



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

**A report on**

**Maesglas C.P. School  
Maesglas Road  
Maesglas  
Newport  
NP20 3DG**

**Date of inspection: November 2016**

**by**

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

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

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

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

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

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

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

<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

Maesglas Primary School is Newport. There are currently 291 pupils on roll, including 35 pupils who attend the nursery part-time. There are 10 classes, including three mixed-aged classes.

Most pupils' ethnic background is white British. The remaining pupils come from a wide range of ethnic groups. Around 22% of pupils speak English as a second language. No pupil speaks Welsh at home.

Around 41% of pupils are eligible to receive free school meals. This is well above the Wales average (19%). Around 33% per cent of pupils have additional learning needs. This is above the national average (25%). A very few pupils have statements of special educational needs.

The school was last inspected in February 2012. The headteacher has been in post since September 2010.

The individual school budget per pupil for Maesglas Primary School in 2016-2017 means that the budget is £3,519 per pupil. The maximum per pupil in the primary schools in Newport is £4,945 and the minimum is £2,865. Maesglas Primary School is 16th out of the 44 primary schools in Newport 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:

- Standards of oracy are good
- Many pupils develop appropriate literacy and numeracy skills
- Most pupils behave well
- Most pupils are motivated to learn
- Pupils have a good understanding of how to stay safe and healthy
- Staff have positive relationships with pupils
- Teachers have suitable subject knowledge and expertise
- There is a caring and inclusive environment in all classes
- The attractive school environment supports pupils' learning well

However:

- More able pupils do not make enough progress
- Standards of Welsh are not good enough
- Attendance does not compare well with levels in similar schools
- Pupils do not get enough opportunities to use their literacy, numeracy and information and communication technology (ICT) skills in other subjects
- Teaching does not always ensure that all pupils make good progress
- Teachers' written feedback does not always help pupils to improve their work
- Safeguarding arrangements do not fully comply with regulations

### Prospects for improvement

The school's prospects for improvement are adequate because:

- Leaders place a high regard on pupils' wellbeing
- Performance management for teachers links well with school priorities for improvement
- Governors are supportive of the school
- Senior leaders undertake an appropriate range of monitoring activities
- Leaders are aware of many of the school's areas for improvement
- The school development plan provides clear direction for the school's activities
- Leaders use grants appropriately to support vulnerable pupils
- Staff have access to a good range of professional development activities

However:

- Leaders have not addressed national and local priorities well enough
- Governors do not provide sufficient challenge to the school leadership and do not meet all statutory requirements

- The impact of monitoring activities has yet to improve pupil outcomes and provision
- Self-evaluation reports are not evaluative and do not focus on the impact of actions on improving pupil outcomes
- The school has not addressed all recommendations from the last inspection

## Recommendations

- R1 Improve standards of literacy and numeracy for more able pupils
- R2 Improve attendance
- R3 Improve teachers' planning so that activities match all pupils' needs
- R4 Ensure that pupils get more opportunities to use their literacy, numeracy and ICT skills in other subjects
- R5 Address the safeguarding and health and safety issues identified during the inspection
- R6 Sharpen the focus of self-evaluation on the impact of actions taken and improved pupil outcomes

### What happens next?

The school will draw up an action plan, which 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

Most pupils enter the school with skills below that expected for their age. As they move through the school, many pupils make appropriate progress in developing their literacy and numeracy skills.

From a low starting point, most pupils in the Foundation Phase improve their oracy skills well. In Reception, they listen attentively to each other and adults and begin to speak clearly about their likes and dislikes. By the end of Year 2, many pupils use adjectives well to describe known characters and more able pupils begin to express their opinions with confidence. In key stage 2, many pupils develop strong oracy skills. For example, in Year 4, they describe differences and similarities between life in Wales and Cameroon and in Year 6 talk about the features of a Victorian workhouse assuredly. Most pupils listen well to others with sustained concentration.

In the Foundation Phase, most pupils make good progress in developing their reading skills. More able pupils read confidently from familiar texts and with appropriate fluency. They explain the content of stories well and recount events with accuracy. However, most pupils use a limited range of strategies when faced with unfamiliar words. By the end of key stage 2, most pupils read at an appropriate level. They read with suitable fluency and a sound understanding of a range of texts. Many pupils enjoy reading and express preferences for different types of stories and authors. Most pupils' ability to use higher-order reading skills, such as skimming and scanning texts, is at an early stage of development.

In the Foundation Phase, many pupils develop their writing skills well. Pupils in Reception begin to write simple sentences using correct punctuation. Pupils in Years 1 and 2 write for a variety of different purposes using suitable vocabulary and an increasing range of punctuation. For example, in Year 1 they write simple booklets on the life cycle of insects and in Year 2 use storyboards effectively to help plan their writing.

