Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Willowtown Primary School
Brynheulog Street
Willowtown
Ebbw Vale
Blaenau Gwent
NP23 6NJ**

Date of inspection: January 2017

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: 14/03/2017

Context

Willowtown Primary School is in the town of Ebbw Vale in Blaenau Gwent. There are 370 full-time pupils between the ages of 4 and 11 years on roll. A further 65 pupils attend the school's nursery part-time.

There are 15 classes. The school also hosts special needs resource base, funded by the local authority, for pupils with moderate learning difficulties.

Around 26% of pupils are eligible for free school meals, which is above the national average. The school identifies that approximately 24% of pupils have additional learning needs including those in the resource base. A very few pupils have a statement of special educational needs.

Nearly all pupils are of white British ethnicity and come from homes where English is the main language. Very few pupils speak Welsh at home.

The headteacher took up his post in March 2016. Estyn last inspected the school in November 2009.

The individual school budget per pupil for Willowtown Primary School in 2016-2017 means that the budget is £4,192 per pupil. The maximum per pupil in the primary schools in Blaenau Gwent is £5,313 and the minimum is £3,665. Willowtown Primary School is 10th out of the 19 primary schools in Blaenau Gwent in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Most pupils have recently begun to make good progress in the development of their skills as they move through the school
- Most pupils with additional learning needs make good progress over time
- From a low starting point, most pupils develop strong oracy skills
- Most pupils develop sound number skills
- Nearly all pupils have a very positive attitude to their learning
- Rates of pupil attendance are high
- The school's new curriculum engages nearly all pupils well and ensures the successful development of their skills as they move through the school
- Teachers make effective use of a good range of strategies to engage pupils and to promote positive behaviour

However:

- By the time they leave the school, a minority of pupils have not developed their basic writing skills to a sufficient level to write at length and with confidence
- Pupils do not have sufficient opportunities to develop their numeracy skills in subjects across the curriculum
- A few pupils in key stage 2 do not have the basic skills of reading needed to become fluent readers
- Overall, pupils' Welsh language skills are limited

Prospects for improvement

The school's prospectus for improvement are good because:

- The headteacher provides strong leadership and a clear sense of strategic direction to the school's work
- All members of the school's community have worked together to develop a shared vision for continuous school improvement
- Leaders use information on pupil performance well to inform school improvement and to track individual pupils progress effectively
- The governing body provides appropriate support and challenge to the school
- The school has established a systematic approach to monitoring the quality of its work
- The school's partnership with the regional education consortium is highly effective in supporting school improvement

Recommendations

R1 Improve standards of reading and writing

R2 Improve standards in Welsh.

R3 Provide pupils with opportunities to develop their numeracy skills in subjects across the curriculum

R4 Share best practice in teaching and learning across the school more effectively

R5 Ensure that there is appropriate and effective use of the pupil deprivation grant

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

Many pupils enter the school with skills that are well below those expected for their age. Recently, most pupils have begun to make good progress in the development of these skills as they move through the school. Most pupils with additional learning needs make good progress over time. The pupils in the special needs resource base make particularly good progress.

From a low starting point, most pupils develop strong oracy skills. They contribute enthusiastically to class discussions and listen carefully to the contributions of other pupils and adults. By the end of key stage 2, many pupils provide thoughtful and well-reasoned answers to questions.

In the Foundation Phase, most pupils develop their reading skills to an appropriate level. A majority read with expression and increasing fluency. Most show an enthusiasm for reading, talk about their books keenly and make useful predictions about what may happen next. However, a minority of pupils do not have a sound enough knowledge of a range of reading strategies, such as sounding out, to read unfamiliar words. In key stage 2, most pupils continue their enthusiasm for reading. They decode words successfully and a majority read with appropriate expression and good comprehension. However, a few pupils in key stage 2 do not have the basic skills of reading needed to become fluent and confident readers, and only a minority demonstrate higher-order reading skills to enable them to infer meaning from their texts.

