



*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**

**Blenheim Road Community Primary School  
Blenheim Road  
St Dial's  
Cwmbran  
NP44 4SZ**

**Date of inspection: March 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 date: 01/06/2015**

## Context

Blenheim Road Community Primary is located in the town of Cwmbran in the Torfaen local authority. The school has 207 pupils, including the part-time nursery. There are seven classes, with four single aged classes in the Foundation Phase and three mixed aged classes in the juniors.

Around 49% of pupils are eligible for free school meals, which is well above the national average. The school identifies 28% of pupils as having additional learning needs, which is above the national average. No pupils have statements of special educational needs. A very few pupils speak Welsh as their first language at home and no pupils speak English as an additional language.

The executive headteacher took up her post in September 2014. The school's last inspection was in January 2009.

The individual school budget per pupil for Blenheim Road Community Primary School in 2014-2015 means that the budget is £4,465 per pupil. The maximum per pupil in the primary schools in Torfaen is £14,422 and the minimum is £2,940. Blenheim Road Community Primary School is fourth out of the 29 primary schools in Torfaen in terms of its school budget per pupil.

## Summary

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

### Current performance

The school is adequate because:

- In 2014, pupils' performance at the expected and higher-than-expected levels at the end of the Foundation Phase and key stage 2, showed notable improvement from performance in the previous three years
- Pupils who have support for additional learning needs make good progress in relation to their individual targets and starting points
- Most pupils have made a notable improvement in developing their reading skills and many read at a level at least in accordance with their age and enjoy reading
- Many pupils are developing good mathematical skills and show a good understanding of a range of mathematical concepts
- Most pupils display enthusiasm for learning Welsh and ask and respond to simple questions following familiar language patterns
- Most teachers plan interesting lessons and use a good range of effective teaching strategies to engage pupils
- Care, support and guidance for all pupils are of high quality
- The school promotes strong social and moral values that result in most pupils being polite, helpful and very well behaved

However:

- Pupils do not extend their literacy skills enough by writing longer pieces for a wide range of different audiences or purposes or learn to improve their work by redrafting
- Pupils' standards of handwriting, punctuation, and grammar are too variable
- The school's curriculum does not always allow enough opportunities for pupils to apply their numeracy skills across the curriculum
- Teachers do not always use marking to follow up on common errors in pupils' work consistently enough or identify ways in which they can improve their work clearly enough
- Teacher assessments of key stage 2 pupils' work in English do not always accurately reflect the standards seen in the scrutiny of pupils' work during the inspection
- On occasions an over reliance on published schemes limits opportunities for more creativity and flexibility in teachers' approach to lesson planning

## Prospects for improvement

The school's prospects for improvement are good because:

- The executive headteacher provides strong and inspirational leadership and manages the school very efficiently
- The senior leadership team provide clear strategic direction, which they communicate well to staff, pupils, governors and parents
- All staff have a clear understanding of their roles and responsibilities and undertake these conscientiously and purposefully
- Governors are developing their ability to analyse information on pupil outcomes in order to ask challenging questions well
- There is clear evidence of improvement across key aspects of the school's work during the last year, particularly in the quality of teaching, the strong provision for pupils' wellbeing and improved standards in pupils' reading and mathematical skills
- There is a clear link between the school's self-evaluation procedures and planning for improvement
- The school improvement plan focuses well on improving standards
- There are worthwhile links with a range of partners to improve pupils' standards and to enhance their wellbeing
- The school manages its financial and staff resources effectively

## Recommendations

- R1 Improve pupils' handwriting, punctuation and grammar and ensure that they develop redrafting strategies to improve their written work
- R2 Improve pupils' ability to write at length for different audiences and purposes
- R3 Provide more opportunities for pupils to apply their numeracy skills across the curriculum
- R4 Ensure that teachers use marking more consistently to follow up on common errors in pupils' work and help pupils to know how they can improve
- R5 Further develop self-evaluation so that it is consistently applied and embedded across the school, with a focus on clearly measureable outcomes

### 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

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

**Adequate**

### **Standards: Adequate**

The school's baseline assessment indicates that on entry many pupils have knowledge, understanding and skills notably below the average for pupils of a similar age. By the time pupils reach Year 6, most make sound progress in many aspects of their work. They have good recall of the work they cover and build appropriately on their skills as they move through the school. Many pupils who receive support to improve their literacy and numeracy skills make worthwhile progress in intervention groups. Pupils who have support for additional learning needs make good progress in relation to their individual targets and starting points.

