



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

A report on

**St Peter's CIW Voluntary Controlled Primary School
Chapel Lane
Rossett
Wrexham
LL12 0EE**

Date of inspection: July 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

St Peter's Church in Wales Voluntary Controlled Primary School is in Rossett in Wrexham local authority. It is in the diocese of St Asaph. There are 234 pupils on roll aged 3 to 11. The school has nine classes in total, seven single age classes and two mixed-aged classes.

The average proportion of pupils eligible for free school meals over the last three years is 4%, which is well below the national average (20%). The school identifies about 7% of pupils as having additional learning needs, which is well below the national average (25%).

Nearly all pupils are of white British ethnicity. No pupils speak Welsh at home. Very few pupils are learning English as an additional language.

The last inspection of the school was in October 2011. The headteacher took up her post in January 2007.

The individual school budget per pupil for St Peter's Church in Wales Voluntary Controlled Primary School in 2015-2016 means that the budget is £3,209 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,199 and the minimum is £2,778. St Peter's Church in Wales Voluntary Controlled Primary School is 45th out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- Most pupils attain well
- Nearly all pupils understand that eating well and taking regular exercise are important for their health
- The school provides a wide range of relevant and interesting learning experiences for most pupils, which affects their standards purposefully
- Teaching is generally successful and supports effective learning
- The provision for caring, supporting and guiding pupils is diligent and purposeful
- The use of support staff to support teaching and learning is successful and a strength at the school
- Staff use the indoor and outdoor learning environments creatively, ensuring that the building and grounds stimulate pupils' learning effectively

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher, senior leadership team and governors provide a clear direction to the work of the school
- The school has a reliable track record of managing improvements over time
- The school's self-evaluation report is thorough and there are purposeful targets for improvement in the school development plan
- The governing body supports the school well
- Effective partnerships support pupils' outcomes positively
- All staff are positive about improving their practices and take part actively in professional development and training, which affects pupils' learning effectively

Recommendations

- R1 Improve pupils' knowledge and understanding of the language and culture of Wales
- R2 Refine planning to ensure that pupils are challenged in line with their abilities, especially the more able pupils
- R3 Ensure that the feedback to pupils' work is consistent and that it leads directly to the next steps in their learning
- R4 Address the matter related to health and safety

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Many pupils begin school with knowledge, understanding and skills that are in line with or higher than that expected for their age. During their time at the school, most pupils make good progress from their starting-points and attain well by the end of key stage 2.

In the Foundation Phase and in key stage 2, most pupils speak confidently and listen attentively. Throughout the Foundation Phase, many pupils respond enthusiastically to their teachers and other pupils when discussing their work in pairs, groups and as a whole class. They listen well to instructions, respond readily to questions and engage in purposeful talk during activities and play sessions.

In key stage 2, most pupils speak sensibly to adults and other pupils using a broad range of vocabulary. A few use sophisticated vocabulary to elaborate upon their discussions eloquently. Most pupils listen attentively to group discussions and contribute sensibly. They participate in debates effectively and offer thought-provoking opinions, for example on the importance of internet safety and whether to use agricultural land around the village for housing developments.

Nearly all pupils' reading skills are developing well and in line with their abilities. By Year 2, most read with reasonable fluency. They discuss and read books accurately and with good expression. They voice relevant opinions about the contents of stories and predict in detail what different characters are likely to do in a story. Most pupils display a secure understanding of the context, characters and plots in the stories they read in class and individually. Nearly all enjoy retelling stories, including their own. They act out events and recall details with accuracy.

In key stage 2, most pupils read to a standard that is at least appropriate to their age and ability. The more able pupils in every class read very well. Towards the end of key stage 2, most pupils use factual books and the internet effectively to search for relevant and reliable information on the topics they study in class. Most pupils answer questions sensibly about the various types of texts that they read, which include facts on different decades of the twentieth century, fictional stories and biographies of famous politicians and artists. They share their views successfully during discussions, for example about scientific research and experiments, such as the conditions needed for seeds to grow.

