



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Llanmartin Primary School
Waltwood Road
Llanmartin
Newport
NP18 2HB**

Date of inspection: June 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Context

Llanmartin Primary School is in the Underwood area of Llanmartin in the Newport local authority.

There are 185 pupils on roll between the ages of 3 and 11, including 26 who attend the nursery on a part-time basis.

The school identifies that about 33% of pupils have additional learning needs, which is above the average for Wales. A few pupils have statements of special educational needs. The school has a specialist learning resource base for pupils aged between 4 and 11 years with complex needs. Nearly all of the pupils in these classes come from outside the school's local catchment area.

Approximately 31% of pupils are eligible for free school meals, which is above the Welsh average. Nearly all pupils come from homes where English is the main language. No pupils speak Welsh at home.

The last inspection of the school was in March 2009. The headteacher took up her post in September 2013.

The individual school budget per pupil for Llanmartin Primary School in 2015-2016 means that the budget is £3,938 per pupil. The maximum per pupil in the primary schools in Newport is £4,827 and the minimum is £2,734. Llanmartin Primary School is sixth out of the 44 primary schools in Newport in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils build upon their skills successfully and make satisfactory progress as they move through the school
- Most pupils develop good listening and speaking skills
- Across the school, many pupils make valuable progress in applying their numeracy skills in a variety of practical and real-life contexts
- Nearly all pupils behave well in lessons and around the school and show consideration and respect towards others
- Pupils with additional learning needs are well supported and many make appropriate progress from their individual starting points
- Teachers plan an interesting range of learning experiences, which engage most pupils' interest effectively

However:

- The performance of pupils at the end of Foundation Phase and key stage 2, especially that of boys and pupils eligible for free school meals, is too low when compared with that in similar schools
- The standard of pupils' spelling and handwriting is inconsistent
- A minority of pupils do not always present their work well enough
- Pupils in the Foundation Phase do not have sufficient opportunity to use their literacy skills effectively in other areas of learning
- Teaching does not always proceed at a brisk enough pace or build effectively on pupils' previous learning
- Teachers' written feedback rarely provides clear guidance to pupils on how to improve their skills

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has developed successfully a clear, strategic direction for the school
- The school uses a good range of data and first-hand evidence effectively to inform judgements about its performance
- Senior leaders have a common understanding of the school's priorities and work together well to plan for improvement
- The school benefits from a good range of worthwhile partnerships, which contribute well towards improving pupil outcomes

However:

- Monitoring processes do not consistently identify important areas for improvement
- The school's self-evaluation report does not focus clearly enough on the impact of actions on improving standards
- Responsibility for improving standards is not shared widely enough amongst leaders at all levels in the school
- The governing body's role in holding the school to account is not yet embedded
- Recent initiatives have not had time to impact positively on standards

Recommendations

- R1 Raise the attainment of boys and pupils eligible for free school meals in both key stages
- R2 Develop pupils' ability to apply their literacy skills across the curriculum in the Foundation Phase
- R3 Ensure that tasks in lessons meet the needs of all pupils
- R4 Provide effective feedback to pupils that helps them to improve their work
- R5 Distribute leadership effectively to ensure that staff at all levels share responsibility for improving provision and standards
- R6 Ensure that monitoring processes identify and address the most important areas for improvement

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils in mainstream classes enter the school with levels of skills that are slightly below those expected for their age. By the end of key stage 2, many pupils make satisfactory progress overall. However, across the school, boys and pupils who are eligible for free school meals often make less progress than other pupils. As a result, the standards they achieve are too low when compared with those of pupils in similar schools.

Many pupils in the learning resource base make appropriate progress from their individual starting points.

Most pupils listen carefully to teachers and to other pupils in a wide range of situations. In the Foundation Phase, nearly all pupils take turns to speak and express themselves clearly. In key stage 2, many pupils talk with confidence using relevant vocabulary and specific detail when communicating their views and thoughts. For example, in Year 6, many recount a memorable experience vividly, such as when describing a trip to Snowdonia.

During the Foundation Phase, many pupils' reading skills develop well. They enjoy reading and approach a range of texts with confidence. By the end of Year 2, many pupils use a good variety of strategies successfully to read unfamiliar words and texts independently. For example, they apply their knowledge of letter sounds and break longer words into smaller units. Many pupils find specific information in a non-fiction text accurately and re-read to check that what they are reading makes sense. Many pupils in key stage 2 read a range of fiction and non-fiction confidently, using books and digital sources. By the end of Year 6, many pupils analyse and interpret a variety of texts effectively, and make appropriate predictions of what might happen in a story. They show a good understanding of significant themes and characters and express opinions based on evidence, referring to the text as appropriate. Many pupils read with accuracy, although a few pupils are less confident when reading new texts. Most pupils' research skills are developing well.

