A report on

Blackwood Primary School
Apollo Way
Blackwood
NP12 1WA

Date of inspection: May 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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: 06/07/2017

Context

Blackwood Primary School is in the Caerphilly local authority. There are 462 pupils currently on roll between the ages of 3 and 11 years. Most pupils live locally. There are 14 single-age classes and a further two part-time nursery classes.

Around 26% of pupils are eligible for free school meals, which is higher than the national average of 19%. The school identifies 20% of pupils as having additional learning needs, including a very few who have a statement of special educational needs. English is the main home language of most pupils. A very few pupils come from an ethnic minority background or speak Welsh as their first language at home.

The headteacher took up her post in September 2009, which was when the school had its last inspection.

The individual school budget per pupil for Blackwood Primary in 2016-2017 means that the budget is £2,815 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,854 and the minimum is £2,696. Blackwood Primary is 74th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good:

- By the end of Year 6, nearly all pupils achieve good or better standards in their work across all aspects of the curriculum
- Most pupils throughout the school speak and listen well
- Most pupils write extensively to a high standard for a wide range of purposes and audiences in short and extended pieces of work
- The overall standard that most pupils achieve in mathematics is good
- By the end of Year 6, the standards that most pupils achieve in information and communication technology (ICT) are very high
- Nearly all pupils have good motivation to learn and they sustain their concentration well for appropriate periods
- A wide range of beneficial and exciting learning experiences meet the needs of nearly all pupils
- Provision in groups and individually for pupils requiring support to improve their basic skills is very good
- Excellent and innovative use of ICT in many classes enhances teaching and learning considerably
- The school is a caring, supportive community that promotes pupils' health and wellbeing successfully
- The school is a happy community with a strong caring ethos and a clear focus on creating a welcoming, positive learning environment for pupils

Prospects for improvement

The school's prospects for improvement are good:

- The headteacher has a strong vision of an inclusive school where all pupils receive a creative, skills-based education
- Senior leaders provide good direction to other colleagues effectively and this has a positive effect on raising the quality of teaching and the achievement of pupils
- Teaching and support staff work together successfully to ensure that pupils are well motivated, enjoy their learning and make good progress
- The school pays good attention to local and national priorities
- Effective self-evaluation processes enable the school to understand its own performance accurately
- School improvement planning has a positive effect on pupil standards, particularly in writing and ICT
- The school works purposefully with a range of partners to support and to develop pupils' learning and wellbeing

- Arrangements for teachers' planning, preparation and assessment time have a positive effect on the physical wellbeing of most pupils through the provision of sports, such as tennis, cricket and football
- Leaders give a high priority to training opportunities that link well to the school's strategic priorities and the personal development of all staff

Recommendations

R1 Further develop pupils' ability to apply their numeracy skills in work across the curriculum

R2 Continue to build systematically on pupils' Welsh skills

R3 Improve attendance

R4 Ensure that pupils have a clear understanding of how to improve their work

R5 Develop greater independent learning in the Foundation Phase

R6 Improve financial controls to ensure better value for money

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

On entry to the nursery, a minority of pupils have skills below those expected for their age. As they move through the school, many pupils make good or very good gains in their attainment and achievements. By the end of Year 6, nearly all pupils achieve good or better standards in their work across all aspects of the curriculum. Pupils who have basic skills support and those with additional learning needs achieve well in line with their abilities. Older pupils in key stage 2 who are eligible for free school meals are beginning to close the gap between their performance and that of other pupils.

Most pupils throughout the school speak and listen well. In both key stages, pupils talk with enthusiasm about their work. Many older pupils use very eloquent and expressive language to discuss their work, for example to explain in detail their interest in topic work and their responsibilities. Most pupils listen carefully to members of staff and other pupils and respect their views, even when these are different from their own. Older key stage 2 pupils understand the nature of debate well, for example when they research the manifestos of different Welsh political parties to write persuasive speeches of high quality.

