



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

A report on

**Palmerston Primary School
Pen-y-Bryn
Cadoxton
Barry
Vale of Glamorgan
CF63 2XL**

Date of inspection: November 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 date: 03/02/2017

Context

Palmerston Primary School is in Barry in the Vale of Glamorgan. There are 217 pupils on roll aged three to eleven. The school has eight classes, most of which are single age classes. In addition, the school has a resource base for pupils with complex physical and medical disabilities funded by the local authority. These pupils are fully integrated into mainstream classes and access a modified curriculum.

The school identifies around 20% of pupils as having additional learning needs. This is just below the national average. There are very few pupils with a statement of special educational needs. Very few pupils come from an ethnic minority background or speak English as an additional language. Very few pupils speak Welsh at home.

About 18 % of pupils are eligible for free school meals, which is just below the national average.

The headteacher took up his post in April 2005. The school was last inspected in June 2009.

The individual school budget per pupil for Palmerston Primary School in 2016-2017 means that the budget is £3,620 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £4,576 and the minimum is £2,773. Palmerston Primary School is 15th out of the 45 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

| | |
|---|------------------|
| The school's current performance | Excellent |
| The school's prospects for improvement | Excellent |

Current performance

The current performance of the school is excellent because:

- Nearly all pupils make at least good progress and a minority make exceptional progress during their time in school
- Nearly all pupils with additional learning needs make very good progress in relation to their personal targets
- The behaviour of nearly all pupils is excellent
- The school provides an exceptional range of engaging learning experiences that meet the needs of nearly all pupils very successfully
- The school's extensive provision for pupils with complex needs is highly effective
- Teaching is at least good and often excellent
- Feedback to pupils about their work is exemplary
- The school promotes equality and inclusion very successfully and vulnerable pupils feel cherished by their peers
- There is a tangible ethos of care, support, respect and trust throughout the school, which supports pupils' wellbeing very successfully

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher and deputy headteacher provide highly effective and visionary leadership to a dedicated team
- The school has a very strong track record of implementing improvements that have had a positive impact on pupils' standards and wellbeing, for example in developing pupils' literacy skills
- Leaders use an extensive range of first-hand evidence to evaluate the performance of the school accurately
- Staff at all levels understand and develop their roles and responsibilities very successfully
- Governors make an exceptional contribution to the leadership of the school
- Targets in the school development plan link closely to the outcomes of self-evaluation
- The school has made strong progress in response to the recommendations from the last inspection
- There is a very effective partnership between the school and parents
- Creative and innovative partnerships with local businesses have a positive impact on pupils' progress
- Leaders make very effective use of available funding

Recommendations

- R1 Develop the full range of pupils' information and communication technology (ICT) skills so that they are better able to use them in independent learning across the curriculum
- R2 Continue to improve attendance

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

A majority of pupils enter school with literacy and numeracy skills broadly in line with those expected for their age. During their time in school, nearly all pupils, including those linked to the resource base, make at least good progress and a minority make exceptional progress relative to their starting point. Many pupils recall previous learning well and apply their knowledge with confidence and independence to a range of tasks. As a result, they make rapid progress across many areas of the curriculum.

Throughout the school, nearly all pupils listen very attentively and respectfully. They are supportive and tolerant of the opinions of others. Many younger pupils speak clearly and confidently to both adults and peers. Older pupils communicate articulately giving detailed and thoughtful observations on a wide range of subjects. Many use sophisticated vocabulary in their explanations. For example, they use the term 'stereotypical behaviour' when discussing the attitude of a character in a reading text.

Standards of reading are consistently good across the school. Younger pupils read very well for their age and ability and make good use of their knowledge of phonics to read unfamiliar words. Many older pupils read with fluency and expression, taking very good note of punctuation. They talk eloquently about books they enjoy and give mature reasons to support their choices.

Standards of writing are very good. By the end of the Foundation Phase, many pupils write in full sentences using accurate punctuation. They make very good use of the skills learned in their reading lessons to spell complex words. Most pupils use an imaginative range of vocabulary to add interest to their writing, for example 'he fights my bad dreams' when describing an invisible friend.

In key stage 2, nearly all pupils are ambitious in their use of language. They write clearly and descriptively using an impressive range of mature vocabulary. For example, younger key stage 2 pupils write about 'the beginnings of democracy' when describing the life of the Early Greeks. Many pupils plan their writing very creatively and vary the content very effectively to respond to the requirements of the task.