Throughout the school, many pupils listen well and sustain their concentration for appropriate lengths of time. In the Foundation Phase, most pupils talk enthusiastically about their work and answer questions readily, using appropriate vocabulary. Many older pupils in key stage 2 express their opinions confidently and articulately. Most pupils across the school enjoy engaging visitors in conversation, explain their work and discuss trips and visits well.

In the last year, across the school, most pupils have made notable improvements in developing their reading skills. In the Foundation Phase, many older pupils read well and at a level appropriate for their ability. They have effective strategies to decode unfamiliar words. As they move through key stage 2, many pupils read with expression and have a clear understanding of what they have read. Pupils who are more able use appropriate strategies to extract information from text. Many pupils across the school have a positive attitude towards reading and discuss their favourite authors with enthusiasm.

In the Foundation Phase, many pupils make satisfactory progress in developing their writing skills. Many form letters correctly and convey their ideas appropriately in simple sentences, for example when they write about healthy eating. By the end of key stage 2, a majority of pupils express their ideas well using more extended vocabulary in short paragraphs, for example when writing about their visit to Cog Moors and to a chocolate factory as part of their history topic. However, most pupils do not extend their skills enough by writing longer pieces for a wide range of different audiences or purposes. Although the content of older pupils' work is sometimes imaginative, many make too many basic punctuation and grammatical errors and standards of handwriting vary considerably. Many pupils do not redraft their work enough to ensure that it improves.

Most pupils in the Foundation Phase are developing good mathematical skills. Many count confidently in twos, fives and tens and demonstrate good mental skills to add and subtract numbers within ten. Older Foundation Phase pupils name, compare and order two and three-digit numbers correctly. They apply their numeracy skills well, for example when they use tally marks and bar charts successfully for a range of purposes, and in simple problem solving activities involving addition and

subtraction of money. In key stage 2, many pupils show a good understanding of a range of mathematical concepts and they generally use the correct mathematical vocabulary when talking about their work. By Year 6, many pupils understand place value to thousands and round numbers accurately. Many have very good mental recall of multiplication facts and the more able calculate fractions with increasing speed and accuracy. Many have appropriate data-handling skills and record data on a bar chart accurately. However, many pupils' problem-solving skills are at an early stage of development. Despite the good standards that many pupils achieve in mathematics, their ability to apply their numeracy skills in other curriculum subjects is underdeveloped.

In both key stages, most pupils display enthusiasm for learning the Welsh language. In the Foundation Phase, most pupils ask and respond to simple questions following familiar patterns. Many pupils in key stage 2 use Welsh to answer a range of questions about common themes, and extend their answers appropriately. Many pupils' Welsh reading skills are developing well and they demonstrate a sound understanding of the text. Many older pupils are beginning to use patterns that are more complex in their writing, both within Welsh lessons, and across other areas of the curriculum.

In 2014, performance at the expected and higher-than-expected levels for pupils at the end of the Foundation Phase and end of key stage 2 showed notable improvement from performance in the previous three years across all indicators.

In the Foundation Phase in 2014, the improvement in pupils' literacy and mathematical development at the expected outcome 5 places the school in the top 25% when compared with other similar schools. Performance in literacy and mathematical development at the higher-than-expected outcome 6 places the school in the higher 50% for literacy and in the lower 50% for mathematical development. Over the last three years, there has been a small improvement in pupils' outcomes for literacy at the higher-than-expected outcome but their outcomes in mathematical development have been variable.