In the Foundation Phase, most pupils make appropriate progress with their reading. Many are beginning to apply their phonic knowledge to decode unfamiliar words and a few pupils are developing expression when reading. Many enjoy using QR codes to access a piece of their own or others' work and they read this aloud with interest, making appropriate comments on the content. Most pupils make steady progress with their writing. They are beginning to understand the features of different types of texts, for example when they write independent chronological reports about the life cycle of a butterfly. Most pupils spell simple common words accurately in line with their age and ability. More able pupils make plausible phonetic attempts to spell words with many syllables. Most use basic punctuation, such as full stops and capital letters, accurately but more able older pupils rarely use more complex punctuation, such as speech marks, in their writing. The presentation and handwriting skills of around half of pupils vary too much. Most pupils apply their writing skills well in work across the curriculum. For instance, older pupils redraft their work to produce attractive and colourful information leaflets about a local landmark.

Most Foundation Phase pupils' knowledge and skills develop well across a range of mathematical provision, including number and problem solving. However, pupils who are more able do not always achieve as highly as they could. Many older pupils have a good understanding of number and, for example, sort odd and even numbers correctly against criteria in a Carroll diagram. They are beginning to solve simple problems, such as when they calculate how much a caterpillar costs when made up of five pence pieces. Nearly all pupils apply their numeracy skills occasionally in cross-curricular work. For instance, they complete tally charts and draw block graphs

to represent mini-beasts found in the garden or to investigate which materials provide the best waterproof protection. Overall, however, pupils' ability to apply their numeracy skills in other areas of learning is not as well developed as in literacy.

By the end of key stage 2, most pupils achieve at least good standards in reading and apply their higher-order reading skills effectively. In upper key stage 2, most develop their skimming, scanning and research skills well. A majority of pupils look for key words in their research evidence and use these to present their findings appropriately in their own words, for example about evacuees in the Second World War. Across key stage 2, all pupils write extensively and to a high standard across a wide range of purposes and audiences in short and extended pieces. Many use a rich vocabulary that enhances the content and interest of their writing effectively. For example, following a recent visit by graffiti artists to Year 3, pupils for their 'Urban Pioneers' project wrote interesting instructions based on their own experiences of how to spray-paint a wall. Most pupils spell with increasing accuracy at a level appropriate to their ability. However, throughout the key stage, a minority of pupils' use of basic punctuation is inconsistent, although older more able pupils use more complex features, such as ellipses, accurately. The overall quality of the presentation of pupils' work varies too much and not all pupils use a joined script. Most pupils' ability to apply their literacy skills in work across the curriculum is developing well. Pupils in Year 6 achieve high standards, for example when they plan and redraft their work to produce a promotional video script for 'Virgin Galactic' as part of their topic on space.

The overall standard that most pupils achieve in key stage 2 in mathematics is good. They display knowledge of a wide range of mathematical concepts and more able pupils achieve highly. Most older pupils solve real-life problems successfully, for instance when they make calculations about the size of the Principality Stadium or the cost of new football kits. Most pupils are beginning to apply their numeracy skills at an appropriate level in their topic work, for example when they create Venn diagrams to compare the lives and experiences in space of Neil Armstrong, Buzz Aldrin and Tim Peak. However, the standards pupils achieve in numerical application are not consistent enough across key stage 2.

Standards of ICT are very high by the end of Year 6. In both key stages, pupils use a wide range of programmes and applications confidently to enhance considerably many aspects of their work on a daily basis. In the Foundation Phase, pupils use laptops and tablet computers to support and to develop their literacy and numeracy skills, for example when they create simple information leaflets about the life of Saint David. They take photographs of pupils presenting their work, such as when they recite poems and then access these skilfully through the use of QR codes. In key stage 2, ICT is an integral part of all pupils' work and digital ambassadors, who work with every class, are beginning to support and develop pupils' skills well. Pupils use ICT extensively and confidently to research and share information, to make presentations and to communicate with their teachers, for example about their homework. They make their own videos, such as eye-catching trailers for a film of Macbeth, selecting clips from the film to which they add music and sound effects and they share these effectively using QR codes. The e-cadets are responsible for promoting safety and train pupils in each class to stay safe on-line using a colourful and informative presentation written and created by themselves.

Pupils' skills in Welsh are improving slowly. Most younger pupils' use of Welsh is limited. They understand basic words and phrases and occasionally use Welsh during role play, for instance in the class shop. By the end of key stage 2, a majority of pupils make steady progress in their oracy, reading and writing skills. Nearly all older pupils use basic vocabulary and sentence patterns competently and a majority of pupils express opinions, for example when discussing their likes and dislikes. Across the key stage, most pupils respond appropriately to instructions and greetings, but lack confidence and vocabulary to begin and to sustain a conversation in Welsh. Most pupils use their knowledge of familiar phrases and sentences to write simple independent sentences. Overall, pupils' confidence in using Welsh within and outside of designated Welsh lessons is underdeveloped.

