



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

**A report on**

**Morrison Primary School  
Neath Road  
Morrison  
SA6 8EP**

**Date of inspection: March 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: 12/05/2017**

## Context

Morriston Primary School serves the community of Morriston in Swansea.

There are 210 pupils on roll, including 33 part-time nursery pupils, 20 pupils who attend the specialist teaching facility and 10 pupils who attend the observation and assessment unit. Pupils attend the observation and assessment unit for approximately two terms. These pupils then move on to an appropriate long-term school placement.

The school has one part-time nursery class, three single-age mainstream classes in the Foundation Phase and three mainstream mixed-age classes in key stage 2. There are two specialist facilities for pupils with moderate to severe learning difficulties, one for pupils in the Foundation Phase and the other for pupils in key stage 2. The observation and assessment unit provides only for pupils in the Foundation Phase.

About 33% of pupils are eligible for free schools meals. This is higher than the national average of 19%. The school states that 61% of pupils are on the additional learning needs register, which is well above the national average. Around 19% of pupils have a statement of special education needs. Many pupils are white British. No pupils speak Welsh at home. Approximately 18% of pupils have English as an additional language. A very few pupils are looked after by the local authority.

The headteacher took up her post in April 2015. The school was last inspected in December 2009. The headteacher was not in school during the inspection.

The individual school budget per pupil for Morriston Primary School in 2016-2017 means that the budget is £4,798 per pupil. The maximum per pupil in the primary schools in Swansea is £5,232 and the minimum is £2,703. Morriston Primary School is fifth out of the 79 primary schools in Swansea in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is adequate because:

- The majority of pupils make appropriate progress in their learning and skill development
- Many pupils develop their mathematical knowledge and information and technology communication (ICT) skills appropriately
- Pupils in the specialist facilities and the observational assessment unit make good and often very good progress in relation to their starting points
- Many pupils behave appropriately and have a positive attitude to learning

However:

- The progress that pupils make in developing their reading and writing skills varies too much between classes
- There are too few opportunities for pupils to apply their reading, writing and numeracy skills at an appropriate level across other areas of the curriculum
- Curriculum planning is underdeveloped
- Teachers do not always provide pupils with work that matches their ability

### Prospects for improvement

The school's prospects for improvement are adequate because:

- Senior leaders and staff are committed to the school's vision
- The leadership structure is appropriate
- Leaders have been successful in improving a few key areas, such as attendance
- The chair and vice chair of governors have a good knowledge of the school's strengths and areas for improvement
- The school has suitable procedures to evaluate its own work
- Partnerships with specialist services are exceptionally strong

However:

- A lack of strategic leadership has led to important shortcomings in the school's work
- Leadership responsibilities are not distributed equitably across the leadership team
- Self-evaluation activities do not focus well enough on the standards that pupils achieve in their work
- Targets in the school improvement plan are too broad and it does not drive forward school improvement effectively enough

## Recommendations

- R1 Improve standards of reading and writing
- R2 Develop the curriculum to ensure that it meets statutory requirements, promotes the ethos of the Foundation Phase and develops pupils' literacy and numeracy skills across the curriculum
- R3 Share the good practice in teaching across the school to ensure that all pupils receive challenges that are suitable to their ability
- R4 Address the safeguarding issues identified during the inspection
- R5 Improve the effectiveness of strategic leadership
- R6 Ensure that targets in the school improvement plan are specific enough to enable progress to be monitored and evaluated

### 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, which 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

A majority of pupils enter school with literacy, numeracy and personal and social skills that are below those expected for their age. Many pupils on targeted interventions and those in the specialist teaching facilities and the observational assessment unit make strong progress against their personal targets. However, across the school, too many pupils in mainstream classes do not make enough progress in developing their listening, reading and writing skills.

The school identifies pupils with speech and language difficulties from an early age and puts in place timely interventions. As a result, many pupils in the Foundation Phase make good progress developing their speaking skills and widening their vocabulary. Pupils in nursery and reception classes join in confidently with familiar songs and rhymes. A majority of pupils in Year 2 work well in pairs and groups and take turns when contributing their ideas to collaborative work. By Year 6, many pupils make purposeful contributions to whole-class discussions and justify their opinions well. However, a minority of pupils do not listen well enough and this disrupts the learning of others and hampers the progress they make.

Pupils' progress in developing their reading skills varies too much between classes and a minority of pupils develop their skills too slowly. Pupils in the reception class make good progress in recognising individual sounds and pupils that are more able can put the sounds together to make words. By the end of the Foundation Phase, pupils that are more able read many words on sight and show an appropriate understanding of the texts they read. Many pupils acquire reasonable standards of reading by the end of key stage 2. Many talk enthusiastically about the books they read and are beginning to develop the skill of making inferences and deductions. Across the school, pupils have a limited range of strategies to make purposeful attempts at unknown words.

