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

**Pillgwenlly C.P. School
Capel Crescent
Newport
NP20 2FT**

Date of inspection: June 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:

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

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

Publication date: 11/08/2015

Context

Pillgwenlly County Primary School is a large, inner-city school in Newport. It has 633 pupils aged from 3 to 11 years, 94 of whom attend part-time in the four nursery classes. The school has 21 mainstream classes, of which six are mixed-age. The school houses a local authority learning support unit that caters for up to 10 pupils with moderate to severe learning and communication difficulties.

The three-year average of pupils eligible for free school meals is just over 40%. This is well above the national average (21%). The school identifies about 36% of pupils as having additional learning needs. This is above the national average of 22%. All pupils in the learning support unit and a very few pupils in the mainstream school have a statement of special educational needs. Around 90% of pupils at the school are from ethnic minority groups or non-British backgrounds. Many pupils have English as an additional language and around 20% start school with little or no English. No pupil speaks Welsh as their first language.

The headteacher has been in post since January 2008. The last inspection of the school was in June 2009.

The individual school budget per pupil for Pillgwenlly County Primary School in 2014-2015 means that the budget is £3,274 per pupil. The maximum per pupil in the primary schools in Newport is £5,443 and the minimum is £2,459. Pillgwenlly County Primary School is 31st out of the 50 primary schools in Newport in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- By the end of key stage 2, most pupils have effective speaking and listening skills and speak with adults and other pupils confidently
- Most pupils write successfully and to a good standard in their work across the curriculum
- By the end of Year 6, most pupils have effective number skills
- Many pupils are able to apply their thinking skills well across a range of subjects and tasks
- Pupils with additional learning needs, including those in the learning support unit, make good progress towards achieving the targets set for them
- Behaviour during lessons and playtimes is good
- All teachers plan lessons with clear learning goals and use a good range of resources and a wide variety of teaching methods to engage nearly all pupils successfully
- Most teachers provide pupils with suitably challenging learning opportunities that help them to make successful progress in nearly all lessons
- All staff take very detailed and extensive steps to ensure that the all pupils and their families recognise and celebrate the very diverse nature of the school community

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior leadership team lead the school successfully and provide a clear strategic direction for all staff
- There are clear and effective procedures to manage the performance of all staff
- School leaders use a beneficial range of strategies to monitor the work of the school thoroughly
- All staff understand the school's improvement priorities and how they can help to achieve them
- School leaders work extensively with a wide range of partners highly effectively to support pupils and their parents
- The school deploys its staff efficiently and makes best use of their skills

Recommendations

R1 Improve pupils' Welsh language skills

R2 Improve pupils' attendance and punctuality

R3 Provide pupils with opportunities to develop their information and communication technology (ICT) skills more consistently

R4 Ensure that all teachers provide pupils more consistently with useful feedback on how to improve their work

R5 Undertake a more rigorous analysis of performance data and act upon findings robustly

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.

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

Most of pupils begin school with literacy and numeracy skills that are at or below the level expected for their age. A notable number of pupils join the school with English as an additional language, particularly during the Foundation Phase. Despite this, many pupils make good progress by the end of key stage 2.

At the end of the Foundation Phase, many pupils are beginning to speak to other pupils and adults suitably. They talk about their work and their experiences simply, but clearly. By the end of key stage 2, most pupils have effective speaking and listening skills. They speak with adults and other pupils confidently. For example, older pupils discuss articulately, and with an extended vocabulary, the moral dilemmas raised in a book they have read.

At the end of the Foundation Phase, most pupils read with fluency and accuracy appropriate for their age. They can use a range of strategies to read unknown words well, such as their understanding of the sounds that letters make. By the end of key stage 2, most pupils read competently. They can read aloud using appropriate emphasis and talk in detail about their favourite books and authors. Most pupils extract relevant information from non-fiction texts efficiently and scan texts quickly in order to predict future events.

Most pupils' writing develops well as they progress through the school. At the end of the Foundation Phase, many pupils write competently for a range purposes, such as to recount visits and school trips. They use basic punctuation, such as full stops and capital letters, appropriately. At key stage 2, many pupils structure their writing well using an effective range of adjectives and adverbs to enrich their work. They are beginning to use a variety of sentence structures to enhance their writing successfully. For example, pupils use persuasive vocabulary purposefully when promoting a holiday destination. Most pupils write successfully to a similar standard in their work across the curriculum.