In both the Foundation Phase and key stage 2, many pupils write effectively. Most Foundation Phase pupils write diaries and poetry, recount facts on bible stories such as David and Goliath and create posters on bonfire night. This shows a good understanding of sequencing events, imaginative storytelling and how to note facts on particular topics. They retell stories accurately in their own written styles both electronically and on paper. They use story maps and role-play to structure their creative writing appropriately.

In key stage 2, many pupils write in a suitable variety of forms, for example instructions on mummification, explanations on soluble and insoluble materials and pieces of adventurous fiction. Across the school, many pupils extend their writing in interesting ways, creating brochures on Egypt and researching numerical facts on the impact of immigration on foods eaten in Britain since the end of World War Two. They apply their literacy skills well in all areas of the curriculum. The spelling and punctuation of most pupils across the school are accurate and in line with their age and level of ability. The quality of handwriting and presentation of work is generally neat and well organised, especially in key stage 2.

Most younger pupils in the Foundation Phase count, order and sort numbers up to 20 correctly. They identify shapes accurately, such as squares, rectangles, triangles and circles. By the end of the Foundation Phase, many pupils measure time well when calculating different distances travelled and how long it takes to do so. Many work out which whole numbers they need to match with each other to make one hundred successfully. Their understanding of simple fractions, repeating patterns and time in analogue and digital formats develops well. Many pupils apply their numeracy skills effectively across the curriculum.

Many pupils understand the properties of three-dimensional shapes, such as cubes and cuboids. They use these descriptions, when using everyday objects to construct a robot. Many pupils are confident when using mathematical skills to analyse and solve problems in all areas of learning. This includes following directions to solve a treasure hunt and when creating pop-up Christmas cards.

Most pupils in key stage 2 use mathematical language correctly in a range of contexts. For example, older pupils use percentages of quantities accurately and explain clearly how they arrived at their answers. Most pupils have a sound understanding of how to present a range of data and interpret it to provide sensible explanations and conclusions.

Most pupils choose their own methods of recording numerical data sensibly and explain thoroughly why they think that this is the most effective method to convey the information gathered. Many pupils are confident when applying mathematical concepts to challenging tasks across different subject areas. This includes using compass directions when orienteering around the school and measuring accurately when creating moving models for the Chinese New Year.

Most pupils' standards in Welsh are appropriate. In the Foundation Phase, the majority of pupils achieve satisfactorily in lessons, listening suitably and responding occasionally to different situations. Very few pupils in key stage 2 use incidental Welsh naturally and the minority of pupils make sufficient progress in gaining skills in the Welsh language.

Pupils' performance at the expected outcome at the end of the Foundation Phase tends to place the school in the higher 50% for literacy and mathematical development over the last four years when compared with similar schools. This is also true for above the expected outcome over the same period for literacy. However, mathematical development at above the expected outcome has placed the school in the top 25% of similar schools for three of the last four years.

Over the last four years, performance at the end of key stage 2 in English and science at the expected and higher-than-expected levels has varied, moving the school between the top 25% and lower 50% when compared with similar schools. During the same period, performance in mathematics places the school in the higher 50% or top 25% at the expected and above expected levels.

The overall performance of pupils eligible for free school meals tends to be slightly below the performance of other pupils in both the Foundation Phase and key stage 2.

Wellbeing: Good

Nearly all pupils are aware of the importance of health and fitness. They know how to keep healthy by eating sensibly and taking physical exercise through regular sporting or other activities. For example, Foundation Phase pupils eat fruit daily and key stage 2 pupils earn house points for eating healthy snacks. Most pupils also participate in a number of sporting clubs that enhance their fitness levels.

Pupils feel safe at school and they have a good understanding of how to keep safe online. Pupils know that staff will listen to their concerns and respond effectively. Pupils' overall attendance rates have tended to place the school in the higher 50% when compared with similar schools over the last five years. Nearly all pupils arrive in school punctually.

