



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

**A report on**

**Gwenfo C.I.W. Primary  
Old Port Road  
Wenvoe  
Cardiff  
Vale of Glamorgan  
CF5 6AN**

**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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**Publication date: 30/08/2017**

## Context

Gwenfo Church in Wales Primary School is a voluntary controlled primary school in the village of Wenvoe in the Vale of Glamorgan. It currently has 218 pupils, aged three to eleven years, in eight single-year classes. This includes 33 pupils who attend the nursery part-time.

Around 10% of pupils are eligible for free school meals, which is below the national average (19%). The school identifies about 12% of pupils as having additional learning needs, including a very few who have a statement of special educational needs. Most pupils are from white or mixed ethnic backgrounds. A very few pupils speak English as an additional language.

The acting-headteacher has been in post since September 2016. The school's last inspection was in April 2010.

The individual school budget per pupil for Gwenfo Church in Wales Primary School in 2016-2017 means that the budget is £3,469 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £4,576 and the minimum is £2,773. Gwenfo Church in Wales Primary School is 24th out of the 45 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- Most pupils have positive attitudes to learning and achieve well
- Most pupils apply their literacy skills well across the curriculum
- Nearly all pupils behave very well during lessons and around the school
- Many pupils play an influential role in school life and contribute purposefully to decision-making
- The curriculum provides a good range of learning experiences that stimulate pupils' interest well
- Staff work well as a team to create a positive climate in which pupils feel valued

### Prospects for improvement

The school's prospects for improvement are good because:

- The acting-headteacher has a clear vision for the development of the school, which is shared by staff, governors and the wider community
- All staff share high expectations and work well collectively to improve outcomes for pupils
- Leaders use performance management procedures effectively to improve the quality of teaching and learning
- Self-evaluation processes are effective and leaders have an accurate understanding of the school's strengths and areas for development
- The school's partnerships with parents and specialist services contribute strongly to improving outcomes
- Leaders manage the school's finances efficiently and match spending carefully to meet the school's priorities

## Recommendations

- R1 Improve pupils' information and communication technology (ICT) skills
- R2 Continue to improve pupils' attendance
- R3 Provide more purposeful opportunities for pupils in key stage 2 to use their numeracy skills in real-life contexts across the curriculum
- R4 Ensure that all teaching develops pupils' independence in learning, particularly for more able pupils in key stage 2
- R5 Ensure that teachers' feedback provides pupils with a clear understanding of how to improve their work

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

Most pupils enter the school with skills at or above the level expected for their age. During their time in school, they make good progress and, by end of key stage 2, most achieve good standards in their literacy, numeracy and Welsh language skills. Across the school, many pupils' ICT skills are less well developed. Pupils with additional learning needs make good progress against their individual targets.

Across the school, most pupils make good progress in their speaking and listening skills. In the Foundation Phase, nearly all pupils listen attentively and speak confidently about their learning with other pupils and adults. Most show a willingness to share their thoughts and ideas and understand the need to take turns. In key stage 2, most pupils discuss their work with partners thoughtfully. They listen carefully and show good consideration for the views of their peers. Most pupils express their ideas clearly and many elaborate their views maturely to justify an opinion.

During the Foundation Phase, nearly all pupils' reading skills develop to a good standard. Most use a good variety of strategies to read texts with increasing independence. For example, most Year 2 pupils use their knowledge of phonics and picture cues to work out unfamiliar words. By the end of the Foundation Phase, most pupils read suitably challenging texts with fluency. They express preferences for different types of books and speak enthusiastically about favourite stories. More able pupils skim the text to locate information quickly and form opinions about characters by inferring from their actions and behaviour.

Nearly all pupils in key stage 2 read a range of fiction and non-fiction confidently. They show a good understanding of the organisational features of different texts and use an index and alphabetical order efficiently to retrieve information. By the end of Year 6, nearly all pupils read expressively with clear intonation. They apply their reading skills independently to research information for topic work using a range of sources including the internet effectively, for example to find relevant facts about the roles of important historical figures during World War 2.

In the Foundation Phase, most pupils write for a wide variety of purposes. For example, they retell traditional tales, recount visits and personal experiences and write detailed instructions for making pancakes. By Year 2, many pupils' writing is of a high standard. Most use a good range of punctuation accurately and spell common words correctly. More able pupils use a broad range of vocabulary and choose words with precision to convey meaning clearly. They develop their ideas logically and organise their writing so that it flows and holds the reader's interest well, for example by using humour to create an entertaining retelling of a story based on the Three Billy Goats Gruff. Most pupils' handwriting is neat and they present their work with pride.

