



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

A report on

**Sea View Community Primary School
Creidiol Road
Mayhill
SA1 6TZ**

Date of inspection: March 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.

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

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Publication date: 26/05/2017

Context

Sea View Community Primary School is in the Mayhill area of Swansea. There are 214 pupils on roll between the ages of 3 and 11, including 44 who attend the nursery on a part-time basis.

The school identifies that 48% of pupils have additional learning needs. This is well above the national average (25%). A very few pupils have statements of special educational needs.

Approximately 53% per cent of pupils are eligible for free school meals, which is well above the national average (19%). A majority of pupils are of white British ethnicity and come from homes where English is the main language. A minority of pupils speak English as an additional language. No pupils speak Welsh at home.

The last inspection of the school was in July 2009. The headteacher has been in post since April 2016.

The individual school budget per pupil for Sea View Community Primary School in 2016-2017 means that the budget is £3,994 per pupil. The maximum per pupil in the primary schools in Swansea is £5,232 and the minimum is £2,703. Sea View Community Primary School is 14th out of the 79 primary schools in Swansea 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 current performance of the school is adequate because:

- Many pupils make strong progress from their starting points
- Pupils apply their numeracy skills well across the curriculum
- Pupils' information and communication technology (ICT) skills are good
- Many pupils with additional learning needs make good progress in their learning
- The school provides a broad and balanced curriculum that provides interesting learning experiences for pupils
- Teachers use the outdoor environment well to support and enhance learning for younger pupils

However:

- Across the school, too many pupils read below the level expected for their age
- Pupils eligible for free school meals perform less well than other pupils, especially in key stage 2
- In a few classes, teachers' expectations of what pupils can do and the way they behave are too low

Prospects for improvement

The school's prospects for improvement are good because:

- Since their relatively recent appointments, the headteacher and the deputy headteacher provide the school with strong leadership
- Members of the senior management team contribute to the school's shared vision effectively, and work successfully together
- Members of the governing body have a sound understanding of the school's strengths and areas that need to improve
- Senior leaders have improved important aspects of the school's work, including the outdoor learning environment, pupil tracking systems and provision for ICT
- The headteacher has established a strong and effective partnership with parents
- The school works closely with other schools to share good practice
- The headteacher is effective in actively securing funding to improve the school, for example for the outdoor areas and for ICT

Recommendations

- R1 Improve pupils' reading skills
- R2 Raise standards of pupils eligible for free school meals
- R3 Improve pupils' Welsh speaking skills
- R4 Ensure that teachers have high expectations of all pupils and challenge them appropriately to reach their potential
- R5 Improve monitoring arrangements of the pupil deprivation grant to make sure that all pupils who are eligible for free school meals benefit fully from its use

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 in nursery with skills, knowledge and understanding below the expected level for their age. When they start in the reception class, the majority of pupils have weak literacy skills. As they move through the school, most pupils make appropriate progress from their starting points and a few make good progress.

In the Foundation Phase, most pupils listen well to each other and to adults. Many speak clearly, for example when asking and answering simple questions about the life cycle of a chick. By the end of key stage 2, many pupils listen with interest to adults and to each other. The majority of pupils speak well, for example when preparing for a debate on whether watching television is a good or bad leisure activity. Nearly all pupils including those with additional needs express clear views about this and give sensible reasons for their opinions.

A majority of pupils in the Foundation Phase make suitable progress with reading. By Year 2, many know the sounds that letters make and use these to help them read unfamiliar words. The more able pupils read with appropriate expression. However, many pupils of all abilities have a limited understanding of different types of texts. They are not able to talk in sufficient detail about what they have read, or say what they think might happen next in a story. In key stage 2, a few more able pupils are enthusiastic about books and reading. They explain their preferences for different books and authors. For example, they enjoy stories by Michael Morpugo because they deal with emotional issues. These pupils use their reading skills effectively for research. For example, they use the internet well to find out about life in the Tudor period, using more than one website to check the accuracy of the information. However, across the school, too many pupils read below the level expected for their age.

