



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

A report on

**Nottage Primary School
Porthcawl
Bridgend
CF36 3ED**

Date of inspection: February 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Nottage Primary School is in Porthcawl in the Bridgend local authority. There are around 440 pupils on roll, aged between three and eleven, including 45 in the two nursery classes. The school teaches its pupils in 16 single-age classes.

Around 10% of pupils are eligible for free school meals, which is well below the national average of 19%. The school identifies around 12% as having additional learning needs, which is well below the national average of 25%. Nearly all pupils are of white British ethnicity and have English as their home language.

The school's last inspection was in January 2009. The headteacher took up her post in September 2016. The deputy headteacher took up his post in January 2017.

The individual school budget per pupil for Nottage County Primary in 2016-2017 means that the budget is £3,062 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,484 and the minimum is £2,872. Nottage County Primary is 42nd out of the 48 primary schools in Bridgend in terms of its school budget per pupil.

Summary

| | |
|---|-----------------|
| The school's current performance | Adequate |
| The school's prospects for improvement | Good |

Current performance

The school's current performance is adequate because:

- Most pupils make good progress during their time at the school
- Nearly all pupils behave well and have positive attitudes towards their learning
- Arrangements for ensuring pupils' health and wellbeing are thorough and successful
- The curriculum provides a varied range of interesting learning experiences that match the needs and interests of many pupils
- Effective support for pupils with additional learning needs ensures that most make good progress towards their individual targets

However:

- In key stage 2, there are too many weaknesses in pupils' writing skills in English, and their oral and writing skills in Welsh are weak
- More able pupils and those eligible for free school meals do not always do as well as they could
- There are too few opportunities for pupils to participate in making decisions about their learning and about their life in school
- Pupils do not have enough opportunities to develop their skills in literacy, numeracy and information and communication technology (ICT) systematically across all areas of learning

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher brings a fresh vision and a clear strategic direction for the school
- Staff share a strong partnership ethos and a renewed commitment to school improvement
- The governing body understands the school's performance well and provides a strong level of challenge and support
- The procedures for self-evaluation are robust and wide-ranging and they give leaders an accurate picture of the school's strengths and areas for improvement
- The school has a wide range of purposeful partnerships that enrich and support pupils' learning and wellbeing effectively

Recommendations

- R1 Raise the attainment of more able pupils in key stage 2 and of pupils who are eligible for free school meals
- R2 Improve pupils' writing skills in English and their oral and writing skills in Welsh in key stage 2
- R3 Provide increased opportunities for pupils to make decisions about their learning and their life in school
- R4 Ensure that teachers' planning enables pupils to develop their skills in literacy, numeracy and ICT systematically in all areas of the curriculum
- R5 Ensure that targets in the school improvement plan focus on measurable outcomes for pupils

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?

Adequate

Standards: Adequate

Many pupils enter the school with levels of skills, knowledge and understanding that are broadly in line with those expected of pupils of a similar age. During their time at the school, most make good progress.

Most pupils throughout the school listen attentively to their teachers. Many in the Foundation Phase speak confidently and clearly, explaining their ideas well. In key stage 2, most pupils discuss sensibly how their lessons are useful in real-life contexts. Nearly all older pupils use scientific vocabulary correctly.

Many pupils in the Foundation Phase acquire a secure grasp of phonics that enables them to read age-appropriate texts fluently. Most say they read regularly at home and name their favourite books and authors. The more able pupils use punctuation effectively to change the pace and tone when reading aloud and they are beginning to use inference well, for example when reading how Mr Grim becomes Mr Grin.

In key stage 2, most pupils read with increasing confidence and accuracy. Many older pupils in key stage 2 read books of their own choosing. Their choices range from books by Roald Dahl to biographies of television celebrities. Most read fluently and confidently, although few read aloud with lively expression. All understand how to break unfamiliar words down into simpler segments. However, few use a dictionary proficiently to learn the meanings of new words.

In the Foundation Phase, most pupils' handwriting is consistently neat. They write for a range of purposes. For example, they recount details of visits to St. Fagan's, and write diaries, sets of instructions, poems and extended stories. The more able pupils attempt to spell complex words confidently. When they are not correct, they achieve close approximations. The more able use imaginative vocabulary in their independent writing.