Many pupils continue to improve their writing skills well in key stage 2. In Year 3, pupils write detailed adverts for Roman villas and interesting poems on the sea and in Year 5 pupils write accurate fact files on Iceland. By the end of key stage 2, many pupils write confidently for a range of purposes. In Year 6, they write detailed persuasive letters on the benefits of keeping a class pet, and balanced arguments on allowing pupils to bring mobile phones to school. Many pupils use a range of appropriate punctuation, spell common words correctly and use an increasing range of imaginative vocabulary. However, more able pupils do not use mature and expressive language to engage the reader well enough.

The majority of pupils develop neat cursive handwriting, but a minority do not always write neatly or present their work to a high enough standard, particularly in key stage 2. Many pupils who have English as an additional language make good progress in developing their literacy skills.

Most pupils do not use their literacy skills consistently well in subjects outside of English lessons, especially to write creatively and at length.

By the end of the Foundation Phase, many pupils use their numeracy skills with increasing confidence. In Nursery, pupils begin to use appropriate comparative language, for example to describe the three bears in the Goldilocks story. In Reception, many pupils find missing numbers in sequences and add amounts of money to 20 pence accurately. In Year 2, many pupils double numbers up to 100 correctly and solve real-life problems using addition and subtraction well.

Many pupils develop their numeracy skills appropriately in key stage 2. In Year 3, they use their knowledge of multiplication to solve problems successfully and in Year 5, they order negative numbers correctly. By the end of Year 6, the majority of pupils have secure number skills. For example, they determine percentage discounts on holiday prices and plot co-ordinates correctly. However, across the school, more able pupils do not always progress as much as they could in developing their numeracy skills, as activities do not always stretch and challenge them enough.

Pupils throughout the school do not use their numeracy skills well enough in other subjects outside of their mathematics lessons.

Standards in ICT across the school are appropriate. Many pupils in the Foundation Phase develop their skills purposefully. For example, pupils in Reception move a programmable toy around a virtual woodland correctly and draw imaginative pictures on a tablet computer. In key stage 2, most pupils use the internet competently to research information and they use presentation tools suitably. For example, pupils in Year 4 use simple audio and animation tools to create a Welsh language film about themselves and in Year 5 produce fact files on Victorian workhouses. In Year 6, many pupils create accurate spreadsheets and use databases to analyse, interpret and sort results correctly.

In the Foundation Phase, most pupils respond well to simple commands and instructions in Welsh. In Year 2, the majority of pupils begin to use known sentence patterns and a small range of vocabulary to describe themselves and their surroundings with confidence. They write short sentences using appropriate language, for example to describe how they are feeling. More able pupils in Year 2 read simple texts with appropriate understanding and pronunciation. In key stage 2, pupils develop their oracy skills appropriately to talk about familiar subjects. In Year 6, many pupils read texts with suitable expression and understanding. However, in key stage 2, pupils do not build systematically on their earlier skills and their ability to write in Welsh is limited. Throughout the school, pupils do not use their Welsh skills outside of Welsh lessons well enough.

In the Foundation Phase, performance over the last four years in literacy and numeracy at the expected and higher-than-expected outcome has generally placed the school in the top 25% or higher 50% when compared with similar schools.

At the end of key stage 2 over the past four years, performance in English, mathematics and science at the expected level has generally placed the school in the lower 50% when compared with similar schools. At the higher-than-expected level, the school is placed in the lower 50% or bottom 25% when compared with similar schools.

In the Foundation Phase, pupils eligible for free school meals generally perform less well than other pupils at the expected outcome in literacy and numeracy. At the higher-than-expected outcome in literacy, there is no pattern but, in numeracy, pupils eligible for free school meals generally outperform other pupils.

In key stage 2, pupils eligible for free school meals do not generally perform as well as other pupils in English, mathematics and science at the expected or at the higher than-expected level in English. At the higher-than-expected level in mathematics and science, the pattern is more variable.

### **Wellbeing: Adequate**

Nearly all pupils feel safe in school and are confident that staff will deal promptly with any incidents that occur and address worries that they have. Most pupils have positive attitudes to keeping healthy and fit and have a clear understanding of how to eat healthily. Most pupils take advantage of opportunities to exercise and they enjoy the wide range of after-school activities offered by the school. For example, many older pupils attend football, netball and rugby clubs. Most pupils have a good understanding of how to keep themselves safe when using the internet.

Most pupils' behaviour is good inside and outside of lessons. Nearly all pupils treat one another and the adults in the school with respect. Most pupils work with good levels of concentration and perseverance. They work well independently and work together with partners or groups successfully.