In key stage 2, over the last four years, performance at the expected level 4 in English, mathematics and science has been variable. However, in 2014, there has been a notable improvement in performance across all three subjects, placing the school in the top 25%, when compared with other similar schools. At the higher-than-expected level 5, performance in English, mathematics and science places the school in the bottom 25%, apart from last year when it was in the top 25% of similar schools. However, teacher assessments of pupils' work in English do not always accurately reflect the standards seen in the scrutiny of pupils' work during the inspection.

In the Foundation Phase, pupils eligible for free school meals perform as well as their peers at the expected outcome 5 in literacy and mathematical development. At the higher-than-expected outcome 6, pupils eligible for free school meals consistently perform less well than their peers. Over the past three years, in key stage 2 at both the expected and higher-than-expected levels, pupils eligible for free school meals have generally performed less well than their peers. However, in 2014 pupils eligible for free school meals have outperformed their peers at the expected level 4, in all three subjects.

## **Wellbeing: Good**

Most pupils show a good awareness of how to lead healthy lives and understand the importance of eating and drinking healthily and taking regular exercise.

Most pupils' behaviour is good in and around the school, resulting in the school being a generally calm and orderly learning community. Nearly all pupils are courteous and respectful of each other and adults and feel happy and safe in school. Most pupils display a pride in their school and demonstrate positive attitudes to their learning.

The school's involvement in the community is good. For example, pupils have designed a logo for a local community group and participate in regular family community events. This supports the development of pupils' social skills well. The school council gives pupils appropriate opportunities for taking responsibility and enables them to contribute well to school decision-making, for example when establishing the effective playground 'buddy' system where older pupils play games with younger pupils at lunchtimes. The school gives a high priority to the pupil voice, and pupils are becoming more involved in making choices about how and what they learn. At the beginning of each topic, many Foundation Phase pupils choose which areas they would like to investigate further and teachers adapt their planning and areas of learning accordingly. However, this is at an early stage of development in key stage 2.

Pupils' attendance has improved in the last year due to a range of new and effective strategies and the diligent work of the school in promoting regular attendance. The school reports its current rate of attendance as 94.7%. For three out of the last four years, pupils' attendance has placed the school in the top 25% when compared with similar schools. The number of persistent absentees has reduced significantly and most pupils arrive on time for school and start their lessons promptly.

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

During the last year, the school has reviewed its curriculum and introduced a topic-based scheme. This has provided a more broad and balanced curriculum. A consistency of approach across the school ensures continuity and progression in pupils' skill development, although not all activities provide sufficient challenge for pupils that are more able. Topics provide pupils with a range of interesting learning experiences, such as educational visits to Caerleon and Barry island to study the history and geography of Wales. However, an over reliance on published schemes limits opportunities for more creativity and flexibility in teachers' approach to lesson planning. As a result, pupils' extended and creative writing skills are underdeveloped.

Teachers and leaders review their planning regularly to build progressively on pupils' previous learning. This ensures an appropriate focus on developing pupils' skills in numeracy. However, in too many instances, teachers do not provide enough opportunities for pupils to apply their numeracy skills in other subjects. The school is making sound progress with the implementation of the National Literacy and



Numeracy Framework. Teachers place strong emphasis on raising pupils' standards in reading and this develops pupils' enthusiasm for reading well. The school plans a range of effective intervention strategies, which support targeted pupils successfully and ensure that these pupils improve their literacy skills appropriately.

The school develops pupils' Welsh language skills appropriately and the recent introduction of the Criw Cymraeg is encouraging pupils to use more Welsh around the school on a daily basis. A good range of curriculum opportunities and activities, such as an annual eisteddfod promote Welsh culture and heritage successfully.

Pupils benefit from a wide range of visits and extra-curricular clubs, which further enhance their time in school. Residential visits to places such as Talybont support the development of pupils' learning and their social and life skills well. The school promotes education for sustainable development effectively through activities such as recycling and saving energy. However, global citizenship and pupils' understanding of the wider world are less well developed.

### **Teaching: Good**

Most teachers motivate and engage pupils well. The strong working relationships between staff and pupils and the use of positive praise support pupils' wellbeing effectively and gives them confidence to undertake new learning experiences. In the Foundation Phase, all staff work together well as a team to promote pupils' independent learning skills effectively. They provide a good balance of structured and free choice learning activities both in and out of doors.