Nearly all pupils transfer their literacy skills very successfully across other areas of the curriculum. In the Foundation Phase, pupils can distinguish between fact and fiction and explain their reasons articulately, for example when categorising books written about the moon. Older and more able pupils use their literacy skills very successfully to add emotion and empathy to their writing. For example, they use 'desolate, desperate and overwhelming' when describing the Aberfan disaster.

Many Foundation Phase pupils use their number and reasoning skills well both in mathematics lessons and across other areas of the curriculum. They measure a range of objects accurately and sort numbers successfully using a Venn diagram. By the end of the Foundation Phase, most pupils use a wide variety of strategies very successfully to solve problems, for example when creating a symmetrical picture using squares.

In key stage 2, many younger pupils have a sound knowledge of place value and can multiply and divide numbers by 100 and 1,000. Many understand inverse operations and have a secure understanding of equivalent fractions. They use their knowledge of data handling very effectively to record information. Many older pupils have impressive computational skills. They make rapid mental calculations and use a range of complex methods very successfully to solve problems. They record their findings systematically and logically. They justify their reasoning articulately, for example when comparing and contrasting different athletes' times for swimming.

Standards in Welsh are good. In the Foundation Phase, most pupils conduct a simple conversation about themselves or the weather. They read age appropriate stories with understanding, using good expression. Most pupils develop their written Welsh skills effectively across other areas of the curriculum for example when recording the shapes used to create a dinosaur in the style of the artist Georgiana Teseleanu.

By the end of key stage 2, many pupils initiate and maintain Welsh conversations with other pupils and adults successfully. Many older pupils read fluently from a variety of suitable books, showing a good understanding of the text. Most use their knowledge of sentence structures and Welsh vocabulary effectively to write at length on a range of subjects using the past and present tense correctly, for example when describing their holiday.

Pupils' ICT skills are good across the school. Nearly all Foundation Phase pupils are confident in using a range of ICT equipment to create and display their work. In key stage 2, pupils use ICT well to present information in a variety of interesting formats. Older pupils use hyperlinks effectively to record information about the origins, composer and history of the Happy Birthday song. However, the ability of many pupils to extend their ICT skills independently across the wider curriculum is at an early stage of development. Throughout the school, most pupils have a good understanding of how to keep safe online.

Most pupils with additional learning needs make at least good progress. They make very valuable gains against their personal targets. Nearly all pupils eligible for free school meals make very good progress. By the time they leave the school, they achieve at least as well and often better than their peers.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development over the last four years at both the expected and higher levels has fluctuated between the top 25% and bottom 25% of similar schools, and shows no overall trend.

At key stage 2, pupils' performance at the expected level in English, mathematics and science over the last four years shows a general trend of improvement. At the higher level, pupils' performance has varied, moving the school between the top 25% and lower 50% of similar schools.

Wellbeing: Good

The behaviour of nearly all pupils is excellent. The care and support that pupils show for each other is exemplary and vulnerable pupils feel cherished by their peers. Nearly all pupils are highly-engaged and motivated in lessons. They display perseverance and sustained levels of concentration, even when the work is very challenging. All pupils contribute ideas about what they would like to learn. This is an outstanding feature and a particular strength of the school.

Nearly all pupils understand the importance of keeping healthy by eating well and taking physical exercise. The innovative 'scrap store' playground scheme encourages pupils to engage in physical activities during playtime in a purposeful and exciting way. Many pupils attend a wide range of extra-curricular activities such as football and netball.

Members of the school council and eco-committee take an active part in school life and make very worthwhile decisions that benefit pupils, staff and parents, such as the introduction of 'walk and talk' sessions to music before school each morning. This ensures that all pupils take part in additional healthy activity and creates a positive start to the school day.

Nearly all pupils make excellent progress in the development of their social and life skills. Nearly all pupils are becoming independent, responsible citizens. They host visits to the school very successfully and discuss the next steps in their learning with maturity and confidence.

