A report on

**Ysgol Bro Banw Community Primary School
High Street
Ammanford
Carmarthenshire
SA18 2NS**

Date of inspection: January 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.

Publication date: 22/03/2016

Context

Ysgol Bro Banw is in the town of Ammanford in the Carmarthenshire local authority. Currently, there are 467 pupils on roll, including 22 nursery pupils who attend full time. The school has 16 mixed-age classes and eight single-age classes. It also has seven specialist classes (assessment and language units and a special needs unit) for pupils from across the local authority.

The school is a designated dual language school under the language policy of the local authority. In the mainstream Foundation Phase, there are two classes where pupils are taught solely through the medium of Welsh and five classes where pupils receive their education predominantly through English. In key stage 2, there are two classes where all subjects, apart from mathematics and science, where pupils are taught through the medium of Welsh and eight classes where English is the medium of instruction.

About 24% of pupils are eligible for free school meals, which is very close to the national average. The school indicates that 40% of all its pupils have additional learning needs, including 31% in mainstream classes, which is well above the national figure of 20%. Very few pupils have a statement of special educational needs in the mainstream classes.

Approximately 10% of pupils come from homes where Welsh is the main language. There are very few pupils from ethnic minority backgrounds. There are very few pupils who are looked after by the local authority.

The headteacher has been in post since 2005. The school was last inspected in April 2010.

The individual school budget per pupil for Ysgol Bro Banw in 2015-2016 means that the budget is £5,334 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £8,382 and the minimum is £3,111. Ysgol Bro Banw is eighth out of the 101 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Unsatisfactory

Current performance

The school's current performance is adequate because:

- Nearly all pupils with additional learning needs and in the special classes make strong progress against their individual targets
- A very few pupils who have complex communication difficulties use communication aids well to answer questions and to make choices
- In key stage 2, many pupils write effectively in a variety of forms, develop their ideas imaginatively and express opinions clearly in English
- Standards in information and communication technology (ICT) are very good across the school with most pupils developing their skills well across all aspects of the subject as they move through the school
- Pupils' understanding of e-safety is a particular strength of the school

However:

- The Welsh first and second language skills of most pupils in key stage 2 are limited
- Too many pupils do not use their numeracy skills well enough across the range of subjects at key stage 2
- Overall attendance rates, although improving, continue to place the school in the bottom 25% when compared with similar schools
- Teachers' short-term plans do not match medium-term plans enough and this results in limited breadth and coverage of subjects in too many cases
- Teachers do not always assess pupils' work accurately, especially at the end of key stage 2; as a result, the school sets inappropriate targets for attainment that do not fully reflect the level of ability and attainment of pupils

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- Leaders do not check the accuracy of teacher assessment enough or consider assessment outcomes rigorously alongside the evidence of standards in pupils' books
- The school's self-evaluation report does not present an accurate and honest picture of the school's strengths and weaknesses
- Leaders do not monitor the implementation of the curriculum thoroughly
- Over time, leaders are not successful enough in ensuring that pupils from deprived backgrounds perform as well as they could
- Governors' understanding of the schools performance data is limited and they

- have too little impact on the strategic direction of the school
- The headteacher and governors do not follow best practice in setting the arrangements for appointing staff to leadership posts and do not provide staff with equal access to opportunities for development and promotion
- Leaders do not use the pupil deprivation grant appropriately or effectively

Recommendations

R1 Raise standards in Welsh first and second language

R2 Improve attendance

R3 Ensure that the provision for numeracy, Welsh and religious education is planned for consistently

R4 Ensure the accuracy of teachers' assessment of pupils' work, especially in Welsh

R5 Ensure that the governing body follows best practice regarding recruitment of staff to leadership posts, develop their role in setting the strategic direction of the school and challenge the leadership of the school more robustly

R6 Develop the monitoring roles of leaders so that they can evaluate their areas of responsibility accurately in order to feed their findings through to an accurate self-evaluation of the school's strengths and weaknesses

R7 Ensure that there is appropriate and effective use of the pupil deprivation grant

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

From their starting-points, the majority pupils across the school make good progress in many aspects of the curriculum. Nearly all pupils with additional learning needs and in the special classes make strong progress against their individual targets. In these classes, all pupils develop their communication skills well in line with their needs. A very few pupils who have complex communication difficulties use communication aids well to answer questions and to make choices. A few of these pupils develop their early reading and writing skills well in relation to their ability.

