



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

A report on

**Cwmfelinfach Primary School
King Street
Cwmfelinfach
Ynysddu
NP11 7HL**

Date of inspection: March 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

Cwmfelinfach Primary School is in the centre of Cwmfelinfach village in the Caerphilly local authority. There are 192 pupils on roll between the ages of 3 and 11. The number of pupils in particular year groups fluctuates notably from year to year as a result of many pupils joining and leaving the school during the year.

There are four single-age and three mixed-age classes. The school identifies around 14% of pupils as having additional learning needs, which is below the national average (25%). Approximately 17% of pupils are eligible for free school meals, which is just below the national average (20%). Nearly all pupils have white British ethnic backgrounds and speak English at home.

The school's last inspection was in May 2009. The headteacher has been in post since April 2009. In 2013, he also took over the headship at another local primary school alongside his existing role. This 'shared headship' arrangement is in place until to July 2017. The deputy head's classroom commitment has reduced to 60% per week to support this arrangement.

The individual school budget per pupil for Cwmfelinfach Primary School in 2015-2016 means that the budget is £3,056 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,191 and the minimum is £2,492. Cwmfelinfach Primary School is 41st out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is excellent because:

- Nearly all pupils make exceptionally good progress as they move through the school
- Nearly all pupils develop and apply their literacy and numeracy skills highly effectively
- Most pupils use their thinking and problem-solving skills to a very high standard
- All pupils feel safe in school and demonstrate outstanding attitudes to learning
- Most pupils feel actively involved in the decision-making processes that affect the development of the school
- Planning for the development of pupils' literacy and numeracy skills across the school is exemplary
- Teaching is of a very high quality and all teachers plan and deliver stimulating, innovative and well-paced learning experiences
- There is a thorough system in place to track pupil progress and staff use the information well to provide additional support and to inform their future planning

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher and deputy headteacher provide highly effective leadership and direction for the school that promotes outstanding levels of achievement and wellbeing by pupils
- There is very good sharing of leadership roles and responsibilities among staff at all levels
- All staff undertake lead roles confidently in moving initiatives forward in order to deliver better outcomes for pupils
- The governing body is an active partner in judging the school's progress and strategic priorities
- The school has robust and highly effective procedures for self-evaluation and planning for improvement
- Staff share best practice and display a strong commitment to improving their own teaching through involvement in networks with other schools
- There are strong partnership with parents
- There are robust performance management processes and all staff receive appropriately challenging personal development targets linked closely to priorities in the school development plan

Recommendations

R1. Improve pupils' reading skills in Welsh and their use of Welsh outside of formal sessions

R2. Improve opportunities for pupils to consider and to respond to the feedback from teachers in more detail

R3. Develop the role of governors in the self-evaluation process

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?

Excellent

Standards: Excellent

Many pupils enter the school with skills that are similar or just below those expected of pupils of a similar age. As they move through the school, nearly all make exceptionally good progress relative to their starting-points. Pupils with additional learning needs and those who follow additional intervention programmes make very good progress within a short space of time. Nearly all pupils recall previous learning well and use and apply their literacy, numeracy and thinking skills highly effectively across all areas of learning.

Most pupils' speaking and listening skills are very strong throughout the school. From an early age, most pupils listen well and respond confidently to teachers' questions. Many display an extensive range of vocabulary when describing the work they are doing. By the end of key stage 2, most pupils are highly articulate and expressive speakers.

In the Foundation Phase, most pupils have a very good understanding of the relationships between sounds and letters and make skilful use of this when reading unfamiliar words. By the end of the Foundation Phase, many pupils read fluently and discuss what they have read enthusiastically. In key stage 2, most pupils have outstanding reading skills. Pupils that are more able use higher-order reading skills effectively in different subjects, for example when researching topics or looking for specific information in science. In mathematics lessons, they apply them very well to identify the key information required to solve problems.