Younger pupils in the Foundation Phase write simple words and short phrases independently using their phonic knowledge. In Year 2, many pupils write appropriately for a range of purposes. For example, they write brief instructions for brushing their teeth and short poems about the autumn using suitable adjectives. The more able pupils write interesting stories. They use capital letters and full stops well and are beginning to use a wider range of punctuation, for example exclamation marks to show surprise. However, pupils do not write as well in other areas of learning as they do in their literacy work. In key stage 2, many pupils write appropriately in a range of contexts. They apply their skills suitably across the curriculum, for example when writing reports about the sinking of the Titanic. In Year 6, a majority of pupils structure their written work well. For example, they use sub-headings and paragraphs effectively in reports comparing life in Wales and Patagonia. Throughout the school, a majority of pupils develop appropriate handwriting skills and the majority present their work well. However, many pupils make too many errors with spelling, including familiar, everyday words.

Most pupils in the Foundation Phase develop good number skills. They apply these well, for example when estimating the length of Jack's beanstalk and using their time and money skills effectively to plan a St David's Day parade. In key stage 2, many pupils develop secure numeracy skills and use these confidently in their work across the curriculum. For example, in Year 4, they make charts and plot graphs to measure rainfall in Patagonia. In Year 6, pupils apply a wide range of mathematical skills to solve real-life problems. For example, they make scale drawings of their ideal house and then work out the costs of buying them, including adding a percentage to cover estate agents' fees.

Most pupils' ICT skills are good. They apply these skills well across the curriculum. For example, in the Foundation Phase, pupils use word processing skills and graphic design programs confidently to present their work on Hinduism. Pupils in key stage 2 extend these skills further. They also create and interrogate databases effectively, for example when making comparisons about the height of different mountains.

Pupils' Welsh skills are appropriate. Many pupils in the Foundation Phase ask and answer simple questions suitably, for example when talking about the weather. In Year 6, the more able pupils read simple texts with appropriate pronunciation. However, throughout the school, pupils complete their written work in Welsh with the use of too many prompts and scaffolds and, as a result, many are unable to use the sentence patterns that they write independently when speaking Welsh.

Many pupils with additional learning needs make good progress in their learning.

Pupils eligible for free school meals attain as well as other pupils at the expected outcomes for their age in the Foundation Phase. However, at the end of key stage 2, these pupils perform less well than other pupils at both the expected and the higher levels.

At the end of the Foundation Phase, pupils' performance at the expected outcome in literacy and mathematical development over the past four years has placed the school in the bottom 25% or lower 50% when compared with similar schools. Performance of pupils at the higher outcome in literacy and mathematical development has placed the school in the bottom 25% for the past two years.

At the end of key stage 2, pupils' performance at the expected and higher levels in English, mathematics and science has varied over time. Most recent performance places the school in the bottom 25% or lower 50% when compared with similar schools.

Wellbeing: Good

Nearly all pupils feel safe and happy in school. They know where to turn if they need help or support. Most pupils understand how to keep healthy, for example by drinking water, eating fruit and taking regular exercise. Most understand how to keep safe, including when using the internet.

Nearly all pupils show respect and consideration for each other and for the different cultures within the school community. Many pupils engage well with learning. Most older pupils identify what they have done well in their work and what they need to do to improve. Many pupils behave sensibly in lessons and around the school.

Pupils belong to a wide range of groups that allow them to contribute to the life and work of the school. These include the school council, qwerty crew, learning explorers and rights ambassadors. These pupils are beginning to play an appropriate part in influencing school improvement. For example, members of the school council have redesigned the school library to make it more appealing to readers of all ages. Most pupils feel that staff take their views seriously. Pupils take part in a range of community events. For example, they recently worked with a local organisation to plant crocus bulbs to raise awareness of polio. As a result, pupils develop a sound awareness of people less fortunate than themselves.

Over the last four years, attendance rates have varied, but have improved overall. Pupils' attendance has moved the school between the higher 50% and the lower 50% when compared with similar schools during this period. Most pupils are punctual at the start of the school day.