Over the last four years, the performance of pupils at the end of the Foundation Phase at the expected and higher outcomes has placed the school in the higher 50% or top 25% of similar schools in literacy and numeracy on a consistent basis. However, teacher assessments at the higher outcomes are not always accurate when compared with pupils' work.

In key stage 2, over the same period, performance at the expected and higher levels in English, mathematics and science has placed the school generally in the higher or lower 50% when compared with similar schools.

In recent years, in the Foundation Phase, there is little difference in the performance of pupils eligible for free school meals and that of other pupils at the expected outcome. However, at the higher outcome, this group of pupils does not perform well. In key stage 2, pupils eligible for free school meals perform considerably less well than other pupils, particularly at the higher levels.

Wellbeing: Adequate

Nearly all pupils understand the need to eat and drink healthily and to take regular exercise. They feel safe in school and nearly all are confident that staff will deal promptly with any incidents that occur or worries that they have. Pupils have a strong understanding of how to stay safe on the internet.

Nearly all pupils have a strong motivation to learn and they sustain their concentration well for appropriate periods in class. They behave very well in lessons and around the school and are courteous and polite to staff, other pupils and visitors. The 'Hot News' team create a vibrant and informative termly newspaper using ICT, which gives a good insight into many aspects of school life. Working on this paper enhances older pupils' wider skills of team working, interviewing, editing, co-operation and creativity.

The school council and eco committee meet regularly and members feel a sense of pride in their ability to contribute to school life. Recent school council projects include developing class friendship trees and friendship tokens to support pupil wellbeing, and fundraising for charities, including 'Comic Relief' and 'Children in Need'. Pupil groups take their responsibilities seriously, but they do not make sufficient independent decisions to have a purposeful influence on the school's decision-making processes.

Over the last four years, pupil attendance has placed the school consistently in the lower 50% or bottom 25% when compared with similar schools. Rates of persistent absence are too high overall over the same period. Most pupils arrive on time for school in the mornings.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of beneficial and exciting learning experiences, which meet the needs of nearly all pupils well. Teachers base their planning on a published scheme, but most enhance this well to ensure that they engage pupils' interest and attention through innovative approaches. The popular range of extra-curricular activities, such as taekwondo and multi-skills, alongside an extensive programme of educational visits and visitors, enhances considerably the learning experiences of pupils. For example, the older pupils' project on the Second World War included a visit by an original war-time jeep.

The provision in groups and individually for pupils requiring support to improve their basic skills is very good.

Teachers' planning ensures the cumulative development of pupils' literacy and ICT skills, but provision to develop numeracy skills is less effective. The school is making very good progress towards implementing the digital competency framework.

There are suitable plans to develop pupils' Welsh skills systematically as they move through the school, but teachers do not always implement this provision consistently from class to class. Staff provide good opportunities for pupils to learn about the culture and heritage of Wales. Older pupils' involvement in the community's 'Velvet Coalmine' project gave pupils a valuable opportunity to publish their own writing based on the work of Roald Dahl.

The school provides beneficial opportunities for learning about sustainable development, such as recycling, minimising waste and the conservation of energy. Enthusiastic eco committee members enjoy contributing to this aspect of school life, developing the learning environment and their knowledge of environmental issues well. There is appropriate provision for pupils to learn about their roles and responsibilities as global citizens, for example through class topics, links with schools around the world and their own work as a fair trade school.

Teaching: Good

Most teachers provide interesting and engaging opportunities for pupils' learning and they challenge pupils appropriately. The excellent and innovative use of ICT in many classes enhances teaching and learning considerably. This stimulates most pupils to learn, to concentrate well and to achieve highly in many aspects of the curriculum. In most classes, learning moves along at a good pace. Teachers use open questions well to find out what pupils know and understand and to build effectively on their existing skills and knowledge. Most teachers adopt a range of appropriate teaching methods to ensure that they hold pupils' attention and sustain their concentration.