Most pupils have positive attitudes to learning and work well with others. They are polite and respectful towards adults and each other. Most pupils show courtesy and good behaviour in the classroom and on the playground. Pupils from key stage 2 supervise playground zones sensibly on the yards at break times, which supports the development of community responsibility well. They assist younger pupils effectively by using sporting equipment and participating in different activities.

Members of the school council and eco committee take an active part in school life and make decisions that benefit all pupils. For example, they have organised more litterbins around the school and liquid soap in the toilets. They also elected to use their budget to provide play equipment for use by pupils at break times.

Pupils represent the school well at local community events, such as in the local Remembrance Day service, community council festivals and food co-operative collections. These activities strengthen their involvement in their local area and contribute valuably towards their personal development.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide range of good quality learning experiences that meet most pupils' needs and interests well. Teachers' planning covers National Curriculum requirements suitably and systematically builds on pupils' knowledge. There are many interesting and purposeful opportunities for pupils to develop their literacy and numeracy skills. The school has implemented a new cross-curricular planning system recently, but it is too early to judge the impact of this.

The school provides worthwhile opportunities to develop pupils' information and communication technology (ICT) skills. Pupils have access to tablets and portable computers and this provision allows them to use their ICT skills effectively in a range of subjects. For example, in key stage 2 pupils conduct internet research independently on portable equipment to investigate fashion in different decades and topical world events such as the Olympic games.

The provision for Welsh language development is efficient and many staff use Welsh incidentally and regularly with pupils. This has a satisfactory effect on pupils' Welsh language development. Appropriate opportunities exist for pupils to learn about their locality and the history and culture of Wales. However, this does not affect pupils' knowledge and understanding of Welsh heritage and the context of Wales in the wider world successfully.

The school offers an extensive range of extra-curricular activities during lunchtimes and after school, which promote fitness and community involvement. The school also participates in a range of sporting activities, which provide pupils with many beneficial opportunities to develop their skills and to experience competitive games.

The school promotes sustainable development and global citizenship effectively across the curriculum. Re-cycling bins are a common feature throughout the school and the school encourages pupils and staff to address conservation issues well. This includes reducing water and electricity usage and developing an outdoor conservation area to enhance pupils' knowledge and understanding of the natural world.

There are useful links with a school in Malawi, which provide pupils with purposeful opportunities to act as global citizens. For example, the school funded corrugated sheets for the roof of a village school in Malawi and donated school uniforms and sports clothing to the school's pupils.

Teaching: Good

Teachers and support staff work well to ensure that pupils are motivated and engage well in their learning activities. All adults create a purposeful working atmosphere within classrooms and outdoors. They respond with interest to pupils' answers and give effective encouragement to them. Teachers promote pupils' independent learning successfully, for example in well-structured continuous provision in the Foundation Phase and regular investigations and research tasks in key stage 2. However, tasks planned for the more able pupils do not always offer them enough challenge and they do not always present their best work at the end of tasks. Support staff enrich the experiences of groups and individuals consistently well and this is a strength of the school.

Staff manage behaviour purposefully by setting out clear expectations about what is acceptable. During successful lessons, sound subject knowledge, skilful questioning and a variety of teaching methods gain most pupils' interests very well. Lessons are well resourced and teachers share learning intentions effectively with pupils. In a very few lessons, introductions are too long and pupils remain passive for extended periods. This affects adversely the momentum of the lesson and pupils' learning opportunities.

Teachers generally use assessment purposefully to identify pupils who need additional support. They track pupils' progress in detail. Nearly all teachers identify positive aspects in pupils' work and provide suggestions about how pupils can improve their work. Teachers provide suitable opportunities for pupils to assess their own work and that of their peers. Teachers provide appropriate feedback in pupils' books regularly. The feedback identifies the next steps in pupils' learning through agreed targets for improvement, but its impact is inconsistent across the school.

Annual reports to parents meet requirements and include useful information about pupils' progress. They identify pupils' attainments against the literacy and numeracy framework and identify clear targets for improvement.