From a low baseline, the majority of pupils in reception make suitable progress in developing their writing skills. They are beginning to form letters appropriately and pupils that are more able begin to write a series of simple sentences. For example, they write instructions on how to make a fruit kebab. Many pupils in Year 2 spell simple phonetic words correctly and a few are beginning to join their handwriting. Across the Foundation Phase, pupils do not apply the skills learnt in focused literacy sessions well enough in their independent writing. Pupils make inconsistent progress in developing their writing skills across key stage 2. However, by Year 6, many pupils write at the level generally expected for their age. They write appropriately in a range of genres, including letters, poems, recounts, diaries and non-chronological reports. For example, they use persuasive techniques well when writing to the governing body to ask for funding for a trip.

Across the school, pupils do not apply their literacy skills in other subjects to the level and standard they achieve when focusing solely on developing their reading and writing skills in English lessons.

Pupils make good progress in developing their mathematical skills in mathematics lessons. In the Foundation Phase, pupils learn about a suitable range of areas. As a result, many Year 2 pupils tell the time to the hour and half hour and have an appropriate understanding of calculation strategies. This helps them to solve addition and subtraction problems, including those involving money. Pupils in upper key stage 2 have a good understanding of the number system and the majority can calculate percentages and convert fractions. Pupils that are more able halve and double three digit numbers quickly and have good mental calculation skills. They see patterns between numbers and other areas of mathematics. This helps them to provide detailed explanations, for example when explaining why an angle is acute, obtuse or reflex. As with literacy, pupils do not apply their numeracy skills at a similar level across other areas of the curriculum as they do in mathematics lessons.

Pupils are beginning to develop strong ICT skills and many apply these well to other areas of the curriculum. In the Foundation Phase, pupils develop their word processing, data input, mouse control and programming skills well. Pupils in Year 2 log into their 'Hwb' accounts to access information independently. In upper key stage 2, many pupils have good ICT skills. For example, they create spreadsheets linked to their work on area, interrogate databases and use simple coding programmes.

The school has focused much attention on improving pupils' Welsh language skills and, as a result, pupils' standards in the Foundation and lower key stage 2 are good. Foundation Phase pupils ask and respond to questions well. Their pronunciation and understanding are developing successfully. Pupils in lower key stage 2 understand a range of instructions and speak in full sentences when responding to questions. Progress for pupils in upper key stage 2 has been slower and, by the end of Year 6, pupils' standards in speaking, reading and writing in Welsh are just around the level expected for their age.

Pupils in the specialist facilities and the observational assessment unit make good and often very good progress in relation to their starting points. Many develop their social and communication skills exceptionally well. When it is appropriate to their stage of development, pupils develop their knowledge of sounds effectively to help them to read and to write simple texts.

Teacher assessments in literacy and mathematical development at the expected and higher outcomes at the end of the Foundation Phase have tended to place the school below the average when compared to similar schools. At key stage 2, in English, mathematics and science, the picture at both the expected and higher level is similar. Teacher assessments have generally placed the school in the lower 50% or bottom 25% when compared with similar schools.

In the Foundation Phase and key stage 2, boys as a group perform significantly less well than girls at the expected and higher level. The performance of pupils eligible for free school meals relative to other pupils has varied from year to year, but they performed as well as other pupils last year.

## **Wellbeing: Good**

Nearly all pupils feel secure in school and know how to keep themselves safe when using the internet. They understand the importance of eating and drinking healthily and keeping fit. Many pupils participate with enthusiasm and enjoyment in a suitable range of extra-curricular activities, for example sports club, coding club and choir.

Many pupils behave well. However, a few pupils do not engage well enough in lessons and their behaviour can disrupt the learning of others. Most pupils care for each other successfully. They consider and accept the needs of other children well. For example, older pupils act as playground buddies to support younger pupils or those with additional learning needs. Pupils are courteous and nearly all co-operate well with staff and each other.

Many pupils have positive attitudes to learning and older pupils are beginning to take responsibility for aspects of their own learning. For example, they respond appropriately to comments made by their teachers on how to improve their work. Pupils have a few worthwhile opportunities to make decisions about the life and work of the school. For example, the school council has consulted with other pupils about a system to reward pupils who learn their times tables.

Pupils have a good understanding about why it is important to attend school and be punctual. Attendance rates have improved well over recent years. For the past three years, the school's attendance has placed the school in the top 25% when compared with similar schools. Persistent absence over the same period has also reduced well.

