



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Blaenbaglan Primary School  
Maes-Ty-Canol  
Baglan  
Port Talbot  
SA12 8YF**

**Date of inspection: February 2015**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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**Publication date: 30/04/2015**

## Context

Blaenbaglan Primary School is in Port Talbot in the Neath Port Talbot local authority. The school has 305 pupils on roll, including 42 pupils who attend the nursery on a part-time basis. There are eight single-age classes and one mixed age class. Around 5% of pupils are eligible for free school meals, which is below the national average of around 21%. No pupils speak Welsh as their first language at home. A very few pupils are looked after by the local authority and a very few speak English as an additional language.

The school identifies around 21% of pupils as having additional learning needs, which is around the national average. There are a very few pupils that have statements of special educational needs who attend the school. Many of these pupils are taught in the Learning Support Centre, which provides them with specialist support.

The headteacher took up his post in September 2007. The school's last inspection was in 2010.

The individual school budget per pupil for Blaenbaglan Primary School in 2014-2015 means that the budget is £3,490 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,108 and the minimum is £2,863. Blaenbaglan Primary School is 36th out of the 66 primary schools in Neath Port Talbot in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school is good because:

- Most pupils make good progress in relation to their starting points
- Almost all pupils are very well behaved and attentive in lessons, and want to learn
- Most pupils have a good awareness of how to stay healthy
- The quality of care, support and guidance is good
- Pupils with additional needs make good progress
- Pupils with statements of special needs are supported well
- Most teaching is effective
- Pupils' transfer to secondary education is managed carefully and is successful

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong, effective leadership
- The senior management team and all other staff work together well
- The governing body supports and challenges the school strongly
- The school is effective in judging strengths and areas for development and has a track record of delivering improvements
- The specialist learning support centre provides good support for pupils
- There are good links with the community
- Resources, including information and communication technology (ICT), are managed effectively

## Recommendations

- R1 Improve the performance of more able boys
- R2 Improve attendance
- R3 Increase opportunities for pupils to write at length for different purposes
- R4 Ensure that teachers plan lessons and activities that match pupils' differing levels of ability in key stage 2
- R5 Increase opportunities for governors to develop a first-hand knowledge of the school's work

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Most pupils make good progress from their starting points and achieve good standards during their time in the school.

Throughout the school, most pupils listen carefully to adults and to each other in lessons. In the Foundation Phase, most pupils talk clearly and sensibly about what they are learning and their different activities. In key stage 2, most have good oral skills and respond thoughtfully to questions. They collaborate and share ideas well in pairs and groups. More able pupils choose words carefully for different purposes, for example when trying to persuade others of their point of view.

As they move through the school, most pupils develop into good readers. They use their reading skills effectively to tackle different types of tasks. By the end of the Foundation Phase, most use phonic skills well to make sense of unfamiliar words. Many read fluently and discuss aspects of their books correctly to show understanding of events or to predict what might happen next. In key stage 2, most pupils are confident, fluent readers who read aloud with good expression, for example when reading passages of speech in a suitably lively manner. In Year 6, most pupils name favourite authors and share opinions appropriately about books they have read.

Most pupils in the Foundation Phase make good progress in their early writing skills. Many learn to shape letters well and to develop clear, joined handwriting and neat written presentation as they then move through the school. Many Year 2 pupils choose their words effectively and write well-structured sentences for different purposes such as instructions, describing experiences or using language creatively to write poems. However, throughout the school a minority do not write at length. As they progress through key stage 2, most pupils write in a wide variety of genres across the curriculum. For example, they sequence their writing effectively to write biographies of the wives of Henry VIII and use appropriate scientific vocabulary to describe experiments they have completed.

Most pupils develop their numeracy skills well as they move through the Foundation Phase. In Year 2, most pupils can read, write and order numbers to 100. They count confidently in multiples of ten and twenty, recognise odd and even numbers and have an appropriately developing knowledge of multiplication tables. They know the coins that make up different sums within a pound. Many pupils use the skills that they learn in mathematics effectively to present information. For example, in the Foundation Phase pupils create a database of their favourite dinosaurs, which they then convert into a bar graph. In key stage 2 pupils make line graphs to compare temperatures in different countries. By the end of Year 6, most pupils reach the expected standards for their age. They are able to calculate using the four rules of number, and find percentages and fractions of quantities correctly.