Most pupils in key stage 2 write for a suitable range of purposes. They use specific features of different genres appropriately and demonstrate a good awareness of their audience. For example, pupils in Year 6 write engaging letters home to family members from the perspective of a character rescued from a torpedoed ship. Most pupils use an increasingly varied vocabulary and many make adventurous word choices for effect. For example, Year 3 pupils write vivid descriptions of imaginary creatures for a fantasy story based on their 'Wild Wood' topic. Many older pupils make effective use of stylistic features, including alliteration and metaphors. However, pupils do not always use their writing skills fully enough to produce stories or longer creative narratives. Most pupils use grammar correctly and punctuate their writing appropriately. They present their work well. Across the school, most pupils use their writing skills successfully in other areas of the curriculum.

In the Foundation Phase, most pupils make good progress in developing their numeracy skills in a broad range of practical contexts. For instance, reception pupils use ordinal numbers to record the position of snails in a race. Most pupils use appropriate standard and non-standard units to measure time and capacity and Year 1 pupils confidently count forwards and backwards in multiples of five. By the end of Year 2, most pupils show a good understanding of place value to 100 and beyond. They use a good range of strategies to add and subtract accurately. Most pupils record their work carefully.

In key stage 2, most pupils use a good variety of calculation methods successfully. Many recall number facts, such as times tables, confidently and apply their mental skills effectively when solving a range of number problems. By Year 6, nearly all pupils use formal written methods to multiply and divide larger quantities accurately. They demonstrate a good understanding of place value, including decimals and fractions. However, pupils' skills in numerical reasoning are less well developed and, as a result, pupils do not use their numerical skills as effectively in real-life contexts across the curriculum.

Many pupils make suitable progress in developing their ICT skills. For instance, in the Foundation Phase, pupils use a coding app to create movies and cartoons. In key stage 2, most pupils use a range of applications to communicate their ideas and present information effectively. They use the internet purposefully to support their research and show a good understanding of how to stay safe online. However, pupils' use of ICT to analyse and interpret data is less well developed. Overall, pupils' ability to use ICT to enhance their learning for a broad range of purposes is limited.

Most pupils in the Foundation Phase make good progress in developing their Welsh language skills. They use everyday greetings and respond to familiar questions confidently. By the end of Year 2, a majority of pupils read confidently and with good pronunciation. Many write for a range of purposes using a good variety of vocabulary, for example when writing shopping lists and poems about the seaside. They spell and punctuate accurately. Most pupils in key stage 2 build on these skills successfully and make sound progress in using written Welsh. By Year 6, many write detailed biographies of famous Welsh people, using the third person and extending their sentences to express opinions. They use punctuation accurately and present their work neatly. However, across the school, few pupils make good use of spoken Welsh in everyday situations outside Welsh lessons.

At the end of the Foundation Phase, pupils' performance over the last four years at both the expected and the higher outcome in literacy and mathematical development has generally placed the school in the higher 50% or top 25% when compared with similar schools.

At the end of key stage 2, pupils' performance at both the expected and the higher level in English and mathematics has varied over the last four years, though there has been an improving trend over this period. Pupils' performance in science at the expected level has placed the school in the lower 50% and at the higher level generally in the higher 50% or top 25% when compared with similar schools.

Boys tend to perform less well as a group than girls at the higher outcome in literacy at the end of the Foundation Phase and at the higher level in English and science at the end of key stage 2.

### **Wellbeing: Good**

Nearly all pupils feel happy and safe in school. They know whom to turn to for support and advice, and are confident that staff will deal promptly with their concerns. Nearly all pupils understand the importance of making healthy food choices and taking regular exercise.

Nearly all pupils behave very well during lessons. They show respect for adults and each other and embody the school's positive values well. Nearly all pupils show concern for others and take responsibility for their actions. They work and communicate well collaboratively. Most pupils take part in classroom discussions with maturity and sustain their concentration well while engaging in planned activities. Pupils' ability to make independent choices about what and how they learn, particularly in key stage 2, is less well developed.

Many pupils contribute purposefully to the life and work of the school. The school council plays an active and influential role in school life. Members take responsibility for setting agendas, writing minutes and corresponding with the governing body. Pupils' participation in decision-making is a positive feature of the school. For example, pupils took the lead in introducing the popular family dining at lunchtimes.

