



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

**A report on**

**Oldcastle Primary School  
South Street  
Bridgend  
CF31 3ED**

**Date of inspection: June 2017**

**by**

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

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

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

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

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

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

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

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

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

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

## Context

Oldcastle Primary School is situated in the centre of Bridgend. There are 437 pupils on roll, including 58 in the school's nursery class. Pupils are organised into 15 classes.

Around 8% of pupils are eligible for free school meals, which is lower than the national average of 21%. A very few pupils are looked after by the local authority. A very few pupils speak Welsh at home. A few pupils speak English as an additional language, and many of these pupils have only very recently joined the school.

The school has identified that around 12% of pupils have additional learning needs. This is below the national average of 25%. A very few pupils have a statement of special educational needs.

The school is currently a pioneer school and is working with the Welsh Government and other schools to take forward developments relating to the curriculum and other professional learning.

The school was last inspected in March 2010. The headteacher took up the post in March 2013.

The individual school budget per pupil for Oldcastle Primary School in 2016-2017 means that the budget is £2,943 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,484 and the minimum is £2,872. Oldcastle Primary School is 47th out of the 48 primary schools in Bridgend in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- Nearly all pupils, including those with additional needs, make good progress from their starting points during their time at the school
- Most pupils have very well developed oracy skills, and have strong reading and writing skills
- Most pupils achieve well in mathematics and have well developed skills in numeracy and information and communication technology (ICT)
- Pupils' wellbeing is good; most pupils behave well, engage in their learning and work collaboratively with their peers
- Attendance has improved and places the school in the top 25% compared with similar schools
- The quality of teaching is good, and most lessons are interesting and exciting
- Pupils receive excellent care, support and guidance, especially those whose circumstances may make them vulnerable, or those with additional needs

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher is a creative and innovative leader, and is supported well by a highly motivated senior leadership team
- The governing body is active in its support of the school
- There is a comprehensive and effective process for self-evaluation, which results in a useful plan for improvement
- There is an efficient performance management structure in place for all staff, which is monitored robustly
- A wide range of highly effective partnerships enrich the curriculum and support pupils' learning and wellbeing exceptionally well
- The school is a highly innovative learning community, which manages its financial and human resources extremely efficiently

## Recommendations

- R1 Ensure that teachers match classroom activities to pupils' learning needs more specifically, especially for pupils who need support with basic skills
- R2 Strengthen the role of the governing body
- R3 Ensure that monitoring secures improvement

### **What happens next?**

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Good

#### Standards: Good

Most pupils enter the school with knowledge and understanding at the expected level for their age. They make good progress during their time at Oldcastle Primary School, and nearly all leave with standards at or above the expected level. Pupils with additional needs make good progress from their individual starting points.

Most pupils have very well developed oracy skills. By the end of the Foundation Phase, many pupils are able to articulate their opinions, for example when discussing their future ambitions in life. By the end of key stage 2, most pupils develop a wide vocabulary. They use this to good effect in their writing, particularly when writing high quality, thoughtful poetry and descriptions. Most pupils write effectively in a variety of genres, structuring sentences carefully for interest and effect. For example, in Year 2, pupils write effective instructions for looking after a pet, and imaginative stories, such as 'How the ball got into the wall'. By Year 6, most pupils use sophisticated language well. They alter their tone for different circumstances, for example when writing a formal letter of complaint to a supermarket. Across the school, most use their writing skills effectively in other subjects, for instance when explaining their methods for investigations in science. Most pupils punctuate and spell accurately. However, a few pupils do not always present their best work neatly.

Most pupils make good progress with their reading. By the end of the Foundation Phase, most pupils read with expression and with a good understanding of the text. They talk about the main characters in the book and can discuss what they think may happen next in a story. By Year 6, most pupils read very confidently, with assured intonation and expression. They are able to infer and deduce information about the plot from the nuances of the text. Most pupils enjoy reading and give well-reasoned responses when explaining which books and texts they like and dislike.

