



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

**A report on**

**Birchgrove Primary School  
Birchgrove Road  
Birchgrove  
Cardiff  
CF14 1RR**

**Date of inspection: June 2016**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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: 09/08/2016**

## Context

Birchgrove Primary School is north of the city centre of Cardiff. There are currently 412 pupils on roll aged 4 to 11, in 14 single-age classes. There are 12 full-time teachers, including the headteacher, and 8 part-time teachers.

Nearly 10% of pupils are eligible for free school meals, which is well below the national average. The school has identified 12% of pupils as having additional learning needs, which is also well below the national average. Approximately 24% of pupils come from ethnic minority backgrounds and around 21% speak English as an additional language. These are well above the national average. Very few pupils speak Welsh at home. A relatively high number of pupils join and leave the school during the year.

The headteacher took up her post in September 2012. The last inspection was in March 2009.

The individual school budget per pupil for Birchgrove Primary School in 2015-2016 means that the budget is £2,915 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,099 and the minimum is £2,901. Birchgrove Primary School is 95th out of the 96 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The school's current performance is good because:

- Nearly all pupils make at least expected progress in using their literacy and numeracy skills in their work across the curriculum
- Around a half of pupils make better than expected progress, including many for whom English is an additional language
- Most pupils make good progress in developing their Welsh language skills
- Standards of behaviour are very good throughout the school
- Attendance is excellent
- Interesting learning experiences offer a suitably high degree of challenge for all pupils
- The quality of teaching and use of assessment are consistently strong
- There is very effective provision for pupils with additional learning needs
- The school makes the most of its resources and space, both inside and out
- It is a welcoming, inclusive community, which celebrates the rich diversity of its pupils' backgrounds well

### Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher inspires staff and pupils to achieve their best and, as a result, pupils make strong progress and there is a consistently high quality of provision across the school
- All members of staff and governors share the headteacher's very clear vision and sense of direction for the school
- Senior leaders share performance management roles effectively
- The self-evaluation process is highly effective and benefits from purposeful analysis of a comprehensive range of performance data and first-hand evidence to identify relevant targets for improvement
- The school's sustained focus on improving the quality of the provision and raising outcomes for pupils is successful in many areas of its life and work
- It shares good practice in self-evaluation with many other providers
- There are beneficial partnerships with parents, other schools and the local authority that make a valuable contribution to continuing improvements
- The school directs funds effectively to its priorities for improvement
- There is a very good track record of improvement in many aspects of the school's provision over the last four years, for example in the progress made by more able pupils

## Recommendations

- R1 Extend the range of innovative and effective teaching approaches further to raise the overall quality from good to excellent
- R2 Establish a system for monitoring progress in pupils' wellbeing

### **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?

Good

#### Standards: Good

Overall, pupils' skills on entry to school are broadly at the expected level for their age. With few exceptions, pupils make at least expected progress as they move through the school. Around a half make better than expected progress, particularly those who stay in the school throughout their primary education.

Nearly all pupils with additional learning needs make good progress from their starting points. The progress of many pupils learning English as an additional language is well above expectations. Pupils eligible for free school meals generally achieve as well as other pupils.

Throughout the school, most pupils develop very good speaking and listening skills. Nearly all listen attentively in assemblies and lessons. Most pupils in Reception engage confidently in conversations with visitors. They ask and answer questions well. By Year 2, most pupils share ideas productively as a preparation for writing and offer clear explanations about their activities.

During key stage 2, most pupils use an increasingly varied vocabulary and develop alternative ways of expressing their ideas. In Year 6, for example, many engage in animated discussion about the appearance of bacteria in magnified photos. In their oral work, more able pupils are creative in their choices of words and similes to describe what they see, suggesting 'luminous', 'fragile' and 'like a fizzing bath bomb'. Throughout the school, most pupils listen carefully as other children read their own writing aloud and help them to evaluate its strengths and possible improvements.

Nearly all pupils make good progress in developing their reading skills. Most pupils in Reception, including those for whom English is an additional language, are developing a good awareness of letters and sounds. By Year 2, most pupils read a range of texts with growing accuracy and fluency, taking suitable account of punctuation. They use an appropriate variety of reading strategies to understand the content and 'skim' texts well to gain a general sense of its meaning. They are becoming aware of the difference between fiction and non-fiction.

