



*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**

**Monnow Primary School  
Darent Close  
Newport  
NP20 7SQ**

**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 date: 30/04/2015**

## Context

Monnow Primary School is in Bettws in the Newport local authority. The school currently has 376 pupils on roll including 44 who attend the part-time nursery class.

The school has 19 classes, including two nursery classes, four mixed-age classes, 12 single-age classes and three classes for pupils with additional learning needs. The school has 17 full-time and four part-time teachers.

Around 39% of pupils are eligible for free school meals, which is above the Welsh average of around 21%. Around 10% of pupils come from ethnic minority backgrounds and have English as an additional language. The school has identified around 51% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs. No pupils speak Welsh as their first language.

The school was last inspected in 2010. The current headteacher has been in post since 2008.

The individual school budget per pupil for Monnow Primary school in 2014-2015 means that the budget is £4,261 per pupil. The maximum per pupil in the primary schools in Newport is £5,443 and the minimum is £2,459. Monnow Primary school is fifth out of the 50 primary schools in Newport 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:

- Many pupils make good progress as they move through the school
- Many pupils use their thinking and problem solving skills to a high standard
- Most pupils enjoy their work and concentrate very well in class
- Learning experiences support the development of pupils' independent learning skills highly effectively
- Teaching is good
- The school understands the needs of its pupils very well
- The learning environment, both inside and outside, is of high quality

### Prospects for improvement

The schools prospects for improvement are good because:

- The headteacher provides effective leadership
- All staff work well together and share the school's values and aims
- Governors are well informed about all aspects of the school's work
- The school has sound self-evaluation processes
- The school makes good use of a wide range of first-hand evidence for self-evaluation
- The school works effectively with a wide range of partners, particularly parents and the local cluster of schools

## Recommendations

- R1 Raise standards of writing in Welsh, particularly at key stage 2
- R2 Improve pupils' attendance further
- R3 Develop the role of the governing body in directly monitoring the work of the school

### **What happens next?**

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Good

#### Standards: Good

The school's baseline assessment indicates that on entry to school many pupils have knowledge, understanding and skills at or below the level expected for their age. Pupils generally make good progress in relation to their starting point as they move through the school.

By the end of the Foundation Phase, most pupils speak clearly and express their ideas confidently. They enjoy talking about when and how they celebrate their birthday and whom they would like to invite to the party. Most pupils enjoy reading and they have a good understanding of different texts. Most read aloud with fluency and expression. They use their phonic skills and other strategies well to help them to work out the sound and meaning of unfamiliar words. They enjoy talking about books and are able to express valuable opinions on the content. Most pupils make good progress in developing their writing skills. They write using an increasing range of interesting vocabulary to express their ideas, for example when putting together a recipe for a successful celebration. They make good use of phonic skills to spell simple words correctly. Many pupils use a range of simple punctuation correctly. A minority of more able pupils use commas, questions marks and exclamation marks regularly in their work.

By the end of key stage 2, most pupils express their ideas clearly. They know how to express their opinions confidently, for example when they talk about their skills as learners. They are able to develop and argument well, for example when talking about the positive and negative effects of the Aswan Dam in Egypt. Overall, most pupils read well and have a good understanding of texts. They use higher order reading skills effectively in different subjects, for example when collating and presenting information in note form about the rainforests and when working independently in the learning zones. Many pupils develop strong writing skills across different genres of writing. They plan, draft and redraft their work successfully. Many older pupils structure their writing effectively. They pay good attention to punctuation and use paragraphs appropriately to present ideas coherently to the reader. Most make good use of their literacy skills across the curriculum, for example when re-telling traditional Welsh stories. Across the school, most pupils present their work to a high standard.

By the end of the Foundation Phase, many pupils use their knowledge of numbers well to solve problems involving time, shape and measurement. For example, pupils playing in the sand fill and empty containers and discuss the differences between them with confidence. They use a range of appropriate mathematical vocabulary and make good use of practical apparatus to support their calculations and in recording their results accurately.

In key stage 2, most pupils use a range of methods accurately when adding, subtracting, multiplying or dividing and have well-developed strategies for checking

the accuracy of their calculations. Many pupils make good use of their mathematical skills across the curriculum. For example, older key stage 2 pupils produce detailed instructions for making a moving toy, which includes measurements. Many pupils use a range of data handling skills confidently, for example when analysing statistics linked to the Welsh rugby team and the six nations tournament.

