



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

A report on

**Catwg Primary School
Main Road
Cadoxton
Neath
SA10 8BL**

Date of inspection: July 2015

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

Catwg Primary School is in the village of Cadoxton about two miles from Neath. The school caters for children aged from three to eleven years. Most pupils come from the village and surrounding area. There are 238 pupils on roll, including 53 in the nursery who attend part-time.

The school has a specialist unit for pupils with hearing impairment that caters for learners from a wide area within the local authority. There are currently 10 pupils in the unit from across the age range, all of whom have a statement of special educational needs.

Almost all pupils speak English as their home language. A very few pupils speak Welsh or another language as a first language. About 10% of pupils are eligible for free school meals, which is well below the national average. The school identifies 20% of pupils as having additional learning needs and this includes the pupils in the specialist unit.

The headteacher took up her post in April 2009. The school was last inspected in June 2010.

The individual school budget per pupil for Catwg Primary School in 2014-2015 means that the budget is £3,785 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,108 and the minimum is £2,863. Catwg Primary School is 23rd out of the 66 primary schools in Neath Port Talbot 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 current performance of the school is good because:

- Most pupils make good progress
- Almost all pupils demonstrate a strong sense of wellbeing
- Provision for pupils in the specialist unit is exceptional and these pupils make outstanding progress
- Nearly all pupils read competently and at a level above that expected for their age by the end of key stage 2
- Almost all older pupils write well and their work shows good command of grammar, spelling and punctuation
- All staff and pupils begin to use British Sign Language and use this skill appropriately to improve communication within the school community
- The school promotes education for sustainable development and global citizenship exceptionally well and ensures that these aspects integrate successfully into many aspects of school life
- Teachers plan interesting lessons that engage pupils well
- Arrangements for the identification and monitoring of pupils with additional learning needs are clear and comprehensive
- Staff plan and deliver a wide range of suitable activities outdoors and make good use of the school's attractive environment to encourage learning

Prospects for improvement

The school's prospects for improvement are good because:

- The experienced headteacher provides supportive and effective leadership to the school
- All members of staff work together well as a team and display a common purpose
- Governors undertake their duties purposefully and provide good support to the school
- The school analyses self-evaluation information effectively to identify the school's strengths and areas that need to be further improved
- The school's improvement plan is thorough and identifies relevant and specific targets
- Partnerships between the school and parents, the community and other organisations are good
- The school makes good use of the expertise of its well-qualified staff to enrich teaching and learning
- The headteacher and governing body monitor the school's finances carefully and ensure that spending is in line with the school's priorities

Recommendations

- R1 Raise standards of more able pupils, particularly in writing and mathematics
- R2 Continue to improve attendance
- R3 Ensure that marking is consistently good and helps pupils to understand what they need to do to improve their work
- R4 Ensure that the new governing body provides challenge as well as support to the school

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the school's progress.

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 skills, knowledge and understanding that are around the level expected for their age. Overall, most pupils make good progress by the end of key stage 2.

Nearly all pupils develop good speaking and listening skills. They are attentive in class and are confident to participate in a variety of group and whole-class activities. They share their views with enthusiasm. By the end of key stage 2, most pupils respond well to tasks that challenge their thinking skills, for example when they discuss controversial topics such as battery farming or fox hunting.

Almost all pupils read competently and, by the end of key stage 2, at a level above that expected for their age. In the Foundation Phase, pupils develop a sound knowledge of phonic skills and use these appropriately to decode unfamiliar words. Almost all older pupils read regularly with enthusiasm and enjoyment, particularly in guided reading sessions. In key stage 2, most pupils' higher-level reading skills enable them to research topics effectively from a range of published information in books and on-line. They like to explain their choice of books and are knowledgeable about the authors they enjoy.

In the lower Foundation Phase, most pupils begin to develop independent writing skills well. They use their phonic skills to make a good attempt at spelling, and convey their ideas in simple sentences using appropriate vocabulary and basic punctuation. Most pupils continue to develop their writing effectively, for example when they write instructions and retell stories. However, they do not always develop their use of vocabulary and grammar well enough by writing their own stories, and their work is sometimes too careless. More able pupils too often repeat the same mistakes and this limits their ability to attain high standards at the end of the Foundation Phase.

