of pupils eligible for free school meals.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected and higher outcomes has placed the school mostly in the lower 50% when compared with similar schools over the last four years.

At the end of key stage 2, pupils' performance at the expected and higher levels in English, mathematics and science has placed the school largely in the lower 50% when compared with similar schools over the last four years.

At the end of the Foundation Phase and key stage 2, girls' performance in mathematical development and literacy has tended to be well above that of boys at the expected and higher outcomes for the last four years. Similarly, girls' performance in science has tended to be well above that of boys at the end of key stage 2.

Pupils who are eligible for free school meals have tended to achieve less well than other pupils over the last four years.

Wellbeing: Good

Nearly all pupils feel safe and well cared for in school and know where to turn if they are worried or upset. Most pupils demonstrate a good appreciation and understanding of the importance of adopting a healthy lifestyle, for example through active participation in a range of physical activities.

Most pupils enjoy school and behave well. Nearly all pupils are courteous, kind and well mannered. They show respect, care and concern for others. They have a positive attitude to learning and in many cases concentrate well and enjoy their lessons. However, as a result of over direction by adults, they do not always have sufficient skills to improve and plan their own learning, to solve problems or to develop their own thinking.

Nearly all pupils feel adults listen to them and value their opinions. The pupils in the leadership group and the school council are beginning to take a more active role in making decisions. These have a positive influence on the life of the school and give pupils a suitable sense of responsibility. For example, they recently introduced a trolley of playground equipment that has had a positive impact on pupils' behaviour at break and lunch times.

Attendance rates have placed the school in the higher 50% when compared with similar schools over the last four years.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school provides suitable learning experiences that successfully engage most pupils and cover the requirements of the National Curriculum and religious education. In a few cases, these activities engage the interest of nearly all learners well, such as when pupils in Year 4 create their own model volcanoes as part of their science work. However, learning experiences in all classes do not always build well enough on pupils' previous skills development, knowledge and understanding. This limits the progress pupils make over time. The school offers a wide range of extra-curricular clubs that enrich pupils' experience of school well.

Planning to develop pupils' literacy and numeracy skills within designated literacy and mathematics lessons is sound. The school's topic-based approach provides a few valuable opportunities for the further development of these skills. For example, pupils in Year 6 use their knowledge of percentages to calculate the changing cost of items from the Second World War to the present day. However, there are insufficient opportunities for pupils to develop further their literacy and numeracy skills by applying them in subjects across the curriculum. In particular, teachers do not plan activities frequently enough that enable pupils to work independently to refine their skills. This limits the development of their thinking skills.

The school provides good opportunities for pupils to develop their ICT skills.

Teachers follow a systematic scheme that develops pupils' Welsh language skills as they move through the school. Regular 'helpwr heddiw' sessions in most classes support this well. In general, teachers provide good opportunities for pupils to develop their knowledge and understanding of the features, history and culture of Wales. For example, pupils in key stage 2 work with a local artist to create landscape sketches.

The school provides suitable opportunities to develop pupils' understanding of the importance of sustainable living and their awareness of themselves as global citizens. For example, pupils design Christmas decorations containing friendship messages that they exchange with schools in Europe.

Teaching: Adequate

All teachers establish positive working relationships with pupils. In many classes, teachers have good subject knowledge and high expectations of pupil behaviour. They set clear lesson objectives and share success criteria with pupils effectively. In a few cases, teachers provide pupils with success criteria that are specific to their needs and help them to make good progress in their learning. However, in too many classes, lesson aims are not clear enough and do not provide pupils with sufficient guidance or challenge.

Many teachers use a suitable range of approaches and activities to develop pupils' skills. For example, in the Foundation Phase, teachers organise enhanced and continuous provision well to enable pupils to engage in a variety of activities to improve their skills. However, there is often too much emphasis on structured activities and not enough use of the outdoor learning environment. Across the school, teachers do not provide sufficient opportunities for pupils to develop as independent learners.

Most teachers provide valuable oral feedback to pupils during lessons. Written feedback recognises pupils' efforts, but does not always indicate the next steps in pupils' learning. Opportunities for pupils to assess their own work are at an early stage.

The school uses an electronic tracking system to record the progress that pupils are making. Teachers update this information on a regular basis. However, they do not use this information effectively to plan the next steps for learners or to review the effectiveness of their approaches to teaching and learning. Teachers' assessments of the levels achieved by pupils are not consistently accurate.

There are regular opportunities for parents to discuss their children's progress and wellbeing with teachers. Annual reports to parents are clear and informative.

Care, support and guidance: Good

Provision for the development of pupils' health and wellbeing is a positive aspect of the school's work. It provides good opportunities for the development of pupils' spiritual, moral, social and cultural education. For example, assemblies encourage pupils to reflect on how to be a good friend, and visits to local churches help to develop their spiritual awareness. The school makes appropriate arrangements for promoting healthy eating and drinking. For example, most pupils have water available in classes and the pupil leadership group organises the sale of fruit at break time. There are good opportunities and facilities for pupils to play and to take regular exercise during the school day and in extra-curricular sport.