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

Learning experiences: Good

The school provides a broad and balanced curriculum that provides interesting learning experiences for pupils. Teachers' plans focus well on developing pupils' knowledge, understanding and skills in ways that build effectively on their previous learning. In the Foundation Phase, teachers provide a good balance of adult-led and independent learning activities, using both the indoor and the outdoor environment. The school plans a good variety of visits and extra-curricular activities. For example, pupils visit Techniquet to enhance their science work and an after-school dance club supports pupils' creative and physical development well.

Teachers have revised their planning for skills. As a result, they provide pupils with exciting and regular opportunities to use their literacy, numeracy and ICT skills in different contexts. However, in a few Foundation Phase classes, teachers provide too many work sheets and, as a result, pupils do not write at length often enough. The school has a good range of intervention programmes in place to improve pupils' literacy and numeracy skills.

The school makes appropriate provision for developing pupils' Welsh skills. For example, many teachers use Welsh words and phrases to give instructions to pupils and they display useful vocabulary in their classrooms. Teachers provide interesting opportunities for pupils to find out about Wales and its culture. For example, pupils learn about the mountains and rivers of Wales and study the work of Welsh artists, such as Rosemary Burton and Catrin Williams.

The school promotes pupils' understanding of sustainable development well. Members of the eco committee lead a number of purposeful projects, including litter picking and energy conservation. The school curriculum offers pupils good

opportunities to learn about sustainability. For example, pupils in key stage 2 design informative posters to encourage others to respect the planet. The school has recently developed links with a school in Zambia to enhance pupils' understanding of their roles as global citizens.

Teaching: Adequate

The majority of teachers use a range of teaching strategies effectively to interest and engage pupils. For example, they establish suitable learning objectives for activities and share them appropriately with pupils. As a result, many pupils understand the tasks set for them and engage well with their learning. In most classes, teachers adapt work well to meet the needs of pupils with different abilities and link new learning well to what pupils already know. However, a few teachers' expectations of what pupils can do and how they should behave are too low. As a result, in these classes, pupils do not always make as much progress as they could and a few pupils do not engage well with tasks and activities and disrupt the learning of other pupils within the class. A majority of teaching assistants work effectively with groups and individual learners and have a positive impact on the progress pupils make. However, in a few instances, they provide too much support for pupils and this limits opportunities for pupils to work independently.

Many teachers provide useful oral and written feedback to pupils on what they do well and what they need to do to improve. Many pupils respond appropriately to the comments that teachers make on their written work. A few pupils use these comments effectively, for example by improving their vocabulary choices. Many teachers provide regular opportunities for pupils to assess their own and other pupils' learning. As a result, by the end of key stage 2, many pupils use these skills well to improve their work. Teachers make accurate assessments of the standards that pupils achieve. Leaders have recently developed a new system to enable the school to track the progress that pupils make. This system brings together a valuable range of information to help teachers to evaluate whether pupils are on track to achieve their targets. Annual reports to parents give useful information about what pupils do well and the steps that they need to take next in their learning.

Care, support and guidance: Good

The school provides valuable opportunities for pupils to develop their spiritual, moral, social and cultural skills. For example, staff promote the school's values successfully in collective worship by focusing on how to be respectful to each other. The school makes appropriate arrangements for promoting healthy eating and drinking.

Teachers use a comprehensive range of specialist services well to support the needs of individual pupils. For example, the local authority's behaviour support team has helped school staff to improve the wellbeing and behaviour of pupils, by suggesting strategies that prevent conflicts from arising. As a result, most pupils behave well. Visitors to school, such as the community police officer, support pupils' understanding of how to stay safe, including when they are using the internet.

The school implements effective systems that support pupils with additional learning needs well. Teachers identify pupils requiring support at an early stage. School leaders use this information efficiently to plan a range of well-matched interventions that meet pupils' needs effectively. Pupils have individual education plans of good quality that teachers, pupils and parents monitor and update regularly. The school makes good use of its Rainbow Room provision to support pupils who find working in the classroom environment challenging. Nearly all pupils involved in the intervention return to the class and settle well following the period of support. As a result, many pupils with additional needs make good progress in line with their abilities.

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

Learning environment: Good

The school has a positive, caring and welcoming ethos. Staff treat everyone with respect, regardless of gender, social background, race or faith. Teachers use the diverse backgrounds of pupils well to help teach pupils about the culture and traditions of other countries. As a result, most pupils feel valued and are respectful of one another.