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

The school does not implement its curriculum plans well enough. This means that pupils in key stage 2 do not benefit from a broad enough range of experiences that meet statutory requirements. The provision to meet the requirements of the Foundation Phase is at an early stage of development. It does not always engage the interests of all learners or promote their independent learning skills in outdoor or indoor activities well enough.

Teachers generally plan for an appropriate range of literacy and numeracy skills as part of English and mathematics lessons. However, planning to promote pupils' use of their literacy and numeracy skills across the curriculum is weak. Pupils have too few opportunities to apply their literacy and numeracy skills at the appropriate level. Provision for developing ICT skills is stronger and pupils have beneficial opportunities to use these skills in an appropriate range of subjects.

The school provides a suitable range of educational visits and extra-curricular activities that contribute to pupils' enjoyment and engagement in their learning. For example, Year 6 pupils from both the mainstream and specialist teaching facility experience a residential visit that improves their physical and social skills.

The school promotes the Welsh language well. There is good provision for the development of pupils' Welsh skills. All classes have daily sessions of Welsh and teachers encourage pupils actively to develop their Welsh language skills. The school promotes pupils' understanding and appreciation of the culture and heritage of Wales appropriately.

The school offers a few opportunities for pupils to learn about education for sustainable development and global citizenship. For example, all pupils participated in a whole-school recycling project. Through the rights respecting school initiative, pupils gain an awareness of their responsibilities as global citizens. However, this aspect of the curriculum is underdeveloped.

### **Teaching: Adequate**

Nearly all teachers develop positive working relationships with pupils and create an ethos that helps pupils to improve their confidence and self-esteem. In many classes, teachers manage pupils' behaviour effectively. Teaching assistants provide very effective support for pupils with social, emotional and behavioural difficulties. A strength of teaching in the specialist classes is that teachers match work well to meet the individual and diverse needs of pupils. However, across the school, teachers do not always have high enough expectations of what pupils can achieve and do not always adapt the work to meet the varying abilities of the pupils well enough. In around half of classes, teachers ask a range of stimulating questions that encourage pupils to think for themselves and to make connections with their prior learning. In these sessions, pupils engage enthusiastically and produce work of a good standard. In a minority of classes, particularly in the Foundation Phase, pupils sit and listen for too long and do not have enough opportunity to engage actively or independently in their learning.

Many teachers provide pupils with useful feedback on what they have done well and how to improve their work. Many older pupils respond positively to this feedback and enter into a constructive dialogue with their teacher about their learning. Reports to parents about their child's progress are informative and meet statutory requirements. Teachers track pupils' progress effectively and use the information well to inform the provision of support and intervention groups. Teachers receive beneficial and useful information from support staff on the progress pupils make in these groups. A majority of teachers use this information well to inform their planning. Teachers meet to discuss and agree outcomes for pupils' work. However, these moderation activities do not always lead to accurate enough assessments, particularly in relation to the higher outcomes and levels in English. Many of these assessments are too generous.

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

The school promotes pupils' health and wellbeing effectively and provides a caring and supportive environment. The school makes appropriate arrangements for promoting healthy eating and drinking. The provision to develop pupils' spiritual, social, moral and cultural development is suitable. For example, visits to the local library and art gallery help to improve pupils' knowledge of the arts and literature.

The school has exceptionally strong links with specialist agencies that provide valuable support for pupils and their families. The school's attention to ensuring that pupils attain high levels of emotional wellbeing is central to its nurturing ethos.

The school has very effective procedures for securing relatively high levels of attendance by pupils. The pastoral officer has established strong relationships with the families of pupils with a history of low attendance. This work has led to notable improvements in attendance and has encouraged more parents to take part in school activities.

The school's provision to support pupils with social and emotional difficulties, speech and language delay and those with complex and severe additional learning needs is very good. Individual education and play plans contain realistic and suitable targets that match pupils' needs exceptionally well. The school's system of measuring and reporting progress against these targets ensures that pupils receive the support they need when they need it. The good information contained in pupil profiles helps staff to provide appropriate and targeted support. Learning support assistants deliver well-timed interventions that help pupils to move off the additional needs register when they have made appropriate progress. The school involves parents regularly in assessing their child's progress. Parents of pupils with additional needs appreciate greatly the work done by staff.

The school's arrangements for safeguarding pupils do not meet requirements and give serious cause for concern.

### **Learning environment: Good**

The school has a caring and supportive ethos. It is inclusive and encourages pupils to value each other and to respect difference. Pupils benefit from working with and supporting pupils in the specialist facilities. They learn about tolerance effectively and the importance of treating each other fairly.