Nearly all pupils in the Foundation Phase make very good progress in their writing skills. Towards the end of the Foundation Phase they spell commonly used words accurately and make plausible attempts at unfamiliar words. As pupils progress through the school, their written work develops well and pupils' presentation and handwriting skills are of a high quality. In key stage 2, most pupils write imaginatively and accurately across a wide range of genres. They produce extended writing of very good quality and use an extensive vocabulary to enrich their work. Most pupils make beneficial use of redrafting to refine their writing. Many make exceptional use of expressive language, similes and metaphors to enhance their writing, for example in diary writing on 'Macbeth' and poetry linked to Remembrance Day.

Nearly all pupils develop their numeracy skills highly effectively as they move through the school. Most pupils apply these skills across the curriculum successfully and at a similar level to their work in formal mathematics lessons. Most pupils use their thinking and problem-solving skills to a very high standard, for example when using a range of information and communication technology (ICT) applications and books to create interesting fact-files and leaflets.

By the end of the Foundation Phase, many pupils add and subtract correctly using hundreds, tens and units. Most understand and use simple measurements and have a secure knowledge of shape and capacity. They interpret information on a block graph accurately and make predictions sensibly, for example when estimating which container will hold the most liquid.

In key stage 2, most pupils have outstanding numeracy skills. They have a very secure grasp of place value and can multiply and divide using decimals exceptionally well. By Year 6, they have a very good understanding of fractions and co-ordinates. Nearly all pupils use their knowledge of mathematics confidently when presenting and interpreting data, for example in science, when measuring lengths of shadows at certain times and recording results accurately on line graphs.

Across the school, most pupils are enthusiastic about learning Welsh and they understand the Welsh used by staff well and respond appropriately. Many pupils use familiar patterns to ask and answer questions about the weather and express their likes and dislikes in formal Welsh sessions. However, they do not use their Welsh language skills extensively outside of Welsh sessions. Most pupils' writing skills in Welsh are progressing well, but their reading skills are at an earlier stage of development.

Over the last four years, performance at the end of the Foundation Phase at the expected outcome 5 in literacy and mathematical development has fluctuated, moving the school between the top 25% and the lower 50% when compared with similar schools. At the higher outcome 6, performance in literacy and mathematical development has generally placed the school in the top 25%.

At the end of key stage 2, performance in English, mathematics and science over the last four years at the expected level 4 has generally shown an improving trend and the school moved to the top 25% when compared with similar schools. However performance dropped last year, moving the school to the lower 50% for English and mathematics, and the bottom 25% for science. At the higher level 5 over the same period, performance in English has fluctuated, but performance in mathematics has tended to place the school in the higher 50%, and performance in science has tended to place it in the top 25%.

In the Foundation Phase and key stage 2, girls as a group tend to perform better than boys. The small number of pupils eligible for free school meals makes comparisons of their performance with that of other pupils inappropriate.

Wellbeing: Excellent

All pupils feel safe in school and demonstrate outstanding attitudes to learning. They are keen to engage with visitors and are polite and courteous. All pupils show respect, care and concern for others and demonstrate exemplary behaviour in lessons and around school.

Nearly all pupils recognise the importance of healthy eating and have a good understanding of what they need to do in order to stay fit and healthy. Many take part in fitness-related extra-curricular activities, for example country dancing and fit club.

Nearly all pupils take part actively in planning topic work and have a keen sense of ownership about what and how they learn. Most pupils have the skills needed to improve their own learning, work with others, solve problems and demonstrate very high levels of independence. Most pupils create their own 'Digital Skills Profile' as a record of the progress they have made while at the school. This supports their understanding of their individual targets and celebrates their achievements well.

Most pupils have a strong voice in helping to make decisions about school life. This results in very high standards of wellbeing and supports the very strong social and life skills that pupils demonstrate across the school, for example through the highly effective use of 'Learning Spies'. This pupil group observes lessons and asks their peers questions about how they learn and what they need to know. They play an important role in devising class posters giving helpful strategies on how to work independently. This increases their self-esteem significantly and they feel actively involved in the development of the school and in decision-making processes.