In mathematics, most pupils are confident in their understanding of how to manipulate numbers and money. For example, by the end of Year 2, a majority of pupils use both written and practical methods accurately to calculate the change from a shopping list. They have a good understanding of shape, time and simple measures. By Year 6, most are competent mathematicians who use their numeracy skills effectively. For example, pupils in Year 6 develop their numeracy and entrepreneurial skills successfully when pitching for start-up funds, in order to establish a profitable pop-up Saturday craft shop in Bridgend market.

Nearly all pupils make good progress in ICT. By the end of key stage 2, most are confident communicators, using word processing and presentation software effectively. They devise their own video games and give electronic instructions to an on-screen robot. Nearly all pupils enjoy creating carefully planned animations. For example, in Year 6, pupils portray a natural disaster such as an erupting volcano in vision and sound. Pupils use their digital skills highly effectively in other areas of learning, for example in music, where Year 5 pupils use a sound mixing app along with green screen technology to produce a catchy advertisement for their locality.

Most pupils develop their thinking and problem solving skills effectively, particularly in group work. For example, pupils in Year 3 challenge each other to find the best way of deciding which rocks are the most and least porous.

Across the school, most pupils have a positive attitude to speaking Welsh in lessons. Most pupils in the Foundation Phase make good progress in acquiring early skills in Welsh. For example, most respond confidently to basic instructions and develop an appropriate vocabulary linked closely to everyday activities. They read suitable Welsh texts with understanding. Many pupils are able to write a brief description using appropriate sentence structure, for example about the weather.

By the end of key stage 2, many pupils make a good effort to use Welsh appropriately during formal and informal situations both inside and outside the classroom. Most pupils' reading skills are good and many understand and respond to texts that include an increasing range of words, phrases and short passages. Many pupils use a variety of sentences and adjectives well, for example when writing about their favourite Welsh hero.

At the end of the Foundation Phase, pupils' performance in mathematics and literacy at the expected outcome 5 has generally tended to place the school around the median when compared with similar schools. However, at the higher-than-expected outcome 6, pupils' performance in mathematics and in literacy has consistently placed the school in the lower 50%.

Pupils' performance in English, mathematics and science at the expected level 4 at the end of key stage 2 has placed the school consistently in the upper 50% when compared with similar schools. However, at the higher-than-expected level 5 in English, mathematics and science, pupils' performance has fluctuated, moving the school between the bottom 25% and the upper 50% when compared with similar schools. Over time, there is an improving trend at the higher-than-expected levels.

There are very few pupils who are eligible for free school meals. These pupils tend to do less well than their peers at the expected level in the Foundation Phase, but a little better than their peers at the expected level in key stage 2. Very few pupils eligible for free school meals have achieved the higher-than-expected levels in either the Foundation Phase or key stage 2 over recent time.

Generally, at the higher-than-expected levels in the Foundation Phase and in key stage 2, girls outperform boys. However, at the expected levels, over time boys and girls perform equally well.

### **Wellbeing: Good**

Nearly all pupils feel safe and secure in school. They know whom to turn to if they are upset, worried or have any concerns. Most have positive attitudes towards healthy living, and understand the benefits of eating a healthy diet and taking regular exercise. A majority of pupils take part in the extra-curricular sports clubs.

The behaviour of most pupils both in lessons and around the school is good. They are courteous and show high levels of care and respect for each other and other

adults. When in lessons, many pupils are highly engaged and most sustain concentration and demonstrate positive attitudes towards their learning. They persevere when they find tasks hard and respond positively to suggestions of how to improve their work.

Most pupils collaborate well during investigations and problem solving activities. For example, pupils in the reception class work together to hunt for pirate treasure. Nearly all pupils make choices about what they learn. For instance, they devise questions they would like to answer through their topic work. Many pupils play an active role in whole school events. For example, Year 5 pupils develop their entrepreneurial skills well through setting up and running a fruit tuck shop at play times.