Many pupils in key stage 2 write well in a range of styles, which they adapt to their purpose. For example, they retell historic events in the form of a newspaper report and write powerful first-person accounts of Rosa Parks' experiences in Alabama. Older pupils develop increasing awareness of their intended audience. For example, they write letters purporting to be from Roald Dahl or a soldier serving in the trenches. Most pupils plan extended stories effectively, although they rarely redraft their work to improve on their first attempt. Many pupils' handwriting in key stage 2 is weak. Letter formation, size and spacing vary too much within and between classes. Most pupils' spelling is generally accurate and they use descriptive words well to make their writing interesting. A majority of pupils do not punctuate their independent writing consistently.

Most pupils in the Foundation Phase use their literacy skills effectively across the curriculum. For example, they explain clearly the differences between objects that are transparent, opaque and translucent. Many pupils in key stage 2 use their literacy skills well in science and topic work. They write vivid descriptions of life in Victorian times and describe the earth's structure by imagining a journey to its centre.

In the Foundation Phase, many pupils add, subtract, multiply and divide numbers beyond 100. They solve money problems competently, adding bills and giving change. They measure their arms, hands and waists using centimetres and solve simple problems relating to two-dimensional shapes. Most pupils apply numeracy skills appropriately across the curriculum. For example, they list historic buildings in chronological order and use a computer program to create block graphs.

Many pupils in key stage 2 make good progress in developing their mathematical skills and knowledge. They use their clear understanding of place value to order large numbers and choose appropriately from a range of methods of multiplication. They define plane shapes by their properties and calculate their areas and perimeters. Older pupils in key stage 2 continue to develop their skills in a broad range of mathematical areas, such as number, measurement, shapes and data handling. They calculate using decimals and fractions, work out the areas of complex shapes and plot their symmetry using co-ordinates. More able pupils perform multi-step calculations accurately. Many pupils apply data-handling skills well when drawing a limited range of graphs. For example, they draw graphs to compare the climates of Baffin Island and Timbuktu. In science, their graphs show clearly how the temperature of water affects how quickly sugar dissolves in it.

In the Foundation Phase, many pupils use tablet computers confidently to make pictures of a beanstalk and to practise number games. In key stage 2, a majority of pupils make increasingly effective use of different types of computer to do word processing and to research topics on the internet. Older pupils occasionally use spreadsheets to construct pie charts. For example, they compare the food groups in their own diets with those recommended by health professionals. However, pupils' ICT skills do not develop progressively enough as they move through the school.

Most pupils in the Foundation Phase make good progress in building up their vocabulary in Welsh. They know the names of colours, foods, shapes and parts of the body. They describe today's weather correctly and count to 50 confidently. In key stage 2, many pupils' skills in speaking Welsh continue to develop, although their rate of progress is slower. Few pupils are able to engage in conversation which requires them to deviate from the sentences they have learned in class. Older pupils read clearly from simple Welsh books and explain the meaning of what they have read. Most pupils write infrequently in Welsh. Much of their writing is on worksheets that require pupils to insert words or phrases. Consequently, they do not write extended sentences confidently in Welsh.

Most pupils with additional learning needs respond well to the support they receive and make good progress towards their personal targets.

In the Foundation Phase, pupils' performance at the expected and higher outcomes in literacy has placed the school in the higher 50% compared with similar schools, for three of the past four years. Performance in mathematical development generally places the school in the lower 50%.

In key stage 2, performance in English, mathematics and science at the expected and higher levels has fluctuated widely between placing the school in the top 25% and lower 50% of similar schools.

There is no discernible pattern in the comparative attainment of boys and girls. Pupils who are eligible for free school meals tend not to attain as well as other pupils.

Wellbeing: Good

Nearly all pupils feel safe in school and understand how to use the internet safely. They recognise the importance of a balanced diet and know how to stay fit and healthy. Their physical fitness benefits from participation in a wide range of sporting and health-related activities provided by the school. Around half take part in clubs, such as cross country, football, rugby, cricket, hockey, surfing and netball.

Standards of behaviour are good and nearly all pupils speak confidently and courteously to adults and each other. Most pupils are enthusiastic and attentive learners and they work well together, showing a good level of perseverance in lessons. Many younger pupils are showing increasing independence in improving their own learning.

Pupils' attendance rates have risen over the last four years. Last year's attendance placed the school in the higher 50% when compared with similar schools. The improvement in attendance has continued thus far in the academic year. The rates of attendance of pupils who are eligible for free school meals are lower than those of other pupils. Most pupils are punctual.