In key stage 2, many older pupils organise mini lunchtime clubs for younger pupils. This develops their social skills well. Older pupils also teach their peers new skills. For example, in ICT lessons they help others to learn about programming a robotic arm.

Due to robust strategies and monitoring over the last four years, attendance rates have shown a notable increase, placing the school in the top 25% when compared with similar schools. There has been no persistent absenteeism for the last two years and authorised absence has reduced. Nearly all pupils arrive punctually. The school council has taken part actively in writing a pamphlet for parents that stresses the importance of regular attendance.

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

A stimulating and innovative range of learning experiences meets the needs and interests of all pupils well. The planning of the curriculum across the whole school is exemplary, and supports a clear progression in pupils' skills from Foundation Phase to the end of key stage 2. Carefully-chosen themes capture pupils' imagination exceptionally well. As a result, nearly all pupils are highly motivated and make very strong progress. The school has made outstanding progress in implementing the Literacy and Numeracy Framework.

An outstanding feature of provision is the experiences that pupils gain through the weekly 'Enriched Curriculum' activities. Learning opportunities make use of people and spaces in the local community imaginatively. For example, pupils enjoy going to Forest School, gardening in the local allotment, knitting with grandparents and undertaking scientific investigations. This highly effective practice provides opportunities for pupils to develop their literacy and numeracy skills in worthwhile, enjoyable ways. As a result, most pupils use and apply these skills across the curriculum at a very high standard from an early age.

Provision for the development of pupils' thinking and problem-solving skills is outstanding and, as a result, most pupils are independent and reflective learners. There is sound provision for the development of pupils' Welsh skills and the promotion of pupils' understanding and appreciation of the culture and heritage of Wales.

The promotion of sustainable development is a strong feature at the school. The school takes part in work to improve the environment within the school and the local community. For example, pupils have reduced the water consumption at the school's

allotment through recycling rainwater and they have grown and eaten the produce they have grown there. There are beneficial partnerships with other schools in several countries through the use of 'e-pen pals'. This develops pupils' knowledge and awareness of their roles as global citizens well.

The school provides pupils with a wide range of extra-curricular activities that enrich and enhance pupils' learning experiences and promote outstanding social and life skills. These include 'Fit Club', circuit training, country dancing, an ICT club that extends pupils' programming skills and a 'book club' that discusses and reviews books, promoting an enjoyment of reading successfully. A wide range of visits and visitors to the school make a valuable contribution to enriching the curriculum, for example a science workshop experience that supports pupils' investigative and thinking skills well.

Teaching: Excellent

Across the school, teaching is of a very high quality and all staff plan and deliver stimulating, innovative and well-paced learning experiences. These engage pupils successfully and make learning worthwhile and enjoyable. Teachers make exceptional use of the immediate outdoor environment and locality to develop pupils' literacy and numeracy skills to a very high level. Most teachers ask probing questions to extend pupils' thinking and problem solving skills effectively. This contributes significantly to the exceptionally high oracy and reasoning skills that pupils display across the school. Teachers and teaching assistants work together well and encourage pupils' independent learning skills successfully.

Particular strengths of teaching include high expectations of pupils' achievement and strong classroom management strategies. Teachers match tasks to pupils' abilities highly effectively and they make very good use of additional challenges to extend more able pupils. All staff model or explain tasks well to ensure that pupils understand how to succeed. As a result, nearly all pupils enjoy lessons, are well motivated and demonstrate outstanding attitudes to learning.

All teachers mark pupils' work regularly and feedback to pupils is constructive and identifies clearly what the pupils have done well and what they need to do to improve. However, opportunities for pupils to consider and to respond to the written feedback in more detail are at an early stage of development.

There is beneficial use of peer and self-assessment across the school, which develops pupils' awareness of their strengths and areas for development very successfully. This allows pupils to focus clearly on their next steps in learning and to make very good progress. There is a thorough system in place to track pupils' progress and wellbeing, and staff use the information well to provide additional support or challenge for pupils and to inform future planning of the pupils' learning. Parents receive valuable information about their child's progress and achievement through regular parents' meetings and annual reports. These provide suitable opportunities for parents and pupils to contribute to target setting.