Care, support and guidance: Good

The school provides a safe and caring environment and there is an ethos of respect and support for all in the school community. The support and guidance offered to pupils ensure that they feel safe in school and know who to talk to if they are worried or upset. Staff nurture the vulnerable pupils in key stage 2 effectively through a programme for improving self-confidence. This has a positive impact on their emotional and social skills. The school has appropriate arrangements to promote and encourage healthy eating, drinking and regular exercise.

Teachers provide effective tasks for pupils to develop a broad understanding of diversity. This includes valuable opportunities to consider that people in their own country and from around the world have different viewpoints from others.

Staff provide many good opportunities for pupils to develop their social, moral and spiritual awareness. These arrangements contribute effectively to pupils' wellbeing, providing purposeful support to pupils as they mature and develop. However, pupils' knowledge and understanding of the language and culture of Wales are not as well developed.

The school sets out clear expectations for pupils' behaviour. Staff promote positive conduct consistently throughout the school. Consequently, the behaviour of pupils is consistently good or better. The school deals effectively with any incidents of bullying. The school's arrangements for safeguarding meet requirements and give no cause for concern.

There are effective systems for identifying pupils who need support with their learning. Staff plan and co-ordinate the provision well and there are beneficial links with specialist external agencies. Teachers evaluate and update individual education plans and records to support pupils regularly, which affects their daily work purposefully. The school involves parents and carers fully in the process. Targets are clear and pupils have full access to all areas of the curriculum. The school makes good use of teaching assistants to support learning, both in the class and through the provision of small-group support. Well-planned intervention programmes help pupils to develop their literacy and numeracy skills effectively.

Learning environment: Good

The school is a caring community with a warm, family atmosphere. Staff encourage pupils to treat others with care and to show them respect whatever their gender, race or background. The school is an inclusive community and all pupils have equal access to all learning experiences.

The school environment is clean and orderly. All areas in the building have a good range of resources to support pupils' learning well. The school maintains the building efficiently. However, inspectors brought a safety issue to the attention of the headteacher and governing body during the inspection.

Attractive and informative displays enhance the learning environment and celebrate pupils' achievements effectively. Most classrooms are of an appropriate size for the number of pupils on roll. The school has improved the use of available space, for example through the development of small-group support and library areas.

There is a large and well maintained outside area. Outdoor learning resources enrich pupils' learning and promote enjoyable and exciting activities, especially in the Foundation Phase. The staff's use of the outside areas extends pupils' learning experiences effectively. They provide flexible learning spaces, which allow pupils to make independent choices in their own learning.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher provides clear strategic leadership that focuses effectively on improving outcomes and provision for all pupils. Members of the senior leadership team support her well. They share agreed aims for improving the quality of provision and raising standards. Leaders, including governors, use performance management procedures purposefully to identify ways forward for school improvement, such as the development of reasoning skills in numeracy tasks.

All staff have up-to-date job descriptions and the school organises regular staff and management meetings. These effective practices provide good opportunities for all staff to contribute to shaping the strategic direction of the school.

Leaders analyse a wide range of data thoroughly. They share outcomes effectively with all staff to ensure that they challenge underperformance, for example through reviewing the impact of the school's resources in mathematics and by restructuring the planning of literacy and numeracy across the curriculum. This has improved pupils' outcomes across the curriculum, especially in mathematics.

The school pays good attention to addressing national priorities, for example in developing the Foundation Phase and improving provision for literacy across the curriculum. However, leaders have made less progress in developing provision for the development of Welsh and the Welsh dimension.

School governors provide good support for the school. Regular reports from the headteacher ensure they have a good understanding of the learning experiences of pupils and the standards that they achieve. Frequent visits enable them to focus on the impact of teaching on pupils' standards. They make informed decisions when evaluating the provision, resulting in improved staffing ratios that impact positively on pupils' outcomes. They challenge the school rigorously and robustly about pupils' performance. The governing body has a clear understanding of areas for improvement and holds the school to account successfully.