Nearly all pupils develop effective social and life skills. They have a strong sense of belonging to their school and local community and contribute purposefully to it. For example, pupils visit residents in a nearby care home at Easter. Many pupils undertake a range of responsibilities eagerly, making decisions with growing confidence. For example, the school council represents other pupils conscientiously and makes a valued contribution to the life of the school. Most recently, members interviewed all the candidates for the new deputy headteacher position. However, because of their over-reliance on adult support, the role of pupil groups is not fully developed.

| | |
|---|-------------|
| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Adequate

The school provides a varied range of interesting lessons that match the needs and interests of many pupils. Throughout the school, and particularly in the Foundation Phase, there is effective provision for developing pupils' oracy, reading and numeracy skills. However, not all learning experiences successfully engage pupils

who are more able, and do not encourage pupils in key stage 2 to develop their ability to make appropriate choices and decisions independently.

In the Foundation Phase, careful planning ensures that pupils have valuable opportunities in classes and in the outdoor learning areas to explore and experiment, initiating and directing their own learning. The planning of themed topics across the school does not fully incorporate elements of the National Literacy and Numeracy Framework, and pupils do not build consistently on these skills as they move from one year to the next. Provision for developing pupils' ICT skills in the Foundation Phase is good, although pupils in key stage 2 do not benefit from a scheme of work that develops their skills systematically. Pupils benefit from a wide range of out-of-school visits and clubs that further enhance and enrich the curriculum.

Provision for developing pupils' skills in the Welsh language is effective in the Foundation Phase and many pupils make a strong start in learning to speak Welsh. The scheme of work has been updated and teachers are placing greater emphasis on developing pupils' oracy and writing. Arrangements to promote pupils' knowledge and understanding of Welsh history and culture are successful.

Education for sustainable development and global citizenship is a regular feature of the school curriculum and in extra-curricular activities. The eco committee plays an active role through recycling and regular monitoring of energy use and litter. The school raises pupils' awareness of global citizenship through effective links with schools in Bangladesh and Belgium.

Teaching: Good

All staff provide calm, purposeful environments that promote pupils' learning well. Classrooms have well-established routines and all teachers and learning support officers manage pupils' behaviour well. Many teachers plan interesting lessons that engage pupils, stimulate their curiosity and build well on their previous knowledge and understanding. Many teachers adapt their teaching effectively to meet the needs of pupils with differing abilities, although they do not always challenge the most able pupils sufficiently. In most lessons, where teaching is effective, teachers have high expectations and challenge many pupils to achieve well. The pace of these lessons is brisk and teachers use questioning skilfully to ensure pupils understand and to check their progress. However, in a majority of lessons in key stage 2, teachers do not promote pupils' independent working well enough.

Most teachers give pupils helpful oral feedback during lessons and in plenary sessions. They mark pupils' work appropriately and add helpful comments that suggest how pupils can improve their work. However, pupils do not routinely act upon their teacher's suggestions enough.

The school assesses pupils' progress regularly through a range of standardised tests in reading, spelling and mathematics. They use a computer-based system well to track pupils' progress and to identify any pupils at risk of not attaining their individual targets. Reports to parents on their child's progress and wellbeing are detailed and informative.

Care, support and guidance: Good

The school makes appropriate arrangements for promoting healthy eating and drinking. There is an extensive number of after-school sports clubs, including judo, cross-country running, hockey and rugby, that have a positive impact on pupils' wellbeing. The fruit tuck shop encourages healthy eating at break times and the school makes water readily available to pupils throughout the day.

Learning experiences promote pupils' personal development, including their moral, social and cultural understanding, effectively. The school encourages pupils to develop and uphold worthwhile values and all staff have high expectations of pupils' behaviour. However, opportunities for promoting the spiritual growth of pupils are less well developed.

The school benefits from the support of a wide range of external agencies, such as behaviour support, counselling service and the educational psychologist. These provide valuable guidance for staff, pupils, parents and carers. The recently established programme that supports vulnerable pupils is beginning to influence their health and wellbeing positively.

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

Provision for pupils with medical and additional learning needs is highly effective. Staff identify pupils who need extra support at an early stage and ensure that they receive the interventions they require to help them to make good progress in their learning. Pupil-friendly individual education plans are appropriately detailed and staff monitor them regularly and update them with pupils and parents.