By the end of the Foundation Phase, most pupils develop appropriate writing skills. They spell at a suitable level for their age and ability. A majority present their work well and use capital letters and full stops effectively to organise their work. However, only a very few pupils use more advanced forms of punctuation, such as exclamation and question marks. Many pupils write appropriately in a range of forms. For example, they create informative fact files about wolves and write imaginative descriptions of a giant. In key stage 2, most pupils continue to make suitable progress in the development of their writing skills. By Year 6, many pupils have a good understanding of a wide range of types of writing, including playscripts, balanced arguments and science fiction stories. A majority of pupils spell accurately and use basic punctuation appropriately to organise their work. However, a minority of pupils have not developed their basic writing skills to a sufficient level to write with confidence and fluency. Many pupils across the school apply their writing skills in subjects across the curriculum at a similar level to their English lessons.

Most pupils develop sound number skills as they progress through the school. By the end of the Foundation Phase, they have a good knowledge of basic number facts and use these well to complete simple calculations involving the four rules of number. For example, they use their understanding of multiples of ten well to calculate change from £1. Many pupils have a strong understanding of a good range of mathematical

concepts and skills, including shape, time and measure. They develop appropriate skills in data handling, such as when creating a bar chart to show the most common types of animals. In key stage 2, most pupils build well on the skills they have developed in the Foundation Phase. They understand place value and use this effectively to complete a range of calculations and to solve real-life problems. For example, they use their understanding of addition and subtraction accurately to calculate profit and loss with amounts of money up to £1,000. Most pupils have a good understanding of a range of measures, such as when using a protractor accurately to measure and identify types of angles. They interpret and present data in a range of forms well, including in pie charts and line graphs. However, across the school, pupils do not apply their numeracy skills at the same level in other subjects as they do in mathematics lessons.

Most pupils use Welsh greetings regularly throughout the day. Pupils respond appropriately to basic instructions, such as when it is time to tidy up or when given reminders to raise their hands in order to answer questions. In the Foundation Phase, most pupils demonstrate a positive attitude toward learning Welsh and make appropriate progress. For example, the majority of pupils count reliably to ten in Welsh. However, overall their skills in reading and speaking Welsh are limited.

In key stage 2, the majority of pupils write basic sentences in Welsh about themselves with support and a few respond appropriately to simple questions. Pupils are aware of basic vocabulary, but cannot apply this knowledge well enough to speak in accurate sentences. A very few pupils use Welsh words and simple phrases naturally when communicating in the classroom.

Most pupils develop their ICT skills well in subjects across the curriculum. They use a good variety of ICT packages on computers and hand-held devices to present their work. For example, pupils in Year 2 use an online word processing tool to write about themselves, and pupils in Year 4 use an app to create mind maps to plan their writing. By Year 6, most pupils create, access and interpret databases when, for example, investigating the favourite sports of pupils in their class. They use the camera tool on a hand-held device to record and evaluate their poetry performances. However, very few pupils have the skills to create and use spreadsheets. Across the school, pupils access the Internet successfully to support their studies. Most pupils have a good understanding of how to stay safe online.

The published data for teacher assessments at the end of Foundation Phase and key stage 2 includes pupils with additional learning needs within the special needs resource base. This can affect the overall performance of pupils when compared with that of pupils in other schools with similar proportions of pupils eligible for free school meals.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcomes has varied, moving the school between the top 25% and bottom 25% when compared with similar schools over the last four years and there is no overall pattern. At the higher than expected outcome, pupils' performance places the school largely in the lower 50%.

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science has placed the school largely in the lower 50% when compared with similar schools over the last four years. At the higher than expected level, the school is mostly placed in the higher 50%.

Wellbeing: Good

Nearly all pupils have a very positive attitude to their learning. They make informed choices during tasks and work well independently and with others. Nearly all are aware of the need to persevere when undertaking a challenging task. For example, pupils use the 'learning pit' strategy very successfully to call upon support from others and they proceed well with their work if they encounter difficulties.