Clear learning objectives and success criteria for tasks give older pupils in particular good opportunities to assess the quality of their own learning with increasing accuracy. In the Foundation Phase, with the exception of the nursery, there are too few opportunities for pupils to develop their independent learning skills, especially in the outdoor areas. In most classes and withdrawal groups, teaching assistants provide valuable support to pupils to enable them to practise and develop their skills in literacy and mathematics.

Most teachers provide oral feedback of good quality and mark pupils' work regularly, but this is not consistent across the school. In the best practice in around half of classes, written comments provide useful guidance to pupils on what they do well and what they need to do to improve. This helps many older pupils to set their own sensible targets to improve their literacy, numeracy and ICT skills.

Senior leaders use performance information effectively to track the progress of individual pupils on a termly basis and to hold staff to account for the achievements of all pupils in their class. They use this information well to provide appropriate intervention support for identified pupils, which allows nearly all to make progress and improve their skills. Teacher assessments at the end of key stage 2 reflect accurately the standards that pupils achieve.

Annual reports to parents are informative and give a clear picture of pupils' achievements.

Care, support and guidance: Good

The school is a caring, supportive community that promotes pupils' health and wellbeing successfully. The high level of care and working relationships between staff and pupils contributes strongly to pupils' high levels of wellbeing. As a result, pupils feel safe and well cared for, and nearly all enjoy coming to school. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school implements a range of incentives and rewards to encourage regular attendance, but these have a limited effect on improving overall attendance rates.

There is effective provision to encourage pupils to make healthy choices at break and lunchtime and to engage in an extensive range of sporting activities. For example, they represent the area successfully in the national Urdd events.

Across the school, learning experiences offer varied opportunities to promote pupils' spiritual, social, moral, and cultural development. For instance, in the nursery, the appearance of four giant eggs overnight promoted a real sense of excitement and anticipation among the pupils. Staff ensure that most pupils understand the importance of mutual support and sensitivity to the needs of others. A wealth of rich experiences promote pupils' cultural development very effectively. For instance, pupils' participation in the United Kingdom wide 'Young Voices' event helped pupils to understand how singing can bring people together.

There are established links with a wide range of specialist services. Staff work effectively with professionals and specialists to tailor provision to meet the needs of individual pupils. For example, children entering nursery benefit from the close links with the local 'Flying Start' facility.

The provision for pupils with additional learning needs is strong. The school identifies pupils' needs at an early stage. It provides a comprehensive range of intervention programmes and adapts these well to meet the needs of targeted pupils. Individual education plans include child-friendly, measureable targets and reflect pupils' needs well. They identify clearly the support and strategies required, including links with external agencies, such as counselling services. Effective communication between members of staff, through the informative and personal one-page pupil profiles, ensures that the progress pupils make during intervention sessions continues in class. Comprehensive tracking procedures involve staff, parents and pupils. These arrangements support targeted pupils to participate fully in class activities.

Learning environment: Good

The school is a happy community, which values all pupils equally. It has a strong caring ethos with a clear focus on creating a welcoming, positive learning environment for pupils and staff. Most pupils are polite and helpful and they show good levels of tolerance towards those with different views to their own.

The indoor learning environment is vibrant and supports teaching and learning effectively. A particularly effective feature is the quality of the colourful displays, which focus strongly on celebrating pupils' work and achievements.

Staff and pupils in the nursery use the outdoor areas well, but other classes in the Foundation Phase do not always use the outdoor areas to best advantage. This limits opportunities for pupils to make independent decisions in their learning.

The extensive grounds have wide-ranging provision of good quality that enriches work across the curriculum, for example in physical education, outdoor lessons and sustainable development. However, teachers do not always use these outside areas as effectively as they could throughout the school day.

Most resources are of high quality and meet the needs of all pupils well, and there are many worthwhile opportunities for pupils to use ICT across the school.

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

Leadership: Good

The headteacher has a strong vision of an inclusive school where all pupils receive a creative, skills-based education. She communicates this well to all stakeholders. The deputy headteacher provides valuable support to members of the new leadership team, and senior leaders work closely to provide the school with a clear sense of direction. Senior leaders lead other colleagues effectively and this has a positive effect on raising the quality of teaching and the achievement of pupils. There

are regular staff and senior leadership meetings that focus clearly on improving pupils' standards and addressing school priorities. Teaching and support staff work together successfully, and this ensures that pupils are well motivated, enjoy their learning and make good progress.