Improving quality: Good

The headteacher and the senior leadership team have established a purposeful and focused timetable of self-evaluation activities. There is an effective cycle of activities where leaders and managers gather valuable first-hand information to inform the school's self-evaluation processes. The school's self-evaluation involves all staff and draws on a wide range of processes. These include regular lesson observations, scrutiny of pupils' work, monitoring of teachers' planning and talking to pupils. This has affected the quality of provision and improved pupils' outcomes over time.

The school has developed a culture where all staff feel valued and supported in their professional development. Staff make valuable contributions to the self-evaluation process through evaluating their own performance and identifying areas for improvement. These contribute effectively to the whole-school development plan and individual performance management targets. The school also considers parents' views carefully, through the completion of questionnaires and regular information evenings about different areas of the curriculum and educational developments.

Leaders also undertake regular and purposeful analysis of a wide range of data on pupils' performance. They identify strengths and areas for development and improvement priorities link directly to the findings of the self-evaluation procedures. This creates an effective and purposeful annual development plan to move the school forward.

The effective development plan details relevant timescales, key personnel, monitoring arrangements and costs. The review and monitoring of the targets and actions are well established. As a result, the school is able to identify specific, relevant priorities for the school's future developments. It identifies successfully the impact of initiatives on pupils' outcomes, such as improvements in the content and quality of pupils' extended writing in key stage 2.

Overall, the school has addressed the recommendations of the previous inspection. However, even though sound progress has been made, elements of challenging pupils that are more able and improving pupils' use of the Welsh language remain as areas to develop further.

Partnership working: Good

The school has developed a positive relationship with a wide range of partners who contribute effectively to improving outcomes for pupils.

The school communicates well with parents. A notable feature is the use of a range of social media including the school's website to inform parents and others of the range of activities provided by the school. Parents attend school regularly to support activities and an active parents' association supports the school well. It has contributed financially to providing effective outdoor play equipment for pupils in the playground's zoned areas and ICT resources, such as electronic tablets.

A very successful link is the school's partnership with local engineers, who worked alongside pupils to construct a large suspension bridge. This enhanced pupils' outcomes in planning, designing and applying their numeracy and organisational skills in a practical project.

Activities such as singing in Wrexham town centre and Rossett village as part of a community initiative at Christmas time provide pupils with good opportunities to perform confidently in front of others.

Partnership working with the local authority, the regional consortium and different clusters of schools is effective. Teachers collaborate purposefully to moderate pupils' work and to share good practice, resulting in improvements in the quality of learning. Pupils benefit from a good range of transition activities with local secondary schools. This ensures a smooth transfer to the next stage of their learning. Additionally, transition arrangements with several pre-school nursery settings are good. These include visits by staff to the settings and opportunities for the children to attend the school before starting in the nursery class.

The school has valuable partnerships with local organisations and other schools that support pupils' learning through providing resources and educational visits. For example, pupils visit the local high school to use advanced science equipment purposefully. Health agency equipment, utilised by school staff, also teaches pupils about the importance of personal hygiene and promotes their wellbeing successfully.

Resource management: Good

The school has enough suitably qualified and experienced staff to deliver the curriculum effectively. Leaders deploy teaching and support staff efficiently to meet the needs of pupils and to make best use of staff expertise. There are suitable arrangements to provide teachers with time to plan, prepare and assess pupils' work. Senior leaders receive specific, additional non-contact time for leadership duties, which aids self-evaluation practices and school development planning.

Leaders provide suitable professional development opportunities to support areas identified through the performance management process. These contribute well towards making a positive impact on pupils' outcomes and the quality of provision.

The school makes good use of its finances and manages its budget well to ensure that it allocates money efficiently to support school improvement priorities.

The indoor and outdoor accommodation is well organised and effectively meets the needs of the pupils. Leaders make good use of the pupil deprivation grant to improve outcomes for targeted pupils, for example by funding additional staff to support pupils in literacy tasks through small-group activities.