The school council and eco committee are well established and help to make appropriate decisions about aspects of school life, with support from their teachers. For instance, the school council helps to develop outdoor learning opportunities for nursery pupils through purchasing extra resources. Pupils present plans of projects to the governing body to suggest ways in which the school yard can be further developed.

Over the last four years attendance rates have improved notably, now placing the school in the top 25% when compared with similar schools. Most pupils arrive punctually at the start of the day.

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

The school provides a rich variety of learning experiences that are accessible to all pupils. These engage and stimulate most pupils and enable them to build successfully on their previous learning. The school has established the Foundation Phase appropriately during the afternoon sessions, and younger pupils have good access to outdoor learning.

Staff organise a comprehensive variety of extra-curricular activities. Residential visits, trips and visitors to the school enrich pupils' learning and have a positive impact on their wellbeing.

Curriculum planning for literacy and science is thorough and builds progressively on pupils' skills. However, planned opportunities for pupils to use their numeracy skills in other areas of the curriculum are at an earlier stage of development. The range of provision for ICT is imaginative and engages pupils' interest well. The school provides highly effective support for pupils who need extra help with their learning and for those with English as an additional language. This is a strength of the school.

The school focuses appropriately on raising pupils' awareness of sustainable development and global citizenship. The eco committee supports recycling and energy conservation effectively.



The school promotes the Welsh language successfully. There are regular opportunities for pupils to develop their language skills, for example during 'Helpwr Heddiw' sessions and during focused and enhanced activities in Foundation Phase. The school provides many opportunities for pupils to learn about their locality and Welsh heritage, for example by comparing similarities and differences of the religious culture in Wales and Patagonia.

### **Teaching: Good**

Teachers plan exciting activities that help pupils to learn and make good progress. In many lessons, the pace of learning is brisk. Learning support officers make a valuable contribution to pupils' learning. Working relationships between adults and pupils are strong and nearly all adults have high expectations of what pupils can achieve. Adults manage pupils' behaviour very well. They are consistent in using strategies and routines that pupils know and understand. Across the school, adults ask purposeful, well-chosen questions. They make effective use of pupils' responses to assess how well they have understood their learning, and to plan the next steps.

Teachers provide carefully structured tasks that give pupils plentiful opportunities to learn, rehearse and build on the skills that they have learnt. However, not all teachers take good enough account of the range of abilities in their class, for example through providing appropriate frameworks to support less able pupils to write independently. Most teachers encourage pupils to challenge themselves and make choices in their learning, although, in a very few lessons, teachers over direct pupils' learning and, as a result, pupils have too few opportunities to think for themselves.

Most teachers give consistent feedback to pupils, for instance using the school's agreed colour coded marking scheme. As a result, nearly all pupils understand what they need to do to improve their work. Reports to parents are detailed and helpful.

There are thorough assessment and moderation procedures. These provide teachers and leaders with valuable, accurate information about which pupils are on track to achieve their targets and predictions. The tracking system is robust, used and understood by all teachers, and helps to ensure that all pupils make the progress they should.

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

There are highly effective and robust procedures to identify and support vulnerable pupils and pupils with additional learning needs. There are thorough, comprehensive systems to identify pupils' needs at an early stage. The provision of targeted support by highly trained staff is a strength of the school. The school is proactive in researching and implementing bespoke, innovative programmes for the benefit of individual pupils. For example, the school uses a teletherapy programme involving an online live platform to develop social, communication and speech and language needs. This has had a significant impact on improving targeted pupils' literacy skills, as well as their social and emotional wellbeing.

Flexible learning arrangements support vulnerable pupils' individual needs exceptionally well. For instance, home visits ensure that pupils who are unavoidably absent from school keep up with their school work and maintain a sense of belonging to the school community.