By the end of key stage 2, almost all pupils write well, and at length, across a range of genres. For example, older pupils develop a good argument in their persuasive writing, but also know how to record a factual account or science experiment carefully. When writing poetry, most of them are imaginative and include expressive vocabulary. Their work shows good understanding of grammar, spelling and punctuation rules. Almost all pupils present their work well.

As they move through the school, most pupils make good progress in developing their skills in mathematics lessons. However, more able pupils do not always make enough progress to attain high standards mainly because teachers do not challenge them enough. Pupils use their numeracy skills well in a wide range of topic work. For example, in history, they analyse data about their peers' preferred choice of Roman jewellery and show their findings effectively on Venn diagrams and bar charts. In environmental work, they compare the measurements of the circumference of trees in the school grounds and consider the length and depth of a local river. They show their findings carefully in a range of charts and graphs.

Across the school, almost all pupils with additional learning needs make good progress. All pupils in the specialist unit make outstanding progress. Many of these pupils have no oral communication when they join the school but, by key stage 2, they speak with confidence and are able to participate in mainstream class lessons for part of their timetable. By the end of key stage 2, almost all of these pupils attain the levels expected in core subjects for all pupils of their age. Almost all mainstream pupils in the school make progress in learning to use British Sign Language so that they can communicate with their friends in the unit, in class and at play. This is a particularly praiseworthy feature of the school's work.

Most pupils' skills in Welsh develop appropriately by the end of the Foundation Phase. They respond well to a range of basic instructions and greetings and use them well with each other and with adults. In key stage 2, pupils' appetite for speaking Welsh is good. Their reading and writing skills in Welsh continue to improve in the earlier part of key stage 2. Older pupils in key stage 2 respond reasonably well to a range of simple questions, but lack confidence overall. While their reading skills are adequate, their writing skills are better. They express opinions and state their preferences well in their writing in Welsh, following established patterns.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has placed the school in the top 25% compared with similar schools over the last two years. At the higher outcome, pupils' performance in 2014 placed the school in the lower 50% for literacy and higher 50% for mathematical development. These outcomes show improvement from performance in previous years.

At the end of key stage 2, pupils' performance at the expected and higher level in English, mathematics and science has varied over recent years. In 2014, pupils' performance at the expected level placed the school in the top 25% when compared with similar schools. At the higher level, pupils' performance in 2014 placed the school in the bottom 25% for all three subjects.

The number of pupils eligible for free school meals is very low. This makes comparisons with other pupils inappropriate.

Wellbeing: Adequate

Throughout the school, pupils demonstrate a strong sense of wellbeing. Their behaviour is consistently good. Nearly all pupils are polite and show a high level of care and respect for each other. Almost all pupils have very positive attitudes and engage actively in their learning. They sustain concentration in lessons very well and co-operate effectively when working in pairs or groups.

Nearly all pupils feel safe in school and know where to turn for advice and support. Nearly all have a good understanding of how to eat and drink healthily, and know the importance of taking exercise.

Most pupils play an active part in school life, including the elected school council who are very clear about their roles and responsibilities. The council has contributed effectively to decision-making in the school, for example through improvements to the environment. As a result, there are new benches, planters and a new school sign.

There are good opportunities for pupils to engage in a wide range of extra-curricular activities where pupil participation is high. The gardening club engages pupils successfully with the outdoor environment. The eco committee is particularly active. Its members are keen to contribute positively to the life of the school and initiate new ideas to extend other pupils' understanding of environmental issues.

Attendance over the last three years has been variable, but for the last two years has placed the school in the bottom 25% when compared with similar schools. This year, the school's attendance shows good improvement but the data is currently unverified. Nearly all pupils arrive at school punctually.

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

Learning experiences: Excellent

The school provides a rich, broad and balanced curriculum. It allows pupils to build effectively on their previous knowledge and understanding. It engages pupils and meets their learning needs well. Teachers provide good opportunities for pupils to develop their skills across the curriculum. Planning for the development of communication, numeracy and thinking skills is thorough and well embedded in the learning experiences for all pupils. Foundation Phase planning ensures a good balance between structured and free-choice activities and effective use of the indoor and outdoor learning environment. The school provides a broad range of extra-curricular activities that extend pupils' learning well, for example the signing, knitting and gardening clubs. The annual Year 6 residential visit to Margam Park enriches pupils' understanding of the environment well.