In the Foundation Phase, most pupils make good progress in learning Welsh. They use simple greetings and phrases successfully. They understand a range of instructions and commands and respond confidently to questions about themselves and their likes and dislikes, both in lessons and around the school. They enjoy sharing Welsh books and show a suitable understanding of the stories. Many write simple sentences, giving personal information. In key stage 2, pupils show a good understanding of the vocabulary used and respond confidently using past and future tenses when sharing personal information. They read Welsh books competently, with suitable expression, and show a good understanding of the vocabulary. Pupils record information about themselves and are beginning to use the past tense, but this is underdeveloped.

In the Foundation Phase, many pupils use their thinking skills very well, for example when making a list of what they need to pack to take on a camping trip and when constructing a boat to help the gingerbread man across the river. In key stage 2, pupils are developing their thinking and problem solving skills highly effectively. They use a wide range of strategies that enable them to solve problems successfully in a range of different contexts.

Most pupils with additional needs, and those who have English as an additional language, make good progress as they move through the school.

Performance data includes three resources base classes at the school. Over the past three years, when compared with that of similar schools, the performance of pupils at the end of the Foundation Phase has fluctuated at the expected outcome 5. The performance of pupils in literacy skills has placed the school in either the higher 50% or the top 25% of similar schools. The performance of pupils in mathematical skills has placed the school between the lower 50% and the top 25%. At the higher outcome 6, the performance of pupils in literacy and mathematical skills has fluctuated, moving the school between the top 25% and higher 50% of similar schools.

Performance in English, mathematics and science at the end of key stage 2 has placed the school between the lower 50% and the bottom 25% when compared with similar schools. At the higher level 5, pupils' performance over the last three years has placed the school consistently in the higher 50% for English and between the higher 50% and the top 25% for mathematics. Pupils' performance in science has placed the school consistently in the top 25% when compared with similar schools.

In the Foundation Phase in 2014, pupils eligible for free school meals outperformed their peers in literacy skills and mathematical skills at the expected outcome 5. At the higher outcome 6, pupils eligible for free school meals outperformed their peers in literacy skills but performed less well than their peers in mathematical skills.

In key stage 2, pupils eligible for free school meals outperformed their peers in mathematics and science, but performed marginally less well than their peers in English. At the higher level, pupils eligible for free school meals performed less well than their peers in all subjects.

### **Wellbeing: Good**

Most pupils enjoy their work and concentrate very well in class. They behave well, show high levels of respect, care and concern for others and take on responsibilities readily. They work co-operatively in pairs and groups in classes and independent learning areas.

Most pupils show a good understanding of the importance of fitness and healthy living and many take part in extra-curricular activities that promote these aspects successfully.

Pupils enjoy taking on a variety of roles and responsibilities. They are actively involved in decision-making. The student voice and committees such as the nutrition group undertake a number of useful activities, including taking responsibility for the healthy snacks and improving the dining room at lunchtime.

Pupils participate in a range of community activities. This includes involvement with a local food bank to support those less fortunate than themselves and regular invites to local senior citizens to be involved in school events. This enables pupils to develop their life and social skills effectively.

Pupils' attendance improved in 2014, and places the school in the higher 50% when compared with similar schools. For two out of the last three years, pupils' attendance placed the school in the bottom 25% when compared with similar schools. Pupils are aware of the importance of regular attendance.

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

All teachers plan for and deliver a rich and varied curriculum that meets the needs of all pupils to a very high standard. They ensure that, across the school, pupils contribute extensively to how and what they learn. The school's consistent approach to planning ensures that nearly all pupils build successfully on previous learning as they move through the school.

Highly effective and stimulating learning experiences provide pupils with a wide range of opportunities to develop their independent learning skills. This encourages pupils to think maturely and give reasoned responses. Across the school, regular and effective use of the outdoor learning environment enriches the curriculum and impacts positively on pupils' learning. Many pupils benefit from a wide range of extra-curricular activities.

Teachers plan effectively for the development of pupils' skills across the curriculum. Their highly creative and imaginative approach to developing and scaffolding pupils'



skills impacts positively on pupils' standards and wellbeing. A wide range of information and communication technology (ICT) experiences link well across all areas of learning. Teachers provide worthwhile opportunities to develop pupils' literacy, numeracy and problem solving skills in well-structured and challenging literacy and mathematics lessons.

Provision to promote pupils' understanding of the culture and heritage of Wales is good. Provision for Welsh language development in the Foundation Phase successfully promotes pupils' use of the language in a variety of contexts. Provision in key stage 2 successfully promotes pupils' oral skills both within and outside Welsh lessons, for example through the weekly Welsh assemblies, attractive, informative displays, siop ffrwythau and the work of the Criw Cymraeg. Provision to develop pupils' reading skills is good. However, opportunities to develop independent extended writing skills are limited.