Pupils' progress in their writing skills in the Foundation Phase is variable. Most pupils write for a good range of purposes. For example, they retell traditional tales and record interesting facts about penguins as part of their topic work. By Year 2, many pupils structure imaginative stories appropriately and sequence events logically. They use simple punctuation to organise their writing so that it conveys meaning clearly and spell common words correctly or make sensible attempts using their knowledge of sounds. However, many pupils do not apply their writing skills well in other areas of the curriculum and their ability to write extended pieces is underdeveloped.

Many pupils in key stage 2 write effectively in a variety of forms and match their writing appropriately to suit a specific purpose. For example, pupils in Year 4 write

lively descriptions of imaginary creatures. In Year 6, pupils use the stylistic features of a magazine article successfully to recount the wedding of Robin Hood and Maid Marian. Many pupils make appropriate use of a wide range of approaches to plan their writing effectively. However, many pupils spell common words incorrectly. This limits their ability to make good progress in their writing.

Throughout the school, the standard of the majority of pupils' handwriting is variable and a minority of pupils do not always present their work well.

In the Foundation Phase, many pupils make good progress in developing their numeracy skills in practical contexts. They use standard and non-standard units to measure the height of plants competently and read simple scales to measure weight and temperature accurately. Most pupils compare and order 2-digit numbers correctly and use addition and subtraction to find amounts below 100. Many pupils solve money problems in real-life contexts, such as finding alternative ways to make one pound and fifty pence. They record their work appropriately. In key stage 2, many pupils make good progress in using a variety of calculation methods. They show efficient mental recall of key number facts, including times tables appropriate for their age. Many pupils use suitable multiplication and division strategies to solve problems. Older pupils use trial and error appropriately, adapting their strategy in the light of their findings. Many pupils in both key stages apply their numeracy skills effectively in worthwhile contexts across the curriculum.

Many pupils make good progress in developing their Welsh language skills. Most pupils in the Foundation Phase understand and use basic greetings and responses confidently. They join in enthusiastically with familiar songs, for instance about the weather. Many pupils in key stage 2 build on these skills successfully. They respond to questions, extending their answers with reasons, and write in response to a broad range of stimuli that include Welsh stories and poems. Many pupils use the past tense efficiently, for example when writing their news.

In the Foundation Phase, pupils' performance over the last four years at both the expected and higher-than-expected outcomes in literacy and mathematical development has placed the school generally in the lower 50% or bottom 25% when compared with similar schools.

At the end of key stage 2, pupils' performance at the expected level in mathematics and science has tended to place the school in the lower 50% of similar schools during the last four years. Pupils' performance at the expected level in English is more variable. At the higher-than-expected level, pupils' performance in English and mathematics has placed the school in the upper 50% of similar schools in two of the last four years. However, in science, performance has been generally below the average for similar schools over the same period.

Wellbeing: Good

Nearly all pupils feel safe in school and are confident to speak to staff about any worries or concerns. Most pupils recognise the importance of leading a healthy lifestyle. They have a good knowledge of how to eat healthily and understand how physical activities, such as learning to swim, contribute positively to their wellbeing.

Nearly all pupils are polite and welcoming to visitors. They are proud of their school and are eager to discuss what they have done in lessons. Nearly all pupils show a caring attitude towards each other. They behave well in lessons and respond positively to the school's reward systems.

The school council plays a valuable role in the life of the school. It represents pupils' views successfully and enhances pupils' wellbeing through useful initiatives. For example, council members encourage all pupils to wear bicycle helmets when cycling. Other pupils take on appropriate responsibilities through their roles as house captains, sports ambassadors and 'playground pals'. The Criw Cymraeg promotes Welsh enthusiastically in the school and has recently introduced a reward scheme to encourage pupils to use appropriate Welsh phrases during play and lunch time.

Most pupils develop their independent learning skills effectively. They collaborate well in pairs and groups and support each other's learning successfully. Many pupils in key stage 2 contribute to their learning by producing useful topic diagrams to show what they already know and what areas of learning they wish to develop. Most pupils are well prepared for and enthusiastic about moving on to their secondary schools.