At the end of the Foundation Phase, many pupils demonstrate suitable numeracy skills. They can add and subtract tens and units and double and halve numbers accurately. Many pupils are beginning to demonstrate a suitable range of data handling skills, for example when producing and analysing pictograms of the class's favourite colours. By the end of Year 6, most pupils have effective number skills. They can calculate fractions and percentages of amounts accurately and multiply and divide whole numbers well, including a few with decimals. Throughout the school, many pupils apply their numeracy skills effectively in other areas of the curriculum.

At the end of Foundation Phase, a majority of pupils can use a small range of simple Welsh words and phrases satisfactorily. By the end of key stage 2, most pupils respond well and with suitable understanding to a basic range of sentences. Across the school, most pupils' Welsh reading skills are underdeveloped and they read only basic sentences accurately. Most pupils are able to write suitably well in Welsh, for example when writing descriptively about themselves.

Many pupils are able to apply their thinking skills well across a range of subjects and tasks. For example, older pupils evaluate and analyse the impact of the actions of individuals on the environment well, such as when considering recycling and conservation.

Pupils with additional learning needs, including those in the learning support unit, make good progress towards achieving the targets set for them.

In the Foundation Phase, performance in 2014 at the expected outcome 5 places the school in the lower 50% in literacy and mathematical development when compared with similar schools. Over the last three years, performance in literacy and mathematical development at the expected outcome 5 has mostly placed the school in the lower 50% when compared with similar schools.

At the higher outcome 6, performance in 2014 places the school in the bottom 25% in literacy and in the higher 50% for mathematical development when compared with similar schools. Over the last three years, performance in literacy has placed the school in the bottom 25% or lower 50%. Outcomes in mathematical development have moved the school from the bottom 25% to the higher 50%.

In key stage 2, performance in 2014 at the expected level 4 places the school in the higher 50% or top 25% for English, mathematics and science when compared with similar schools. For many of the last four years, performance in English and science has placed the school in the higher 50% or top 25%, while performance in mathematics has placed the school in the lower 50% when compared with similar schools.

At the higher than expected level 5, performance in 2014 places the school in the higher 50% of similar schools for English and in the top 25% for mathematics. Over the last four years, performance in English has moved the school between the lower 50% and the top 25% with no obvious trend. Performance in mathematics has generally placed the school in the higher 50% when compared with similar schools.

Pupils eligible for free school meals tend to do less well than other pupils at the end of the Foundation Phase at the expected outcome 5 and at the end of key stage 2 at the higher than expected level 5. At the end of Foundation Phase, girls tend to outperform boys at the expected and higher levels in literacy.

Wellbeing: Adequate

Nearly all pupils enjoy school and their behaviour during lessons and at playtimes is good. They are courteous to each other and to adults. Many pupils have positive attitudes to healthy eating and drinking and are aware of the importance of an active lifestyle. However, a very few pupils bring sugary snacks to eat during break time and lunchtime. Nearly all pupils have a clear understanding of how to remain safe when accessing the internet.

Nearly all pupils have positive attitudes towards learning, although a few boys in key stage 2 do not engage with their learning as fully as they could. They enjoy their work and engage enthusiastically in classroom activities. Pupils play a full and active

part in school life, knowing that adults in the school value their opinions. For example, pupils were instrumental in requesting and setting up a maths homework club. This has a positive impact on pupils' numeracy skills.

Members of the school council and eco committee display responsible attitudes and represent pupils' opinions well. They take a regular part in making decisions that result in improvements to school life and their environment. For example, in introducing the Fairtrade Friday initiative, they have encouraged pupils to act sustainably. Many pupils take part in and enjoy a good range of after-school clubs, such as homework club, dance, cookery, athletics and other sporting clubs. These support the curriculum well and have a positive impact on pupils' wellbeing and social skills.