The provision for the development of pupils' understanding of sustainability is a strong feature of the school. The eco council provides an effective lead, monitoring and rewarding classes who act in a sustainable way. This has had a positive impact on the way the school uses energy. The school make very effective use of the forest school to enhance pupils' understanding of their environment. The majority of pupils have a good awareness of fair-trade and enjoy learning about other countries as part of their topic work. There are good links with schools in France and Germany, which enable pupils to learn about the lives of others in the wider world through first-hand experiences such as digital conferencing. This develops awareness of pupils' roles as global citizens well.

### **Teaching: Good**

Teachers have good subject knowledge. Teachers and teaching assistants work very effectively together to support pupils' learning and they have high expectations of all pupils. They establish good working relationships with pupils that foster learning and they manage pupils' behaviour positively and effectively across the school. All teachers set interesting tasks and provide stimulating resources that build effectively on previous learning. Activities engage pupils' interest well, link successfully to topics and motivate pupils to learn. Staff ask challenging questions that develop pupils' skills well and link effectively to the school's focus on the development of learning skills. All teachers ensure that pupils are aware of the learning objectives and expectations of the lessons.

All teachers use assessment for learning strategies well. They make good use of peer and self-assessment to enable pupils to evaluate their own work and the work of others with confidence. All teachers mark pupils' work regularly, providing beneficial oral and written feedback. Pupils are encouraged to use the learning prompts clearly displayed in the learning areas. These enable them to act on the advice given and to identify what they need to do to improve.

The school has thorough tracking systems to ensure all pupils make good progress and receive appropriate support when required. Data tracking takes place at class, phase and whole school level. All staff make good use of the data to assess progress, to set targets and to clearly identify the next steps in pupils' learning. Portfolios of work show that staff assess pupils' work accurately.

Reports to parents are clear and informative and indicate appropriate areas for improvement. Teachers invite parents to discuss the progress of their child to develop new targets. Pupils have opportunities to discuss their progress and to agree their targets.

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

The school understands the needs of its pupils very well and has very effective arrangements for promoting pupils' wellbeing. There are well established strategies to support and develop pupils' attitudes to learning. These are applied consistently and are highly effective. The school successfully encourages and motivates pupils to achieve their best.

Staff consistently apply procedures for promoting good behaviour. Nearly all pupils value the high standard of care and support that they receive from staff. The recent introduction of a wellbeing officer provides effective support to pupils and their families and is having a positive impact on pupils' wellbeing

The school makes appropriate arrangements for promoting healthy eating and drinking. There are worthwhile opportunities for pupils to take plenty of exercise through timetabled physical education lessons, extra-curricular activities and well-organised games at playtimes.

Provision for pupils' spiritual, moral social and cultural development is very good. Through the wide range of opportunities available for pupils to work co-operatively on projects, and the organisation of the learning areas that promote social and independent learning, the school ensures that pupils develop the skills they need to work highly effectively, both individually and with their peers. The school make good use of visitors such as musicians and sports stars to develop the pupils' cultural development effectively. The daily assemblies are vibrant, thought provoking and challenging and are very successful in providing valuable opportunities for spiritual development.

Staff work very successfully with a relevant range of specialist services such as educational psychologists and counselling services to support vulnerable pupils and their families.

Provision for pupils with additional learning needs is a very strong feature of the school and is of high quality. Teachers have extensive and up-to-date knowledge of how to support vulnerable pupils, including those with emotional needs. Well-trained and well-deployed teaching assistants help to provide carefully-planned and well-targeted support for pupils through a wide range of intervention programmes. This has a positive impact on improving standards. In addition, it helps pupils, both in mainstream classes and the learning bases, to make significant improvements in their attitude towards learning, behaviour, confidence and self-esteem. There are comprehensive individual development plans to monitor and to evaluate the progress of each individual pupil. Lines of communication with parents and external agencies are highly effective and this collaborative working helps to provide a consistent, caring and calming environment for the school's most needy pupils.

The school has a range of effective procedures to encourage regular attendance and these have a positive impact and are well understood and supported by pupils and their parents. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Excellent**

The school has a very strong ethos to develop independence and a sense of moral and social responsibility, which supports the notion of mutual respect between children and adults at all times. The strong working relationships between staff and pupils are very effective in developing this highly positive ethos. The school is fully inclusive and all pupils have full access to all aspects of the curriculum. Nearly all pupils have positive attitudes to diversity and equality and a good understanding of fairness.