In many ways, governors support the school well. They undertake evaluative learning walks and book scrutiny, which help them to understand the strengths of the school and areas in need of development. A lack of sub-committees, such as for financial management, impedes governors' ability to carry out their statutory responsibilities and to challenge leaders effectively.

The school pays good attention to local and national priorities. Staff are already implementing a creative curriculum in response to the curriculum reform agenda of the Welsh Government. The school is prioritising the implementation of the digital competency framework well and this is having a valuable impact on improving pupils' application of ICT skills.

Improving quality: Good

The school has effective processes to evaluate its performance. Senior leaders use a wide range of evidence, including lesson observations and pupils' work, to determine the school's strengths and areas for development. They identify training needs accurately and this has resulted in improvements in teaching, such as the introduction of success criteria in lessons. Senior leaders work closely with class teachers to analyse performance information thoroughly in order to monitor the progress of individual pupils. However, the use of performance information to analyse the progress made towards school improvement priorities is underdeveloped.

The current self-evaluation report provides a mostly accurate picture of the school's strengths and areas for development. The report feeds well into priorities in the school development plan. This plan identifies a manageable number of priorities for improvement, which focus successfully on raising standards and improving provision for pupils, for example in mathematics. It plans clear actions, identifies who is responsible for them and sets relevant success criteria against which staff and governors can monitor progress. School improvement planning has had a positive effect on raising pupil standards over recent years, particularly in writing and ICT, and on driving forward staff development, including the effectiveness of the new leadership team.

Partnership working: Good

The school works purposefully with a range of partners to support and develop pupils' learning and wellbeing. There are effective working relationships with most parents and a good range of events to engage parents actively in the life of the school, for example through class assemblies and 'Wow' days. The school uses a variety of methods of effective communication, including social media and newsletters, to keep parents informed about school events. However, occasionally, there is a lack of timely reminders of forthcoming events.

Partnership activities make an effective contribution to improving standards and wellbeing. There are very strong cluster partnerships, which are a strength of the school. In liaison with the consortium and working with other primary schoolss, staff have developed and piloted 'Writing Journeys' to raise standards of oracy and writing successfully within the school.

There are close links with the local churches, the local supermarket and a variety of community sports and other organisations. These enhance the range of learning experiences available to pupils well.

Close links with the local playgroup support children's entry to the nursery and there are good arrangements to make parents aware of how to support their children at home. There are strong links with the secondary school, which include joint teaching arrangements for French and mathematics. The use of similar ICT equipment between the two schools also enables pupils to continue to develop their skills progressively. This ensures that nearly all pupils are confident about transferring to Year 7.

Resource management: Adequate

The school has sufficient teachers and other staff to meet the needs of its pupils. Leaders deploy teaching assistants well to enable the effective delivery of intervention support for targeted pupils. Arrangements for teachers' planning, preparation and assessment time have a positive effect on the physical wellbeing of most pupils through the provision of sports, such as tennis, cricket and football.

Leaders give a high priority to training opportunities that link well to the school's strategic priorities and the professional development of all staff. For example, staff are more confident users and teachers of ICT following focused training. Arrangements for the management of performance for both teachers and support staff are effective, for instance in improving the structure of mathematics lessons.

Arrangements for financial management are not strong enough for leaders and governors to understand the impact of spending decisions on the progress and attainment of pupils. Leaders do not deploy the considerable pupil deprivation grant in line with Welsh Government requirements.

Pupils achieve good standards, but the lack of appropriate financial controls means that the school provides only adequate value for money.

Appendix 1: Commentary on performance data

6762379 - Blackwood Primary

Number of pupils on roll	447
Pupils eligible for free school meals (FSM) - 3 year average	24.7
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	49	55	49	49
Achieving the Foundation Phase indicator (FPI) (%)	93.9	89.1	91.8	91.8
Benchmark quartile	1	2	2	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	49	55	49	49
Achieving outcome 5+ (%)	93.9	90.9	91.8	91.8
Benchmark quartile	1	2	2	1
Achieving outcome 6+ (%)	32.7	38.2	53.1	32.7
Benchmark quartile	2	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	49	55	49	49
Achieving outcome 5+ (%)	95.9	92.7	91.8	91.8
Benchmark quartile	1	2	2	2
Achieving outcome 6+ (%)	32.7	38.2	36.7	34.7
Benchmark quartile	2	1	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	49	55	49	49
Achieving outcome 5+ (%)	98.0	96.4	93.9	95.9
Benchmark quartile	2	3	3	2
Achieving outcome 6+ (%)	55.1	43.6	61.2	46.9
Benchmark quartile	2	3	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.