Over the last four years, there has been a general improvement in attendance. The unique nature of the pupil population notably affects overall attendance levels. A number of valuable child-led initiatives, such as collecting stamps to reward attendance, ensure that all pupils understand the importance of attending school regularly. Nearly all pupils are punctual.

| | |
|---|------------------|
| Key Question 2: How good is provision? | Excellent |
|---|------------------|

Learning experiences: Excellent

The school provides an exceptional range of engaging learning experiences, which enable all pupils to access the curriculum very successfully. These are broad and balanced and meet the requirements of the National Curriculum very well. The planning of the curriculum is extremely thorough and supports a clear progression of pupils' skills from Foundation Phase to the end of key stage 2. There are many imaginative, high quality opportunities for pupils to apply their literacy, numeracy and ICT skills and to build upon their previous learning. All pupils have extensive opportunities to be involved in planning their own learning, for example in the collaborative development of their project themes. As a result, nearly all pupils are highly motivated and make very good progress.

Pupils have extended opportunities to develop their learning through a very good range of after school clubs. For example, pupils of all abilities regularly enjoy art, computing and gardening activities. This broadens their learning experiences in an enjoyable and worthwhile way.

Provision for developing pupils' Welsh language skills is effective and well planned. As a result, pupils make good progress both in lessons and outside the classroom. The school promotes Welsh traditions and culture very successfully. For example, many pupils participate in an annual eisteddfod and a series of visits to places of historical interest. As a result, most pupils have a strong appreciation of life in Wales.

The enthusiastic work of the well-established eco-committee ensures that nearly all pupils are aware of the need to recycle and to save energy. Pupils' involvement in the development of the sensory garden and the allotment has enhanced their understanding of themselves as citizens locally and in the wider community. Most pupils gain a valuable understanding of people's lives in different countries through cultural week and their studies of different countries.

Teaching: Excellent

Across the school, most teaching is excellent. Teachers and support staff know the capabilities of their pupils very well and have high expectations for all learners. All teachers plan conscientiously and in detail to prepare lessons that are very well matched to pupils' individual needs. This enables pupils of all abilities to produce their best work. Teachers use an extensive range of imaginative resources to provide learning experiences that motivate and engage pupils. As a result, nearly all pupils work enthusiastically and make strong progress in lessons. In nearly all classes, an ethos of mutual respect and teamwork helps to create a purposeful and focused working environment. The school deploys teaching assistants very effectively to support the learning. Well-structured masterclasses, provided by senior leaders, help to fine tune small but precise elements of a lesson for less experienced members of staff. This sharing of excellent practice ensures that teaching methods and classroom management are of a consistently high standard across the school.

All teachers mark pupils' work very effectively and consistently, using agreed marking strategies. The school plans specific feedback sessions during 'Feedback Friday'. These provide pupils with many valuable opportunities to reflect upon their own learning and respond to comments from teachers and their peers. Nearly all pupils know their personal targets well and what they need to do to achieve them. All teachers monitor pupils' progress very effectively, using a detailed tracking system. They use this information very successfully to plan challenging learning experiences that lead to improvements in pupils' work. The school has shared this practice beyond the school through conferences and best practice training.

Annual reports and termly consultations with teachers give parents valuable information about their child's attendance, progress and targets for the future.

Care, support and guidance: Excellent

The school nurtures pupils' health and wellbeing exceptionally well. It makes good arrangements for promoting healthy eating and drinking. All staff support pupils very effectively to develop caring and responsible behaviour towards each other. The school promotes pupils' social, spiritual, moral and cultural development very well through the rich experiences it provides. Well-planned assemblies reinforce the school's values very successfully. They provide valuable opportunities for pupils to reflect on the world around them.

The school works exceptionally well with specialist support agencies to support all vulnerable pupils. Very good use of specialist guidance, combined with the extensive expertise within the school, ensures a highly inclusive learning environment, where nearly all pupils make very good progress. The school has shared its sector leading practice with other schools.

The school's provision for pupils with additional learning needs is outstanding. The school plans, delivers and monitors an extensive range of support programmes very successfully to meet the needs of different groups of pupils. The highly effective organisation of staffing, training and timetabling is managed exceptionally well by leaders. Regular reviews of individual pupils' progress and detailed assessment information ensure that nearly all pupils make very good progress towards their individual learning goals. The quality of support that pupils with additional needs receive is exceptional.