Most teachers use open-ended questions to develop pupils' thinking skills and to extend their learning well. Nearly all teachers set out learning objectives clearly and lesson introductions are brisk and purposeful. As a result, most pupils sustain interest in their learning and progress well. However, in a very few lessons, teachers talk for too long and this means a lack of time for pupils to engage in the follow-up task in order to make suitable progress. In many lessons, classroom management is effective and this promotes good behaviour and engagement in learning. Teaching assistants support pupils' work well in lessons and withdrawal sessions.

All teachers mark pupils' work regularly and comment positively on pupils' achievements. In the best examples, teachers' comments focus well on helping pupils to know how to improve their work and to achieve their targets. However, a minority of teachers do not always follow up on common errors in pupils' writing well enough or clearly inform pupils of how they can improve.

Most teachers encourage pupils to evaluate their own and each other's work. Pupils are beginning to use these skills well to improve their learning, but this is at an early stage. The school uses a wide range of data effectively to monitor pupils' progress, to identify pupils who need additional support and to plan appropriately to meet their needs.

Teachers use a broad range of assessments and a computerised tracking system to monitor pupils' progress effectively. They use this information to identify and meet the needs of individuals and specific groups of pupils appropriately. Annual reports to parents are of a good quality and keep parents well informed about their child's progress.

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

The development of pupils' wellbeing is a high priority in the school. Staff provide well for pupils' spiritual, moral, social and cultural development through daily acts of collective worship and an interesting range of curriculum activities. There are very good opportunities for pupils to reflect on their own beliefs, personal qualities and skills through the highly effective 'values system'. This promotes fairness, honesty, thoughtfulness and respect well.

All staff have clear expectations of pupils' behaviour and provide opportunities for them to resolve conflict independently in a calm and supportive manner. As a result, most pupils understand, and conform to, the school's rules and display high levels of respect, care and consideration for others. Teaching assistants work closely with teachers to deliver a range of comprehensive and specialised intervention programmes. This provision of early and high quality nurture intervention leads to improvements in attendance, behaviour, achievement and self-esteem.

The school has the appropriate arrangements to promote healthy eating and drinking. All pupils have good opportunities to be physically active, with a broad range of suitable playground activities and resources available. This has a positive impact on pupils' behaviour outdoors. Teachers provide good opportunities to develop pupils' physical fitness, for example through the after-school sports clubs, such as rugby and street dance.

The school identifies pupils with additional needs at an early stage and provides extensive high quality support for vulnerable pupils with wide ranging needs. This is strength of the school. Teachers keep parents well informed about their child's progress.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

## **Learning environment: Good**

The school is a welcoming and inclusive community, which values and treats all pupils equally. All members of staff work together closely to promote strong moral values that result in nearly all pupils being polite, helpful and tolerant of the views of others. There is a strong focus on these aspects in school assemblies and through the curriculum, successfully promoting high levels of mutual respect. This means that all pupils feel valued and have high levels of wellbeing.

All pupils have equal access to the life and work of the school and to the extensive range of engaging extra-curricular activities. The school uses the Pupil Deprivation Grant well to provide access for vulnerable pupils to clubs such as 'project nest box' and cookery. This boosts their self-esteem and develops their understanding of caring for their environment well.

The school environment is welcoming, attractive, generally well maintained and secure. There are plenty of good quality resources throughout the school. Teachers ensure that displays are attractive and informative. These promote and celebrate

pupils' learning well. Most classrooms are of a good size and the school makes effective use of its facilities, including its forest school area, to enrich the learning experiences of pupils and parents effectively. All Foundation Phase classrooms have appropriate access to outdoor areas for learning. The extensive grounds provide plenty of space for sports.

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

The executive headteacher provides strong and inspirational leadership and manages the school very efficiently. She has a clear vision for the development of the school, which she communicates well to staff, pupils, governors and parents. Senior leaders have high expectations of staff and pupils, based on a sound understanding of the strengths of the school and its priorities for development, and provide a good balance of challenge and support.