Members of the school council meet regularly and take their roles seriously. They organise a range of suitable school activities. For example, they chose items for the Foundation Phase playground.

Pupils regularly raise money for national and local charities. For example, they recently took part in a community fund-raising initiative by holding a non-uniform day. Older pupils take part in a suitable range of community activities. For example, the school choir sings at local venues at Christmas and older pupils entered a local horticultural competition.

Over the past four years, attendance rates have placed the school in the bottom 25% or lower 50% when compared with similar schools. A few pupils are late at the start of the school day.

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

The school provides a suitable range of engaging and interesting learning experiences that meet the needs of many pupils. In addition, staff offer a varied range of extra-curricular activities, which enhance pupils' learning experiences successfully. In the Foundation Phase, pupils have good opportunities to develop and apply their learning in practical and imaginative contexts, including in the outdoor learning environment. However, in key stage 2 teachers do not always plan well enough to ensure that pupils develop their skills progressively or that they have a suitably balanced curriculum. For example, there are limited opportunities for pupils to develop their skills and knowledge in art and design technology.

The school's focus on improving pupils' oracy and writing skills is beginning to have a positive impact on pupils' standards. For example, many pupils now use a broader vocabulary and have a good understanding of the features of different forms of writing. However, the school does not provide enough opportunities for pupils to apply their literacy, numeracy and ICT skills across the curriculum.

Most teachers use Welsh phrases regularly in daily routines, but they do not promote pupils' use of Welsh well enough. In key stage 2, teachers' planning for Welsh is inconsistent. As a result, pupils do not have enough opportunities to develop their Welsh skills as they move through key stage 2. Pupils take part in an interesting range of cultural activities. These include regional dance festivals, visits to local heritage sites and visits to the school by Welsh storytellers.

The school provides pupils with a suitable range of activities to enhance their understanding of sustainability through recycling activities. Teachers plan well for pupils to enhance their understanding of other countries through class topics. For example, in Year 4 pupils learn about life in Cameroon.

### **Teaching: Adequate**

Most staff have strong working relationships with pupils and manage pupils' behaviour in and around the school effectively. They use a range of imaginative teaching strategies that engage many pupils successfully. Most teachers have good up-to-date subject knowledge and use a range of stimulating resources. In most classes, teaching progresses at an appropriate pace. Most teaching assistants provide pupils with beneficial support, although in a minority of classes their use of questions does not always extend pupils' learning well enough.

In a minority of classes, particularly in key stage 2, teachers direct pupils work too much and pupils do not always have enough opportunities to organise their work independently. In a minority of classes, teachers do not plan well enough to meet the needs of all learners, especially the more able. As a result, pupils do not receive enough challenge in their work and do not achieve as well as they could.

Many teachers and support staff give pupils useful oral feedback on their work, but the quality of written feedback varies too much from class to class. Many teachers in their written comments do not give pupils a clear enough idea about what they need to do to improve their learning. Pupils have opportunities to assess their own work and that of others, but this is having a limited impact on improving pupils' skills.

Teachers undertake a range of relevant assessments to monitor and to record pupils' progress. Senior leaders use this information well to identify pupils' additional learning needs and to plan relevant interventions. However, it is not always clear from the school's tracking procedures how much progress pupils have made in their learning as a result.

The school has sound arrangements with other cluster schools for the moderation of teacher assessments at the end of Year 2 and Year 6. As a result, most judgements on pupils' work are accurate. Annual reports to parents are clear and contain useful targets. However, not all reports meet statutory requirements in all respects.

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

The school is a caring and inclusive community. Staff ensure that pupils develop a clear understanding of how to keep themselves safe, including when using the internet. The school makes appropriate arrangements for promoting healthy eating and drinking. Staff promote pupils' spiritual, social, moral and cultural development successfully through collective worship and curriculum activities.

The school has appropriate arrangements in place for identifying pupils who have additional learning needs. Staff address these needs quickly and put suitable intervention strategies into place. Teachers prepare useful individual development plans and ensure that pupils know their targets. Staff review pupils' progress regularly and renew individual targets in consultation with parents. As a result, many pupils with additional needs make good progress.

The school has beneficial links with a range of specialist services and external agencies, such as the local authority ethnic minority service, the educational psychologist and a counsellor. These agencies provide both valuable information and support for pupils and staff. The school has made suitable arrangements to improve attendance, but these have not fed through into improved outcomes at this stage.

The school's arrangements for safeguarding pupils do not fully meet requirements. The inspection team brought a few safeguarding issues to the attention of the school.