The school provides a secure and welcoming environment for learning. The building is old, but it is well maintained and clean. The school uses its available space well. Learning resources are suitable for the needs of pupils. Attractive displays of information and pupils' work set a positive tone throughout the school. A partnership with a national organisation has improved the school grounds. Staff from the organisation planted raised beds, cleared the pond area and put up bat boxes. This has improved opportunities for pupils to learn about the outdoor environment, for example by planting bulbs and exploring wildlife habitats.

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

The school has an appropriately aspirational vision and motto. Senior leaders show a strong commitment to these aims and share them regularly with pupils, parents and governors.

The appointment of the permanent deputy headteacher has strengthened the school's senior leadership team. However, significant changes in staffing and

disruptions to the senior leadership team during the last few years have led to a lack of strategic direction for the school. This instability in the leadership and management of the school has resulted in important shortcomings in aspects of its work. For example, procedures and processes for safeguarding pupils do not meet statutory requirements and arrangements for the performance management of staff are not effective enough. In addition, leaders' monitoring of the delivery of the curriculum is weak. As a result, the provision for younger pupils does not match the requirements of the Foundation Phase and pupils do not experience a broad and balanced curriculum in key stage 2. The school has not improved standards of pupil attainment quickly enough and teachers' expectations of the standards pupils can achieve are not consistently high enough.

The school has an appropriate leadership structure in place, but this is relatively new and a few teachers have temporary leadership roles. However, the school does not distribute leadership responsibilities equitably across the senior leadership team. As a result, the workload of a few members of the team is too heavy.

The chair and vice-chair of the school's governing body have a good understanding of the school's strengths and areas that need improvement. Governors are supportive of the school and make regular visits to improve their understanding of the school's work. However, not all governors provide a suitable level of challenge to the school's leaders. The governors' annual report to parents does not contain all required information.

### **Improving quality: Adequate**

The school has a suitable set of procedures to evaluate its own work. Leaders collect an appropriate range of first-hand evidence from activities such as classroom observations and scrutiny of pupils' work. However, when carrying out these activities, leaders do not focus well enough on the standards that pupils achieve. As a result, judgements made on aspects of the school's work, for example the quality of teaching, are overgenerous. All staff work together to analyse information on pupil performance and to identify areas for improvement. They identify suitable priorities from this process, including raising the attainment of boys and improving pupils' problem-solving skills. The deputy headteacher has improved the quality of the school's self-evaluation report and this is now a more robust and useful document.

The school has recently started to seek the views of parents and pupils about school improvement. Although this work is at an early stage of development, it has already acted on parental opinions and has established a parent forum. Parents meet at school regularly to learn about issues that are important to their children, for example how to stay safe when using the internet.

Leaders have been successful in bringing about improvements in a few key areas of the school's work. For example, pupils' attendance rates have improved well and fewer pupils are persistently absent from school. In addition, teachers have raised pupils' standards in Welsh and ICT. The school improvement plan has an appropriate number of priorities that focus on improving outcomes for pupils. However, the objectives in the plan are often too broad for leaders to know what aspects the school has addressed well and what needs to improve further.

### **Partnership working: Good**

The school's partnership with parents is strong and several new initiatives have helped to ensure that the school maintains a good working relationship with families. For example, a group of parents recently took part in a programme designed to help parents get more involved in their child's education. The programme gives parents a better understanding of how they can support their children's learning at home.

The school links well with the local community to provide worthwhile learning experiences for pupils. For example, pupils visit a local church regularly to celebrate special services, such as Harvest Festival and Easter, and the school choir sings at a local home for elderly people.

The school has good partnerships with Flying Start and local playgroups. Children from these settings visit the nursery class before they start school. As a result, they become familiar with school staff and routines and this helps them to settle quickly when they start school. The effective links with the local secondary school help pupils when they transfer to secondary education. For example, staff from the secondary school visit each week to lead drama workshops with pupils. In addition, pupils benefit from opportunities to visit the secondary school to participate in learning experiences, such as physical education and science lessons. Teachers participate fully in arrangements with local schools to moderate the attainment of pupils' work, but this does not always lead to accurate assessments, particularly in relation to higher outcomes and levels.

### **Resource management: Adequate**

School leaders deploy teachers and support staff effectively to make the best use of their skills and specialist knowledge. For example, staff in the specialist facilities are well trained and experienced in supporting pupils with additional learning needs. The school provides worthwhile opportunities for staff to develop their professional skills, and training links well to school improvement priorities. For example, all teaching staff have recently taken part in training to improve pupils' reading and mathematical skills. As a result, provision for mathematics has improved. All teachers receive appropriate time for planning, preparation and assessment. Teachers with additional leadership responsibilities do not have appropriate non-contact time to carry out their leadership duties effectively.