Provision for pupils in the specialist unit is exceptional and has a positive impact on learning across the whole school. The school's innovative systems enable pupils in the unit to integrate fully into the life of the school. All pupils benefit from the careful planning and flexible group work arrangements. Overall, teachers' planning is of high quality and meets the individual needs of pupils very well.

Provision and planning for the Welsh language and the Welsh dimension are good and these aspects of the school receive a high degree of positive attention throughout the school. Pupils gain a broad understanding of life in Wales and Welsh culture through the provision of a wide range of interesting activities and trips, for example to St.Fagan's Museum and working with a Welsh theatre company.

The school promotes education for sustainable development and global citizenship exceptionally well and ensures that these aspects integrate effectively into every aspect of school life. The eco committee is particularly active in promoting activities many of which are unusual. Each class has a responsibility for an eco-project that includes, for example, a bird survey or a reclamation task within the school grounds. Eco members have visited the recycling centre and the farm to collect manure for their garden.

The school participates actively with a charity to promote peace throughout the world. This initiative enables pupils to extend their knowledge and understanding of global citizenship very effectively. It provides a valuable platform for studying and celebrating other cultures and the major world religions, and pupils' understanding of their role as global citizens is very good.

Teaching: Good

Nearly all teachers plan interesting lessons that engage pupils well. They establish good working relationships with their pupils that foster effective learning. They all use a wide range of resources and ensure that pupils of all ages have good opportunities for outdoor learning in the school's spacious grounds. Most teachers have up-to-date subject knowledge. They generally plan well to meet the needs of pupils of different abilities in the class, although they do not always challenge more able pupils enough. Teachers are confident in adjusting their lesson plans appropriately to take account of current topical issues, for example when they extend pupils' learning by discussing the recent solar plane flight across the Pacific Ocean.

In the Foundation Phase, teachers provide a wide range of activities around a topic on pirates that interests pupils, and provide exciting opportunities for learning. All teachers provide good opportunities for group work where pupils develop and extend their thinking and oral skills well. For example, in key stage 2, pupils discuss issues thoughtfully, such as the differences between fact, belief and opinion. Teaching assistants are an integral part of the staff team and provide valuable support for pupils. All staff use questioning well to promote pupils' understanding.

The whole school benefits from the specialist teaching of high quality in the unit. For example, it enables everyone in the school to develop skills in using British Sign Language.

The school collects and analyses a wide range of useful formal assessment data to monitor pupils' progress effectively. There is an appropriate marking policy, but teachers do not all follow this fully in all classes. In most of them, teachers ensure that the success criteria for the lesson are clear to pupils and their marking tells pupils how they could improve. Teachers mark all work, but a few teachers' comments are too generous. The school is at an early stage in developing processes for pupils to assess their own work.

The school ensures that parents are well informed about their child's performance through annual reports and parents' meetings.

Care, support and guidance: Good

The school ensures pupils' physical and emotional wellbeing effectively. As a result, pupils feel safe in school and are ready to learn. The promotion of pupils' personal and social skills is integral to the curriculum. The school has appropriate arrangements to promote healthy eating and drinking. There are many opportunities for pupils to engage in physical activity during and beyond the school day. The behaviour and anti-bullying policies are clear and everyone in the school community understands them well. Learning experiences promote pupils' spiritual, moral, social and cultural development effectively, for example in assembly when pupils reflect on the importance of friendship.

Arrangements for the identification and monitoring of pupils with additional learning needs are clear and comprehensive. Members of staff know pupils well and they use this knowledge to provide effective support and guidance for individual pupils. The school liaises effectively with an extensive range of outside agencies to support pupils' wellbeing and learning. Staff identify pupils with additional learning needs at

an early stage and provide effective, targeted support through a suitable range of intervention programmes. Targets in pupils' individual education plans are specific. Teachers and pupils write the plans together and address specific needs well. This support has a positive impact on pupils' progress.