Pupils' attendance is improving and places the school around the median when compared with similar schools. Nearly all pupils arrive in school punctually. The number of persistent absentees has declined over the past four years.

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

The school provides a broad and stimulating variety of learning experiences, which meet the requirements of the Foundation Phase and the key stage 2 curriculum fully. Staff plan creatively to deliver the ethos and practice of the Foundation Phase well. This includes providing a valuable range of indoor and outdoor activities that stimulate pupils' interest and promote their independence successfully.

Teachers plan effectively to develop most pupils' literacy skills well. Learning experiences build purposefully on pupils' prior understanding and there are many opportunities for pupils to write across the curriculum. This is a particularly strong feature of Foundation Phase provision. The school provides useful opportunities to develop pupils' ICT skills, but the range of experiences is currently limited. Pupils do not have enough opportunities to use their numeracy skills in a range of real-life contexts in key stage 2.

Provision for the development of pupils' Welsh language skills is good. All pupils have suitable opportunities to practise their speaking and listening skills in daily whole-class sessions. In the Foundation Phase, pupils enjoy regular opportunities to read together and to write for a variety of purposes. In key stage 2, teachers make beneficial use of links with local schools to provide regular opportunities for pupils in Year 5 to correspond with peers using email. As a result, pupils write well independently and speak confidently about themselves and others. Teachers make very good use of visits and creative activities to develop pupils' awareness of their Welsh heritage and culture. For example, pupils have valuable opportunities to study the work of famous and contemporary Welsh artists and to learn about the history and modern economy of Cardiff.

The school promotes education for sustainable development successfully. Pupils engage actively in recycling, and the eco council monitors the school's use of energy well to ensure that there is little waste. Teachers promote pupils' understanding of global issues consistently. This ensures that most pupils have a good understanding of the principles of fair trade.

### **Teaching: Good**

Teachers have a good knowledge and understanding of the learning needs and interests of individual pupils. They use this well to plan worthwhile activities that promote the development of pupils' skills effectively. This includes a good variety of whole-class, group and individual work, which engages and sustains pupils' interest well. As a result, in most classes, teachers challenge pupils suitably and planned tasks extend their learning and encourage their independence successfully.

All staff establish strong and mutually respectful working relationships with pupils. They have high expectations of pupils' behaviour and work well together to create a positive climate in which pupils feel valued. Teaching assistants support individual pupils well, for example leading groups to improve their reading and writing skills. Most teachers use resources, including the outdoors and ICT, skilfully to ensure that teaching proceeds at a good pace and pupils are motivated to learn. They question pupils purposefully to develop their thinking. However, in a few classes, in key stage 2, pupils do not have enough opportunities to think for themselves or to make decisions about how they learn.

All teachers provide regular feedback to pupils to identify what they have done well. However, written feedback does not always give clear enough guidance to pupils on what they need to do to improve their work. Most teachers provide appropriate opportunities for pupils to assess their own work and to reflect on their progress.

The school tracks the progress of individual pupils very thoroughly. Staff use this information to monitor the progress of all pupils effectively. This ensures that they provide timely support to address obstacles to pupils' progress. Parents receive detailed annual reports, which provide useful information about their child's progress and attainment.

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

The school provides pupils with a caring and supportive environment. It has clear and effective procedures to ensure that pupils feel valued and safe. There are good arrangements to promote healthy eating and drinking. For example, pupils are encouraged to eat healthy snacks and run a popular fruit tuck shop at break time. Pupils enjoy regular opportunities to exercise through a good variety of sporting activities. The school promotes pupils' spiritual, moral and social development through a range of worthwhile activities. For example, the school's ethos team help to promote positive values, such as respect, throughout the school well. The school successfully develops pupils' cultural awareness through a good range of artistic and creative activities.

There are beneficial working relationships with a broad range of specialist services and agencies. These make a notable contribution to improving pupils' progress and wellbeing. For example, the school works effectively with the attendance officer to improve the attendance of vulnerable pupils.

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

Staff make good use of a robust system to identify pupils with additional learning needs. Pupils receive high quality support that meets their needs well. Teaching assistants work very effectively to support pupils to improve their literacy and numeracy skills. As a result, most pupils make good progress against their individual learning targets.

The school uses effective methods to improve pupils' attendance and this is helping to ensure that more pupils attend regularly.