Overall standards in Welsh are good. Throughout the school, most pupils participate effectively in language drills and develop their oral skills well. Foundation Phase pupils use Welsh enthusiastically. Year 6 pupils create and perform play scripts and read their written work confidently and accurately. Most pupils' pronunciation of Welsh terms and vocabulary is developing well. Many pupils make good progress in developing reading and writing in Welsh and use the language appropriately in different areas of the curriculum.

Most pupils with additional learning needs make good progress in meeting the targets set for them in individual education plans. Pupils placed in the school to receive specialist support in speech and communication respond well to the environment of the learning support centre. Most are confident to speak to new adults and to answer simple questions appropriate to their age, ability and degree of special need. Most of the older pupils within the centre speak clearly and show confidence despite varied communication difficulties. They develop understanding of tenses well and most have a widening vocabulary. Nearly all pupils in the centre form numbers correctly when using paper and pencil and set work out in a logical way. A majority of pupils solve mental calculations well in line with their age and ability.

Pupils with English as an additional language make good progress.

The summary of performance below includes pupils in the learning support centre.

Over the past three years, pupils' performance in the Foundation Phase, at the expected level 5, has improved each year, moving the school between the bottom 25% and the lower 50% of similar schools for literacy, and between the lower 50% and the top 25% for numeracy. Performance at the higher outcome 6 has risen each year, moving the school from the upper 50% of similar schools to the top 25% for literacy. For mathematical development, the school has moved from the lower 50% to the upper 50% of similar schools.

In key stage 2, the performance of pupils has varied over the past four years. When compared with similar schools, this has placed the school between the upper 50% and bottom 25% in English and mathematics and between the lower 50% and the bottom 25% in science.

The performance at the higher-than-expected level in key stage 2 has also varied over a four year period. In English, the school is placed in the top 25% in 2014, having been in the lower 50% in previous years. In mathematics, the school is placed in the top 25% in 2014, and has ranged between the upper and lower 50% in previous years. In science, the school is placed in the bottom 25% in 2014, having in previous years ranged between the top 25% and the upper 50%.

In the Foundation Phase, girls tend to outperform boys at both the expected and higher-than-expected levels. In key stage 2, the performance of boys when compared with girls varies at the expected level but boys do not generally perform as well as girls at the higher level.

There is no pattern of pupils eligible for free school meals performing less well than their peers.

**Wellbeing: Adequate**

Pupils behave very well. Nearly all show respect, care and concern for others and relate well to their peers and adults. They are polite and courteous to visitors. Pupils of all ages play together happily at break time and lunchtime. Most say that they feel safe and happy at school. They readily speak to staff and feel confident that they are properly listened to and helped.

Nearly all pupils understand how to keep healthy by eating wisely and exercising regularly.

Nearly all pupils are enthusiastic in their lessons. Most are very keen to learn and the positive attitudes of pupils in lessons and extra-curricular activities are a strength of the school. Nearly all pupils make good progress in developing their social skills. They collaborate effectively with one another in groups and work well in pairs.

Pupils' attendance does not compare well with that in similar schools. Over the past three years, pupils' attendance has placed the school in the bottom 25% when compared with similar schools. Nearly all pupils are punctual.

Many pupils take an active part in school life through involvement with the elected school council and eco-committee. They also serve as digital leaders and playground buddies. Most feel they contribute positively to decisions that affect their life in school. For example, as a result of their suggestions, one of the library spaces was converted to a media area for all pupils to use. Pupils have beneficial involvement with local organisations and events. For example, many pupils perform by singing or playing a musical instrument at a local annual commemorative event. This develops their awareness and understanding of their community effectively.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Adequate**

Teachers provide a suitable variety of stimulating learning experiences that engage most pupils successfully. In the Foundation Phase, curriculum planning includes good opportunities for independent learning. Throughout the school, the activities offered meet the requirements for the National Curriculum and religious education. However, in key stage 2, teachers do not always plan for groups of learners of different abilities well enough. As a result, there are too many instances when learners do not have sufficient opportunities to extend their skills, particularly by writing independently at length.