Throughout the school, many pupils have good listening skills and listen attentively to their teachers and other pupils. Most can accurately recall their prior learning and respond consistently well to teachers' questions. In the Foundation Phase, most pupils speak confidently and use a suitable range of vocabulary effectively to communicate their ideas and to respond to questions and instructions. By the end of the Foundation Phase, many are able to discuss their ideas in more detail, with a few more able pupils using extended vocabulary to good effect in both English and Welsh first language. In key stage 2, many pupils have good communication skills and discuss topics confidently with others. By the end of the key stage, many pupils are confident in voicing their opinions and discussing aspects of their work using subject specific English vocabulary. A majority of pupils in the Welsh stream in key stage 2 have limited Welsh vocabulary and their syntax is often too weak.

In the Foundation Phase, most pupils read well in both languages in line with their age and ability. They take good account of punctuation when they read aloud and they generally read with fluency and good intonation. Many use a range of strategies effectively when reading unfamiliar words. In key stage 2, most pupils show good understanding when reading in English. However, few more able pupils access a range of reading material that challenges them enough, often as a result of working through published reading schemes too slavishly. The majority of pupils' reading skills in Welsh are too limited. Many have very little knowledge of Welsh authors and culture. Most pupils are able to use higher-order reading skills effectively when retrieving information from a range of texts in both languages, for example when researching into the Rebecca Riots in Welsh and gathering information about rainforests in English.

Many pupils across the school make good progress in their writing. By the end of the Foundation Phase, many pupils can produce work that is well organised. A few more able pupils extend their ideas successfully, using a wide range of punctuation and vocabulary, for example when writing a book review in Welsh. In key stage 2, many pupils write effectively in a variety of forms. They develop their ideas imaginatively and express opinions clearly, for example in letters to Ammanford Town Council that put forward a humorous case for not demolishing the school. By the end of the stage, a majority of pupils use their literacy skills successfully across the curriculum. Most have a sound understanding of different writing styles and adapt their writing

well for different purposes, for example in writing biographies and creating information leaflets. However, pupils do not use their extended writing skills consistently enough across the curriculum. Few more able pupils write at length and to their full potential in a wider context.

Generally, the attitude of pupils in the English stream towards learning Welsh is positive. Most pupils across the school listen and respond appropriately to a range of simple instructions, greetings and questions in Welsh. A majority of pupils in the Foundation Phase can use basic sentence structure appropriately in a limited range of writing. However, the Welsh language skills of most pupils in key stage 2 are limited. Few are able to hold basic conversations. The majority lack confidence and have a narrow range of vocabulary. Most pupils' reading skills are weak and, by the end of the phase, many show limited understanding of the texts they read. Most pupils use simple phrases and patterns in their writing, but they are too dependent on writing frames and do not develop their independent writing skills enough.

In the Foundation Phase, many pupils develop their numeracy skills well across learning areas. Many pupils use their knowledge and understanding of numbers well to solve problems involving money. Many have a sound understanding of time and a majority are able to convert from analogue to digital times with accuracy at a level appropriate for their age. Most pupils are able to estimate and choose an appropriate unit of measurement successfully, for example in their work in designing gingerbread houses. Many pupils are able to sort and classify objects successfully and produce an appropriate graph with ease.

In key stage 2, many pupils' numeracy skills are developing well. Many have a sound understanding of place value. A few more able pupils multiply and divide decimals with accuracy. Many pupils have good understanding of fractions, with a few more able pupils adding and subtracting fractions confidently. Most pupils have a secure understanding of number and are able to apply their knowledge successfully to calculate real-life problems, for example in their work on saving to buy an electric car. Many pupils are able to extract and interpret information from graphs when discussing the monthly average rainfall and temperature in a rainforest. However, a minority of pupils do not use their numeracy skills consistently enough or at a high enough level across the curriculum.

Standards in ICT are very good across the school with most pupils developing their knowledge, understanding and skills well across all aspects of the subject as they move through the school. Pupils' understanding of e-safety is a particular strength of the school.

There are a large number of pupils from the local authority with additional learning needs in specialist classes for both Foundation Phase and key stage 2 that affects the school's performance data.

The school's performance in literacy (English) and mathematical development at the end of the Foundation Phase shows a general downward trend at the expected outcomes over the last three years. It has consistently placed the school in the lower 50% and bottom 25% respectively when compared with similar schools. The school's performance in literacy (Welsh) has placed the school in the top 25% of similar schools over the last three years.