Care, support and guidance: Good

The school is a caring and supportive community where all staff demonstrate a strong commitment to enhancing the health and wellbeing of all pupils. There are suitable arrangements for promoting healthy eating and drinking and regular opportunities for pupils to participate in physical activities.

Arrangements to address pupils' spiritual, moral, social and cultural development through topic work and whole-school assemblies are successful. There are good opportunities for pupils to take responsibility and to develop their understanding of living and working together as part of a community. For example, the school choir participates in various local events and pupils undertake visits to local sites of interest, and these develop pupils' cultural awareness well. The successful promotion of pupils' personal and social skills is an integral part of the curriculum.

The school makes beneficial use of a range of services to support the needs of pupils and families. For example, it works closely with a speech and language therapist to support pupils' specific needs. Processes for identifying pupils with additional learning needs are robust. Staff track the achievement of these pupils and use this information well to monitor the impact of its support programmes. Good systems are in place to communicate this progress between all staff, parents and pupils. Teachers provide successful intervention programmes for those pupils who need additional support to develop their literacy, numeracy and social skills. This is highly beneficial in enabling targeted pupils to make very good progress and to have high levels of self-esteem and worth.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Thorough systems for analysing attendance have an impact on raising the awareness of pupils and parents on the importance of attending school regularly.

Learning environment: Good

All staff work collaboratively to create a warm and welcoming environment. There is a positive and inclusive ethos where staff encourage pupils to develop and thrive as individuals. As a result, nearly all pupils are happy, feel safe and display high levels of confidence. The curriculum engages all pupils and celebrates diversity well, for example by inviting members of other religions into school to discuss their beliefs. All pupils have equal access to the curriculum and to the wide range of extra-curricular activities on offer.

The school's accommodation is of a good standard and is secure and well maintained. The learning environment is stimulating, and wall displays throughout the school celebrate pupils' achievements well. Across the school, there are good examples of displays in English and Welsh, which celebrate pupils' work and local heritage successfully.

There is a good range of learning resources to support all areas of the curriculum, and the school's accommodation meets the needs of pupils well. Classrooms are very spacious and provide colourful places for pupils to learn. Despite the lack of any green space, the school has developed its outdoor areas imaginatively to create stimulating and varied areas for learning and play.

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

Leadership: Excellent

The headteacher and deputy headteacher provide highly effective leadership and direction for the school. They communicate a clear vision that promotes outstanding levels of achievement and wellbeing. A strong drive for improvement is central to school life and has led to significant improvements, for example in attendance and pupils' thinking and reading skills. Carefully-structured staff meetings focus well on raising standards through highly effective use of performance data and regular reviews of pupil progress. The school responds positively to national and local priorities, for example in relation to integrating the literacy and numeracy framework well across areas of learning.

An excellent feature of the school is the highly effective approach to the sharing of leadership roles and responsibilities among staff at all levels. All staff have high expectations of pupils, other staff and themselves. They contribute ideas regularly in joint discussion and through planning, and take on lead roles confidently when moving initiatives forward to deliver better outcomes for pupils. There are worthwhile arrangements to review the performance of all staff and to support their professional development. These link closely to the school's agreed priorities.

The governing body provides a strong level of support for the school and challenges school leaders appropriately. Members of the governing body undertake learning walks regularly and are beginning to provide useful feedback on their findings to school staff. They have a secure understanding of the school's performance relative to that of other similar schools. The governing body is an active, reassuring partner in judging the school's progress and strategic priorities. Governors have a sound oversight of the improvement plan's implementation through regular summary reports on progress from the headteacher. However, their role in self-evaluation is at an early stage of development.