The school has made good progress in implementing the requirements of the Literacy and Numeracy Framework. It has effective approaches to support pupils in developing literacy and numeracy skills in different areas of learning. The school provides interesting opportunities for pupils to develop their skills in real life contexts. For example, involvement with local businesses has helped them to understand



approaches to buying and selling and therefore develop their numeracy skills. There are good opportunities for pupils to develop their skills in the use of ICT in areas across the curriculum.

Provision for pupils to learn the Welsh language is effective. This has led to good standards in the development of most pupils' speaking skills. Planned opportunities for pupils to learn about the historical and cultural aspects of Wales are strong. For example, pupils visit culturally important places such as local museums and art galleries. These visits contribute effectively to developing their understanding of Welsh history.

Education for sustainable development and global citizenship has a high profile in the school. There is good provision to enable pupils to learn about sustainability through activities, such as recycling and saving energy. There are good opportunities for pupils to learn about the role they and others play in the world. For example, they communicate with pupils in other countries including China.

The school provides a wide range of extra-curricular cultural and sporting activities that are well supported by pupils.

### **Teaching: Good**

The quality of teaching is generally good throughout the school. Teachers have high expectations of pupils' work and behaviour and have positive working relationships with pupils. Most lessons proceed at a lively pace and teachers provide tasks that engage pupils fully. They have up-to-date knowledge of what they are teaching and use varied teaching methods and equipment effectively to sustain pupils' interest. Almost all provide a consistent model of good language and use questions skilfully to extend pupils' learning and thinking skills.

In the Foundation Phase, teachers develop pupils' skills well, enabling them to become confident, independent learners. Key stage 2 teachers further develop pupils well as good collaborative workers. The school deploys teaching assistants effectively in all areas of the school. They contribute very strongly to the delivery of sessions and provide valuable support for individuals and groups of pupils. In the learning support class, carefully co-ordinated team-work by teachers, support staff and external specialists is used very effectively. This makes a major impact in meeting the special needs of pupils facing significant challenges.

Many pupils are effectively involved in the assessment of their own learning and that of others. This helps them to develop an understanding of what they need to do to improve. All teachers mark pupils' work regularly. Where marking is most successful, teachers provide pupils with regular feedback to help them move forward. However, this is not consistent across the school. The school uses a wide range of assessments to track the progress of pupils rigorously. This information is used well to set challenging targets and to intervene at an early stage to tackle any underachievement.

Annual reports provide parents with appropriate information on the progress their child is making and next steps that they need to take.

### **Care, support and guidance: Good**

The school is a caring community that successfully develops pupils' health and wellbeing. There are appropriate arrangements for healthy eating and drinking with fresh fruit and water readily available. The school provides many valuable opportunities for pupils to be active in physical education lessons, at play times and during after-school sports clubs.

Effective anti-bullying procedures are in place. The school promotes pupils' personal development well. Their good behaviour and positive attitudes to each other are a strength of the school. Learning experiences, including planned personal and social education, assemblies, and opportunities to make music, enhance pupils' spiritual, moral, social and cultural development well.

Good relationships exist between the school and a range of specialist agencies to ensure that vulnerable pupils are supported effectively. These include health services, speech and language therapists and physiotherapists. There are also good working relationships with the local authority support services. As a result, effectively targeted programmes and training are put in place. The school uses these well to promote high quality interventions for pupils within the learning support classes and throughout the school.

The school is a safe and secure environment in which all are helped to achieve. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The provision and support for pupils with additional learning needs are good. There is an extensive range of effective programmes, delivered by enthusiastic and well-trained teachers and support staff. The progress of each child is carefully monitored and parents and children are involved suitably in developing and understanding their individual education plans. Most pupils make good progress towards reaching their individual targets. There is good integration of pupils with special needs with their peers. Many pupils with special needs in the mainstream achieve expected levels in literacy and numeracy by the end of key stage 2. Pupils in the specialist provision are well supported in their transition to their next school.

### **Learning environment: Good**

The school has an inclusive and welcoming ethos and ensures equal opportunities for all learners. Diversity is positively recognised and the achievements of all are celebrated. All pupils feel valued and have equal access to all areas of the curriculum and school life.