At the higher than expected outcomes, the school's position has varied notably in literacy (English) and mathematical development over recent years. The school's performance in literacy (Welsh) has placed it in the top 25% or higher 50% over the last four years. In 2015, when compared with similar schools, performance in literacy (English and Welsh) and mathematical development shows an upward trend.

At the end of key stage 2, the school's performance in English has tended to be below average compared with levels in similar schools, while in Welsh, mathematics and science it has tended to vary, moving the school between the higher 50% and the bottom 25% compared with similar schools.

At the higher than expected level, the school's performance in Welsh has consistently placed the school in the top 25% for the last four years. Performance in English, mathematics and science has varied over the last four years. However, there is an upward trend over the last two years and performance in all four subjects has placed the school in the top 25% when compared with similar schools.

Generally, at the end of the Foundation Phase and key stage 2, pupils who are eligible to free school meals tend to perform less well as a group than other pupils. At the end of the Foundation phase, boys tend to perform less well than girls at outcome 6 in literacy (English) and mathematical development. In general, boys and girls tend to do as well as each other in all core subjects at the end of key stage 2.

Wellbeing: Adequate

Nearly all pupils feel safe at school and know whom to approach if they have any worries. Most show respect and care towards each other and demonstrate good levels of behaviour and self-discipline in lessons and around the school.

Most pupils have a good understanding of what they must do in order to remain healthy, for example by walking the 'magic mile' at playtimes. Most understand the importance of healthy eating and drinking and nearly all learners know how to keep safe using the internet.

Over the last three years, attendance levels have improved. However, the overall attendance rate continues to place the school in the bottom 25% when compared with similar schools and this has tended to be the case over the last four years.

The well-established school council has worked effectively to support the school's anti-bullying procedures and raised money for 'buddy benches'. Most pupils' social skills develop effectively, for example in working towards an entrepreneurship award and through links with the community, such as participating in the school choir. As a result, they are well prepared for life and work outside the school. However, a minority of pupils in key stage 2 have not developed their skills as independent learners enough and are not always aware of what they need to do in order to improve their work.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

The school plans a sound range of interesting learning experiences that motivate pupils well. Teachers generally plan the curriculum effectively and ensure that they address the requirement of the National Curriculum and the areas of learning in the Foundation Phase appropriately. However, the provision does not ensure full coverage of the religious education agreed syllabus. The school offers a wide range of after-school clubs, such as sport, digital leaders and board games, to enrich pupils' learning experiences and to develop their wider skills effectively. Planning for developing ICT is comprehensive. The school offers an interesting variety of educational visits for all pupils across the school, for example to a local farm and Pendine beach.

Generally, the school's new curriculum planning shows appropriate opportunities to develop pupils' literacy and numeracy across the curriculum. However, teachers' short-term plans do not correspond to medium-term plans and this results in a lack of breadth and coverage in a minority of areas of the curriculum, for example in the provision for the development of pupils' literacy and numeracy skills across the curriculum. Curriculum plans do not ensure that pupils across the school have consistent opportunities to write extensively and to apply their numeracy skills regularly in all classes in key stage 2. The school provides beneficial support to improve the literacy and numeracy skills of specific groups of learners. This provision has a positive impact on the standards these pupils achieve.

Provision for pupils within the special classes is strength of the school. All pupils have programmes that meet their individual needs well. Teachers and teaching assistants work very effectively with health professionals to provide individual programmes that enable pupils to make good progress.

Provision for developing pupils' knowledge of Welsh culture and history is sound in the Foundation Phase, but more limited in key stage 2.

The school promotes education for sustainable development well. Members of the eco council are actively involved in recycling and work with the local secondary school to recycle plastic into new products. The school promotes the use of fair trade products, and helps pupils to understand their roles as citizens of the world through fund-raising for a school in Patagonia.

Teaching: Adequate

Nearly all lessons gain the interest of pupils successfully. Where teaching is highly effective, as it is in around half of the classes, the learning activities encourage and motivate pupils to take an active and full part in their learning. Teachers have high expectations and they adapt tasks well to meet the needs of most learners. All staff make good use of resources, especially ICT, to support and enrich pupils' learning. In a very few lessons, where teaching is less effective, tasks do not challenge pupils sufficiently, teachers do not move the learning along at an appropriate pace and they direct activities too much.

Nearly all teachers work successfully with teaching assistants to support individuals and groups of pupils. Teachers and teaching assistants in the special classes have a very clear understanding of the needs and abilities of individual pupils. They use this information very well to plan and deliver worthwhile activities that help pupils to make good progress. However, in a few key stage 2 classes, teachers do not plan enough opportunities for pupils to develop their numeracy skills fully across all areas of the curriculum. Teaching does not always provide regular opportunities for pupils to develop their skills appropriately in Welsh as a second language.