The school promotes regular attendance rigorously. It ensures that parents and pupils are very aware of the educational and social implications of absence through regular newsletters and an individual reward system. The links between the educational welfare officer and the school are very effective in raising attendance levels. As a result, attendance rates have improved considerably over the last four years. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Excellent

The school is an outstandingly supportive and vibrant community. An ethos of love, support, compassion and understanding pervades the life of the school. A clear emphasis on recognising, respecting and celebrating diversity embeds all aspects of school life. It is a highly inclusive community, where all pupils receive equal access to all areas of the school's provision. The school promotes and celebrates diversity exceptionally well and shares this practice with other schools both locally and further afield.

The school building and environment is very well maintained. A wide range of resources support pupils learning needs highly effectively. All areas are fully adapted to enable all pupils to take part in all aspects of school life. An exceptionally well-equipped multi-sensory room provides an excellent resource for pupils with additional needs. Vibrant displays in classrooms and across the school celebrate pupils' work and achievements well and enhance the learning environment. Highly stimulating outdoor learning resources ensure that pupils have a positive learning

experience. The sensory garden and forest school provide an invaluable resource for all pupils to apply their literacy and numeracy skills in a wider setting. Staff make very good use of all the available space, both indoors and outside.

| | |
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| Key Question 3: How good are leadership and management? | Excellent |
|--|------------------|

Leadership: Excellent

The headteacher and deputy headteacher provide visionary leadership to a committed and dedicated team. They have a clear vision, based on supporting all pupils to achieve their potential that they share very successfully with staff, pupils, parents and governors. As a result, the school has an extremely caring and inclusive ethos in which pupils attain high standards in their work.

The headteacher and deputy headteacher communicate very high expectations to staff and pupils. They share leadership roles very effectively across the senior leadership team. All members of staff are aware of their roles and responsibilities and they work very successfully as a team to ensure the best possible outcomes for all pupils.

Arrangements for the performance management of staff are very effective and link closely to priorities for school improvement. This has a positive impact on pupils' attainment, for example in improving standards of spelling across the school.

The leadership offered by the governing body is exceptional. Governors are very supportive of the school's work and co-operate closely with leaders to ensure that the school has a clear strategic direction. Governors are extremely well informed and deeply committed to school improvement. They have a very strong understanding of the school's performance data and the progress that pupils are making. Governors regularly undertake scrutiny of pupils' books. They use their findings highly successfully to challenge the school and to inform the self-evaluation processes.

The school responds very well to local and national priorities. The National Literacy and Numeracy Framework is embedded very successfully in teachers' planning, and the principles of the Foundation Phase are implemented fully.

Improving quality: Excellent

The school's arrangements for self-evaluation and planning for improvement are outstanding. School leaders and governors identify the strengths and areas for improvement extremely accurately, using an impressive range of first hand evidence. This includes information gained from lesson observations and evaluations, teaching action plans, individual subject evaluations, book scrutiny, questionnaire responses and a thorough analysis of extensive data. This gives the school a very clear understanding of its strengths and areas for development. As a result, the school has been very successful in bringing about improvements, for example in the quality of teaching.

The school incorporates the views of parents and pupils very successfully. For example, pupils' views have led to an improvement in the range of outdoor play resources. As a result, the behaviour of nearly all pupils during break and lunchtime is consistently good.

The school improvement plan is a very clear document. It identifies a realistic and manageable number of priorities that build systematically on the outcomes of self-evaluation. It takes very good account of national priorities. It identifies detailed actions, responsibilities, timescales, costs and measurable success criteria that enable staff to measure progress in all classes. All staff have a very clear understanding of their role in bringing about the desired outcomes. They work well with governors to implement these plans consistently. They evaluate agreed actions thoroughly to improve outcomes for pupils and to set targets for the future.

Partnership working: Excellent

The school has a wide range of highly effective partnerships that enrich and support pupils' learning and wellbeing very successfully.

The school's partnership with parents and the wider community is outstanding. Parents are welcomed into the work of the school through initiatives such 'Putting Families First' and class assemblies followed by breakfast together. Regular newsletters written by the pupils ensure that parents are very well informed about events and projects. A 'talk and walk' session, which takes place each morning, provides parents with a very worthwhile opportunity to communicate with teachers in an innovative and positive way. The school runs regular training for parents about literacy and numeracy initiatives. This has a very beneficial impact on the development of pupils' early literacy and numeracy skills and a few parents have attended courses to gain further qualifications. This enhances parents' understanding and confidence in helping their children at home very successfully.