Improving quality: Excellent

The school has robust procedures for self-evaluation and planning for improvement. There is a clear focus on raising pupil outcomes and wellbeing and there is thorough analysis of performance data and regular monitoring of provision through listening to learners, focused lesson observations, learning walks and detailed scrutiny of pupils' books.

The school monitors progress against its improvement plan robustly and effectively to evaluate the success of initiatives. As a result, the school knows its strengths and areas for development well, and leaders and managers address any shortcomings very quickly and successfully. An outstanding feature is the way the school uses the self-evaluation process to create the best possible conditions for each individual pupil to develop and flourish academically, socially and emotionally. For example, the introduction of a systematic approach to reading and writing has had a notable impact on raising pupils' standards. The school regularly seeks the views of governors, parents and pupils. Leaders make extensive use of this information to improve aspects of school life, for example using pupils as part of regular 'learning walks' to support their peers in developing approaches to learning and in making suggestions for improvements to the learning environment and planning.

The school improvement plan is clear and detailed. It links well to the outcomes of self-evaluation and to national priorities. Targets within the plan are measurable and focus well on raising pupils' standards and improving provision. Teachers and support staff produce detailed and informative action plans, which support robust monitoring of progress and identify specific training and resource needs well. The school is a strong learning community. Staff share best practice and display a strong commitment to improving their own practice through involvement in networks with other schools and partners. They have shared their work on using the outdoors and the 'Enriched Curriculum' to support the development of pupils' literacy and numeracy skills. The school has a proven record of improvement, for example in raising attendance and in developing pupils' thinking skills to a high standard.

Partnership working: Good

The school works effectively with a wide range of partners. It has a strong partnership with parents and keeps them very well informed through regular newsletters and a highly-valued class communication system. The good partnership between the school and the parent teacher association supports pupils well. For example, they organise a range of social events to raise funds to develop the outside area.

Valuable links with the community enhance the quality of pupils' learning experiences well. For example members of the intergenerational club and the Cwmfelinfach Allotment Society develop pupils' understanding of healthy living and social and life skills in worthwhile ways. Pupils enjoy learning to knit and take a real pride in growing their own vegetables and learning how to keep bee hives. Visits and visitors make valuable contributions to supporting pupils' understanding of the heritage and culture of Wales and their local community.

There are effective partnerships between the school and other agencies. These improve pupils' health and wellbeing notably. For example, the 'Design to Smile' team encourages improved dental care.

There is a strong working relationship with other local schools. Purposeful co-operation has a positive effect on raising standards of work and on improving professional development opportunities for staff. A strong partnership with the cluster and nearby high school ensures that pupils transfer to the next stage of their learning confidently. These arrangements also provide valuable opportunities for staff to ensure the accurate assessment of pupils' work. In addition, they develop their leadership roles in a beneficial way with regular feedback on the success and progress of initiatives to a wider audience. .

Resource management: Excellent

The school is well staffed by highly motivated teachers and teaching assistants. The school has robust performance management processes. All staff receive challenging personal development targets that link closely with priorities in the school development plan. Highly appropriate training supports this successfully. An especially good feature is the way in which staff observe each other teach. This has helped to support consistently high quality of teaching and helped to establish key improvement initiatives across the school, such as the use of assessment for learning strategies by staff.

There are very good arrangements in place for teachers' planning, preparation and assessment time. The school uses knowledgeable and highly-skilled teaching assistants to plan and deliver a range of lessons, for example, problem-solving activities, art, music, science and ICT sessions. As a result, there are consistent approaches across the school and exceptional application of thinking skills by most pupils. The school works well with its partner school to share resources and training and development opportunities.

The headteacher and governors manage the school budget closely and make efficient funding decisions to meet the school's needs and priorities identified in the school development plan. The school uses its overall resources very well. Funds from the Pupil Deprivation Grant provide intervention training for teaching assistants. This has helped to deliver highly effective intervention programmes for identified pupils. For example, a lunchtime book club is highly beneficial in raising pupils reading skills and self-esteem enabling them to participate in lessons more independently.