All teachers mark pupils' work regularly. In most cases, where marking is at its best, teachers' written comments relate appropriately to the focus of learning activities. This helps pupils to see how well they have done and what they need to do to improve. However, the quality of marking varies too much across the school.

The school has an appropriate system in place to track the progress of individuals and specific groups of pupils. However, teachers do not always assess pupils' work accurately, especially at end of key stage 2. As a result, the school sets inappropriate targets that do not reflect the level of ability of individual pupils, especially in Welsh. This limits the usefulness and accuracy of the school's assessment and target-setting procedures. Staff in the special classes make good use of assessment and performance data to track the progress of individual pupils and to provide extensive support for pupils who need additional help with their learning.

Parents and carers receive appropriate information about their child's progress and achievement through regular parents' meetings and annual reports.

Care, support and guidance: Good

A wide range of visitors promote pupils' social, moral, spiritual and cultural development well. The school is an important part of the local community and provides good opportunities for pupils to support local cultural and social events, such as visits by the school choir to local care homes.

Valuable information is available to pupils and parents through the school website, including newsletters and advice on e-safety. The school works effectively with a wide number of external agencies and support services to offer guidance, support and information to pupils and parents. The school's family liaison officer monitors and tracks attendance data appropriately and identifies trends and individuals requiring intervention.

The school makes appropriate arrangements for promoting healthy eating and drinking. Staff encourage pupils to eat healthily and, through a range of after-school clubs, they ensure that pupils have a wide variety of opportunities to increase their health and fitness levels through physical and sporting activities.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school develops pupil awareness of internet safety very effectively and established 'digital leaders' for each class assist pupils well.

The school caters well for pupils with additional learning needs. Staff identify pupils' needs at an early stage and the school provides a range of suitable intervention strategies. Individual education plans contain clear and measurable targets that address each pupil's needs well. The teachers record pupil progress against their targets well and involve parents and pupils fully in the process.

Learning environment: Good

The school is a caring and friendly community. The school's policies and procedures promote equality and equal access to the provision effectively. There is a strong emphasis on respect and staff promote the school's values effectively.

The school buildings, which cover three different sites, provide a safe and stimulating learning environment, which is fully accessible to all pupils. The internal accommodation is well organised, attractive and well maintained. Displays of pupils' work in corridors celebrate learners' achievements and progress effectively. A good range of resources in classrooms and around the school supports teaching and learning well, for example the computer suite, video recording room and external play equipment.

The external area of the Foundation Phase site has resources of good quality and staff and pupils use it extensively for teaching and play. It provides pupils with an engaging learning environment. The outdoor yards in the junior site are limited in size, but staff and pupils use them regularly and effectively.

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

Leadership: Unsatisfactory

The senior and middle management teams, along will the staff, work hard to support the headteacher. They have worked together to form a new vision for the school, which focuses on developing pupils as future pioneers in a digital age. Leaders are successful in taking forward the early implementation of this vision, especially in raising pupils' confidence and ability to use ICT well and safely. Leaders and managers promote a safe, orderly, caring, and supportive environment for pupils. However, leaders have been less successful in creating a whole-school ethos across the three separate sites.

Generally, senior management meetings focus appropriately on raising standards and senior leaders have a good understanding of the strengths of the school. Most managers are new to their roles and responsibilities and they are beginning to develop their leadership skills. However, records of meetings at all levels are not sufficiently rigorous, deadlines for actions are unclear, and, as a result, the culture of accountability is weak. Leaders analyse a suitable range of performance data, but they do not use this well enough to inform the self-evaluation report effectively. They do not check the accuracy of teacher assessment enough or consider assessment outcomes rigorously alongside the evidence of standards in pupils' books. Leaders do not monitor the implementation of the curriculum thoroughly and this has led to gaps in the breadth and balance of pupils' experiences, particularly in key stage 2.

Generally, the school pays satisfactory attention to national priorities. For example, pupils' books show the impact of staff focusing on improving the provision for literacy. However, over time, leaders are not successful enough in ensuring that pupils from deprived backgrounds perform as well as other pupils in key stage 2.