Nearly all pupils behave well within the classroom and around the school. They display a warm, courteous and friendly manner towards adults and each other. Older pupils are eager to take on additional responsibilities, for example as digital leaders and in supporting the behaviour of other pupils on the playground. This has a positive effect on developing their social skills and their ability to resolve any minor disagreements successfully. Many pupils understand the importance of being a good friend to other people.

Most pupils have a good understanding of how to develop a healthy lifestyle. They know the importance of taking regular exercise and making good decisions about what they eat and drink. Nearly all pupils feel safe in school and know where to turn if they are worried or upset.

Pupils contribute effectively to school life through their involvement in the school council, as digital leaders and as members of the eco committee. Regular meetings with the school's senior management team allow pupils to contribute well to school developments. For example, they have helped design and purchase climbing equipment and worked to promote healthy lunchboxes.

Pupils are active participants in their local community and take pride in caring for those who are less fortunate. For example, they visit local care homes to perform songs at Christmas and raise funds for a local food bank by making and selling biscuits.

Attendance rates have placed the school mostly in the top 25% when compared to similar schools for the past four years.

Key Question 2: How good is provision?	Good

Learning experiences: Good

Teachers have recently reviewed and adapted their medium-term and long-term planning to incorporate the requirements of the National Curriculum and the National Literacy and Numeracy Framework. The new curriculum engages nearly all pupils well and ensures the development of their skills as they move through the school. A well-planned programme of visits and visitors to the school enriches and support this well. Recently, leaders have placed a strong emphasis on developing pupils' basic

skills, for example through a consistent approach to teaching mathematics. This is beginning to have a positive impact on standards. However, teachers do not provide pupils with sufficient opportunity to develop these skills, particularly their numeracy skills, in their work across the curriculum.

Teachers plan well for pupils to develop their skills in the use of word processing, presentation software and database packages. The provision for older pupils to contribute online to important world issues is good. For example, they have regularly contributed to online discussions hosted by a national news publication and were rewarded with a visit to Buckingham Palace to celebrate their work.

The school provides good opportunities for pupils to learn about the history and culture of Wales, including through the study of Welsh artists and by visiting a local mine museum and Cardiff Castle. The school has recently focused on improving continuity and progression in the planning for developing pupils' Welsh language skills. As a result, pupils have made good progress during the year.

The school provides good opportunities for pupils to learn about environmental issues around the school and in the wider community. Members of the eco committee devised and displayed posters in local shops urging the public to dispose of their litter thoughtfully. The school provides many worthwhile opportunities for pupils to develop their understanding of global citizenship, for example through fair trade week, assemblies about special days around the world, topical debate about Brexit and Britain's involvement in Syria.

Teaching: Good

Teachers have worked together well to create a positive ethos for learning in all classes and around the school. They make effective use of a good range of teaching strategies to engage pupils and to promote positive behaviour. Most lessons proceed with appropriate pace and sustain pupils' interests well. As a result, most pupils are keen to learn and make good progress in relation to their starting points.

In the majority of classes, there are clear learning objectives and most pupils understand what they need to do to be successful. Teachers promote motivational skills, such as perseverance, very successfully. In nearly all cases, teachers instil an ethos of independence in pupils and encourage them to take responsibility for improving their own work. Teachers generally plan work well to meet the different needs of pupils. However, work is not always challenging enough for more able pupils.

Teachers provide valuable opportunities for pupils to assess each other's work and to suggest how other pupils can improve. Teachers ensure that all pupils have opportunities to suggest ideas on what and how they would like to learn.

Teacher assessment is accurate. Most feedback informs pupils of how well they have achieved and what they can do to improve their work further. The school is beginning to make effective use of assessment information to set appropriate challenges for pupils and to plan future learning.

The school keeps parents well informed about their children's progress. Annual and termly reports provide detailed information about their child's progress and targets for improvement.

Care, support and guidance: Good

The provision for the health and wellbeing of all pupils is a strength of the school. Its provision for pupils' spiritual, moral, cultural and social education is effective. The introduction of regular time in classes to reflect and to articulate insights and feelings helps pupils to make good progress in their learning and personal development. The school makes appropriate arrangements for promoting healthy eating and drinking. For example, it informs parents of expectations in relation to packed lunches and it works effectively with pupils and parents through extra-curricular cookery workshops on preparing healthy meals. The school has an appropriate policy and arrangements in place to tackle bullying and harassment.