Since taking up her post, the headteacher has worked quickly to improve the learning environment. As a result, the indoor areas are clean and bright and provide pupils with attractive areas for learning. In addition, staff have improved the outdoor environment significantly, particularly in the Foundation Phase. They have created a well-used stimulating area for pupils to learn and play. Leaders have also improved the quality and quantity of resources available for pupils. For example, they have purchased additional laptop and tablet computers. This has improved pupils' access to ICT equipment and led to improvements in standards of ICT across the school.

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

Leadership: Good

After a period of instability, the school has now secured a permanent senior leadership team. This has already had a positive impact on improving the school, particularly the wellbeing of pupils and staff and the school environment.

The headteacher provides the school with strong leadership based on a vision of improving outcomes for pupils and placing the school at the heart of the community. Members of the senior management team contribute to the school's shared vision effectively, and work successfully together. Leaders have high expectations for all staff and pupils and challenge underperformance appropriately.

All members of staff have a sound understanding of their responsibilities and they discharge their roles well. Regular, well-organised meetings have a clear focus on addressing the school's priorities. There are effective communication systems that keep staff fully informed about all aspects of the school's work.

The headteacher has introduced new performance management procedures for all staff. Teachers and support staff have appropriate objectives linked to school improvement priorities. However, the majority of objectives do not include measurable success criteria. This makes it difficult for leaders to judge accurately the progress that staff have made towards meeting them.

The school has made good progress in addressing most national priorities, including introducing the literacy and numeracy framework, improving ICT and developing stimulating outdoor learning in the Foundation Phase.

Members of the governing body know the school well and are supportive of the leadership team. They hold regular meetings and have a sound understanding of the school's strengths and areas that need to improve. They receive a valuable range of information from the headteacher and ask her relevant questions about the school's performance. Many visit the school frequently, but do not use their visits to monitor the progress that the school is making in meeting its priorities. As a result, their role in challenging the school to improve is at an early stage of development.

Improving quality: Good

Leaders have established a comprehensive annual plan to monitor the work of the school effectively. Their activities include regular lesson observations and the scrutiny of pupils' work and teachers' planning. Leaders also undertake a detailed analysis of a wide range of performance information to ascertain how well pupils are doing compared with similar schools. They use the views of pupils and parents appropriately to inform their work. As a result, leaders produce a detailed self-evaluation report that gives a mainly accurate picture of the school's strengths and weaknesses.

The school development plan is a comprehensive document with a manageable number of priorities. Leaders have clearly linked these priorities to the outcomes of self-evaluation and the need to address national initiatives. The plan outlines what actions the school will take, the timescales involved, persons responsible and resources needed. Most priorities have appropriate targets, but the criteria that leaders use to judge progress are not always measurable enough.

In the past year, the members of the new leadership team have driven a number of important school initiatives. For example, they have improved the outdoor learning environment significantly and have refined the school's systems for tracking pupil progress. In addition, leaders have enhanced provision for ICT through the purchase of new hardware and changes to curriculum planning. As a result, pupils' standards in ICT have improved.

Partnership working: Good

The headteacher has established a strong and effective partnership with parents. Regular newsletters and the school's website keep parents up-to-date with school events. The school organises a wide range of family events that involve parents in their children's learning successfully. For example, the school's weekly 'super dads' club and regular family learning sessions help parents to support their children's learning effectively.

Over the past year, the new headteacher has worked hard to establish the school at the heart of the community. As a result, pupils take part in a wide range of community activities that enhance their learning experiences successfully. For example, groups of pupils take part in gardening projects at local allotments and community family cooking workshops. The school has a valuable partnership with a local pre-school playgroup. Staff from the setting work closely with the nursery teacher to ensure a smooth transition and, as a result, younger pupils settle quickly into the school.

Leaders have established beneficial partnerships with a range of local primary schools to share good practice. For example, staff recently visited local schools to look at the learning environment and good practice in marking. Following these visits, teachers made positive changes to their classrooms and leaders introduced new marking strategies. The school takes part in regular transition activities with the local high school. Staff take part in annual moderation of pupils' standards at the end of the Foundation Phase and key stage 2 with other local primary schools. This contributes to accurate teacher assessments in the school.