Learning environment: Good

There is a happy, caring and calm ethos throughout the school. All members of the school community have recently developed a new school motto and vision. It is an inclusive community that recognises and celebrates diversity well. The promotion of equal opportunities, tolerance and respect among pupils is a strong feature of the school.

The school provides a welcoming learning environment for pupils, with well-ordered areas for teaching and learning. There are attractive displays that celebrate pupils' work and achievements and support the curriculum throughout the school. The buildings are well-maintained and the site is secure. The school makes good use of its spacious accommodation.

Outdoor learning areas are well designed and easily accessible. Pupils benefit from an extensive outdoor space with a large grassed area and a forest school provision. These provide worthwhile opportunities for learning and creative play.

Overall, there is a good range of suitable resources that match most pupils' needs. Recent improvements to the stock of ICT equipment are contributing to broadening pupils' learning experiences appropriately.

| |
|--|
| Key Question 3: How good are leadership and management? |
|--|

| |
|-------------|
| Good |
|-------------|

Leadership: Good

The newly appointed headteacher has brought a fresh vision and clear strategic direction to the school. The deputy headteacher provides valuable support in this process and they work efficiently and conscientiously together to move the school forward.

There is an effective leadership structure with clear lines of communication and shared roles and responsibilities. The current senior leaders are an experienced team who develop the leadership skills of other staff well through mentoring and support programmes for aspiring middle leaders. There is a strong partnership ethos and a renewed commitment to school improvement and raising standards under the leadership of the new headteacher.

The governing body is knowledgeable about the school's current performance and members challenge and support the school's leadership well. Many members have a strong, regular involvement in the daily life of the school. Governors linked to specific curriculum areas undertake purposeful learning walks. However, the outcomes of these activities do not always feed purposefully through to the school's self-evaluation process.

The school pays appropriate attention to many local and national priorities. Staff have developed highly successful provision in the Foundation Phase and pupils have a good understanding of sustainability and global citizenship. However, the school has been less effective in addressing a number of the requirements of the national Literacy and Numeracy Framework.

Improving quality: Good

The headteacher and deputy headteacher have made rapid progress in gaining a good understanding of the school's strengths and areas for development. They have led a thorough evaluation of teaching across the school and this, along with an ongoing analysis of pupils' performance, has highlighted suitable areas for improvement. The self-evaluation report is securely based on first-hand evidence from a wide range of contributors. Book scrutiny and learning walks are now a feature of the school's practice and leaders have established a monitoring timetable to embed a systematic review of school priorities. The role of pupils and their parents in identifying issues to help bring about change is a developing feature of the school. In a short time, the new leadership team has introduced a number of measures that are effective in improving the quality of teaching and learning. For example, the school's adoption of a new learning programme is raising pupils' aspirations.

The current school improvement plan is broad ranging and ambitious. It uses self-evaluation processes well to identify targets for improvement. Its priorities have clear timescales and staff responsibilities for undertaking actions are appropriate. The plan also links suitable levels of resources to the action points. However, many of the plan's targets do not focus clearly enough on measuring outcomes for pupils.

Partnership working: Good

The established partnership with parents is a strong feature of the school. The school encourages parents to have an active role in their children's learning through workshops, such as 'Teach your Child to Read' and 'Meet the Teacher' events. The parent-teacher association improves provision and outcomes for pupils through extensive fundraising. For example, it purchased a range of technology equipment to extend pupils' access to the ICT curriculum. There is a newly appointed parent council and parents have taken part in making key decisions concerning the pupils' annual residential trip in the summer term.

Well-established links with the local cluster of schools is having a positive impact on pupils' outcomes and wellbeing through new transition arrangements. For example, a secondary practitioner teaches a literacy and numeracy lesson to Year 6 pupils on a fortnightly basis. This has helped to improve pupils' standards and has reassured pupils about transferring to the next stage of their education. There are effective arrangements for the moderation of teacher assessments between the cluster of local primary schools.

The school has established further professional networks through the regional consortium's school improvement groups. This school-to-school collaboration has led to improvements to the quality of teaching and learning, for example in developing the provision for outdoor learning in the Foundation Phase to a high standard.

Community partners, such as the local Police Community Support Officer and the school nurse, provide further enrichment for pupils' learning. The school works constructively with other local groups, such as the coastguard and lifeboat crew who give regular safety talks to pupils.