6762379 - Blackwood Primary

Number of pupils on roll	447
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FSM band	4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	55	55	65	56
Achieving the core subject indicator (CSI) (%)	87.3	90.9	87.7	94.6
Benchmark quartile	2	2	3	1
English				
Number of pupils in cohort	55	55	65	56
Achieving level 4+ (%)	87.3	92.7	90.8	94.6
Benchmark quartile	3	2	3	2
Achieving level 5+ (%)	38.2	34.5	36.9	42.9
Benchmark quartile	2	3	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	55	55	65	56
Achieving level 4+ (%)	90.9	92.7	90.8	94.6
Benchmark quartile	2	2	3	2
Achieving level 5+ (%)	40.0	40.0	36.9	41.1
Benchmark quartile	2	2	3	2
Science				
Number of pupils in cohort	55	55	65	56
Achieving level 4+ (%)	92.7	92.7	90.8	94.6
Benchmark quartile	2	3	3	2
Achieving level 5+ (%)	38.2	34.5	38.5	42.9
Benchmark quartile	2	3	3	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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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.	94		94 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	94		94 100%	0 0%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	94		94 100%	0 0%		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	94		94 100%	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.	94		93 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	94		94 100%	0 0%		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.	94		94 100%	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.	94		94 100%	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.	94		89 95%	5 5%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%		
I have enough books, equipment, and computers to do my work.	94		94 100%	0 0%		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.	94		86 91%	8 9%		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	94		93 99%	1 1%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%		

Responses to parent questionnaires

	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.	111	36 32%	63 57%	8 7%	3 3%	1		Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%			
My child likes this school.	111	63 57%	44 40%	0 0%	3 3%	1		Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%			
My child was helped to settle in well when he or she started at the school.	110	65 59%	40 36%	2 2%	1 1%	2		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%			
My child is making good progress at school.	111	56 50%	45 41%	5 5%	4 4%	1		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%			
Pupils behave well in school.	111	25 23%	63 57%	6 5%	2 2%	15		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	111	44 40%	57 51%	4 4%	1 1%	5		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	111	50 45%	55 50%	1 1%	1 1%	4		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%			
The homework that is given builds well on what my child learns in school.	110	23 21%	50 45%	17 15%	5 5%	15		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.
		49%	43%	7%	2%			
Staff treat all children fairly and with respect.	111	40 36%	45 41%	8 7%	5 5%	13		Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%			
My child is encouraged to be healthy and to take regular exercise.	111	45 41%	55 50%	4 4%	2 2%	5		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%			
My child is safe at school.	111	52 47%	45 41%	7 6%	2 2%	5		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	109	34 31%	47 43%	7 6%	6 6%	15		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%			

	Number of responses / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod	
I am kept well informed about my child's progress.	110	40 / 36% / 48%	47 / 43% / 41%	16 / 15% / 9%	6 / 5% / 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	111	49 / 44% / 62%	45 / 41% / 31%	6 / 5% / 5%	10 / 9% / 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	111	28 / 25% / 48%	44 / 40% / 42%	20 / 18% / 8%	5 / 5% / 2%	14	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	110	42 / 38% / 57%	53 / 48% / 40%	4 / 4% / 2%	1 / 1% / 0%	10	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	110	29 / 26% / 52%	45 / 41% / 41%	2 / 2% / 5%	5 / 5% / 1%	29	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	111	31 / 28% / 53%	54 / 49% / 39%	17 / 15% / 6%	4 / 4% / 1%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	111	33 / 30% / 61%	57 / 51% / 34%	11 / 10% / 4%	6 / 5% / 2%	4	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Ms Rhona Edwards	Reporting Inspector
Ms Jemma Thieme	Team Inspector
Mrs Alison Price	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Mr Nick Allen	Peer Inspector
Mrs Jane Mather-Thomas	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.