The governing body is supportive of the school. It took part beneficially in agreeing the vison for the school. Members of the governing body have an appropriate awareness of the school's strengths as a result of regular reports on standards and provision from the senior leadership team. However, they are too dependent on the information they receive from the headteacher, their understanding of the school's performance data is limited and they do not challenge the school's leadership enough as critical friends. The governing body has too little impact on the strategic direction of the school and their oversight of policies and procedures is not robust enough. They take part in learning walks that focus on aspects, such as behaviour, but governors do not focus enough on working with leaders to gain a better understanding of standards. The headteacher and governors do not take due regard of best practice when appointing to leadership posts.

Improving quality: Unsatisfactory

The school undertakes a suitable range of self-evaluation processes. These include first-hand evidence from lesson observations and scrutiny of books alongside analysis of performance data and the outcomes from pupil and parent questionnaires. Leaders and middle managers complete monitoring reports on aspects of provision and standards. These identify some strengths appropriately, but they are not evaluative enough and lack sufficient detail, rigour and accuracy to provide a firm basis on which to take forward improvement planning.

The school's self-evaluation report is suitably structured. It includes a useful summary of these strengths along with a few areas for improvement at the end of each section of the report. However, the report is not sufficiently evaluative or accurate enough and does not highlight the weaknesses in standards, provision and leadership honestly and openly. As a result, leaders do not identify all key areas that need improvement, such as the weaknesses in provision and leadership.

There is an appropriate link between the self-evaluation report and the school development plan. Leaders use the information from the report appropriately to set priorities and targets for improvement that focus suitably on raising standards. The plan sets out measurable targets, timescales and the staff responsible for the actions identified. However, the development plan is not comprehensive or accurate enough to move the school forward effectively. The assessment of progress against the previous development plan shows that target setting is often not challenging enough. For example, the targets set to improve attendance rates last year were too low.

Partnership working: Adequate

The school communicates effectively with parents through a variety of media, including its up-to-date website, which contains useful information and news about school life. Parents play an active part in the work of the school and can access a web forum where they can share their views with each other and with the school.

The school has established valuable working practices with other local schools, including transfer arrangements between pre-school, secondary school and a special school. These effective links help to prepare most pupils well for the next stage of their learning. Successful links with the secondary school enhances many pupils' learning experiences. For example, the eco-committee has a project to recycle plastic into new artefacts at the secondary school, while the older secondary school pupils deliver a French after-school club to pupils in key stage 2. The school takes part in moderation meetings with other schools, but this has not supported the accuracy of assessment enough within the school.

The school has developed a good partnership with the local university to support and develop initial teacher training. Teachers from the school have created and delivered training to teachers from nearby schools on the use of technology within the school and safe use of the internet and social media.

Resource management: Unsatisfactory

The school has sufficient teachers and learning support assistants. Leaders make good use of the expertise of individual staff to enrich learning and teaching, especially in relation to ICT and SEN. However, the school does not make sufficient use of specialist Welsh teachers to deliver effective Welsh lessons. All staff have opportunities to attend a wide range of appropriate training to meet the needs of all pupils.

The procedures within the school for recruitment to leadership posts do not follow best practice and do not provide staff with equal access to opportunities for development and promotion. These are significant shortcomings.

The school has a good range of resources, especially in relation to ICT equipment. Staff make very good use of the indoor and outdoor areas for the benefit of learners.

There are suitable arrangements to provide planning, preparation and assessment time for teachers. The school provides effective training in response to needs identified through the performance management process. Overall, these link well to the school's priorities.

Leaders do not always ensure the appropriate use of the pupil deprivation grant. Resources purchased with the grant do not focus well on targeted pupils. Standards achieved by pupils eligible for free school meals have improved at the expected outcome at the end of the Foundation Phase, but less so at the higher outcome. The use of the grant has had little impact on improving the performance of pupils eligible for free school meals at the expected or higher level at the end of key stage 2.

The governing body allocates too much discretion to the headteacher over decisions to spend significant amounts of school funds. This reflects weak financial oversight by the governing body. The school's expenditure decisions link appropriately to the priorities in the improvement plan for raising pupils' standards and wellbeing. Despite the quality of the school's provision and the outcomes achieved by pupils overall, the school provides unsatisfactory value for money.