Pupils in key stage 2 read for a wide range of purposes across the curriculum, including on screens. Most recall events in a story well and talk knowledgeably about characters. By Year 6, many pupils can work out the meaning of a word like 'protrude' from the surrounding context. They pay good attention to punctuation in order to read aloud expressively and they know how to adapt their reading strategies for reading fiction or information books. More able readers identify successfully some techniques authors use to communicate characters' emotions and motivation.

In the Foundation Phase, pupils write for a good range of purposes, including instructions and recipes, and in their role-play activities in the 'ice cream parlour'. Most pupils in Reception write independently with clear letter formation, for example,

about their visit to a garden centre. By Year 2, most pupils write in sentences and use a varied vocabulary. Their handwriting is clear and legible. More able pupils create entertaining pieces of extended writing and experiment with punctuation for effect, such as 'It was ON FIRE!' Spelling is generally appropriate for pupils' ages and mistakes are phonically plausible.

During key stage 2, most pupils use more complex sentences in their writing well. Many use adjectives, adverbs and metaphors effectively to enliven their work, and more able pupils write at length on a variety of subjects. Most pupils develop good control of the planning, drafting and editing process and increasingly understand the features that make an effective piece of writing. Spelling is generally accurate and the quality of presentation is consistently good.

Nearly all pupils in the Foundation Phase develop their numeracy skills well. Most pupils in Reception develop a secure understanding of the number system and apply it well when buying items in the 'beach hut'. Older pupils add, subtract, multiply and divide confidently and apply these skills well in a variety of real-life contexts. In Year 2, for example, pupils calculate the cost of the ingredients for a sandwich they are making and compare prices in different supermarkets.

During key stage 2, nearly all pupils make good progress in their numeracy skills in a wide range of mathematical and cross-curricular tasks. They make particularly strong progress at the end of the key stage. They solve problems, reason, visualise and describe shapes, and develop purposeful investigative skills. Nearly all pupils use their measuring and data-handling skills well in a variety of activities.

Pupils in the Foundation Phase have a good understanding of basic Welsh responses and readily follow instructions. They ask and answer simple questions and engage confidently in conversations about how they feel and what the weather is like. Most pupils continue to develop their Welsh speaking and listening skills effectively during key stage 2. By Year 6, standards in Welsh reading and writing are good.

At the end of the Foundation Phase, pupils' performance at the expected outcome has placed the school in the higher 50% in literacy and in the lower 50% in mathematical development, compared with similar schools, for most of the last four years. At the higher outcome, pupils' performance has steadily improved, placing the school in the higher 50% for the last two years in literacy and mathematical development.

At the end of key stage 2, pupils' performance at the expected level in English has varied greatly over the last four years when compared with that of similar schools. Performance in mathematics has been in the lower 50%, and in science it has been in the higher 50% for the last three years. At the higher level, pupils' performance has improved significantly, placing the school in the top 25% of similar schools for the last two years in all three subjects.

## **Wellbeing: Good**

Nearly all pupils feel safe in school and understand how to use the internet safely. They recognise the importance of healthy eating and know how to stay fit and healthy. Their physical fitness benefits from participation in a wide range of sporting and health-related activities, such as football, cricket and tennis.

Nearly all pupils show positive attitudes to learning. They are courteous and polite, and they show care and concern for other children and adults. Standards of behaviour are consistently very good in classes and around the school. Most pupils are self-confident and reflect effectively on their own and others' work.

The school council takes a full part in making decisions about life in school and represents other pupils well. In response to their concerns, for example, it introduced a new rota for lunchtime play so that pupils could have more space and activities to enjoy.

Pupils develop a good understanding of life and work outside school through, for example, enterprise projects where they make and sell items, such as bracelets, biscuits and stress balls. They apply their problem-solving skills well when engaged in such projects. Many pupils make a worthwhile contribution to their community, for example, by planting areas of the Heath gardens.

Attendance rates are excellent. Levels of attendance have steadily improved over the last four years and have placed the school in the top 25% when compared with similar schools for the last three years. Punctuality is good.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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## **Learning experiences: Good**

The curriculum provides a wide range of interesting learning experiences that fulfil the requirements of the National Curriculum and religious education. The school has established the principles and practices of the Foundation Phase well.