The school works successfully with a wide range of specialist services to support pupils' additional learning needs. Effective communication between external agencies, the inclusion manager and school staff ensures a comprehensive whole-school approach to implementing support initiatives. The school actively seeks support from a local specialist school in order to improve provision for pupils with specific learning needs.

Provision for pupils with additional learning needs is effective. The school identifies pupils that require additional support at an early stage. Co-ordinated intervention strategies provide comprehensive support for these pupils. Individual education plans contain detailed, practical targets. Skilled and knowledgeable staff deliver specific interventions to support these targets and work well with parents to review pupils' progress at regular intervals.

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

Learning environment: Good

The school is an inclusive community that takes good account of pupils' diverse backgrounds. Staff work effectively with most pupils to help them develop enquiring minds and high aspirations. Pupils have equal access to all areas of the school's curriculum as well as out-of-school learning, clubs and educational trips. The school makes good use of the local community and historic sites to help pupils to understand their heritage.

The accommodation is of good quality, secure and well maintained. Senior leaders plan the use of its available space well. For example, the creation of an expressive art room has been highly effective in supporting pupils to develop their musical talents. The school has a good range of resources that match pupils' learning needs appropriately. The recent purchase of new information and communication technology (ICT) equipment is beginning to have a positive impact on the standard of pupils' ICT skills. Generally, displays around the school are of an appropriate quality. In the Foundation Phase, a few displays celebrate pupils' achievements and learning

journeys particularly well. The school has good outdoor amenities for play. The space available for outdoor Foundation Phase activities is appropriate, but teachers do not always maximise the use of the outdoor space.

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

Leadership: Good

The headteacher, pupils, staff and parents have developed a shared vision for continuous school improvement. Across the school, there are high expectations of all staff underpinned by shared professional values. In a very short time since appointment, the headteacher has provided strong leadership and a clear sense of strategic direction to the school's work. He has implemented many changes determinedly. This has enabled the school to address longstanding problems effectively, such as those relating to pupil behaviour and staff absence. There are robust arrangements to challenge staff underperformance and supportive processes to help all staff to improve the quality of their work, where required. Recently introduced performance management arrangements ensure that all staff work towards addressing school improvement priorities appropriately.

A recent review of the school's staffing structure has led to the effective distribution of leadership roles. Carefully written job descriptions and helpful professional development opportunities ensure that leaders and managers at all levels understand and discharge their roles successfully. Leaders use information on pupil performance particularly well, for example to ensure that all intervention strategies meet the needs of learners successfully. Arrangements to introduce a new curriculum and specific teaching strategies are developing well. These are improving pupils' engagement in learning and beginning to raise standards, for example in pupils' number skills.

There is an appropriate focus on addressing national and local priorities to improve pupils' standards in literacy, mathematics and wellbeing. However, until recently, leaders have not always used grant funding for disadvantaged pupils well enough.

The governing body now provides appropriate support and challenge to the school. Governors have up-to-date training and a broad range of useful professional skills. They monitor the quality of school improvement work, the performance of school leaders and financial procedures carefully. For example, they have suitable plans to ensure that the school moves out of its current deficit budget into a surplus. Governors visit the school regularly for formal meetings with the headteacher and for learning walks. In addition, they receive valuable updates about school performance information from school leaders. Overall, governors have a sound understanding of the school's strengths and improvement priorities.

Improving quality: Good

The recent pace of successful change in the school is impressive. This has led to considerable progress from a low starting point. The school now has many effective systems in place for sustainable improvement. School leaders have a secure understanding of the school's most important areas for development. They

implement change effectively to address these priorities. School leaders have emphasised to staff the importance of nurturing positive attitudes to learning, perseverance and behaviour among pupils. Leadership systems and the quality of teaching have improved, and staff use more aspirational target setting with pupils. As a result of these initiatives, and the commitment of staff to their implementation, the school's ethos and learning environment have improved and pupils make good progress in their learning and wellbeing.