Resource management: Adequate

Senior leaders deploy teaching and support staff effectively to provide worthwhile learning experiences for pupils. The arrangements for providing teachers with time for planning, preparation and assessment are efficient. As a result, staff are able to plan together effectively for each age group, leading to improvements in the consistency of teaching across all classes. Performance management targets identify appropriate opportunities for the development and training of all staff. They are linked closely to the school improvement plan.

The school is a strong learning community and staff have taken part in several effective networks of professional practice. These have had a positive effect on pupils' standards and learning experiences. For example, teachers have participated in a programme that requires them to reflect on the effectiveness of their teaching. This has brought about discernible improvements.

Governors monitor the school's budget effectively and challenge the school well on its use of resources. They deploy school funds purposefully in order to improve provision. For example, recent improved support for the wellbeing of vulnerable pupils has led to improvements in their standards of numeracy.

Financial resources relate closely to the school improvement plan and to the professional development needs of staff. Plans to spend the pupil deprivation grant for the forthcoming financial year are sound, but the school has not used the funding well enough in previous years and it has not secured improved outcomes or wellbeing for the targeted pupils.

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

Appendix 1: Commentary on performance data

6722194 - NOTTAGE COUNTY PRIMARY

| | |
|--|-----------------|
| Number of pupils on roll | 443 |
| Pupils eligible for free school meals (FSM) - 3 year average | 10.8 |
| FSM band | 2 (8%<FSM<=16%) |

Foundation Phase

| | 2013 | 2014 | 2015 | 2016 |
|--|-------|-------|------|-------|
| Number of pupils in Year 2 cohort | 43 | 59 | 58 | 48 |
| Achieving the Foundation Phase indicator (FPI) (%) | 95.3 | 91.5 | 91.4 | 91.7 |
| Benchmark quartile | 1 | 2 | 3 | 3 |
| Language, literacy and communication skills - English (LCE) | | | | |
| Number of pupils in cohort | 43 | 59 | 58 | 48 |
| Achieving outcome 5+ (%) | 95.3 | 93.2 | 93.1 | 93.8 |
| Benchmark quartile | 2 | 2 | 3 | 2 |
| Achieving outcome 6+ (%) | 34.9 | 33.9 | 43.1 | 39.6 |
| Benchmark quartile | 2 | 2 | 2 | 3 |
| Language, literacy and communication skills - Welsh (LCW) | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving outcome 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving outcome 6+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematical development (MDT) | | | | |
| Number of pupils in cohort | 43 | 59 | 58 | 48 |
| Achieving outcome 5+ (%) | 97.7 | 93.2 | 93.1 | 91.7 |
| Benchmark quartile | 2 | 3 | 3 | 3 |
| Achieving outcome 6+ (%) | 30.2 | 30.5 | 39.7 | 39.6 |
| Benchmark quartile | 3 | 3 | 2 | 3 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | | |
| Number of pupils in cohort | 43 | 59 | 58 | 48 |
| Achieving outcome 5+ (%) | 100.0 | 100.0 | 96.6 | 100.0 |
| Benchmark quartile | 1 | 1 | 3 | 1 |
| Achieving outcome 6+ (%) | 81.4 | 62.7 | 55.2 | 60.4 |
| Benchmark quartile | 1 | 2 | 3 | 3 |

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

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

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

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

6722194 - NOTTAGE COUNTY PRIMARY

Number of pupils on roll 443
 Pupils eligible for free school meals (FSM) - 3 year average 10.8
 FSM band 2 (8%<FSM<=16%)