The school's accommodation is of good quality and is sufficient for the number of pupils on roll. Indoor areas provide bright, attractive spaces for learning. Pupils use good quality displays to celebrate and enhance their learning. Classrooms are well proportioned and set out effectively.

The Foundation Phase classrooms have easy access to outdoor areas. The nursery provision is well organised and has outdoor play surfaces of good quality and

suitable outdoor equipment. Outdoor space for the upper Foundation Phase is less well developed as a learning environment. The field and grassed areas are a valuable, well developed facility for the whole school. The school has suitable facilities and effective arrangements to provide for pupils with disabilities. For example, advance planning ensures that wheelchair users can participate well in lesson activities.

The school makes very good use of its ICT provision and learners have easy access to a wide range of digital learning resources, which they use readily. Overall, the school has a good stock of books and other resources to meet pupils' learning needs.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The school has clear aims and strategic objectives that focus on raising standards and meeting pupils' needs. The headteacher provides strong leadership. He communicates a clear vision and has high expectations of staff and pupils. The senior management structure has been refreshed to create well focused roles and responsibilities. As a result, there is effective team working that promotes the sharing of expertise for the benefit of pupils. Regular staff and management team meetings discuss school improvement and promote purposeful decision-making. All teaching and support staff have suitable job descriptions and understand their roles well. There are appropriate systems, linked to pupils' outcomes, to manage the performance of teachers.

The governing body supports the school strongly. Members are knowledgeable about the school's strengths and areas for development and are actively involved self-evaluation and strategic direction by acting as critical friends. They have a secure understanding of how the school is performing in comparison with similar schools and are confident in raising performance issues arising from data analysis. Generally, governors are not involved in visits to see the school in action, to gain first hand knowledge of standards and provision.

The school takes good account of local and national priorities and works well to address the individual needs of pupils. It has worked successfully in developing the Foundation Phase and is currently focused on raising standards in literacy and numeracy.

### **Improving quality: Good**

The headteacher, staff and governing body have a shared understanding of the school's main strengths and areas for improvement. The procedures to evaluate provision and standards in the school, including a programme of lesson observations and monitoring of pupils' work is effective. For example, these have successfully improved the personal and social development of pupils in the Foundation Phase.

There are appropriate arrangements to gather the views of parents, staff and governors. The school responds positively to these views, for example by providing all parents with regular curriculum information about what is being taught so that they know what their children are learning.

There are clear links between self-evaluation and planning for improvement. The rigorous analysis of school data contributes constructively to setting targets and improving standards. Members of the management team have observed practice in all classes. As a result, they make pertinent suggestions for improvement.

The school development plan includes relevant areas for attention with appropriate targets, timescales and allocation of funds. It is a working document and provides an effective agenda for taking the school forward. An example of this is the way in which the school improved the use of ICT. Planning has enabled staff to learn from best practice elsewhere and to invest carefully in equipment. This has resulted in pupils' increased confidence and ability to make relevant use of tablet computers.

The school is making good progress in addressing targets in relation to aspects of numeracy and literacy. However, the focus on raising attendance levels is less successful and, although there is a current increase in levels of attendance, comparisons with similar schools remain low.

### **Partnership working: Good**

The school works effectively with a range of partners to support pupils' learning and wellbeing.

There are strong links with parents and the community and the school benefits from various visitors who come to speak and work with pupils. For example, a governor who works in the local steel industry helps pupils in Year 6 to understand the working environment surrounding the school.

The school hosts a mother and toddler group that meets in the Foundation Phase building once a week. This enables school staff to ensure that those who attend are helped to have a smooth start to their school life.

The school works well with its partner primary and secondary schools to share understanding of standards and assessments. It is a member of a very effective partnership to fund a transition teacher, who works with pupils in Year 6 one day each week. This teacher continues to work with the pupils in the secondary school. These links support the specific needs of individual pupils well.

The school works collaboratively with the local authority. The beneficial link between the learning support class and centrally employed specialist staff is a positive example of this. Various staff members, including the headteacher, have worked directly to support other schools. This usefully raises the school's general awareness of best practice.