In three of the past four years, attendance has placed the school in the higher 50% when compared with similar schools. Nearly all pupils arrive at school punctually. The attendance of pupils eligible for free school meals is lower than that of other pupils.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides an exciting range of learning experiences that meet the needs of pupils well. Teachers plan themes that engage pupils effectively. For example, pupils in the Foundation Phase learn about pirates in the 'Land Ahoy' topic, while pupils in key stage 2 study a topic about heroes and villains. Teachers plan worthwhile trips that support pupils' learning, such as a visit to Magor Marsh to look at the creatures and plants that live in ponds and meadows. The school offers a variety of after school activities that enrich pupils' learning, including playing board games and producing a school newspaper.

There are suitable arrangements to develop pupils' reading, writing, number and information and communication technology (ICT) skills. Teachers plan effective opportunities for pupils to apply these skills in their topic work and, as a result, pupils in key stage 2 apply their literacy and numeracy skills well across the curriculum. However, in the Foundation Phase, teachers provide too many worksheets for topic work and this prevents pupils from writing at length. Teaching assistants provide good support for pupils needing additional help to develop their literacy and numeracy skills.

The Welsh language has a high profile. Teachers plan a wide variety of interesting activities that enable pupils to develop their skills progressively as they move through the school. The school provides good opportunities for pupils to develop their understanding of the Welsh heritage through visits to local museums and historical sites such as Caerphilly Castle. School events such as the eisteddfod and St David's Day celebrations successfully reinforce pupils' understanding of Welsh culture.

The school curriculum offers a useful range of opportunities for pupils to learn about environmental issues. These include recycling, growing fruit and vegetables and learning about renewable sources of energy. Teachers plan effectively for pupils to learn about life in the wider world. For example, younger pupils learn about foods that we import, such as coffee and cocoa beans. Older pupils write with interest about topical issues that affect children living in other countries, such as the refugee crisis in Syria and the Zika virus.

Teaching: Adequate

Many teachers use a suitable range of teaching strategies skilfully to interest and engage pupils in their learning. They demonstrate good up-to-date subject knowledge and manage behaviour well. Teachers and teaching assistants work effectively together. They form strong working relationships with pupils that support and encourage positive attitudes towards learning.

Many lessons proceed at an appropriate pace and sustain pupils' interest in their learning. However, in a minority of lessons, teachers' introductions are too long and pupils do not make as much progress in the sessions as they could. Teachers plan lessons with clear learning objectives and share these with pupils. Teachers' planning generally builds appropriately upon pupils' prior understanding, but lessons are not always planned effectively to meet the needs of all pupils successfully. As a result, a minority of pupils are unable to work independently and teachers provide insufficient challenge for those pupils who are more able.

Many teachers and teaching assistants make good use of questioning to monitor pupils' progress closely. They intervene appropriately to provide support when needed and to prompt pupils to develop their thinking further. All teachers mark pupils' work regularly. Most marking indicates what pupils do well, but does not set out clearly what they need to do to improve their work. As a result, teachers' written feedback is not effective in helping pupils to improve their skills.

The school has appropriate assessment procedures to monitor pupils' progress. Leaders and teachers now use information about progress more effectively to target pupils for interventions, for example to improve the attainment of boys.

Annual reports provide parents with useful information about their children's progress.

Care, support and guidance: Good

The school provides good opportunities to develop pupils' social, moral and spiritual understanding. For example, school assemblies allow pupils to reflect on how to deal with feelings such as disappointment. The school plans activities that support pupils' cultural development well. These include visits to the National Museum of Wales, where pupils learn about the work of artists such as Ivor Davies and Augustus John.

There are appropriate arrangements for promoting healthy eating and drinking. The headteacher works closely with the local authority to improve attendance and punctuality and ensures that parents are aware of the impact that absence from school has on pupil outcomes.

The school has efficient systems to cater for individual needs. It has recently improved the arrangements to identify pupils requiring support at an early stage. Teachers use a comprehensive range of specialist services to support the needs of individual pupils very effectively. For example, a specialist behaviour counsellor visits the school weekly and this is having a positive effect on improving targeted pupils' behaviour.

There is effective support for pupils with additional learning needs in the specialist provision and in mainstream classes. The school involves parents in developing individual development plans that match pupils' needs well and, where appropriate, pupils contribute effectively to this process. There are well-established procedures for monitoring and reporting progress to parents. Teachers provide regular opportunities for pupils from the specialist provision to take part in activities such as physical education alongside their peers. This enhances the learning experiences of all pupils.

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 that promotes values such as kindness, decency and respect successfully. Teachers encourage positive behaviour consistently and pupils respond well to this. The school celebrates diversity well, for example by recognising the achievements of famous people from different ethnic origins and different religions and cultures.