### **Learning environment: Adequate**

The school promotes an inclusive ethos in which all pupils feel valued. All pupils, including those with additional learning needs, receive equal access to all aspects of the school's provision, including extra-curricular activities.

Leaders ensure that they maintain the school building and grounds to a high standard. They provide a bright and attractive learning environment for all pupils. Displays of good quality support pupils' learning well. Pupils in the Foundation Phase have access to a suitable outdoor area that staff use well to promote pupils' learning. The school has made successful use of additional space to create valuable teaching areas where well-organised resources are readily available to support learning. Resources throughout the school are of good quality and match pupils' needs well. There are sufficient ICT resources, but many teachers do not use them well enough to enable pupils to develop their ICT skills across the curriculum.

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

The headteacher and the newly formed senior leadership team share a clear vision for the school that focuses on developing pupils' wellbeing. They are working purposefully together to create a successful learning community and have communicated clearly to staff a renewed commitment to raising standards. However, this has not had a measurable impact on improving pupil outcomes at this early stage.

All members of staff have a good understanding of their responsibilities and discharge their roles well. Senior leaders use their time purposefully to lead on important school improvement issues. For example, they analyse data effectively to set challenging pupil targets and feedback useful information to teachers following lesson observations. Leaders participate effectively in the management of teacher performance. These arrangements link well to the school's improvement priorities and provide worthwhile opportunities for staff to share in each other's expertise.

The school has not addressed many local and national priorities. For example, pupils do not have sufficient opportunities to develop their literacy and numeracy skills.

Members of the governing body make purposeful visits to the school, for example to take part in learning walks. They receive appropriate information on the school's performance in the termly headteacher's reports. They hold regular meetings, but their minutes do not always reflect the decision that they have taken. Governors do not ensure that the school has up-to-date policies and their annual report to parents does not meet statutory requirements fully. Governors are developing their role as critical friends, but they do not challenge leaders and managers to improve standards and provision well enough.

### **Improving quality: Adequate**

The school has recently started to gather a wider range of valuable first-hand evidence to help leaders to identify strengths and areas to improve. For example, the comprehensive monitoring programme includes lesson observations, book scrutiny and scrutiny of planning. However, the school's current self-evaluation report is too descriptive and not evaluative enough. It provides a weak basis for improvement planning in its current form. The school does not use the views of parents and pupils to inform its self-evaluation processes well enough.

Leaders regularly analyse a wide range of information on pupil performance to identify trends and areas to improve. This enables leaders and teachers to recognise groups of pupils who are not achieving as well as expected and to put in place relevant developments. For example, the school has introduced a comprehensive literacy programme. This has been successful in raising pupils' oracy and writing skills.

Priorities in the school development plan link appropriately with information gathered through self-evaluation activities. It has a suitable number of priorities that focus correctly on raising standards and developing pupils' skills. Each priority includes measurable targets, timescales, personnel, training needs and clearly defined costs. The plan is a useful tool to help drive forward school improvement. The school has not fully addressed all the recommendations from the previous inspection report.

### **Partnership working: Adequate**

The school has beneficial relationships with a range of partners. This has a worthwhile impact on improving the wellbeing of pupils. For example, leaders have established strong partnerships with other agencies in the community, including

health, social services and welfare groups. Pupils from Maes Ebbw Special School visit classes each term to take part in joint learning activities. This arrangement helps pupils to develop positive and inclusive attitudes towards each other. The school's positive partnership with the local authority's ethnic minority service ensures that pupils who have English as an additional language get high quality support for their learning and, as a result, many make good progress.

Teachers maintain good relationships with parents and keep them suitably informed through the school's 'open door' policy, newsletters and an effective electronic communication system. However, leaders do not always engage all parents sufficiently well in understanding the school's aims and priorities, particularly the importance of improving pupils' attendance.

There are suitable arrangements to support the transfer of pupils to secondary education through appropriate transition plans. For example, pupils in Year 5 visit the local high school to take part in a music project and subsequently perform a concert for parents. Pupils in Year 6 attend 'masterclasses' in English and mathematics led by secondary teachers to prepare them for the expectations of the secondary curriculum.

The school works appropriately with other local primary schools on a range of activities, including the moderation and assessment of pupils' work. School-to-school professional learning activities are a recent development where leaders and teachers work together to share and to develop effective practice. However, the impact of these on raising standards is limited at this early stage.

### **Resource management: Adequate**

The school has sufficient qualified teachers and support staff to meet the needs of pupils. Most teaching assistants provide valuable support for pupils, particularly those needing additional help. This enables them to access the full range of curriculum activities.