The school has forged excellent links with local businesses. These have a very positive influence on pupils' learning experiences. For example, pupils develop their numeracy and entrepreneurial skills very effectively through selling fruit and vegetables that they have grown on their allotment in a local supermarket. Visitors from local businesses enrich learning experiences further. For example, visits from a local engineer develop pupils' skills in science and increase their knowledge of the world of work very purposefully.

The school regularly shares its excellent practice with other schools by creating videos of their practice and by hosting open days and workshops. These activities ensure that the school remains at the forefront of educational development. Effective transition arrangements with local secondary schools prepare children well for the next stage in their education.

Resource management: Excellent

The school is a very vibrant and resourceful learning community. Leaders create a very strong culture of co-operation across the school. They deploy staff very effectively to make the most of their expertise. Staff have an exceptional range of

expertise and specialist knowledge, which they share very effectively to improve outcomes for all pupils. Regular peer evaluation and reflection on lessons ensure consistency in both teaching and learning. Support staff make an excellent contribution to the inclusion of pupils from the resource base into all aspects of the life and work of the school. The school makes effective arrangements for teachers' planning, preparation and assessment time.

The school is involved in several successful networks of professional learning with local schools. For example, teachers lead a network to develop and share best practice about providing pupils with effective feedback about their work. This has a very beneficial impact on practices within the school and the standards that pupils achieve in their writing.

Senior leaders and governors manage the school's budget very efficiently. They allocate financial resources successfully to priorities identified in the school improvement plan. They share spending decisions well across the school, ensuring that staff and pupils contribute to these decisions, for example when purchasing school equipment.

Leaders make very effective use of the Pupil Deprivation Grant, to raise outcomes for vulnerable pupils. For example, the school implements a wide range of support programmes that improve pupils' literacy and numeracy skills very successfully.

In view of the very good progress that pupils make and the excellent quality of the provision, the school provides very good value for money.

Appendix 1: Commentary on performance data

6732131 - PALMERSTON PRIMARY SCHOOL

| | |
|--|------------------|
| Number of pupils on roll | 234 |
| Pupils eligible for free school meals (FSM) - 3 year average | 21.8 |
| FSM band | 3 (16%<FSM<=24%) |

Foundation Phase

| | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|
| Number of pupils in Year 2 cohort | 23 | 26 | 26 | 29 |
| Achieving the Foundation Phase indicator (FPI) (%) | 73.9 | 96.2 | 76.9 | 86.2 |
| Benchmark quartile | 4 | 1 | 4 | 3 |
| Language, literacy and communication skills - English (LCE) | | | | |
| Number of pupils in cohort | 23 | 26 | 26 | 29 |
| Achieving outcome 5+ (%) | 73.9 | 96.2 | 84.6 | 89.7 |
| Benchmark quartile | 4 | 1 | 3 | 3 |
| Achieving outcome 6+ (%) | 26.1 | 34.6 | 34.6 | 24.1 |
| Benchmark quartile | 3 | 1 | 2 | 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 | 23 | 26 | 26 | 29 |
| Achieving outcome 5+ (%) | 82.6 | 96.2 | 80.8 | 89.7 |
| Benchmark quartile | 3 | 1 | 4 | 3 |
| Achieving outcome 6+ (%) | 30.4 | 23.1 | 42.3 | 27.6 |
| Benchmark quartile | 2 | 3 | 1 | 3 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | | |
| Number of pupils in cohort | 23 | 26 | 26 | 29 |
| Achieving outcome 5+ (%) | 78.3 | 96.2 | 92.3 | 96.6 |
| Benchmark quartile | 4 | 2 | 3 | 3 |
| Achieving outcome 6+ (%) | 47.8 | 73.1 | 53.8 | 62.1 |
| Benchmark quartile | 2 | 1 | 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.