A variety of purposeful learning experiences enrich pupils' spiritual, moral, social and cultural development highly effectively. Specialist provision makes a very positive contribution to pupils' spiritual development. For example, teachers with professional experience as artists and musicians provide all pupils with high quality opportunities to develop their creative skills, alongside a sense of awe and wonder.

The school provides a variety of opportunities for pupils to participate in a wide range of community events; for example singing in the Bridgend festival and participating in a public speaking competition. These events build pupils' confidence while providing a purpose for their performances.

There are appropriate arrangements for promoting healthy eating and drinking, including the fruit tuck shop that is run as a business by pupils in Year 5. Pupils look after the school chickens. This helps them to develop a sense of responsibility, as well as an understanding of where their food comes from. The well attended extra-curricular sports clubs indicate that pupils understand the importance and enjoyment of taking regular exercise.

The quality of care, support and guidance has a very positive impact on pupils' standards and wellbeing. The school is a safe, secure and caring community with a strong emphasis on promoting mutual respect. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school liaises very effectively with a wide range of external agencies such as the school nurse and the police community support officer. These develop pupils' understanding of staying safe well, including when using the internet.

### **Learning environment: Good**

The school is a welcoming community with a positive and caring ethos. This makes a strong contribution to pupil and staff wellbeing, and a sense of belonging. The school successfully promotes tolerant attitudes through a clear emphasis on recognising, respecting and celebrating diversity.

The school uses its indoor space effectively. Classrooms are large enough for the numbers of pupils and there are dedicated intervention rooms, library areas, and art and music rooms. Recent investment in the IT provision, to include a 4D multi-sensory classroom, has further improved pupils' experiences.

The school is implementing a policy of minimising its wall displays in classrooms, in order to promote pupil wellbeing. Main corridors showcase pupils' work and achievements, alongside the work of local artists.

The school is developing its limited outdoor grounds well, and uses them effectively. There is a school garden and cob oven, well-resourced Foundation Phase outdoor

learning areas and a large rear playground. The school site is safe, secure and well maintained.

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

The headteacher is a creative and innovative leader. He shares his vision to inspire educate and motivate very successfully with other leaders, teachers and the school community. This is at the core of the school's work. For example, he makes effective use of recent research to improve the learning environment. This ethos has a strong impact on securing high levels of attendance and promoting pupils' wellbeing.

The headteacher is supported well by a highly motivated senior leadership team. Leaders have worthwhile opportunities to lead curriculum based initiatives. They monitor the initiatives appropriately. There is an efficient performance management structure for all staff, which is monitored robustly. Targets are linked clearly to the school priorities.

The school has an open and honest ethos and culture, where staff support each other effectively. This has led to the effective sharing of good practice in teaching and learning, both within the school and beyond.

Governors play a supporting and active role in the life of the school. They visit regularly to monitor the quality of provision and progress in implementing improvements. These visits, together with useful reports about pupil performance data from the headteacher, ensure that governors have an appropriate understanding of the school's strengths and improvement priorities. Each governor is linked with a curricular area and a majority have met with subject leaders to monitor provision and the school's resources. However, governors' reports tend to be too descriptive at times. They do not evaluate aspects of pupils' progress or attainment well enough.

A few governors participate in the scrutiny of pupils' work. This has led to a better understanding of the school's work, for example how leaders track pupils' progress following intervention programs.

### **Improving quality: Good**

The school has a comprehensive and effective process for self-evaluation. Leaders have developed a thorough monitoring programme that draws on a wide range of first-hand evidence. This includes classroom observations, scrutiny of teachers' plans, pupils' work and detailed analysis of data. They identify the strengths and most aspects requiring improvement. However, monitoring is not always sufficiently robust, and leaders do not always revisit the weaknesses they have identified in order to secure improvement. For example, although their monitoring identified that classroom activities do not always meet the needs of all learners, leaders had not checked whether all teachers had improved the provision sufficiently.

The school takes good account of the views of pupils, staff, parents and governors, for example through questionnaires. This had led to improvements in communications with parents, for example through electronic alerts and newsletters.