Staff provide substantial support of high quality for pupils in the unit and liaise very well with professional specialists, for example the speech and language therapist. The highly effective speech and language provision for younger pupils in the unit has a very positive impact on them as they move through the school. Staff work effectively with the external agencies to plan beneficial interventions and have received training of high quality which allows them to provide high levels of support.

Well-documented policies and procedures are in place to ensure the safety and wellbeing of both pupils and staff. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is a very welcoming and nurturing community with a highly inclusive ethos. There is a clear focus on respecting and celebrating diversity, particularly through the peace charity work. All pupils are fully involved and contribute positively to the life of the school. The school's 'signing club' and all the pupils signing when singing in assemblies are very effective in promoting the inclusive ethos.

Classrooms are well organised and provide a bright and stimulating environment for learners. Pupils from across the school produce art work of high quality. Staff display pupils' work attractively. This is an important aspect for those pupils in the specialist unit who rely on visual information.

The school's outdoor provision is good and staff and pupils use it well, particularly in the Foundation Phase. Playground spaces are large and the main yard is well zoned to support a variety of physical activity and play. The garden areas are developed well to reflect aspects of different cultures and behaviours, for example the peace and faith gardens. The buildings are well maintained and appropriate for the number of pupils. The school site is secure.

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

Leadership: Good

The headteacher provides supportive and effective leadership to the school. Her influence has a positive impact on the good standards in teaching and learning. All staff and governors share the headteacher's clear vision and parents understand and appreciate it well. This has a strong influence on the work of the school and the purposeful relationship between the school and wider community. The headteacher and senior managers set high expectations for staff and pupils. They provide a strong sense of direction which creates a very positive learning environment.

There are effective management arrangements in place which enable the school to operate effectively as a well-organised community. All members of staff work together well as a team and display a common purpose. There is a clear focus on

pupil attainment, school improvement targets and meeting local and national priorities such as the adoption of the literacy and numeracy framework. Staff manage the specialist unit particularly well to ensure that pupils attain high outcomes and integrate fully in the life of the school.

There have been notable changes to membership of the governing body recently with several new members. Governors undertake their duties purposefully and provide good support to the school. They are developing an understanding of the way the school performs by listening to staff, visiting classes, scrutinising pupils' work and receiving reports from the headteacher and other staff. However, due to the recent changes, the governing body is at early stage in developing its role in monitoring provision and in challenging the school leadership.

Improving quality: Good

There are effective self-evaluation procedures, which use a wide range of direct evidence. The staff analyse performance data well. They also take account of information from the lessons observed, scrutinise pupils' work and seek the views of parents and governors. The pupil's voice is important and pupils have the opportunity to express an opinion through suggestion boxes and the school council. The school analyses the outcomes of self-evaluation effectively to identify the school's strengths and areas that require improvement. The current self-evaluation report is a comprehensive document that provides an accurate picture of the school. It is concise and highlights clearly the aspects that need further development.

The school uses the information from the self-evaluation process to set key priorities and to focus on areas for development. The school's improvement plan is thorough and identifies relevant and specific targets. It includes success criteria that focus well on pupils' outcomes. It gives a clear outline of staff responsibilities, financial requirements and methods for monitoring progress. The actions taken as part of previous improvement plans demonstrate that the school has made measureable progress in targeted areas, such as improving standards in literacy.

Partnership working: Good

Partnerships between the school and parents, the community and other organisations contribute very effectively towards enriching the provision in the school and have a significant impact on improving pupils' standards and wellbeing. For example, pupils enjoy performing annually with a local male voice choir. Local church leaders take assembly regularly and pupils attend services in local churches on special occasions. The school has undertaken numerous visits and educational trips that provide good experiences for pupils.

Parents receive information regularly about their children's progress and are happy with almost all aspects of school life. A few grandparents attend the school weekly to help develop pupils' reading skills.

There are well-established transition arrangements with pre-school playgroups when pupils start school. The arrangements to support pupils in Year 6 when they transfer to the local secondary school are developing well. There are systematic moderation processes for teacher assessments at the end of key stage 2 that involve staff from the local cluster of primary schools and the secondary school.

The school's links within the local authority and wider professional community are good. It engages well with specialist services when required, for example to support the provision for pupils with hearing impairment. The school shares its expertise in the specialist unit with a wide range of visitors from specialist and mainstream schools. The school also shares its good practice in ecology and sustainability with other schools, particularly those who are developing this work from a low base.