The headteacher has established a systematic approach to monitoring the quality of the school's work and tracking progress against improvement priorities. This includes a comprehensive programme of lesson observations. However, not all senior leaders observe lessons. Senior leaders regularly review a suitable range of first-hand evidence, such as the quality of teachers' planning and information on pupil progress. They record their findings in useful impact reviews. They share these findings effectively, for example during staff and governors' meetings. Subject leaders monitor staff progress in implementing subject action plans carefully. This ensures that all staff work in accordance with agreed protocols, for example to follow assessment procedures and to teach the ICT curriculum.

The school takes good account of external reviews and advice from the regional consortium. This has supported valuable improvements, for example to financial management procedures and the professional development of teachers.

There are effective arrangements to gather and to act upon the views of pupils. For example, pupils regularly decide what they would like to learn about in their topic work. In response to parental questionnaires, the school has introduced termly parents' meetings to discuss their child's progress and future learning targets.

Partnership working: Good

The school works well with a range of partners and it has improved its partnership with parents well. This has contributed to improved attendance and enhanced pupils' attitudes to learning. Joint working with the parent-teacher association has raised significant funds that have allowed the purchase of new ICT equipment and outdoor furniture. Community links are effective. For example, the strong partnership with Communities First has helped to improve parental involvement in their child's learning. Regular visits from local churches contribute well to pupils' spiritual development.

The school's partnership with the regional consortium is highly effective. This has supported the rapid improvement in the quality of leadership and provision at the school. Work with the regional consortium has enabled links with successful primary schools in other parts of the region that have accelerated the school's improvement journey. The school benefits from effective partnerships with the local authority educational psychology service, music service and human resources department.

The school co-operates well with other local schools to moderate teachers' assessments of pupils' work in the Foundation Phase and key stage 2. As a result, teachers' assessments are accurate. The school works well with the local cluster of schools to improve transition to the local secondary school. However, this work is at an early stage of development.

Resource management: Adequate

There are enough qualified staff and resources to deliver the curriculum effectively and to support school improvement priorities. Teachers make good use of planning, preparation and assessment time. Teaching assistants have a positive influence on pupil progress, for example through the delivery of targeted interventions.

Arrangements for the professional development of staff support the school's recent rapid improvement. For example, bespoke programmes to improve the quality of teaching and leadership are beginning to raise standards for pupils. Useful networks of professional practice within the school have had a notable impact on creating a positive learning environment. Where the school shares good practice, this has had a positive impact on standards. For example, the modelling of good practice in the teaching of mathematics skills has led to a consistent approach to teaching and learning in mathematics across the school. However, arrangements to share the very best practice across other aspects of the school's work are at an early stage of development.

The school has recently introduced effective systems to monitor its budget and to ensure the efficient use of resources. There is an appropriate spending plan in place to address the current budget deficit. The governing body's finance committee now ensures that spending decisions link closely to the priorities in the school improvement plan. However, until recently, the school has not used its pupil deprivation grant funding for its intended purpose and has not evaluated its impact.

In the view of the standards achieved by pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6772278 - Willowtown Primary School

Number of pupils on roll	439
Pupils eligible for free school meals (FSM) - 3 year average	30.7
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	39	49	57	56
Achieving the Foundation Phase indicator (FPI) (%)	82.1	71.4	87.7	83.9
Benchmark quartile	2	4	1	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	39	49	57	56
Achieving outcome 5+ (%)	84.6	73.5	89.5	83.9
Benchmark quartile	2	4	1	3
Achieving outcome 6+ (%)	17.9	18.4	21.1	26.8
Benchmark quartile	3	3	3	3
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	39	49	57	56
Achieving outcome 5+ (%)	84.6	79.6	87.7	85.7
Benchmark quartile	2	3	2	3
Achieving outcome 6+ (%)	23.1	18.4	22.8	30.4
Benchmark quartile	2	3	3	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	39	49	57	56
Achieving outcome 5+ (%)	97.4	87.8	93.0	94.6
Benchmark quartile	1	3	3	2
Achieving outcome 6+ (%)	56.4	32.7	47.4	44.6
Benchmark quartile	1	3	2	3

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.