Following a period of change, senior managers have redefined the roles and responsibilities of the staff and the senior leadership team. All staff have a clear understanding of their roles and responsibilities and undertake these conscientiously and purposefully. Performance management processes are thorough. They identify individual and whole school training needs and lead to improvements in the quality of teaching and learning and raising pupil outcomes, especially in reading and spelling skills.

Senior management and staff meetings focus well on school improvement priorities. Leaders monitor the impact of decisions made at these meetings well. All staff share good practice, work well as a team and participate fully in decision-making in order to take the school forward. They are making sound progress in developing a skills based approach to planning the curriculum, in line with the National Literacy and Numeracy Framework.

The school takes good account of local and national priorities. This has led to improvements in pupils' attendance and in the effective promotion of healthy eating and drinking initiatives. The school has made good progress in addressing the link between under-achievement and deprivation.

Governors have a clear understanding of the current performance of the school and ensure that it meets its statutory obligations appropriately. They are developing their ability to analyse information about pupils' outcomes in order to ask challenging questions and to share the aim of senior managers to improve the school's performance.

### **Improving quality: Adequate**

The school is developing a culture of self-evaluation and of working collectively to raise standards and to improve provision. In a short time, the new leadership team have undertaken a more focused range of monitoring to help them to identify priorities for school improvement. They draw appropriately on first-hand evidence, including analysis of tracking data, scrutiny of pupils' books, lesson observations and

analysis of feedback from questionnaires to parents and pupils. A clear timetable sets out a beneficial range of monitoring activities to take place over a longer timescale and to accurately measure the impact of planned actions, with a clearer focus on pupil outcomes. However, monitoring practice is yet to embed fully and does not always provide clear, concise and measurable evidence of impact that links to improving pupil outcomes. The self-evaluation report presents an honest and generally accurate picture of the school's strengths and areas for development.

Leaders use a suitable range of performance data purposefully to plan for improvement. They collaborate successfully with teachers in other local schools to develop numeracy and literacy initiatives, and to improve the accuracy of teacher assessments.

Senior leaders make effective use of reviews and reports from the external challenge adviser, for example the use of lesson observations to improve standards of teaching and learning. The school has made suitable use of the data from the national numeracy and literacy tests to identify areas for improvement in mathematical reasoning. These form an appropriate part of the school's development plan.

There is a clear link between the school's self-evaluation procedures and planning for improvement. In the time available, the headteacher has focused appropriately on addressing issues that have the biggest impact on improving pupils' outcomes. Consequently, recent initiatives have led to improved pupil outcomes in reading, spelling and mathematical skills. Leaders monitor the progress of the plan appropriately on a regular basis.

### **Partnership working: Good**

The school works well with a range of partners to improve pupils' standards and to enhance their wellbeing. Parents feel comfortable in approaching the school with suggestions. The school actively seeks feedback from them in order to bring about improvements for their children. The new parents' forum gives parents opportunities to voice their opinion about school matters. The weekly 'show and share' sessions are highly successful in developing parents' understanding of how the school teaches literacy and mathematical skills. This helps parents to support their children's education at home effectively.

There are successful transition arrangements for pupils moving to the high school that enable pupils to move to the next stage of education with confidence. The school shares the budgeting for staff training and development effectively with another local school. This improves pupils' learning experiences and makes best use of available monies. Good links with the youth service improve transition for vulnerable pupils who need additional support.

The school has worthwhile links with a range of professional education and health partners to improve working practices. Recent school projects, such as the nurture groups, have a positive effect on raising pupils' self-esteem and engagement in learning and in improving the attendance of targeted pupils.

There is constructive co-operation with other local primary schools to share good practice. This is helping teachers to have realistic expectations about pupils' performance.

The school has useful links with the community to support pupils' wellbeing. The local community police officer visits the school regularly to provide pupils with beneficial guidance about how to stay safe on the internet.