Resource management: Good

Most staff are well qualified and many of them have additional specialist qualifications, particularly those in the specialist unit. The school makes good use of the expertise of individuals to enrich teaching and learning. The support staff are an important and effective part of the team and have a positive influence on the school's work.

The school makes full use of resources to reinforce pupils' learning experiences, for example in the effective use of the environment surrounding the school. There are appropriate arrangements for teachers' planning, preparation and assessment time. The school responds to statutory requirements for performance management appropriately with support staff receiving a purposeful review of their work.

The school has established successful networks of professional practice within the school and with other schools and partners. Staff take advantage of available opportunities to develop their expertise and are very keen to improve their effectiveness. For example, the school is currently supporting two staff to gain a qualification in early years' education.

The headteacher and governing body monitor the school's finances carefully and ensure that spending is in line with the school's priorities. The school uses additional pupil deprivation grant funding from the Welsh Government to support a very few pupils to attend a residential outdoor camp and to take part in educational visits to enrich their learning opportunities.

In view of the strong progress made by pupils and the consistently high quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6712150 - Catwg Primary School

| | |
|--|-------------|
| Number of pupils on roll | 213 |
| Pupils eligible for free school meals (FSM) - 3 year average | 7.6 |
| FSM band | 1 (FSM<=8%) |

Foundation Phase

| | 2012 | 2013 | 2014 |
|--|------|-------|-------|
| Number of pupils in Year 2 cohort | 35 | 28 | 32 |
| Achieving the Foundation Phase indicator (FPI) (%) | 82.9 | 100.0 | 100.0 |
| Benchmark quartile | 3 | 1 | 1 |
| Language, literacy and communication skills - English (LCE) | | | |
| Number of pupils in cohort | 35 | 28 | 32 |
| Achieving outcome 5+ (%) | 82.9 | 100.0 | 100.0 |
| Benchmark quartile | 3 | 1 | 1 |
| Achieving outcome 6+ (%) | 14.3 | 17.9 | 40.6 |
| Benchmark quartile | 4 | 4 | 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 | 35 | 28 | 32 |
| Achieving outcome 5+ (%) | 94.3 | 100.0 | 100.0 |
| Benchmark quartile | 2 | 1 | 1 |
| Achieving outcome 6+ (%) | 11.4 | 21.4 | 46.9 |
| Benchmark quartile | 4 | 3 | 2 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | |
| Number of pupils in cohort | 35 | 28 | 32 |
| Achieving outcome 5+ (%) | 94.3 | 100.0 | 100.0 |
| Benchmark quartile | 3 | 1 | 1 |
| Achieving outcome 6+ (%) | 22.9 | 32.1 | 65.6 |
| Benchmark quartile | 4 | 4 | 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.

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6712150 - Catwg Primary School

| | |
|--|-------------|
| Number of pupils on roll | 213 |
| Pupils eligible for free school meals (FSM) - 3 year average | 7.6 |
| FSM band | 1 (FSM<=8%) |

Key stage 2

| | 2011 | 2012 | 2013 | 2014 |
|---|------|------|------|-------|
| Number of pupils in Year 6 cohort | 23 | 22 | 30 | 21 |
| Achieving the core subject indicator (CSI) (%) | 87.0 | 86.4 | 86.7 | 100.0 |
| Benchmark quartile | 2 | 3 | 3 | 1 |
| English | | | | |
| Number of pupils in cohort | 23 | 22 | 30 | 21 |
| Achieving level 4+ (%) | 87.0 | 90.9 | 86.7 | 100.0 |
| Benchmark quartile | 3 | 2 | 4 | 1 |
| Achieving level 5+ (%) | 43.5 | 22.7 | 36.7 | 23.8 |
| Benchmark quartile | 1 | 4 | 3 | 4 |
| Welsh first language | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving level 4+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving level 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematics | | | | |
| Number of pupils in cohort | 23 | 22 | 30 | 21 |
| Achieving level 4+ (%) | 91.3 | 86.4 | 86.7 | 100.0 |
| Benchmark quartile | 2 | 3 | 4 | 1 |
| Achieving level 5+ (%) | 30.4 | 36.4 | 40.0 | 14.3 |
| Benchmark quartile | 3 | 2 | 2 | 4 |
| Science | | | | |
| Number of pupils in cohort | 23 | 22 | 30 | 21 |
| Achieving level 4+ (%) | 91.3 | 86.4 | 86.7 | 100.0 |
| Benchmark quartile | 3 | 4 | 4 | 1 |
| Achieving level 5+ (%) | 21.7 | 9.1 | 46.7 | 4.8 |
| Benchmark quartile | 3 | 4 | 2 | 4 |