6732131 - PALMERSTON PRIMARY SCHOOL

| | |
|--|------------------|
| Number of pupils on roll | 234 |
| Pupils eligible for free school meals (FSM) - 3 year average | 21.8 |
| FSM band | 3 (16%<FSM<=24%) |

Key stage 2

| | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|
| Number of pupils in Year 6 cohort | 22 | 35 | 22 | 27 |
| Achieving the core subject indicator (CSI) (%) | 72.7 | 82.9 | 90.9 | 88.9 |
| Benchmark quartile | 4 | 3 | 2 | 3 |
| English | | | | |
| Number of pupils in cohort | 22 | 35 | 22 | 27 |
| Achieving level 4+ (%) | 81.8 | 82.9 | 90.9 | 88.9 |
| Benchmark quartile | 3 | 3 | 2 | 3 |
| Achieving level 5+ (%) | 27.3 | 45.7 | 31.8 | 37.0 |
| Benchmark quartile | 3 | 1 | 3 | 3 |
| Welsh first language | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving level 4+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving level 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematics | | | | |
| Number of pupils in cohort | 22 | 35 | 22 | 27 |
| Achieving level 4+ (%) | 72.7 | 85.7 | 90.9 | 92.6 |
| Benchmark quartile | 4 | 3 | 2 | 3 |
| Achieving level 5+ (%) | 31.8 | 37.1 | 36.4 | 44.4 |
| Benchmark quartile | 2 | 2 | 2 | 2 |
| Science | | | | |
| Number of pupils in cohort | 22 | 35 | 22 | 27 |
| Achieving level 4+ (%) | 86.4 | 85.7 | 90.9 | 92.6 |
| Benchmark quartile | 3 | 3 | 3 | 3 |
| Achieving level 5+ (%) | 50.0 | 48.6 | 31.8 | 51.9 |
| Benchmark quartile | 1 | 1 | 3 | 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. | 99 | 99 100% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 99 | 98 99% | 1 1% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 99 | 97 98% | 2 2% | 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 | 99 | 99 100% | 0 0% | 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. | 99 | 99 100% | 0 0% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 96% | 4% | |
| I am doing well at school | 99 | 94 95% | 5 5% | 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. | 99 | 99 100% | 0 0% | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd. |
| | | 99% | 1% | |
| I know what to do and who to ask if I find my work hard. | 99 | 98 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. | 99 | 95 96% | 4 4% | 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. | 99 | 94 95% | 5 5% | 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. | 99 | 74 75% | 25 25% | 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 | 99 | 94 95% | 5 5% | 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. | 61 | 32 52% | 25 41% | 3 5% | 1 2% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 34% | 3% | 1% | | |
| My child likes this school. | 61 | 35 57% | 22 36% | 4 7% | 0 0% | 0 | Mae fy mhentyn 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. | 60 | 39 65% | 20 33% | 0 0% | 1 2% | 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. | 61 | 32 52% | 28 46% | 1 2% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 62% | 35% | 3% | 1% | | |
| Pupils behave well in school. | 54 | 12 22% | 36 67% | 5 9% | 1 2% | 7 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 47% | 48% | 4% | 1% | | |
| Teaching is good. | 60 | 34 57% | 21 35% | 5 8% | 0 0% | 1 | Mae'r addysgu yn dda. |
| | | 61% | 36% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 57 | 37 65% | 19 33% | 1 2% | 0 0% | 3 | Mae'r staff yn disgwyl i fy mhentyn 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. | 60 | 27 45% | 28 47% | 5 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. | 58 | 24 41% | 24 41% | 9 16% | 1 2% | 3 | 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. | 59 | 31 53% | 23 39% | 5 8% | 0 0% | 2 | 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. | 60 | 26 43% | 32 53% | 1 2% | 1 2% | 1 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 66% | 32% | 2% | 1% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 52 | 23 44% | 19 37% | 8 15% | 2 4% | 8 | Mae fy mhentyn 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. | 61 | 26 43% | 27 44% | 7 11% | 1 2% | 0 | 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. | 61 | 32 52% | 22 36% | 7 11% | 0 0% | 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. | 57 | 25 44% | 26 46% | 5 9% | 1 2% | 4 | 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. | 59 | 25 42% | 30 51% | 3 5% | 1 2% | 2 | 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. | 46 | 16 35% | 21 46% | 8 17% | 1 2% | 13 | 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. | 61 | 26 43% | 26 43% | 7 11% | 2 3% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 54% | 39% | 6% | 1% | | |
| The school is well run. | 61 | 29 48% | 25 41% | 6 10% | 1 2% | 0 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 34% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|--|---------------------|
| Miss Helen Kay Lester | Reporting Inspector |
| Aileen Patricia Brindley | Team Inspector |
| Michaela Leyshon | Lay Inspector |
| Rosemarie Wallace | Peer Inspector |
| Kathryn Rhiannon Edwards (Deputy Head) | 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.