Appendix 1: Commentary on performance data

6692392 - Ysgol Bro Banw

Number of pupils on roll	459
Pupils eligible for free school meals (FSM) - 3 year average	21.5
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	48	60	69	61
Achieving the Foundation Phase indicator (FPI) (%)	81.3	86.7	82.6	80.3
Benchmark quartile	3	2	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	34	37	52	47
Achieving outcome 5+ (%)	82.4	78.4	76.9	74.5
Benchmark quartile	3	4	4	4
Achieving outcome 6+ (%)	11.8	16.2	17.3	34.0
Benchmark quartile	4	4	4	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	14	23	17	14
Achieving outcome 5+ (%)	92.9	100.0	100.0	100.0
Benchmark quartile	2	1	1	1
Achieving outcome 6+ (%)	28.6	78.3	35.3	50.0
Benchmark quartile	2	1	2	1
Mathematical development (MDT)				
Number of pupils in cohort	48	60	69	61
Achieving outcome 5+ (%)	87.5	86.7	84.1	85.2
Benchmark quartile	3	3	4	4
Achieving outcome 6+ (%)	18.8	36.7	23.2	34.4
Benchmark quartile	3	1	3	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	48	60	69	61
Achieving outcome 5+ (%)	89.6	91.7	87.0	86.9
Benchmark quartile	3	3	4	4
Achieving outcome 6+ (%)	58.3	50.0	30.4	62.3
Benchmark quartile	1	2	4	2

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.

6692392 - Ysgol Bro Banw

Number of pupils on roll	459
Pupils eligible for free school meals (FSM) - 3 year average	21.5
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	52	49	57	73
Achieving the core subject indicator (CSI) (%)	80.8	81.6	87.7	91.8
Benchmark quartile	3	3	3	2
English				
Number of pupils in cohort	52	49	57	73
Achieving level 4+ (%)	80.8	81.6	87.7	91.8
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	36.5	24.5	63.2	60.3
Benchmark quartile	2	4	1	1
Welsh first language				
Number of pupils in cohort	9	5	9	8
Achieving level 4+ (%)	88.9	100.0	100.0	87.5
Benchmark quartile	2	1	1	3
Achieving level 5+ (%)	*	*	77.8	*
Benchmark quartile	*	*	1	*
Mathematics				
Number of pupils in cohort	52	49	57	73
Achieving level 4+ (%)	84.6	81.6	87.7	95.9
Benchmark quartile	3	4	3	2
Achieving level 5+ (%)	26.9	24.5	63.2	69.9
Benchmark quartile	3	3	1	1
Science				
Number of pupils in cohort	52	49	57	73
Achieving level 4+ (%)	86.5	81.6	87.7	95.9
Benchmark quartile	3	4	4	2
Achieving level 5+ (%)	36.5	30.6	57.9	63.0
Benchmark quartile	2	3	1	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.

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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 the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	204		204	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	199		192	7		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			96%	4%		
			92%	8%		
I know who to talk to if I am worried or upset.	200		196	4		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	203		200	3		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			99%	1%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	203		195	8		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
			96%	4%		
I am doing well at school	203		194	9		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	203		202	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	198		198	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	196		187	9		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			95%	5%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	203		202	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	197		167	30		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			85%	15%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	195		177	18		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			91%	9%		
			84%	16%		

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date 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.	174	108 62%	64 37%	1 1%	1 1%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	175	130 74%	43 25%	2 1%	0 0%	1	Mae fy mhlentyn 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.	172	117 68%	54 31%	1 1%	0 0%	2	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	170	115 68%	54 32%	1 1%	0 0%	5	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	160	84 52%	69 43%	6 4%	1 1%	16	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	169	114 67%	54 32%	1 1%	0 0%	6	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	174	123 71%	50 29%	1 1%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn 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.	172	93 54%	77 45%	0 0%	2 1%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	160	96 60%	62 39%	2 1%	0 0%	12	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.	171	102 60%	65 38%	4 2%	0 0%	4	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	171	114 67%	57 33%	0 0%	0 0%	3	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	157	90 57%	65 41%	2 1%	0 0%	14	Mae fy mhlentyn 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.	171	87 51%	78 46%	5 3%	1 1%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	174	91 52%	78 45%	4 2%	1 1%	2	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.	165	86 52%	70 42%	7 4%	2 1%	11	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	41%	8%	2%		
The school helps my child to become more mature and take on responsibility.	170	98 58%	71 42%	1 1%	0 0%	3	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.	139	78 56%	57 41%	3 2%	1 1%	23	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.	171	89 52%	69 40%	11 6%	2 1%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	166	99 60%	64 39%	2 1%	1 1%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Anwen Eluned Griffith	Reporting Inspector
Robert Gwyn Williams	Team Inspector
Caroline Rees	Team Inspector
Maldwyn Ellis Pryse	Team Inspector
Meleri Cray	Lay Inspector
Nia Daly	Peer Inspector
Meryl Davies	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.