In view of the very good progress pupils make during their time in the school and the high quality of provision and leadership, the school gives excellent value for money.

Appendix 1: Commentary on performance data

6762370 - Cwmfelinfach Primary

Number of pupils on roll	196
Pupils eligible for free school meals (FSM) - 3 year average	25.1
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	11	16	19	24
Achieving the Foundation Phase indicator (FPI) (%)	100.0	81.3	89.5	83.3
Benchmark quartile	1	3	1	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	11	16	19	24
Achieving outcome 5+ (%)	100.0	81.3	94.7	87.5
Benchmark quartile	1	3	1	2
Achieving outcome 6+ (%)	63.6	43.8	42.1	33.3
Benchmark quartile	1	1	1	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	11	16	19	24
Achieving outcome 5+ (%)	100.0	81.3	89.5	83.3
Benchmark quartile	1	3	2	3
Achieving outcome 6+ (%)	63.6	56.3	42.1	29.2
Benchmark quartile	1	1	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	11	16	19	24
Achieving outcome 5+ (%)	100.0	93.8	100.0	91.7
Benchmark quartile	1	3	1	3
Achieving outcome 6+ (%)	81.8	62.5	57.9	41.7
Benchmark quartile	1	1	2	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.

6762370 - Cwmfelinfach Primary

Number of pupils on roll	196
Pupils eligible for free school meals (FSM) - 3 year average	25.1
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	24	27	18	31
Achieving the core subject indicator (CSI) (%)	87.5	92.6	88.9	83.9
Benchmark quartile	2	2	2	3
English				
Number of pupils in cohort	24	27	18	31
Achieving level 4+ (%)	87.5	92.6	94.4	87.1
Benchmark quartile	2	2	1	3
Achieving level 5+ (%)	29.2	48.1	27.8	41.9
Benchmark quartile	3	1	3	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	24	27	18	31
Achieving level 4+ (%)	91.7	92.6	94.4	83.9
Benchmark quartile	2	2	1	4
Achieving level 5+ (%)	29.2	40.7	38.9	38.7
Benchmark quartile	2	2	2	2
Science				
Number of pupils in cohort	24	27	18	31
Achieving level 4+ (%)	91.7	92.6	94.4	87.1
Benchmark quartile	2	2	1	3
Achieving level 5+ (%)	41.7	44.4	33.3	41.9
Benchmark quartile	1	1	2	1

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.	77		75 97%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	77		71 92%	6 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	77		76 99%	1 1%	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	77		77 100%	0 0%	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.	77		76 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	77		76 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.	77		77 100%	0 0%	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.	77		77 100%	0 0%	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.	77		75 97%	2 3%	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.	77		76 99%	1 1%	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.	76		60 79%	16 21%	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	77		70 91%	7 9%	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.	70	58 83%	12 17%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	70	62 89%	8 11%	0 0%	0 0%	1	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.	71	57 80%	14 20%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	70	55 79%	15 21%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	67	40 60%	24 36%	3 4%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	70	57 81%	13 19%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	71	60 85%	11 15%	0 0%	0 0%	0	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.	70	48 69%	22 31%	0 0%	0 0%	1	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.	68	50 74%	16 24%	2 3%	0 0%	3	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.	70	49 70%	19 27%	2 3%	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.	69	52 75%	16 23%	1 1%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	66	46 70%	19 29%	1 2%	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.	69	47 68%	21 30%	1 1%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	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.	71	48 68%	18 25%	3 4%	2 3%	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.	67	40 60%	22 33%	3 4%	2 3%	4	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.	69	46 67%	23 33%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn 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.	61	36 59%	25 41%	0 0%	0 0%	10	Mae fy mhentyn 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.	69	46 67%	21 30%	2 3%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	69	50 72%	19 28%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Susan Davies	Reporting Inspector
Mrs Aileen Patricia Brindley	Team Inspector
Mrs Deirdre Emberson	Lay Inspector
Ms Sian Margaret Lewis	Peer Inspector
Mr David Witchell (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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