The governing body's finance committee meets regularly and monitors spending suitably. The school has carried forward high budget surpluses for the past two years. However, leaders have used this money in the current financial year to make improvements to the building. Supply costs to cover high levels of staff absence have also reduced the surplus significantly.

The school makes appropriate use of the Pupil Deprivation Grant, for example to improve pupils' attendance and wellbeing and to support pupils with literacy and numeracy interventions. As a result of this work, pupils eligible for free school meals currently achieve as well as other pupils.

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

## Appendix 1: Commentary on performance data

### 6702040 - MORRISTON PRIMARY SCHOOL

Number of pupils on roll	215
Pupils eligible for free school meals (FSM) - 3 year average	33.2
FSM band	5 (32%<FSM)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	24	26	27	26
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	54.2	73.1	81.5	73.1
Benchmark quartile	4	3	2	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	24	26	27	26
Achieving outcome 5+ (%)	54.2	73.1	81.5	76.9
Benchmark quartile	4	4	3	4
Achieving outcome 6+ (%)	0.0	19.2	14.8	23.1
Benchmark quartile	4	3	4	3
<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	26	27	26
Achieving outcome 5+ (%)	62.5	73.1	85.2	73.1
Benchmark quartile	4	4	2	4
Achieving outcome 6+ (%)	0.0	19.2	18.5	30.8
Benchmark quartile	4	3	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	24	26	27	26
Achieving outcome 5+ (%)	70.8	88.5	88.9	84.6
Benchmark quartile	4	3	3	4
Achieving outcome 6+ (%)	0.0	26.9	14.8	46.2
Benchmark quartile	4	3	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.

**6702040 - MORRISTON PRIMARY SCHOOL**

Number of pupils on roll	215
Pupils eligible for free school meals (FSM) - 3 year average	33.2
FSM band	5 (32%<FSM)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	29	19	23	23
<b>Achieving the core subject indicator (CSI) (%)</b>	62.1	78.9	78.3	69.6
Benchmark quartile	4	3	3	4
<b>English</b>				
Number of pupils in cohort	29	19	23	23
Achieving level 4+ (%)	72.4	84.2	82.6	69.6
Benchmark quartile	4	2	3	4
Achieving level 5+ (%)	17.2	26.3	43.5	21.7
Benchmark quartile	4	3	1	4
<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	29	19	23	23
Achieving level 4+ (%)	65.5	78.9	82.6	69.6
Benchmark quartile	4	3	3	4
Achieving level 5+ (%)	24.1	31.6	43.5	26.1
Benchmark quartile	3	2	1	3
<b>Science</b>				
Number of pupils in cohort	29	19	23	23
Achieving level 4+ (%)	69.0	84.2	87.0	69.6
Benchmark quartile	4	3	2	4
Achieving level 5+ (%)	17.2	26.3	43.5	30.4
Benchmark quartile	3	3	1	3

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	76	73 96%	3 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	73	65 89%	8 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	75	70 93%	5 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	74	65 88%	9 12%	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.	74	68 92%	6 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	73	67 92%	6 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.	76	72 95%	4 5%	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.	76	75 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	74	60 81%	14 19%	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.	75	72 96%	3 4%	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.	70	37 53%	33 47%	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	73	54 74%	19 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.	24	11 46%	7 29%	1 4%	4 17%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	24	12 50%	10 42%	2 8%	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.	24	13 54%	11 46%	0 0%	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.	24	9 38%	10 42%	1 4%	4 17%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	24	5 21%	14 58%	0 0%	2 8%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	24	8 33%	11 46%	4 17%	1 4%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	24	11 46%	10 42%	3 12%	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.	24	7 29%	12 50%	4 17%	1 4%	0	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.	24	12 50%	5 21%	3 12%	0 0%	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.	24	8 33%	8 33%	1 4%	1 4%	6	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.	24	12 50%	9 38%	2 8%	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'.	24	13 54%	5 21%	3 12%	3 12%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	24	11 46%	8 33%	1 4%	4 17%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	24	14 58%	6 25%	4 17%	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.	24	11 46%	5 21%	6 25%	0 0%	2	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.	24	10 42%	9 38%	4 17%	1 4%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoledb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	24	6 25%	6 25%	2 8%	1 4%	9	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.	24	12 50%	7 29%	3 12%	1 4%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	24	11 46%	6 25%	5 21%	1 4%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Liz Miles	Reporting Inspector
Jane McCarthy	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Susan Witchell	Peer Inspector
Alison Thomas (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.