The learning environment provides a calm yet stimulating, attractive and conducive atmosphere for learning. Classrooms are a good size, well presented and organised to support effective teaching and learning. The independent learning areas are an outstanding feature of the learning environment and support the learning and wellbeing of pupils very well. The many attractive murals and displays, both in learning areas and in classes, provide high quality information to enhance and support learning and to show pupils' work to best advantage.

All learning areas, throughout the school, have excellent access to a wide range of ICT equipment, which all pupils use as a natural part of their learning. The extensive outdoor areas are developed thoughtfully to provide a stimulating environment. They include a very well-used and resourced forest school area and a stimulating and attractive school garden with raised beds for flowers and vegetables for all classes to use.

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

The headteacher provides strong, clear and purposeful leadership. With the support of the senior management team and a committed staff, she has a clear vision and philosophy for the school to develop innovative strategies that impact successfully on outcomes for children. This ensures that most pupils make good progress from low starting-points as they move through the school.

The staff, including support staff, have specific responsibilities to develop the school as a learning community. They share ideas enthusiastically and effectively to improve their professional practices. Senior staff manage the performance of all staff effectively and challenge underperformance rigorously.

The school works hard to address national and local priorities. It has successfully implemented the Literacy and Numeracy Framework. There are worthwhile interventions in place to improve the standards and wellbeing of pupils who suffer from any form of deprivation. The school is involved in partnership working and has established a number of effective networks of professional practice. For example,

sharing strategies to address differences in teaching methods in mathematics has resulted in greater consistency between the primary and secondary schools. The development of independent thinking skills across the school has had a significant impact on the quality of pupils' learning.

The governors are well informed about all aspects of the school's work and are involved in the self-evaluation process. They have started a programme of learning walks to aid them further in their understanding of school issues, but their role in directly monitoring the work of the school is less well developed. They consider data on school performance and challenge the school where appropriate. The governing body meets its responsibilities.

### **Improving quality: Good**

The school has sound processes for self-evaluation that identify effectively those aspects of the life of the school that require developing. These include analysing pupils' performance data, classroom observations, scrutinising pupils' work and taking the views of pupils and parents. Although descriptive at times, the self-evaluation report gives a clear picture of the school's current position.

Leaders and managers use the information in the self-evaluation report to compile a plan that contains a manageable number of priorities for improvement. Effective use is made of data tracking information and direct evidence from the scrutiny of lessons and pupils' work to plan for improvement. The priorities focus successfully on improving outcomes for pupils. Targets are precise and have measurable criteria to monitor success within the plan. The plan outlines responsibilities for overseeing each target and sets manageable timescales for improvement.

There is clear evidence that purposeful planning and effective action have led to improvements, especially in developing innovative teaching strategies successfully and delivering aspects of the Literacy and Numeracy Framework.

### **Partnership working: Good**

The school works effectively with a wide range of partners that have a beneficial effect on pupils' wellbeing and attainment.

The school works in close partnership with parents through an extensive range of effective strategies. Parents feel very welcome in school and are well informed about the work of the school through workshops, the website, letters and electronic communication. The school website provides pupils and parents with valuable information and support to develop literacy and numeracy skills. This has helped parents to support their children more effectively and has helped to raise standards. The parents' forum is effective in ensuring that parents are well informed and are able to contribute to making important decisions about the work of the school. The school holds useful sessions to provide parents with guidance and information on a range of topics, such as healthy eating and supporting their child with literacy.

Members of the local community are welcomed into school for events, and the school contributes positively to their local community, for example by contributing to 'Newport in Bloom'.

Partnership working with the local cluster of schools is effective in promoting pupils' learning through the sharing of good practice. The school has good joint working practices, including comprehensive transfer arrangements to the secondary schools. These arrangements help to prepare pupils well for the next stage of learning. Links with the pre-school setting on site are strong and these ensure that pupils settle well into school life. The school also works well with other primary schools in the area on a range of activities including the moderation and assessment of pupils' work. This ensures that there is accurate assessment of pupils' standards both within the school and across the cluster.

### **Resource management: Good**

School leaders manage resources effectively. They deploy all staff well, making the best use of their knowledge and skills. The teaching assistants in school make a valuable contribution to pupils' standards and wellbeing through their support in classes and through a good range of beneficial intervention programmes. Arrangements for teachers to have time to plan, prepare and assess pupils' progress are appropriate.

Efficient performance management procedures ensure that all staff members have relevant targets and regular opportunities for professional development. Staff access a wide range of worthwhile opportunities for both personal and professional development. There is a close link between training and school priorities. This ensures that staff are well equipped to support the school's teaching innovations

The school makes very good use of the indoor and outdoor accommodation to support pupils' learning. This is a strength of the school. It has a wide range of good quality resources, and teachers use these well to plan interesting and engaging activities for pupils.