The self-evaluation report gives a generally accurate picture of the school's performance and an appropriate evaluation of standards that pupils achieve. It provides a suitable overview of the standards, provision and leadership of the school. There is a clear link between the self-evaluation report and the school improvement plan. This identifies clear improvement priorities, actions, timescales and the costs associated with them. Each plan identifies suitable success criteria, as well as the person responsible for monitoring actions. Overall, the school improvement plan has a positive impact on improving outcomes for pupils, for example in literacy and Welsh.

### **Partnership working: Excellent**

The school has a wide range of highly effective partnerships that enrich the curriculum and support pupils' learning and wellbeing extremely well. It has a constructive relationship with parents, who are mostly very positive about all aspects of school life. Leaders provide a wide range of valuable workshops, for example the language and play sessions for the parents of nursery age pupils. These help parents to support their children's learning, and to become established members of the school community. In addition, the school organises a wide range of family events, often supported by local businesses. For example, a local horticulturalist has helped the school to establish the annual horticultural show, which successfully involves parents in their children's learning.

Nearly all teachers share many aspects of effective classroom practice between themselves and with other schools. For example, they have shared innovative practice to accelerate the progress of pupils with identified additional needs. In addition, the school works highly effectively in partnership with a university to train a large number of student teachers. The school leads collaborative work with 28 other schools across Wales, supporting and coaching the cluster schools to mentor new entrants to the teaching profession. This successful partnership develops leadership capacity and generates a substantial income, as well as challenging the school to continue to improve and refine the quality of its own teaching and learning.

The school's annual STEM week utilises an extensive range of businesses and professionals, including university science departments, information technology companies and the local sweet shop proprietor, to support curriculum activities and visits. These experiences greatly enhance pupils' understanding of the world of work and aspirations for the future, for example in relation to science, technology and engineering careers, the medical profession and the retail industry. In addition, the school has established innovative links with the local community, for example with a local bank who support Year 6 pupils to develop their entrepreneurial skills.

Pupils who join the school's nursery have a comprehensive 'soft start' induction programme, which supports pupils and their families to settle into the school community well. The school has very thorough ongoing arrangements with the local cluster for moderating teachers' assessments of pupils' work at the end of key stage

2. Strong partnerships with the local secondary school ensure that all pupils make a smooth transfer to the next stage of their education, particularly those whose circumstances may make them vulnerable to underachievement.

**Resource management: Excellent**

The school is an inclusive and highly effective learning community with a strong ethos of co-operation and teamwork. The school is staffed by extremely well-motivated teachers and learning support officers, who are deployed very effectively to make the most of their expertise. Subject specialists, who cover teachers' planning, preparation and assessment time, contribute to the breadth of high quality learning experiences provided by the school. The headteacher provides staff with regular and imaginative professional development opportunities.

The headteacher, with the support of the governors, manages the school's budget very efficiently. Staff actively seek opportunities to increase the school's revenue income substantially, for instance through their partnership working with providers of initial teacher training. In addition, the school provides training for leaders from other schools, for example in using the school's ICT resources, such as the 4D multi-sensory room and virtual reality headsets. The school uses grants, such as the Pupil Development Grant, effectively to support vulnerable pupils.

Leaders research worldwide educational innovation thoroughly and identify the most appropriate projects to benefit pupils' needs. Consequently, the school has invested in imaginative resources to enhance school improvements. For example, following published research, leaders have trialled using large beanbags and lap-desks to encourage extended writing, for pupils who find traditional school furniture uncomfortable. As a result, the quantity and quality of writing for targeted pupils have improved. Leaders have also made improvements to the lighting, classroom displays and the outdoor learning environment, all linked to specific research and targeted improvements to pupils' outcomes.

In view of the innovative and imaginative way in which leaders manage the school's resources, the school gives excellent value for money.