Resource management: Adequate

The school has sufficient well-qualified staff to teach the curriculum effectively. Leaders organise a wide range of relevant opportunities for teachers and teaching assistant to take part in training linked closely to their role and to school priorities. The school has a good range of resources, particularly for ICT. Staff use these well to interest and engage all learners.

Leaders and governors manage the school's budget appropriately and they allocate resources to support school improvement priorities effectively. The school has carried forward an increasing level of financial reserves over recent years. It has begun to spend this appropriately, alongside other additional funding, to make school improvements. For example, the school has invested heavily in improving the outdoor environment. However, the level of reserves continues to be relatively high.

Leaders use the school's pupil deprivation grant to support the most vulnerable pupils appropriately. For example, they use funding to provide targeted pupils with additional support for literacy and numeracy as well as provision to improve their wellbeing. As a result, many of these pupils make good progress from their start points. However, leaders do not track the impact of the grant on improving outcomes for all pupils eligible for free school meals well enough.

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

Appendix 1: Commentary on performance data

6702234 - SEA VIEW PRIMARY SCHOOL

| | |
|--|-------------|
| Number of pupils on roll | 202 |
| Pupils eligible for free school meals (FSM) - 3 year average | 53.3 |
| FSM band | 5 (32%<FSM) |

Foundation Phase

| | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|
| Number of pupils in Year 2 cohort | 14 | 14 | 21 | 29 |
| Achieving the Foundation Phase indicator (FPI) (%) | 64.3 | 57.1 | 66.7 | 62.1 |
| Benchmark quartile | 4 | 4 | 4 | 4 |
| Language, literacy and communication skills - English (LCE) | | | | |
| Number of pupils in cohort | 14 | 14 | 21 | 29 |
| Achieving outcome 5+ (%) | 64.3 | 64.3 | 66.7 | 65.5 |
| Benchmark quartile | 4 | 4 | 4 | 4 |
| Achieving outcome 6+ (%) | 21.4 | 35.7 | 4.8 | 3.4 |
| Benchmark quartile | 2 | 1 | 4 | 4 |
| Language, literacy and communication skills - Welsh (LCW) | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving outcome 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving outcome 6+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematical development (MDT) | | | | |
| Number of pupils in cohort | 14 | 14 | 21 | 29 |
| Achieving outcome 5+ (%) | 78.6 | 71.4 | 81.0 | 65.5 |
| Benchmark quartile | 3 | 4 | 3 | 4 |
| Achieving outcome 6+ (%) | 21.4 | 14.3 | 0.0 | 13.8 |
| Benchmark quartile | 2 | 3 | 4 | 4 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | | |
| Number of pupils in cohort | 14 | 14 | 21 | 29 |
| Achieving outcome 5+ (%) | 92.9 | 71.4 | 90.5 | 75.9 |
| Benchmark quartile | 2 | 4 | 3 | 4 |
| Achieving outcome 6+ (%) | 35.7 | 21.4 | 4.8 | 17.2 |
| Benchmark quartile | 2 | 4 | 4 | 4 |

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.

6702234 - SEA VIEW PRIMARY SCHOOL

| | |
|--|-------------|
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| FSM band | 5 (32%<FSM) |