Staff make good use of the indoor and outdoor environment to support pupils' learning effectively. For example, pupils in the resource base use the school grounds to learn about mini-beasts and their habitats. There are many interesting and attractive displays that celebrate pupils' work and help to promote their learning. Nearly all resources are of a high quality and are sufficient to meet pupils' needs. The buildings and school grounds are secure and well maintained.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

The headteacher has developed successfully a clear, strategic vision for the school that is understood by nearly all staff and governors. The appointment of the deputy headteacher and Foundation Phase leader has strengthened the school's senior leadership team. Senior leaders now have well-defined roles and support the headteacher effectively.

Leaders are developing a good, shared understanding of the school's key priorities. They are beginning to make increasingly effective use of monitoring activities to identify areas for improvement appropriately. However, this process is at an early stage of development and the work of senior leaders has yet to impact fully on improving pupils' outcomes.

Performance management arrangements involve all staff and focus appropriately on improving the quality of teaching and learning. The recent improvement in standards in mathematics is a direct result of the process. However, the implementation of actions to distribute leadership effectively has been slow. As a result, the capacity of staff at all levels to contribute fully to achieving the school's strategic aims is underdeveloped.

The school takes suitable account of local and national priorities such as improving pupils' literacy and numeracy skills. As a result, pupils' ability to apply their skills across the curriculum in key stage 2 has improved.

Governors share the school's vision and support school leaders appropriately. They have recently begun to take part in a wider range of activities relating to their role. These include attending training events, taking part in learning walks in school and looking at pupils' work. This means that governors have a better understanding of school performance. However, as this work is relatively new, the governing body does not yet hold the school to account robustly enough for the standards that pupils achieve.

Improving quality: Adequate

The school's arrangements for improving quality are developing appropriately. Leaders now use a suitable range of first-hand evidence to make informed judgments on the quality of teaching and learning. These include monitoring teachers' planning, scrutiny of pupils' books and observations of lessons. However, many of the school's monitoring processes are relatively new and, as a result, have not yet led to improved outcomes for pupils.

The comprehensive self-evaluation report includes a detailed analysis of data, trends in performance and comparisons with other similar schools. It draws regularly on the views of parents and pupils and its findings are shared appropriately with staff and governors. However, in a few areas, such as the quality of teaching, the school's evaluation of its own performance is too positive. As a result, leaders do not identify precisely enough the most important priorities for improvement.

There are good links between the self-evaluation report and the school improvement plan. The plan includes a suitable number of priorities, which focus appropriately on improving pupil outcomes and raising standards. Leaders have improved outcomes for pupils in priority areas successfully, for example in mathematics. Senior leaders take account of relevant reviews, for instance by the regional consortium advisory staff, in planning actions for improvement. However, the role of curriculum leaders in identifying strengths and weaknesses in the quality of the school's provision is underdeveloped.

Partnership working: Good

The school has a good range of useful and effective partnerships, which contribute well towards improving pupil outcomes. School leaders have positive relationships with parents and provide a good range of information to keep them well informed about school priorities and events. The parents' association is effective in raising

money for the school and the school uses this to enhance pupils' learning, for example by paying for the cost of transport for school trips. There are worthwhile partnerships with the local community. For example, the choir visits local supermarkets to sing and this has had a positive effect on pupils' self-esteem.

Partnerships arrangements with other local primary schools enhance pupils' learning experiences. For example, staff in the Foundation Phase have improved provision as a result of visiting other schools to observe good practice. The school has worked with a local charity to raise funds for vaccinations for children in other countries. This has increased pupils' awareness of the problems facing children in some parts of the world.

There are strong links and effective transition arrangements with local secondary schools. For instance, more able pupils in Year 6 take part in regular activities at the secondary school that enrich their learning and allow them to collaborate with pupils from other schools. Arrangements with local schools to moderate pupils' work in the core subjects are developing appropriately and, as a result, teacher assessment at the end of key stage 2 is accurate.

Resource management: Adequate

There are sufficient suitably qualified teachers and support staff to deliver all aspects of the curriculum appropriately. Leaders and managers make effective use of staff expertise and experience, for example to provide a range of interventions that are beginning to improve outcomes for specific groups of pupils.

Relevant professional development for staff meets their identified needs well and supports the school's priorities for improvement. Staff work effectively as teams and are beginning to benefit from visiting other schools and one another's classrooms. Most teachers apply the knowledge and skills they acquire from these processes effectively. This is beginning to impact positively on the quality of provision in specific areas, for example by improving consistency in teachers' use of effective teaching strategies in mathematics lessons.