### **Learning environment: Good**

The school is a very welcoming community with a strong Christian ethos where pupils are valued and cared for well. All staff encourage pupils to treat others with care and to show them respect, whatever their gender, race or background. These inclusive values permeate the daily life of the school. All pupils have equal access to the curriculum and to the good range of extra-curricular clubs and activities the school provides.

The school has developed its grounds to enhance pupils' learning and physical development successfully. It has stimulating outdoor areas, which staff use well to enrich pupils' learning and support wellbeing. The school buildings are clean and well maintained, providing an environment where pupils feel safe and secure. Attractive and informative displays enhance the learning environment and celebrate pupils' achievements well.

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

The acting headteacher provides skilful leadership and has been instrumental in bringing about recent improvements in standards. She has a clear vision for the development of the school and has secured broad support from staff, governors and the wider community. As a result, staff work very effectively together, and participate enthusiastically in initiatives to improve teaching and learning. This has led to measurable improvements in the standards that pupils attain, such as in the quality of their writing.

Leaders share responsibilities effectively and the senior leadership team support the acting-headteacher very well. They share high expectations of pupils and staff and work well collectively to challenge one another to improve the quality of learning experiences that the school provides. All members of staff have clear responsibilities and job descriptions and undertake their duties efficiently. A robust performance management system contributes well to securing improvements and supports the professional development of teachers and teaching assistants effectively.

The governing body has a good understanding of the school's strengths and future priorities. Governors are very supportive of the school and undertake their responsibilities diligently. The governing body's role in self-evaluation processes has been limited in the past. However, following recent changes, governors are beginning to challenge the school's leaders with increasing confidence. The committees of the governing body work well and provide effective oversight of the school, particularly in relation to finance.

The school responds well to local and national priorities, for example by improving standards in literacy and numeracy and enhancing the school's ICT resources.

### **Improving quality: Good**

The school has thorough and well-established self-evaluation processes. The outcomes of these comprehensive systems provide the school with an accurate assessment of its strengths and areas for development. The school evaluates a range of relevant evidence to inform its identification of priorities for improvement. This includes an accurate analysis of pupils' performance, regular observations of teaching and scrutiny of pupils' work. Leaders take good account of the views of parents, pupils, staff and governors. For example, the school council comments purposefully on progress towards school improvement targets. The school takes good note of reports from external advisers.

There are clear links between the self-evaluation process and the school improvement plan. The plan is an effective document that sets out relevant actions and appropriate timescales. However, the identified actions and success criteria are not specific enough to monitor progress precisely. The school has a good track record of implementing strategies to achieve planned improvements. For example, changes to the way the school teaches spelling have resulted in an improvement in pupils' performance. Action plans take good account of pupils from disadvantaged

backgrounds, who make strong progress as a result. Plans also identify important ways forward, such as the need to organise provision to meet future changes in the curriculum.

### **Partnership working: Good**

The school works well with a wide range of effective partnerships that have a positive impact on pupils' achievements and wellbeing. Parents appreciate the importance leaders place on building their partnership with the school. As a result, parents support the school well and are regularly involved in activities both during the school day and after school. Examples include sharing a range of work related skills with pupils during 'Employment Week' and training the school's highly successful netball team.

The school has a strong presence within the local community. This includes regular visits to the park and local pond that help pupils to learn more about caring for their environment and how to keep safe. The school also has very strong links with the local church and its parishioners, which make a valuable contribution to supporting pupils' spiritual and moral development.

Staff work well with the local pre-school playgroup and families to prepare the youngest pupils for transition to the recently established nursery class. This close partnership contributes beneficially to pupils' early progress. There are sound arrangements with local secondary schools to prepare pupils appropriately for the next stage of their education. Close links with cluster primary schools support the moderation of pupils' work, ensuring that teachers' assessments of pupils' standards are accurate. Links with other schools in the cluster are developing well and contribute effectively to raising standards. For example, a mathematics project to raise the level of challenge for more able pupils has led to an improvement in standards at the end of key stage 2.

### **Resource management: Good**

The school has enough suitably qualified teachers and teaching assistants to meet pupils' needs. Leaders deploy staff efficiently, making good use of their expertise and experience. Teaching assistants provide invaluable support for pupils and the impact of their contribution is a real strength of the school.

The school is a very well-organised learning community. All staff access a good range of professional development opportunities that link well to school improvement priorities. Teachers work productively with staff in local secondary and primary schools to improve their practice. The school makes effective provision for teachers' planning, preparation and assessment time. The school also provides appropriate release time for all leaders so that they can carry out their duties well.