Key stage 2

| | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|
| Number of pupils in Year 6 cohort | 16 | 16 | 16 | 23 |
| Achieving the core subject indicator (CSI) (%) | 81.3 | 62.5 | 75.0 | 69.6 |
| Benchmark quartile | 2 | 4 | 3 | 4 |
| English | | | | |
| Number of pupils in cohort | 16 | 16 | 16 | 23 |
| Achieving level 4+ (%) | 81.3 | 62.5 | 75.0 | 69.6 |
| Benchmark quartile | 2 | 4 | 4 | 4 |
| Achieving level 5+ (%) | 31.3 | 31.3 | 0.0 | 17.4 |
| Benchmark quartile | 2 | 2 | 4 | 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 | 16 | 16 | 16 | 23 |
| Achieving level 4+ (%) | 81.3 | 62.5 | 87.5 | 73.9 |
| Benchmark quartile | 3 | 4 | 2 | 4 |
| Achieving level 5+ (%) | 18.8 | 43.8 | 18.8 | 26.1 |
| Benchmark quartile | 3 | 1 | 4 | 3 |
| Science | | | | |
| Number of pupils in cohort | 16 | 16 | 16 | 23 |
| Achieving level 4+ (%) | 81.3 | 62.5 | 93.8 | 82.6 |
| Benchmark quartile | 3 | 4 | 1 | 3 |
| Achieving level 5+ (%) | 25.0 | 43.8 | 6.3 | 30.4 |
| Benchmark quartile | 2 | 1 | 4 | 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. | 78 | 76 97% | 2 3% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 78 | 72 92% | 6 8% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 78 | 78 100% | 0 0% | 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 | 78 | 75 96% | 3 4% | 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. | 78 | 77 99% | 1 1% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 96% | 4% | |
| I am doing well at school | 78 | 78 100% | 0 0% | 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. | 78 | 78 100% | 0 0% | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd. |
| | | 99% | 1% | |
| I know what to do and who to ask if I find my work hard. | 78 | 78 100% | 0 0% | 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. | 78 | 67 86% | 11 14% | Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol. |
| | | 90% | 10% | |
| I have enough books, equipment, and computers to do my work. | 78 | 76 97% | 2 3% | 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. | 78 | 65 83% | 13 17% | 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 | 78 | 62 79% | 16 21% | 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. | 54 | 24 44% | 26 48% | 2 4% | 0 0% | 2 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 34% | 3% | 1% | | |
| My child likes this school. | 54 | 31 57% | 18 33% | 4 7% | 0 0% | 1 | 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. | 54 | 28 52% | 24 44% | 2 4% | 0 0% | 0 | 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. | 54 | 28 52% | 21 39% | 4 7% | 0 0% | 1 | Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 62% | 35% | 3% | 1% | | |
| Pupils behave well in school. | 54 | 16 30% | 26 48% | 6 11% | 1 2% | 5 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 47% | 48% | 4% | 1% | | |
| Teaching is good. | 54 | 26 48% | 24 44% | 3 6% | 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. | 53 | 27 51% | 23 43% | 2 4% | 0 0% | 1 | 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. | 53 | 22 42% | 27 51% | 4 8% | 0 0% | 0 | 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% | 7% | 2% | | |
| Staff treat all children fairly and with respect. | 54 | 26 48% | 25 46% | 1 2% | 1 2% | 1 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 60% | 35% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 54 | 24 44% | 27 50% | 1 2% | 0 0% | 2 | Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 59% | 38% | 2% | 0% | | |
| My child is safe at school. | 54 | 29 54% | 22 41% | 1 2% | 1 2% | 1 | 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'. | 54 | 21 39% | 25 46% | 5 9% | 1 2% | 2 | Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 55% | 39% | 4% | 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 am kept well informed about my child's progress. | 53 | 24 45% | 17 32% | 10 19% | 1 2% | 1 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 49% | 41% | 9% | 2% | | |
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 54 | 33 61% | 18 33% | 3 6% | 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. | 54 | 20 37% | 22 41% | 4 7% | 1 2% | 7 | 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. | 54 | 25 46% | 27 50% | 2 4% | 0 0% | 0 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 57% | 40% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 54 | 15 28% | 24 44% | 6 11% | 2 4% | 7 | 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. | 53 | 25 47% | 22 42% | 5 9% | 1 2% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 54% | 39% | 6% | 1% | | |
| The school is well run. | 54 | 28 52% | 23 43% | 1 2% | 1 2% | 1 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 34% | 4% | 2% | | |

Appendix 3

The inspection team

| | |
|------------------------------|---------------------|
| Mrs Jane McCarthy | Reporting Inspector |
| Ms Elizabeth Jane Counsell | Team Inspector |
| Mr Terry James Davies | Lay Inspector |
| Mrs Elizabeth Griffiths | Peer Inspector |
| Mrs Julie Dunn (Headteacher) | 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.