The staff co-operate effectively in school and with partners on initiatives that impact positively on the quality of provision, pupils' standards and wellbeing. For example, the school has enhanced the role of the school council, through responding positively to the views of pupils.

In view of the positive outcomes attained by pupils, the effective provision and the purposeful leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6653028 - St Peter's School

Number of pupils on roll	221
Pupils eligible for free school meals (FSM) - 3 year average	5.9
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	35	34	32	24
Achieving the Foundation Phase indicator (FPI) (%)	85.7	91.2	100.0	95.8
Benchmark quartile	2	2	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	35	34	32	24
Achieving outcome 5+ (%)	88.6	91.2	100.0	95.8
Benchmark quartile	3	2	1	2
Achieving outcome 6+ (%)	28.6	38.2	46.9	54.2
Benchmark quartile	2	2	2	2
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	35	34	32	24
Achieving outcome 5+ (%)	85.7	94.1	100.0	95.8
Benchmark quartile	3	2	1	3
Achieving outcome 6+ (%)	25.7	41.2	71.9	54.2
Benchmark quartile	3	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	35	34	32	24
Achieving outcome 5+ (%)	97.1	97.1	100.0	95.8
Benchmark quartile	2	3	1	4
Achieving outcome 6+ (%)	51.4	61.8	87.5	62.5
Benchmark quartile	2	2	1	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.

6653028 - St Peter's School

Number of pupils on roll 221
 Pupils eligible for free school meals (FSM) - 3 year average 5.9
 FSM band 1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	29	30	30	26
Achieving the core subject indicator (CSI) (%)	86.2	100.0	96.7	96.2
Benchmark quartile	3	1	2	2
English				
Number of pupils in cohort	29	30	30	26
Achieving level 4+ (%)	86.2	100.0	96.7	96.2
Benchmark quartile	3	1	2	3
Achieving level 5+ (%)	44.8	50.0	46.7	42.3
Benchmark quartile	2	1	3	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	29	30	30	26
Achieving level 4+ (%)	93.1	100.0	96.7	100.0
Benchmark quartile	2	1	2	1
Achieving level 5+ (%)	44.8	56.7	50.0	53.8
Benchmark quartile	1	1	2	2
Science				
Number of pupils in cohort	29	30	30	26
Achieving level 4+ (%)	89.7	100.0	100.0	96.2
Benchmark quartile	3	1	1	3
Achieving level 5+ (%)	44.8	56.7	53.3	46.2
Benchmark quartile	2	1	2	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.	100		99 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	90		72 80%	18 20%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	98		89 91%	9 9%	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	95		88 93%	7 7%	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.	92		87 95%	5 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	93		91 98%	2 2%	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.	97		94 97%	3 3%	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		95 95%	5 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.	98		77 79%	21 21%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	97		83 86%	14 14%	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.	92		46 50%	46 50%	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	98		72 73%	26 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.	50	39 78%	10 20%	1 2%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	52	41 79%	10 19%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	51	39 76%	11 22%	1 2%	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.	51	31 61%	15 29%	5 10%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	50	32 64%	10 20%	8 16%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	52	33 63%	17 33%	2 4%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	49	37 76%	12 24%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	50	29 58%	17 34%	4 8%	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.	50	32 64%	12 24%	4 8%	2 4%	2	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.	51	32 63%	19 37%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	52	38 73%	14 27%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	46	27 59%	15 33%	4 9%	0 0%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	49	23 47%	20 41%	6 12%	0 0%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	52	42 81%	6 12%	2 4%	2 4%	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.	47	23 49%	22 47%	2 4%	0 0%	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.	51	33 65%	18 35%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	37	26 70%	8 22%	3 8%	0 0%	15	Mae fy mhentyn 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.	52	34 65%	16 31%	2 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	50	39 78%	7 14%	4 8%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Nicholas Jones	Reporting Inspector
William Glyn Griffiths	Team Inspector
Susan Elizabeth Roden	Lay Inspector
Robert Paul Jones	Peer Inspector
Helen Pritchard	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.