The acting-headteacher and governing body manage the school's finances efficiently. They allocate resources appropriately to priorities for improvement and plan well for future spending needs. Leaders use the Pupil Deprivation Grant well to improve provision for targeted pupils. For example, they provide good opportunities

for pupils to attend after school clubs and intervention programmes, which improve the performance of pupils eligible for free school meals.

In view of the strong progress that most pupils make and the overall quality of the provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6733057 - GWENFO C/W PRIMARY SCHOOL

Number of pupils on roll	189
Pupils eligible for free school meals (FSM) - 3 year average	10.2
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	25	25	28	27
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	100.0	92.0	100.0	96.3
Benchmark quartile	1	3	1	1
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	25	25	28	27
Achieving outcome 5+ (%)	100.0	92.0	100.0	96.3
Benchmark quartile	1	3	1	2
Achieving outcome 6+ (%)	36.0	40.0	50.0	55.6
Benchmark quartile	2	3	1	1
<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	25	25	28	27
Achieving outcome 5+ (%)	100.0	92.0	100.0	96.3
Benchmark quartile	1	3	1	2
Achieving outcome 6+ (%)	48.0	32.0	50.0	59.3
Benchmark quartile	1	3	1	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	25	25	28	27
Achieving outcome 5+ (%)	100.0	96.0	100.0	96.3
Benchmark quartile	1	4	1	3
Achieving outcome 6+ (%)	52.0	56.0	64.3	63.0
Benchmark quartile	2	3	2	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.

**6733057 - GWENFO C/W PRIMARY SCHOOL**

Number of pupils on roll	189
Pupils eligible for free school meals (FSM) - 3 year average	10.2
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	25	24	22	27
<b>Achieving the core subject indicator (CSI) (%)</b>	92.0	87.5	95.5	96.3
Benchmark quartile	2	4	2	2
<b>English</b>				
Number of pupils in cohort	25	24	22	27
Achieving level 4+ (%)	92.0	87.5	95.5	96.3
Benchmark quartile	3	4	2	2
Achieving level 5+ (%)	24.0	37.5	50.0	59.3
Benchmark quartile	4	3	2	1
<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	25	24	22	27
Achieving level 4+ (%)	92.0	91.7	95.5	96.3
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	20.0	41.7	50.0	51.9
Benchmark quartile	4	3	2	2
<b>Science</b>				
Number of pupils in cohort	25	24	22	27
Achieving level 4+ (%)	92.0	95.8	95.5	96.3
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	20.0	58.3	50.0	55.6
Benchmark quartile	4	2	2	1

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	96 94%	6 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	102	84 82%	18 18%	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	95 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	102	92 90%	10 10%	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	92 90%	10 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	102	93 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.	101	99 98%	2 2%	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.	102	94 92%	8 8%	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	89 87%	13 13%	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	86 84%	16 16%	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	65 64%	37 36%	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	74 74%	26 26%	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.	84	59 70%	24 29%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	84	63 75%	21 25%	0 0%	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.	84	59 70%	24 29%	1 1%	0 0%	0	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.	84	47 56%	32 38%	4 5%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	84	35 42%	44 52%	2 2%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	84	48 57%	33 39%	1 1%	0 0%	2	Mae'r addysgu yn dda.
		60%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	83	50 60%	32 39%	1 1%	0 0%	0	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.	81	36 44%	32 40%	4 5%	0 0%	9	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.	83	49 59%	29 35%	2 2%	0 0%	3	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.	83	47 57%	29 35%	5 6%	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.	82	52 63%	25 30%	4 5%	0 0%	1	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	31 39%	30 38%	2 3%	0 0%	16	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	84	32 38%	36 43%	11 13%	2 2%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	84	57 68%	26 31%	1 1%	0 0%	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.	83	39 47%	33 40%	4 5%	0 0%	7	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.	83	52 63%	28 34%	0 0%	0 0%	3	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.	83	32 39%	23 28%	1 1%	0 0%	27	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.	84	47 56%	30 36%	4 5%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	84	56 67%	26 31%	1 1%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Mr Andrew Brasington	Reporting Inspector
Ms Aileen Patricia Brindley	Team Inspector
Mr David Owen Jenkins	Lay Inspector
Mr Mark Wakeley	Peer Inspector
Miss Nicola Starke (Acting Headteacher)	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.