The school makes good use of the Pupil Deprivation Grant to ensure that pupils who are eligible for free school meals are not disadvantaged. An example is providing support for literacy and numeracy and the use of music specialists to enhance provision and increase staff skills to deliver worthwhile learning opportunities.

Governors monitor the school's budget effectively and challenge the school well about its use of resources. The school uses its delegated funding carefully to support the needs of all pupils and to enable them to make good progress.

In view of the good progress made by most pupils and the overall quality of provision and leadership, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6802318 - Monnow Primary

Number of pupils on roll	312
Pupils eligible for free school meals (FSM) - 3 year average	38.5
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	39	44	46
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	82.1	86.4	80.4
Benchmark quartile	1	1	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	39	44	46
Achieving outcome 5+ (%)	82.1	86.4	84.8
Benchmark quartile	2	1	2
Achieving outcome 6+ (%)	25.6	15.9	32.6
Benchmark quartile	1	3	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	39	44	46
Achieving outcome 5+ (%)	84.6	88.6	82.6
Benchmark quartile	2	1	3
Achieving outcome 6+ (%)	20.5	20.5	32.6
Benchmark quartile	2	2	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	39	44	46
Achieving outcome 5+ (%)	89.7	88.6	91.3
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	28.2	18.2	43.5
Benchmark quartile	2	4	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

**6802318 - Monnow Primary**

Number of pupils on roll 312  
 Pupils eligible for free school meals (FSM) - 3 year average 38.5  
 FSM band 5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	45	52	37	42
<b>Achieving the core subject indicator (CSI) (%)</b>	68.9	69.2	70.3	76.2
Benchmark quartile	3	3	3	3
<b>English</b>				
Number of pupils in cohort	45	52	37	42
Achieving level 4+ (%)	73.3	75.0	70.3	76.2
Benchmark quartile	3	3	4	3
Achieving level 5+ (%)	22.2	26.9	27.0	31.0
Benchmark quartile	2	2	2	2
<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	45	52	37	42
Achieving level 4+ (%)	77.8	76.9	70.3	78.6
Benchmark quartile	2	3	4	3
Achieving level 5+ (%)	20.0	32.7	29.7	35.7
Benchmark quartile	2	1	2	2
<b>Science</b>				
Number of pupils in cohort	45	52	37	42
Achieving level 4+ (%)	84.4	78.8	70.3	81.0
Benchmark quartile	2	3	4	3
Achieving level 5+ (%)	40.0	40.4	43.2	40.5
Benchmark quartile	1	1	1	1

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

\* 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.	96	95 99% 98%	1 1% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	96	86 90% 92%	10 10% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	96	81 84% 97%	15 16% 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	96	92 96% 97%	4 4% 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.	96	94 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	96	84 88% 96%	12 12% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	95	95 100% 99%	0 0% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	96	92 96% 98%	4 4% 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.	95	73 77% 91%	22 23% 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.	96	91 95% 95%	5 5% 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.	96	73 76% 77%	23 24% 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	96	78 81% 84%	18 19% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.



## 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.	37	11 30%	23 62%	3 8%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	37	20 54%	16 43%	0 0%	1 3%	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.	37	17 46%	18 49%	0 0%	1 3%	1	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.	37	18 49%	17 46%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	37	8 22%	25 68%	2 5%	1 3%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	37	15 41%	21 57%	0 0%	1 3%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	32	13 41%	19 59%	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.	32	4 12%	21 66%	1 3%	1 3%	5	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.	37	13 35%	20 54%	2 5%	1 3%	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.	37	9 24%	25 68%	1 3%	0 0%	2	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.	37	15 41%	17 46%	2 5%	2 5%	1	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'.	37	8 22%	22 59%	1 3%	1 3%	5	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.	36	9 25%	24 67%	1 3%	2 6%	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.	37	13 35%	16 43%	3 8%	2 5%	3	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.	35	9 26%	16 46%	5 14%	1 3%	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.	31	12 39%	15 48%	2 6%	1 3%	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.	36	7 19%	14 39%	3 8%	0 0%	12	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.	37	7 19%	23 62%	1 3%	5 14%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	37	16 43%	17 46%	3 8%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

### Appendix 3

#### The inspection team

Janet Elizabeth Rowlands	Reporting Inspector
David Kenneth Davies	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Dean John Phillips	Peer Inspector
John Ceri Morris	Peer Inspector
Meryl Echeverry (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.