The school works successfully with a wide range of external agencies to ensure that pupils receive the relevant help, support and guidance they need. For example, there are good links with educational psychologists, mental health and speech and language services. These contribute effectively to addressing individual pupils' needs. The school has appropriate systems in place to monitor pupils' attendance and follows up any issues by working closely with the local authority's welfare officers.

Provision for pupils with additional learning needs has a positive impact on standards and wellbeing for pupils with specific learning challenges. The school offers an extensive range of intervention programmes to support groups and individual pupils. For example, the pastoral support worker delivers sessions on emotional literacy to vulnerable pupils that improve their self-confidence and social skills. However, the school does not review the impact of interventions systematically to ensure that they are effective in improving outcomes for pupils. Teachers work well with parents and carers to monitor and review pupils' individual education plans. The two resource provision classes provide sound specialist support for pupils with speech and language difficulties.

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

Learning environment: Good

The school provides an inclusive and welcoming environment where all pupils feel safe and valued. The school recognises and celebrates the diversity of its community and the wider world well, for example through assemblies, displays and curricular activities. It is particularly effective in challenging homophobia and promoting pupils' awareness of different family groups through its work with a campaigning charity. All pupils have access to all areas of the curriculum.

The school consists of separate Foundation Phase and key stage 2 buildings. The accommodation is largely of a good standard and provides an airy and attractive learning environment for pupils. The school is set in extensive grounds that provide good opportunities to extend and support pupils' learning. However, teachers do not always exploit these opportunities as well as they could for the benefit of pupils. The school has plentiful resources to meet pupils' learning needs, including recent investment in additional ICT equipment that has improved pupils' ICT skills well.

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

Leadership: Adequate

The newly appointed headteacher has a clear vision that focuses clearly on raising standards and improving the wellbeing of all pupils. In a short space of time, she has identified the areas that need improving accurately and has shared her plans for improvement with the governing body and senior leaders. There are positive early signs that this is helping to improve the life and work of the school. However, it is too soon to gauge the impact of her leadership on pupil outcomes or the quality of provision over time.

Many changes in the staffing structure of the school have occurred over the past few years. This has caused considerable disruption and limited the school's overall development. As a result, leadership responsibilities are not appropriately distributed and very few members of staff have up-to-date job descriptions that match their roles within the school. Over time, the regular staff and senior leadership team meetings have tended to focus too much on organisational issues. This has helped the school to run smoothly from day to day, but has limited the focus on addressing strategic priorities and improvement planning. The headteacher is beginning to refocus senior leaders' priorities by ensuring that they have a clearer understanding of their roles and responsibilities in setting the strategic direction of the school.

The process of performance management for all members of staff is well established and appropriately organised. Targets align closely to priorities within the school improvement plan. However, the school's current processes for monitoring the quality of teaching and its impact on pupils' learning are insufficiently robust. As a result, leaders do not regularly challenge staff to improve their performance or support them to raise standards of pupils' achievement.

Governors are supportive of the school and know the local community well. They have a good understanding of how well the school is performing when compared with similar schools. However, their role as critical friends is at an early stage of development.

Improving quality: Unsatisfactory

There is a well-established timetable of activities to review and update sections of the self-evaluation report. All teaching staff analyse teacher assessment data suitably and produce a detailed account of pupils' attainment at the end of both key stages. However, the teachers' assessment of the levels of attainment of pupils is not consistently accurate and leaders do not use the information well enough to secure improvements in pupil outcomes.

The processes for evaluating the quality of learning and teaching through book scrutiny and session observations lack rigour. As a result, leaders do not have a sufficient range of reliable, first-hand information to identify strengths and weaknesses in these areas. The self-evaluation report is a succinct document, but it focuses too much on describing provision rather than evaluating the impact of the school's actions on pupil outcomes. Consequently, the self-evaluation process is not effective in driving the school forward.

The school improvement plan lacks a coherent structure and its link with self-evaluation is unclear. There are a manageable number of priorities set within a realistic timescale, but leaders do not consistently match priorities accurately enough to issues arising from self-evaluation. The plan allocates funding to planned actions appropriately and the actions broadly match the school's priorities. However, the plans do not include clear outcomes against which leaders can measure success in terms of improved standards of achievement for pupils.

The school has made slow progress in meeting the majority of recommendations from the previous inspection.

Partnership working: Good

There is a good range of partnerships that have a positive impact on pupils' learning experiences and wellbeing. Most parents are supportive of the school and raise considerable sums of money annually to improve provision for pupils. A recent fund-raising activity has enabled the school to purchase more computer equipment that supports the development of pupils' ICT skills effectively. The school fosters good links with the community that make valuable contributions to school life. For example, staff arrange sessions for grandparents to join pupils for lunch before helping them to tend the school garden. Opportunities to share good practice among the local family of schools are beginning to have a positive effect on improving provision and the quality of teaching and learning.

There are valuable links with a good range of external specialist agencies, which support vulnerable pupils and their families well.

The strong links with the local playgroups help the younger pupils settle happily into the nursery class. The school works closely with its local secondary school and carefully planned transition activities prepare Year 6 pupils well for the next phase in their education.