Pupils' attendance does not compare well with that in other similar schools. Over the past four years, pupils' attendance rates have placed the school in the bottom 25% when compared with similar schools. A notable number of pupils arrive late for school regularly and this has a disruptive effect on school life.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and balanced curriculum that engages nearly all pupils effectively. Its topic-based approach to planning ensures that pupils benefit from rich learning experiences and a wide variety of learning activities. Detailed long and medium-term plans ensure that all pupils encounter the full range of the Foundation Phase and National Curriculum well. Teachers in the learning support unit plan the curriculum effectively to meet the particular needs of their pupils.

All teachers provide pupils with worthwhile opportunities to develop their literacy, numeracy and thinking skills in a suitable range of lessons. However, the opportunities for pupils to develop their ICT skills are less frequent and effective. The school has made good progress in implementing the requirements of the National Literacy and Numeracy Frameworks. As a result, most pupils have beneficial opportunities to use and to improve their skills in these areas across the curriculum.

The school has a well-structured Welsh language curriculum that sets out a clear progression of language patterns and vocabulary. However, many staff do not encourage pupils to use the Welsh language regularly enough. As a result, many pupils do not build on their Welsh language skills successfully enough as they move through the school. The school's curriculum provides a worthwhile range of opportunities for pupils to learn about the culture and history of Wales. For example, the use of art is effective in developing pupils' understanding of the life and work of a wide range of Welsh artists.

The curriculum offers a wide range of practical opportunities for pupils to learn about the importance of recycling and using natural resources wisely. The eco council promotes many sustainable activities throughout the school and links effectively with outside agencies, such as the local authority waste collection service. As a result, pupils undertake regular recycling and understand the importance of acting

sustainably. Leaders use the diversity within the school's own community as well as the wider multicultural community to enhance its provision for global citizenship well. All pupils develop a strong understanding of other cultures and customs through a broad range of opportunities, such as the regular celebration of major cultural and religious festivals.

Teaching: Good

All teachers are supportive of pupils and create a positive learning environment in their classes and throughout the school. They plan lessons with clear learning goals and utilise a good range of resources and a variety of teaching methods to engage nearly all pupils successfully. They use a broad variety of questioning techniques that challenge pupils to develop their learning effectively. During lessons, nearly all teachers provide useful feedback to pupils that help them to identify how they need to improve. Most teachers provide pupils with suitably challenging learning opportunities that help them to make successful progress in nearly all lessons. Learning support assistants make a very valuable contribution towards supporting individuals and groups of pupils, and this has a notable effect on improving the quality of many pupils' experience of school. The standard of teaching in the learning support unit is of a consistently high standard.

All teachers mark pupils' work regularly. Their marking gives pupils praise at a suitable level and identifies when pupils achieve their learning goals. However, their marking does not always give pupils clear enough guidance on ways to improve their work. Many teachers are beginning to provide pupils with opportunities to assess their own learning or that of other pupils.

School leaders use a range of classroom and national assessments, and the school's tracking system, to monitor pupils effectively. They use the assessment information well to identify pupils who are not making the progress needed to meet their learning targets and who may require extra support. However, they do not always analyse this information robustly enough when considering the progress that specific groups of learners make.

The school's annual pupil reports provide parents with a worthwhile range of information about their children's achievements and the progress they make.

Care, support and guidance: Good

The school is a caring and supportive community, with a clear focus on maintaining high standards of pupil wellbeing. It promotes pupils' understanding of the benefits of a healthy lifestyle suitably, including the importance of taking regular exercise. The school has appropriate arrangements for promoting healthy eating and drinking, but a very few pupils do not always respond positively to these messages. The school provides pupils with extensive opportunities to develop an understanding of social, moral and cultural issues. For example, the school's active participation in local cultural events, such as the local carnival, ensures that pupils accept the cultures and customs of others well. The school is developing a more robust approach to tackling lateness and pupil absence, but these have yet to impact on pupils strongly.

The school works successfully with a broad and effective range of specialist agencies to support pupils well. For example, its close collaboration with the Gwent ethnic minority service has a positive impact on the progress specific pupils make in their acquisition of the English language. This in turn allows them to integrate effectively into the school community.