The school is beginning to develop well as a professional learning community. There are appropriate arrangements to enable staff to share good practice. For example, provision in the Foundation Phase has improved following joint planning activities. All teachers have access to a range of beneficial professional development opportunities. These support school development and individual priorities for improvement successfully. Teaching assistants also benefit from a wide range of training opportunities, for example relating to the use of digital media and behaviour management.

The school uses its budget effectively. As a result, the school has enough resources, including reading books of high quality and a range of up-to-date digital technology to meet the needs of pupils. Leaders use additional grants suitably to support pupils' learning. For example, to provide emotional support for targeted pupils and to develop outdoor learning. However, pupils eligible for free school meals tend not to achieve as well as other pupils.

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

## Appendix 1: Commentary on performance data

### 6802017 - Maesglas Primary & Nursery

Number of pupils on roll	298
Pupils eligible for free school meals (FSM) - 3 year average	38.4
FSM band	5 (32%<FSM)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	24	32	50	31
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	79.2	87.5	86.0	87.1
Benchmark quartile	2	1	2	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	24	32	50	31
Achieving outcome 5+ (%)	83.3	90.6	88.0	93.5
Benchmark quartile	2	1	2	1
Achieving outcome 6+ (%)	20.8	34.4	18.0	32.3
Benchmark quartile	2	1	3	2
<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	24	32	50	31
Achieving outcome 5+ (%)	83.3	87.5	94.0	87.1
Benchmark quartile	2	2	1	2
Achieving outcome 6+ (%)	29.2	34.4	20.0	41.9
Benchmark quartile	1	1	3	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	24	32	50	31
Achieving outcome 5+ (%)	91.7	96.9	90.0	90.3
Benchmark quartile	2	2	3	3
Achieving outcome 6+ (%)	29.2	46.9	18.0	51.6
Benchmark quartile	3	2	4	2

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

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

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

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

**6802017 - Maesglas Primary & Nursery**

Number of pupils on roll	298
Pupils eligible for free school meals (FSM) - 3 year average	38.4
FSM band	5 (32%<FSM)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	34	25	29	33
<b>Achieving the core subject indicator (CSI) (%)</b>	76.5	72.0	82.8	84.8
Benchmark quartile	3	4	2	2
<b>English</b>				
Number of pupils in cohort	34	25	29	33
Achieving level 4+ (%)	82.4	80.0	82.8	90.9
Benchmark quartile	2	3	3	1
Achieving level 5+ (%)	29.4	24.0	27.6	27.3
Benchmark quartile	2	3	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	34	25	29	33
Achieving level 4+ (%)	79.4	80.0	86.2	84.8
Benchmark quartile	3	3	2	3
Achieving level 5+ (%)	14.7	24.0	27.6	30.3
Benchmark quartile	4	3	3	3
<b>Science</b>				
Number of pupils in cohort	34	25	29	33
Achieving level 4+ (%)	85.3	84.0	86.2	84.8
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	26.5	16.0	27.6	18.2
Benchmark quartile	2	4	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.	116	110 95%	6 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	118	96 81%	22 19%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	118	111 94%	7 6%	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	118	108 92%	10 8%	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.	117	110 94%	7 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	118	105 89%	13 11%	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.	117	115 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.	118	111 94%	7 6%	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.	117	104 89%	13 11%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	117	110 94%	7 6%	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.	115	52 45%	63 55%	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	118	97 82%	21 18%	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.	11	6 55%	5 45%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	11	8 73%	2 18%	1 9%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	11	10 91%	0 0%	1 9%	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.	11	7 64%	3 27%	1 9%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	11	2 18%	7 64%	2 18%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	11	9 82%	2 18%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	11	9 82%	2 18%	0 0%	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.	10	6 60%	3 30%	0 0%	1 10%	1	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%	6%	2%		
Staff treat all children fairly and with respect.	11	7 64%	4 36%	0 0%	0 0%	0	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.	11	9 82%	2 18%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	11	8 73%	3 27%	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'.	9	5 56%	4 44%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	11	5 45%	6 55%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	11	8 73%	3 27%	0 0%	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.	10	5 50%	5 50%	0 0%	0 0%	1	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.	11	6 55%	4 36%	1 9%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoledb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	7	4 57%	3 43%	0 0%	0 0%	4	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.	10	5 50%	5 50%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	10	6 60%	4 40%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

### Appendix 3

#### The inspection team

Elizabeth Jane Counsell	Reporting Inspector
Margaret Erica Lonsdale	Team Inspector
Elizabeth Barry	Team Inspector
Mary Elspeth Dyas	Peer Inspector
Catherine Mary Jenkins	Lay Inspector
Phil Harry	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.