Arrangements for moderation of pupils' work within the cluster of schools are effective in producing portfolios of work in the core subjects. However, the school does not always make good use of these to ensure the accuracy of teacher assessments of the levels of attainment of pupils' work.

Resource management: Adequate

The school has sufficient, well-qualified teachers, with a good range of expertise and specialist knowledge to deliver the curriculum. The teaching assistants support the learning of small groups of pupils appropriately. Leaders deploy most staff suitably, but do not always make the best use of the particular talents of staff to enrich pupils' learning experiences.

There are suitable arrangements for teachers' planning, preparation and assessment time. The school pays due attention to the professional development needs of all staff and ensures that they have access to a suitable range of relevant training opportunities. These contribute well to improving the quality of provision for pupils. The school has a large surplus budget, which has accumulated over recent years,

and there are few records within school relating to previous financial management and controls. The new headteacher and governing body are in the process of agreeing a spending plan to redress the balance.

The school is making appropriate use of its pupil deprivation grant. Planned expenditure includes provision to raise standards of attainment and to ensure the wellbeing of disadvantaged pupils.

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

Appendix 1: Commentary on performance data

6652276 - Acton Park Primary

Number of pupils on roll	462
Pupils eligible for free school meals (FSM) - 3 year average	12.6
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	64	60	65	63
Achieving the Foundation Phase indicator (FPI) (%)	85.9	80.0	87.7	85.7
Benchmark quartile	3	4	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	64	60	65	63
Achieving outcome 5+ (%)	87.5	83.3	89.2	88.9
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	18.8	23.3	26.2	39.7
Benchmark quartile	4	4	4	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	64	60	65	63
Achieving outcome 5+ (%)	85.9	83.3	89.2	87.3
Benchmark quartile	3	4	3	4
Achieving outcome 6+ (%)	23.4	25.0	35.4	44.4
Benchmark quartile	3	3	3	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	64	60	65	63
Achieving outcome 5+ (%)	98.4	96.7	92.3	95.2
Benchmark quartile	3	3	4	3
Achieving outcome 6+ (%)	39.1	31.7	43.1	57.1
Benchmark quartile	3	4	4	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.

6652276 - Acton Park Primary

Number of pupils on roll	462
Pupils eligible for free school meals (FSM) - 3 year average	12.6
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	54	60	64	52
Achieving the core subject indicator (CSI) (%)	90.7	86.7	87.5	86.5
Benchmark quartile	2	3	4	4
English				
Number of pupils in cohort	54	60	64	52
Achieving level 4+ (%)	90.7	86.7	89.1	90.4
Benchmark quartile	3	4	4	4
Achieving level 5+ (%)	25.9	33.3	39.1	36.5
Benchmark quartile	4	3	3	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	54	60	64	52
Achieving level 4+ (%)	98.1	90.0	90.6	88.5
Benchmark quartile	1	3	4	4
Achieving level 5+ (%)	16.7	33.3	39.1	28.8
Benchmark quartile	4	3	3	4
Science				
Number of pupils in cohort	54	60	64	52
Achieving level 4+ (%)	96.3	88.3	92.2	94.2
Benchmark quartile	2	4	4	3
Achieving level 5+ (%)	14.8	36.7	37.5	32.7
Benchmark quartile	4	3	3	4

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	101	98 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	100	92 92%	8 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	101	94 93%	7 7%	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	99	95 96%	4 4%	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.	99	92 93%	7 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	101	93 92%	8 8%	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	98 98%	2 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	101	99 98%	2 2%	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.	101	87 86%	14 14%	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.	99	89 90%	10 10%	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.	93	38 41%	55 59%	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	98	71 72%	27 28%	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.	55	31 56%	21 38%	2 4%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	55	38 69%	16 29%	1 2%	0 0%	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.	55	36 65%	18 33%	0 0%	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.	55	29 53%	23 42%	2 4%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	55	15 27%	28 51%	2 4%	1 2%	9	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	55	26 47%	26 47%	0 0%	1 2%	2	Mae'r addysgu yn dda.
		61%	37%	2%	0%		
Staff expect my child to work hard and do his or her best.	55	33 60%	20 36%	0 0%	1 2%	1	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.	55	19 35%	25 45%	4 7%	1 2%	6	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.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	55	23 42%	26 47%	1 2%	1 2%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	55	26 47%	26 47%	2 4%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	55	28 51%	27 49%	0 0%	0 0%	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'.	53	22 42%	22 42%	4 8%	1 2%	4	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.	55	24 44%	24 44%	6 11%	0 0%	1	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.	55	32 58%	19 35%	3 5%	1 2%	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.	55	18 33%	21 38%	4 7%	2 4%	10	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	55	29 53%	24 44%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	55	15 27%	24 44%	1 2%	2 4%	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.	55	21 38%	31 56%	2 4%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	55	25 45%	25 45%	1 2%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Jonathan Wright	Reporting Inspector
Alison Botarelli	Team Inspector
Rhian Jones	Team Inspector
Peter Haworth	Lay Inspector
Sharon Davies	Peer Inspector
Joanna Grundy (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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