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

School leaders welcome all pupils with diverse additional learning needs and the school's provision for these pupils is comprehensive. Staff identify pupils who need additional support at an early stage and implement intervention programmes effectively to support them in developing their literacy, numeracy, social and emotional skills. Leaders track and monitor these pupils' progress well. As a result, most make strong progress towards meeting their individual targets. The staff in the learning resource base plan carefully-designed learning experiences and deliver a high quality, individualised curriculum that meets the needs of all their pupils skilfully.

Learning environment: Excellent

The school is very inclusive. All pupils receive equal access to the curriculum and they are highly valued as individuals. The very effective levels of engagement in school life engendered by school leaders have resulted in outstanding levels of communication and trust between pupils, their parents and the school.

The school takes very detailed and extensive steps to ensure that all pupils recognise and celebrate the very diverse school community and treat each other equally. Gender equality and equality of opportunity is embedded thoughtfully and highly effectively throughout the curriculum and in all aspects of school life. Leaders consider the curriculum in detail to ensure that staff celebrate all pupils' backgrounds. For example, they take great care to select resources so that they represent the diverse backgrounds and faiths of all pupils in the school. The school works innovatively to ensure that the school community celebrates festivals from all pupils' faiths positively. Teachers use pupils and their parents as experts in their own religion, inviting them into school to share their knowledge and understanding of their faiths and customs. The headteacher plans collective worship in careful detail so that all pupils are welcomed in their home language and all pupils have opportunities to consider their own beliefs. As a result of these efforts, the school has a very strong ethos of equality. Pupils have an extensive understanding, and an acceptance, of the diverse beliefs represented in the school and they treat each other with respect.

The school involves parents actively and considerately in its drive to create a very positive learning environment. For example, using its broad range of language specialists where necessary, the school discusses sensitive issues with parents, such as the teaching of sex education and the undertaking of religious worship, with a great deal of understanding. As a result, the school is able to make practical adjustments that allow pupils to benefit from these areas of school life. In these ways, the school creates a very harmonious learning environment, where all pupils are happy to work, play and celebrate equally, regardless of their diverse backgrounds.

The school is well resourced and staff have organised the building carefully to create the spaces necessary to meet the needs of all learners. The outdoor areas are stimulating, attractive and well maintained. All Foundation Phase classrooms have easy access to useful play areas and an effective variety of learning resources to support pupils' learning. Displays in classrooms and communal areas provide a purposeful resource for learning and celebrate pupils' achievements well.

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

Leadership: Good

The headteacher and senior leadership team lead the school successfully and provide clear strategic direction for all staff. They communicate their vision well and have high expectations of themselves and others. As a result, all staff work together successfully to create a welcoming, well-ordered and inclusive learning environment for all pupils.

A suitable staff structure ensures the sharing of leadership roles throughout the school, with the senior leadership team holding responsibilities for initiatives to improve pupils' outcomes and wellbeing effectively. Leaders use regular meetings with managers and staff to monitor the progress of agreed priorities for improvement efficiently and to oversee the consistent implementation of agreed initiatives. As a result, most initiatives have a positive impact on pupils' outcomes. For example, the school's strategy of using effective questioning to develop pupils' thinking skills has led to improvements in this area of the school's work. Leaders are becoming more skilled in analysing data in relation to its impact on the standards that pupils achieve. However, this is at an early stage of development.

There are clear and effective procedures to manage the performance of all staff. They have measurable, agreed targets for improvement based on whole-school and individual priorities, for example in relation to the delivery of a skills-based approach to planning the curriculum, in line with the National Literacy and Numeracy Frameworks. As a result, standards in pupils' writing across the curriculum have improved well. The school takes good account of local and national priorities and is making worthwhile progress in addressing the link between underachievement and deprivation.

Governors are supportive of the school and well informed about the school's progress. They receive regular, detailed reports from the headteacher and subject leaders on standards and the quality of the school's provision. As a result, they have a sound awareness of the school's strengths and areas for development. However, they do not challenge the school in their role as critical friends robustly enough.