## Appendix 1: Commentary on performance data

### 6722371 - Oldcastle Primary School

Number of pupils on roll	407
Pupils eligible for free school meals (FSM) - 3 year average	8.1
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	39	46	49	52
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	84.6	93.5	93.9	90.4
Benchmark quartile	3	2	2	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	39	46	49	52
Achieving outcome 5+ (%)	87.2	95.7	95.9	92.3
Benchmark quartile	4	2	2	3
Achieving outcome 6+ (%)	33.3	26.1	32.7	34.6
Benchmark quartile	3	3	3	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	39	46	49	52
Achieving outcome 5+ (%)	87.2	93.5	95.9	92.3
Benchmark quartile	4	2	2	3
Achieving outcome 6+ (%)	23.1	30.4	36.7	34.6
Benchmark quartile	3	3	3	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	39	46	49	52
Achieving outcome 5+ (%)	87.2	100.0	95.9	96.2
Benchmark quartile	4	1	3	3
Achieving outcome 6+ (%)	20.5	52.2	36.7	42.3
Benchmark quartile	4	3	4	4

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.

**6722371 - Oldcastle Primary School**

Number of pupils on roll	407
Pupils eligible for free school meals (FSM) - 3 year average	8.1
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	43	46	58	45
<b>Achieving the core subject indicator (CSI) (%)</b>	93.0	93.5	98.3	95.6
Benchmark quartile	3	2	2	2
<b>English</b>				
Number of pupils in cohort	43	46	58	45
Achieving level 4+ (%)	95.3	95.7	98.3	97.8
Benchmark quartile	2	2	2	2
Achieving level 5+ (%)	32.6	43.5	41.4	48.9
Benchmark quartile	4	2	3	2
<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	43	46	58	45
Achieving level 4+ (%)	95.3	97.8	98.3	95.6
Benchmark quartile	2	2	2	2
Achieving level 5+ (%)	34.9	43.5	36.2	44.4
Benchmark quartile	3	2	4	3
<b>Science</b>				
Number of pupils in cohort	43	46	58	45
Achieving level 4+ (%)	97.7	100.0	98.3	97.8
Benchmark quartile	3	1	2	2
Achieving level 5+ (%)	27.9	37.0	39.7	51.1
Benchmark quartile	4	3	3	2

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.	100	99 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	76 77%	23 23%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	93 93%	7 7%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	100	88 88%	12 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.	100	92 92%	8 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	100	99 99%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	100	98 98%	2 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	100	98 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	100	72 72%	28 28%	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.	100	88 88%	12 12%	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.	100	66 66%	34 34%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	100	86 86%	14 14%	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.	47	29 62%	17 36%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	47	34 72%	11 23%	2 4%	0 0%	0	Mae fy mhlentyn 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.	47	33 70%	13 28%	1 2%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	47	30 64%	15 32%	2 4%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	47	16 34%	26 55%	4 9%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	47	29 62%	16 34%	2 4%	0 0%	0	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	47	27 57%	18 38%	1 2%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn 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.	47	11 23%	27 57%	4 9%	0 0%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	47	22 47%	14 30%	6 13%	0 0%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	47	23 49%	18 38%	3 6%	0 0%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	46	23 50%	22 48%	0 0%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	47	20 43%	17 36%	1 2%	2 4%	7	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	47	19 40%	20 43%	5 11%	1 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	47	22 47%	19 40%	3 6%	2 4%	1	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.	47	15 32%	20 43%	5 11%	2 4%	5	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.	47	21 45%	22 47%	2 4%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	47	14 30%	13 28%	1 2%	0 0%	19	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.	47	22 47%	19 40%	6 13%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	47	24 51%	18 38%	1 2%	1 2%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Fiona Arnison	Reporting Inspector
Jayne Woolcock	Team Inspector
Anwen Griffith	Team Inspector
Andrea Davies	Lay Inspector
Christine Jackson	Peer Inspector
Jeremy Thompson (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.