The governing body's finance committee monitors spending closely. Leaders use resources appropriately to support priorities in the school's development plan. However, leaders and governors do not evaluate the impact of spending decisions robustly enough to ensure that these have a positive effect on improving the standards and wellbeing of pupils.

The school makes appropriate use of the pupil deprivation grant in order to deliver a broad range of literacy, numeracy and wellbeing interventions to targeted pupils, for example the use of electronic tablets to help engage boys with reading. However, these interventions have not led to improved outcomes for all pupils eligible for free school meals.

In view of the outcomes that pupils achieve, the school offers adequate value for money.

Appendix 1: Commentary on performance data

6802224 - Llanmartin Primary

Number of pupils on roll	198
Pupils eligible for free school meals (FSM) - 3 year average	32.5
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	21	31	24	29
Achieving the Foundation Phase indicator (FPI) (%)	52.4	67.7	58.3	86.2
Benchmark quartile	4	4	4	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	21	31	24	29
Achieving outcome 5+ (%)	52.4	77.4	66.7	86.2
Benchmark quartile	4	4	4	2
Achieving outcome 6+ (%)	19.0	12.9	12.5	13.8
Benchmark quartile	3	4	4	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	21	31	24	29
Achieving outcome 5+ (%)	71.4	77.4	79.2	89.7
Benchmark quartile	4	4	4	2
Achieving outcome 6+ (%)	19.0	12.9	16.7	10.3
Benchmark quartile	3	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	21	31	24	29
Achieving outcome 5+ (%)	90.5	80.6	87.5	93.1
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	23.8	25.8	45.8	44.8
Benchmark quartile	3	4	2	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.

6802224 - Llanmartin Primary

Number of pupils on roll 198
 Pupils eligible for free school meals (FSM) - 3 year average 32.5
 FSM band 5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	26	16	28	28
Achieving the core subject indicator (CSI) (%)	80.8	75.0	82.1	82.1
Benchmark quartile	3	4	3	3
English				
Number of pupils in cohort	26	16	28	28
Achieving level 4+ (%)	84.6	75.0	85.7	85.7
Benchmark quartile	2	4	3	2
Achieving level 5+ (%)	19.2	31.3	28.6	39.3
Benchmark quartile	4	2	3	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	26	16	28	28
Achieving level 4+ (%)	80.8	75.0	89.3	82.1
Benchmark quartile	4	4	2	3
Achieving level 5+ (%)	26.9	43.8	17.9	42.9
Benchmark quartile	3	1	4	1
Science				
Number of pupils in cohort	26	16	28	28
Achieving level 4+ (%)	84.6	75.0	92.9	82.1
Benchmark quartile	3	4	2	3
Achieving level 5+ (%)	26.9	*	21.4	35.7
Benchmark quartile	3	*	4	2

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.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	89		84 94%	5 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	90		77 86%	13 14%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	90		83 92%	7 8%	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	86		78 91%	8 9%	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.	87		78 90%	9 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	88		78 89%	10 11%	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.	90		90 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	89		88 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.	88		82 93%	6 7%	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.	89		83 93%	6 7%	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.	87		35 40%	52 60%	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	89		59 66%	30 34%	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.	40	15 38%	23 57%	1 2%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	40	25 62%	13 32%	1 2%	1 2%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	39	25 64%	13 33%	1 3%	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.	40	25 62%	14 35%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	37	12 32%	21 57%	4 11%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	40	20 50%	19 48%	0 0%	1 2%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	39	24 62%	14 36%	1 3%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	39	15 38%	21 54%	3 8%	0 0%	1	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	39	18 46%	19 49%	0 0%	2 5%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	37	17 46%	18 49%	1 3%	1 3%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	37	21 57%	15 41%	1 3%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	35	20 57%	13 37%	1 3%	1 3%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	39	17 44%	20 51%	1 3%	1 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	40	23 57%	15 38%	1 2%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	38	12 32%	21 55%	4 11%	1 3%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	39	17 44%	21 54%	0 0%	1 3%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	30	9 30%	18 60%	2 7%	1 3%	7	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	39	15 38%	19 49%	4 10%	1 3%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	38	17 45%	19 50%	2 5%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Andrew Brasington	Reporting Inspector
Peter Anthony Roach	Team Inspector
Matthew Evans	Lay Inspector
Elizabeth Ann Dackevych	Peer Inspector
Victoria Curtis	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.