Improving quality: Good

School leaders use a beneficial range of strategies to monitor the work of the school thoroughly. These include observing lessons, scrutinising pupils' work and listening to learners effectively. Teachers with lead responsibilities work closely with all staff to evaluate pupils' progress, identify pupils in need of support and improve the quality of the school's provision. As a result, the school's self-evaluation processes present a broadly accurate picture of the school's strengths and areas for development. However, the self-evaluation report, on a few occasions, tends to focus too much on describing actions undertaken by the school rather than evaluating their impact on pupils' standards. The school is beginning to use a range of performance data to plan for improvement. However, leaders do not analyse performance data robustly enough to help them identify fully the impact of strategic priorities.

There is a clear link between the school's self-evaluation outcomes and the priorities for improvement in the school's improvement plan. This plan contains a worthwhile range of relevant actions, and identifies the members of staff who are responsible for completing them. All staff understand the school's improvement priorities and how they contribute to helping to achieve these goals. As a result, the school has been successful in bringing about noticeable improvements. For example, providing pupils with more targeted learning in science has led to improved standards and outcomes. The school has a clear focus on planning for the implementation of national priorities, such as reducing the impact of poverty on standards of pupils' attainment.

Partnership working: Excellent

The school's partnership work is a very strong feature of its provision, with significant examples of sector-leading practice. School leaders work extensively with a wide range of partners to support pupils and their parents highly effectively. This has a significant impact on pupils' wellbeing and outcomes. For example, a family nurture partnership provides excellent support for pupils and parents who speak little or no English. Pupils and their parents work alongside each other each week in the school's specialist classes to help them to develop their English language skills very effectively. As a result, pupils learn sufficient English to allow them to integrate into the school well and parents are able to support their children's learning at home, such as through listening to them read and helping them to complete homework.

The school's literacy and numeracy clubs, run in partnership with the Communities First initiative, support groups of identified pupils to develop important skills. For example, this partnership allowed a group of specified boys in key stage 2 to engage in practical mathematics activities that proved successful in supporting their learning in the classroom.

The school provides innovative opportunities to support pupils and parents to help them integrate successfully into the very diverse local community. For example, joint working with a local community group provides successful opportunities for parents and pupils to participate in activities, such as undertaking school trips together. As a result, pupils and parents from diverse backgrounds understand and respect each other's cultures, and pupils work together harmoniously in school. Using local business partnerships, the school has invested successfully in providing courses to

improve parents' knowledge of English and helped them to prepare curriculum vitae to access training and employment. As a result, many of these parents have been successful in gaining useful qualifications to improve their opportunities to enter the work force.

There are strong links with the local secondary school. Pupils from Year 5 onwards benefit from structured, interesting transition programmes that prepare them well for the next stage of their education. An effective example is the delivery of circle time sessions by teachers from the high school that support pupils' wellbeing while allowing them to get to know their future teachers. Strong links with the local cluster of primary schools allow pupils to participate in music and creative projects that provide exciting opportunities for pupils to engage effectively with pupils from other cluster schools.

The school works in close collaboration with its cluster of schools to share good practice and purposeful training. Cluster moderation of pupils' work from the Foundation Phase and key stage 2 supports the school well in assessing pupils' outcomes accurately.

Resource management: Good

The headteacher, with the support of the governing body, manages the school budget effectively to meet the priorities in the school improvement plan and to ensure that the school has sufficient staff and resources to deliver the curriculum. Leaders make worthwhile arrangements to ensure that the school uses the Pupil Deprivation Grant to reduce the impact of poverty. For example, the funding has provided targeted intervention programmes to raise standards of pupils' literacy and numeracy and to provide programmes to raise pupils' self-esteem.

The school deploys its staff efficiently, making best use of their skills. Leaders organise support staff consistently well, for example ensuring they use their skills as translators effectively. This contributes beneficially to many aspects of the school's life and work and helps promote high levels of wellbeing and pupil engagement.

Arrangements for teachers' planning, preparation and assessment time are appropriate and senior managers receive additional non-contact time for leadership duties, when required. All staff benefit from a suitable range of professional development and training opportunities, such as the recent training on 'what makes effective teaching'. The impact of this is evident in the generally good quality of teaching observed throughout the school.