Key stage 2

| | 2013 | 2014 | 2015 | 2016 |
|---|------|-------|-------|------|
| Number of pupils in Year 6 cohort | 55 | 45 | 46 | 60 |
| Achieving the core subject indicator (CSI) (%) | 94.5 | 100.0 | 97.8 | 90.0 |
| Benchmark quartile | 1 | 1 | 2 | 3 |
| English | | | | |
| Number of pupils in cohort | 55 | 45 | 46 | 60 |
| Achieving level 4+ (%) | 96.4 | 100.0 | 97.8 | 91.7 |
| Benchmark quartile | 2 | 1 | 2 | 3 |
| Achieving level 5+ (%) | 40.0 | 51.1 | 54.3 | 43.3 |
| Benchmark quartile | 2 | 1 | 1 | 3 |
| Welsh first language | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving level 4+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving level 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematics | | | | |
| Number of pupils in cohort | 55 | 45 | 46 | 60 |
| Achieving level 4+ (%) | 98.2 | 100.0 | 100.0 | 95.0 |
| Benchmark quartile | 1 | 1 | 1 | 3 |
| Achieving level 5+ (%) | 45.5 | 55.6 | 58.7 | 43.3 |
| Benchmark quartile | 1 | 1 | 1 | 3 |
| Science | | | | |
| Number of pupils in cohort | 55 | 45 | 46 | 60 |
| Achieving level 4+ (%) | 96.4 | 100.0 | 100.0 | 96.7 |
| Benchmark quartile | 2 | 1 | 1 | 2 |
| Achieving level 5+ (%) | 40.0 | 44.4 | 43.5 | 36.7 |
| Benchmark quartile | 2 | 2 | 3 | 3 |

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

| | Number of responses Nifer o ymatebion | Agree Cytuno | Disagree Anghytuno | |
|---|--|-----------------|-----------------------|--|
| I feel safe in my school. | 216 | 211 98% | 5 2% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 211 | 174 82% | 37 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. | 215 | 201 93% | 14 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 | 214 | 191 89% | 23 11% | 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. | 211 | 194 92% | 17 8% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 96% | 4% | |
| I am doing well at school | 210 | 196 93% | 14 7% | 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. | 216 | 214 99% | 2 1% | 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. | 216 | 206 95% | 10 5% | 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. | 212 | 174 82% | 38 18% | 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. | 215 | 198 92% | 17 8% | 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. | 203 | 127 63% | 76 37% | 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 | 210 | 153 73% | 57 27% | 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. | 123 | 52 42% | 64 52% | 5 4% | 0 0% | 2 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 34% | 3% | 1% | | |
| My child likes this school. | 123 | 70 57% | 50 41% | 2 2% | 0 0% | 1 | 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. | 122 | 81 66% | 37 30% | 3 2% | 0 0% | 1 | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol. |
| | | 72% | 26% | 1% | 0% | | |
| My child is making good progress at school. | 123 | 53 43% | 57 46% | 10 8% | 0 0% | 3 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 62% | 35% | 3% | 1% | | |
| Pupils behave well in school. | 123 | 23 19% | 81 66% | 4 3% | 3 2% | 12 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 47% | 48% | 4% | 1% | | |
| Teaching is good. | 123 | 45 37% | 73 59% | 1 1% | 0 0% | 4 | Mae'r addysgu yn dda. |
| | | 61% | 36% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 123 | 51 41% | 69 56% | 2 2% | 0 0% | 1 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 64% | 34% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 123 | 35 28% | 75 61% | 11 9% | 0 0% | 2 | 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. | 123 | 39 32% | 61 50% | 9 7% | 0 0% | 14 | 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. | 122 | 44 36% | 70 57% | 4 3% | 0 0% | 4 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 60% | 38% | 2% | 0% | | |
| My child is safe at school. | 120 | 58 48% | 59 49% | 1 1% | 0 0% | 2 | 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'. | 122 | 38 31% | 52 43% | 13 11% | 1 1% | 18 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 55% | 39% | 4% | 1% | | |

| | 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. | 123 | 27 22% | 67 54% | 26 21% | 2 2% | 1 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 49% | 41% | 9% | 2% | | |
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 123 | 48 39% | 61 50% | 10 8% | 1 1% | 3 | 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. | 123 | 21 17% | 62 50% | 20 16% | 4 3% | 16 | 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. | 121 | 46 38% | 63 52% | 5 4% | 0 0% | 7 | 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. | 120 | 32 27% | 41 34% | 6 5% | 0 0% | 41 | 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. | 123 | 36 29% | 65 53% | 12 10% | 1 1% | 9 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 54% | 39% | 6% | 1% | | |
| The school is well run. | 121 | 36 30% | 65 54% | 10 8% | 0 0% | 10 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 34% | 4% | 2% | | |

Appendix 3

The inspection team

| | |
|----------------------------|---------------------|
| Christopher Dolby | Reporting Inspector |
| Aileen Brindley | Team Inspector |
| Andrea Davies | Lay Inspector |
| Simon Bates | Peer Inspector |
| Paula Vaughan | Peer Inspector |
| Adele Thomas (Headteacher) | Nominee |

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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