6772278 - Willowtown Primary School

Number of pupils on roll	439
Pupils eligible for free school meals (FSM) - 3 year average	30.7
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	48	54	59	48
Achieving the core subject indicator (CSI) (%)	64.6	70.4	89.8	85.4
Benchmark quartile	4	4	1	3
English				
Number of pupils in cohort	48	54	59	48
Achieving level 4+ (%)	72.9	75.9	91.5	87.5
Benchmark quartile	3	3	1	3
Achieving level 5+ (%)	37.5	29.6	33.9	25.0
Benchmark quartile	1	2	2	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	48	54	59	48
Achieving level 4+ (%)	70.8	74.1	89.8	87.5
Benchmark quartile	4	4	2	4
Achieving level 5+ (%)	41.7	27.8	32.2	27.1
Benchmark quartile	1	2	2	4
Science				
Number of pupils in cohort	48	54	59	48
Achieving level 4+ (%)	79.2	77.8	91.5	91.7
Benchmark quartile	3	4	2	3
Achieving level 5+ (%)	43.8	33.3	33.9	33.3
Benchmark quartile	1	2	2	3

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.	98		97	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			99%	1%		
			98%	2%		
The school deals well with any bullying.	98		94	4		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			96%	4%		
			92%	8%		
I know who to talk to if I am worried or upset.	98		93	5		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			95%	5%		
			97%	3%		
The school teaches me how to keep healthy	98		94	4		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			96%	4%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	98		96	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	98		95	3		Rwy'n gwneud yn dda yn yr ysgol.
			97%	3%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	98		98	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.	98		94	4		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			96%	4%		
			98%	2%		
My homework helps me to understand and improve my work in school.	98		95	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.	97		96	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			99%	1%		
			95%	5%		
Other children behave well and I can get my work done.	98		65	33		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			66%	34%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	98		93	5		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			95%	5%		
			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.	219	146 67%	68 31%	3 1%	2 1%	1		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%			
My child likes this school.	220	163 74%	53 24%	2 1%	2 1%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%			
My child was helped to settle in well when he or she started at the school.	218	151 69%	61 28%	4 2%	2 1%	1		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%			
My child is making good progress at school.	217	130 60%	80 37%	4 2%	3 1%	3		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%			
Pupils behave well in school.	204	92 45%	103 50%	5 2%	4 2%	15		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	213	137 64%	72 34%	2 1%	2 1%	6		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	215	132 61%	81 38%	1 0%	1 0%	4		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%			
The homework that is given builds well on what my child learns in school.	203	111 55%	81 40%	9 4%	2 1%	16		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.
		49%	43%	6%	2%			
Staff treat all children fairly and with respect.	207	128 62%	70 34%	7 3%	2 1%	11		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.	213	132 62%	79 37%	1 0%	1 0%	7		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%			
My child is safe at school.	215	147 68%	66 31%	0 0%	2 1%	4		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	186	102 55%	76 41%	5 3%	3 2%	32		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%			

	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 am kept well informed about my child's progress.	217	111 51%	77 35%	24 11%	5 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	218	146 67%	64 29%	6 3%	2 1%	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.	206	108 52%	79 38%	16 8%	3 1%	13	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.	214	121 57%	89 42%	1 0%	3 1%	6	Mae'r ysgol yn helpu fy mhlentyn 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.	173	75 43%	82 47%	11 6%	5 3%	45	Mae fy mhlentyn 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.	214	114 53%	89 42%	9 4%	2 1%	6	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	215	145 67%	66 31%	2 1%	2 1%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Jonathan Wright	Reporting Inspector
Richard Lloyd	Team Inspector
Vanessa Bowen	Team Inspector
Mark Austin	Team Inspector
Penny Lewis	Lay Inspector
Simon Phillips	Peer Inspector
Paul Keane	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.