In view of the good standards that pupils achieve, the overall quality of provision and the strengths in leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6802302 - Pillgwenlly Primary School

Number of pupils on roll   681
Pupils eligible for free school meals (FSM) - 3 year average   40.5
FSM band   5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	71	73	70
Achieving the Foundation Phase indicator (FPI) (%)	71.8	67.1	74.3
Benchmark quartile	2	3	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	71	73	70
Achieving outcome 5+ (%)	74.6	71.2	77.1
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	5.6	17.8	12.9
Benchmark quartile	4	3	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	71	73	70
Achieving outcome 5+ (%)	80.3	79.5	77.1
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	2.8	38.4	27.1
Benchmark quartile	4	1	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	71	73	70
Achieving outcome 5+ (%)	81.7	80.8	87.1
Benchmark quartile	3	4	3
Achieving outcome 6+ (%)	7.0	30.1	52.9
Benchmark quartile	4	3	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.

6802302 - Pillgwenlly Primary School

Number of pupils on roll	681
Pupils eligible for free school meals (FSM) - 3 year average	40.5
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	71	50	53	74
Achieving the core subject indicator (CSI) (%)	71.8	72.0	73.6	83.8
Benchmark quartile	2	3	3	2
English				
Number of pupils in cohort	71	50	53	74
Achieving level 4+ (%)	78.9	80.0	73.6	86.5
Benchmark quartile	2	2	3	2
Achieving level 5+ (%)	19.7	32.0	24.5	33.8
Benchmark quartile	3	1	3	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	71	50	53	74
Achieving level 4+ (%)	74.6	78.0	81.1	87.8
Benchmark quartile	3	3	3	2
Achieving level 5+ (%)	25.4	26.0	32.1	41.9
Benchmark quartile	2	2	2	1
Science				
Number of pupils in cohort	71	50	53	74
Achieving level 4+ (%)	90.1	90.0	84.9	93.2
Benchmark quartile	1	1	2	1
Achieving level 5+ (%)	21.1	24.0	32.1	47.3
Benchmark quartile	2	2	2	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.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	102		102	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	101		95	6		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			94%	6%		
			92%	8%		
I know who to talk to if I am worried or upset.	102		99	3		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%		
			97%	3%		
The school teaches me how to keep healthy	102		102	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	101		99	2		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			98%	2%		
			96%	4%		
I am doing well at school	102		100	2		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	101		101	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	102		101	1		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			99%	1%		
			98%	2%		
My homework helps me to understand and improve my work in school.	102		99	3		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			97%	3%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	101		98	3		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			97%	3%		
			95%	5%		
Other children behave well and I can get my work done.	100		89	11		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			89%	11%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	102		94	8		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			92%	8%		
			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.	192	142 / 74%	48 / 25%	2 / 1%	0 / 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	199	152 / 76%	47 / 24%	0 / 0%	0 / 0%	0	Mae fy mhlentyn 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.	199	156 / 78%	43 / 22%	0 / 0%	0 / 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	197	141 / 72%	54 / 27%	2 / 1%	0 / 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	183	108 / 59%	65 / 36%	10 / 5%	0 / 0%	14	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	196	147 / 75%	48 / 24%	1 / 1%	0 / 0%	3	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	196	141 / 72%	53 / 27%	2 / 1%	0 / 0%	4	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	188	111 / 59%	72 / 38%	5 / 3%	0 / 0%	8	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	194	140 / 72%	52 / 27%	2 / 1%	0 / 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	191	131 / 69%	60 / 31%	0 / 0%	0 / 0%	6	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	198	156 / 79%	41 / 21%	1 / 1%	0 / 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	180	120 / 67%	57 / 32%	3 / 2%	0 / 0%	17	Mae fy mhlentyn 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.	196	119 / 61%	75 / 38%	2 / 1%	0 / 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	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.	197	127 64%	70 36%	0 0%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	182	111 61%	66 36%	3 2%	2 1%	16	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	197	130 66%	65 33%	2 1%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	175	104 59%	66 38%	5 3%	0 0%	23	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	200	138 69%	55 28%	7 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	194	153 79%	40 21%	1 1%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Andrew Thorne	Reporting Inspector
Susan Davies	Team Inspector
Margaret Lonsdale	Team Inspector
Margaret Owenna Davies	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Robert Charles Purchase	Peer Inspector
Kathryn Bevan (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.