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

| | Number of responses Nifer o ymatebion | Agree Cytuno | Disagree Anghytuno | |
|---|--|-----------------|-----------------------|--|
| I feel safe in my school. | 95 | 94 99% | 1 1% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 96 | 90 94% | 6 6% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 96 | 94 98% | 2 2% | 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 | 96 | 93 97% | 3 3% | 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. | 96 | 91 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 | 96 | 93 97% | 3 3% | 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. | 96 | 94 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. | 96 | 92 96% | 4 4% | 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. | 96 | 88 92% | 8 8% | 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. | 95 | 86 91% | 9 9% | 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. | 95 | 71 75% | 24 25% | 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 | 96 | 88 92% | 8 8% | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio. |
| | | 84% | 16% | |

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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. | 26 | 16 62% | 10 38% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 64% | 33% | 3% | 1% | | |
| My child likes this school. | 25 | 21 84% | 4 16% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn hoffi'r ysgol hon. |
| | | 73% | 25% | 1% | 0% | | |
| My child was helped to settle in well when he or she started at the school. | 26 | 21 81% | 5 19% | 0 0% | 0 0% | 0 | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol. |
| | | 73% | 26% | 1% | 0% | | |
| My child is making good progress at school. | 26 | 20 77% | 6 23% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 63% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 25 | 13 52% | 12 48% | 0 0% | 0 0% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 48% | 47% | 4% | 1% | | |
| Teaching is good. | 26 | 18 69% | 8 31% | 0 0% | 0 0% | 0 | Mae'r addysgu yn dda. |
| | | 62% | 35% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 26 | 20 77% | 6 23% | 0 0% | 0 0% | 0 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 65% | 33% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 25 | 17 68% | 8 32% | 0 0% | 0 0% | 0 | Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol. |
| | | 50% | 42% | 6% | 2% | | |
| Staff treat all children fairly and with respect. | 26 | 18 69% | 8 31% | 0 0% | 0 0% | 0 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 61% | 34% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 26 | 15 58% | 11 42% | 0 0% | 0 0% | 0 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 61% | 37% | 2% | 0% | | |
| My child is safe at school. | 25 | 20 80% | 4 16% | 1 4% | 0 0% | 0 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 67% | 31% | 1% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 23 | 13 57% | 9 39% | 0 0% | 1 4% | 2 | 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. | 26 | 13 50% | 10 38% | 2 8% | 1 4% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 50% | 40% | 8% | 2% | | |

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| | 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. | 25 | 16 64% | 6 24% | 3 12% | 0 0% | 1 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| | | 63% | 31% | 4% | 2% | | |
| I understand the school's procedure for dealing with complaints. | 26 | 14 54% | 9 35% | 3 12% | 0 0% | 0 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 49% | 42% | 8% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 25 | 16 64% | 9 36% | 0 0% | 0 0% | 1 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 58% | 39% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 20 | 11 55% | 8 40% | 1 5% | 0 0% | 6 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 53% | 41% | 5% | 1% | | |
| There is a good range of activities including trips or visits. | 25 | 16 64% | 4 16% | 4 16% | 1 4% | 1 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 55% | 38% | 5% | 1% | | |
| The school is well run. | 25 | 18 72% | 5 20% | 1 4% | 1 4% | 1 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 62% | 33% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|----------------------|---------------------|
| Rosemary Lloyd Lait | Reporting Inspector |
| David Kenneth Davies | Team Inspector |
| Alec Ian Clark | Team Inspector |
| Helen Brigid Potts | Lay Inspector |
| Alison Kate Evans | Peer Inspector |
| Carol Bassett | 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.

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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.