### **Resource management: Good**

The school has sufficient staff to meet its requirements. The headteacher deploys teachers and learning assistants and other support staff effectively. There are suitable opportunities for staff to take part in training relating to school and national priorities. Teaching assistants receive appropriate support to enable them to contribute effectively to pupils' learning. The school uses a suitable range of resources well, including ICT, to interest and to engage learners.

The school provides suitable training to respond to the needs of staff identified through performance management procedures. Teachers and support staff collaborate well to share knowledge and understanding that they develop from training or visits and collaborations with other schools.

The headteacher and governing body manage the school budget well and ensure that spending is linked to the priorities of the school improvement plan. However, the school currently has surpluses in excess of recommended levels, which it plans to reduce. The school uses the Pupil Deprivation Grant appropriately to enable pupils eligible for free school meals to receive additional support in order to raise their achievement to the expected levels.

In view of the effective way the school uses its funding and the outcomes achieved by pupils, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6712191 - Blaenbaglan Primary School

Number of pupils on roll	306
Pupils eligible for free school meals (FSM) - 3 year average	4.0
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	41	39	32
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	80.5	87.2	93.8
Benchmark quartile	3	3	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	41	39	32
Achieving outcome 5+ (%)	82.9	87.2	93.8
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	34.1	48.7	53.1
Benchmark quartile	2	2	1
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	41	39	32
Achieving outcome 5+ (%)	90.2	92.3	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	26.8	43.6	46.9
Benchmark quartile	3	2	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	41	39	32
Achieving outcome 5+ (%)	85.4	97.4	100.0
Benchmark quartile	4	3	1
Achieving outcome 6+ (%)	53.7	84.6	90.6
Benchmark quartile	2	1	1

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.

**6712191 - Blaenbaglan Primary School**

Number of pupils on roll	306
Pupils eligible for free school meals (FSM) - 3 year average	4.0
FSM band	1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	44	40	38	40
<b>Achieving the core subject indicator (CSI) (%)</b>	84.1	95.0	81.6	82.5
Benchmark quartile	3	2	4	4
<b>English</b>				
Number of pupils in cohort	44	40	38	40
Achieving level 4+ (%)	88.6	97.5	86.8	82.5
Benchmark quartile	3	2	4	4
Achieving level 5+ (%)	34.1	37.5	36.8	70.0
Benchmark quartile	3	3	3	1
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	44	40	38	40
Achieving level 4+ (%)	84.1	95.0	89.5	92.5
Benchmark quartile	4	2	4	3
Achieving level 5+ (%)	38.6	35.0	42.1	60.0
Benchmark quartile	2	3	3	1
<b>Science</b>				
Number of pupils in cohort	44	40	38	40
Achieving level 4+ (%)	88.6	97.5	86.8	92.5
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	45.5	62.5	52.6	32.5
Benchmark quartile	2	1	2	4

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary questionnaire (overall)

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.	120	120 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	117	112 96%	5 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	119	118 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	120	118 98%	2 2%	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.	120	118 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	118	116 98%	2 2%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	119	119 100%	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.	119	118 99%	1 1%	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.	119	110 92%	9 8%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	120	110 92%	10 8%	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.	110	90 82%	20 18%	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	114	103 90%	11 10%	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.	25	18 72%	7 28%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	25	20 80%	5 20%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	25	20 80%	5 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.	25	19 76%	6 24%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	25	16 64%	9 36%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	25	19 76%	6 24%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	25	18 72%	7 28%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	24	14 58%	7 29%	1 4%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	25	19 76%	5 20%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	24	17 71%	6 25%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	25	17 68%	7 28%	1 4%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	24	15 62%	7 29%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	25	18 72%	6 24%	1 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	25	19 76%	6 24%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	25	10 40%	10 40%	1 4%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	24	16 67%	7 29%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	22	13 59%	6 27%	1 5%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	24	16 67%	6 25%	1 4%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	25	19 76%	6 24%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

### Appendix 3

#### The inspection team

Mr Gregory John Owens	Reporting Inspector
Mrs Mary Elspeth Dyas	Team Inspector
Andrea Louise Davies	Lay Inspector
Mr Simon Christopher Roberts	Peer Inspector
Ms Susan Roche	Peer Inspector
Mr Peter Curnow (Headteacher)	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### 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.