### **Resource management: Adequate**

All staff are suitably qualified and many readily take on additional training to improve their knowledge, understanding and skills. The headteacher deploys all staff effectively to make best use of their experience and expertise. Many support staff lead intervention groups successfully. This helps to promote high levels of pupils' wellbeing and improves behaviour and attendance for targeted pupils. All teachers receive appropriate time for planning, preparation and assessment, and senior managers receive additional non-contact time for leadership duties, when required.

All staff benefit from a wide range of professional development opportunities and the school uses its performance management process well to identify teachers' training needs. The impact of the recent training on what makes effective teaching is evident in the good practice observed throughout the school.

The school manages its budget efficiently to meet the priorities outlined in the school improvement plan, for example in purchasing reading resources.

The school makes good use of the Pupil Deprivation Grant from the Welsh Government to improve outcomes for disadvantaged pupils, through the provision of targeted intervention programmes and extra-curricular activities. This has a positive impact on their standards of reading and wellbeing and their self-esteem.

The school manages financial and staff resources effectively. Many new initiatives are at an early stage and have not had time to impact fully on raising pupils' standards and, as a result, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6782323 - Blenheim Road Community Primary School

Number of pupils on roll	194
Pupils eligible for free school meals (FSM) - 3 year average	49.0
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	31	24	23
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	67.7	58.3	100.0
Benchmark quartile	3	4	1
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	31	24	23
Achieving outcome 5+ (%)	74.2	62.5	100.0
Benchmark quartile	3	4	1
Achieving outcome 6+ (%)	16.1	4.2	30.4
Benchmark quartile	3	4	2
<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	31	24	23
Achieving outcome 5+ (%)	87.1	87.5	100.0
Benchmark quartile	2	2	1
Achieving outcome 6+ (%)	16.1	4.2	17.4
Benchmark quartile	3	4	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	31	24	23
Achieving outcome 5+ (%)	77.4	87.5	100.0
Benchmark quartile	4	3	1
Achieving outcome 6+ (%)	29.0	20.8	52.2
Benchmark quartile	2	4	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.

**6782323 - Blenheim Road Community Primary School**

Number of pupils on roll	194
Pupils eligible for free school meals (FSM) - 3 year average	49.0
FSM band	5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	39	36	25	26
<b>Achieving the core subject indicator (CSI) (%)</b>	74.4	38.9	72.0	96.2
Benchmark quartile	2	4	3	1
<b>English</b>				
Number of pupils in cohort	39	36	25	26
Achieving level 4+ (%)	79.5	50.0	80.0	96.2
Benchmark quartile	2	4	3	1
Achieving level 5+ (%)	0.0	5.6	12.0	38.5
Benchmark quartile	4	4	4	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	39	36	25	26
Achieving level 4+ (%)	84.6	69.4	88.0	96.2
Benchmark quartile	1	4	2	1
Achieving level 5+ (%)	0.0	5.6	4.0	53.8
Benchmark quartile	4	4	4	1
<b>Science</b>				
Number of pupils in cohort	39	36	25	26
Achieving level 4+ (%)	92.3	50.0	80.0	96.2
Benchmark quartile	1	4	3	1
Achieving level 5+ (%)	0.0	2.8	0.0	38.5
Benchmark quartile	4	4	4	1

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	er of respon ses Nifer o ymate	Agree Cytun o	Disagr ee Anghyt uno	
I feel safe in my school.	82	79 96% 98%	3 4% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	82	63 77% 92%	19 23% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	82	80 98% 97%	2 2% 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	82	74 90% 97%	8 10% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	82	80 98% 96%	2 2% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	82	78 95% 96%	4 5% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	82	82 100% 99%	0 0% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	82	80 98% 98%	2 2% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	82	71 87% 91%	11 13% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	82	82 100% 95%	0 0% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	82	43 52% 77%	39 48% 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	82	60 73% 84%	22 27% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.



## Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

### Appendix 3

#### The inspection team

Susan Davies	Reporting Inspector
Gill James	Team Inspector
Andrea Louise Davies	Lay Inspector
Louise Williams	Peer Inspector
Gill Ellis (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.