Joint planning within year groups ensures effective development of pupils' literacy, numeracy, and information and communication technology (ICT) skills through a cross-curricular approach. The school also develops pupils' thinking skills well. For example, in Year 6, a 'memory wall' invites them to reflect on previous life experiences and they respond well to this opportunity.

The learning experiences provided meet the needs of all pupils very well, including the more able. A wide range of extra-curricular clubs that vary throughout the year, and educational trips, also enrich pupils' learning experiences well.

The school promotes the development of pupils' Welsh language skills well. The provision for pupils who have no knowledge of Welsh when they enter the school at a later point in their primary education is effective. The school develops pupils' knowledge of Welsh culture and history well, including through visits to places such as Cardiff castle and the museum of Welsh life.



The school promotes education for sustainable development and global citizenship successfully through subjects such as geography and science, and through wildlife conservation projects. The eco club plays an active role through regular monitoring of energy use and litter. The school draws well on the rich diversity of pupils' backgrounds to raise their awareness of the wider world. For example, assemblies address relevant topics regularly and the school's 'international weeks' further deepen pupils' understanding of the wider world.

### **Teaching: Good**

There is a strong level of consistency in the quality of teaching and use of assessment across the school. There are suitably high levels of challenge in all classes and teachers ensure that lessons proceed at an effective pace. Teachers have secure subject knowledge, use a wide range of resources to support pupils' learning and ensure that they understand the learning objectives of their lessons.

There are purposeful working relationships between staff and pupils and an effective balance between teacher input and pupils' independent learning. Support staff make a significant contribution to pupils' progress, for example in supporting pupils' learning through play in the Foundation Phase and boosting the progress of pupils receiving additional help.

Teachers' marking of pupils' work gives useful, analytical feedback to pupils. Teachers praise pupils appropriately for work of high quality. They identify clearly what pupils do well and offer useful guidance on how to improve their work further. Teachers and support staff give clear, helpful oral feedback to pupils as they work. There is very good use of self and peer assessment, especially in key stage 2.

Teachers track and analyse the academic progress of individuals and groups of pupils in detail and set realistic, challenging targets for them. However, the tracking of pupils' levels of wellbeing is less well developed.

Annual reports meet statutory requirements and inform parents and carers fully about their child's progress.

### **Care, support and guidance: Good**

All pupils benefit from a successful programme that promotes their health and wellbeing and supports their spiritual, moral, social and cultural development. There are appropriate arrangements for promoting healthy eating and drinking. Daily assemblies foster positive values and provide good opportunities for pupils to reflect on the world around them, their own experiences and values.

The school promotes and monitors pupils' attendance exceptionally well. There are effective arrangements for managing pupils' behaviour and the school deals swiftly with the very few incidents of bullying. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school quickly identifies pupils who have additional learning needs when they first join the school. There are rigorous strategies for tracking their progress. Any pupils who do not make expected progress receive skilful extra support so that they

make improvements in their learning. As a result, many pupils who receive support catch up with other pupils and no longer require support. The school accesses the expertise of specialist agencies, such as the educational psychology service, when necessary to provide additional support for pupils and their families.

Staff include pupils with additional learning needs fully in all the learning experiences and opportunities the school provides. There is a good balance between in-class, individual and small group support for pupils who receive well-focused additional help with their learning.

The provision for pupils learning English as an additional language is excellent. Pupils receive exceptionally well-targeted induction programmes and continuing support until they have achieved a working competence in English. As a result, many make more than expected progress in their general learning, as well as their English language skills.

### **Learning environment: Good**

The school is a welcoming, inclusive community with a clear ethos of mutual respect. Members of staff value all pupils, who in turn value each other. The school celebrates the cultural diversity of its pupils well and its caring ethos encourages pupils to develop tolerance, respect and understanding of each other.

The school makes optimum use of available space and resources. Classrooms are well organised. The music, art and cookery rooms, and the library/ICT suite, provide purposeful specialist areas to support pupils' learning. The 'den' offers a valuable space for any pupil who needs a period of quiet and calm. Very attractive displays throughout the school celebrate and support pupils' learning and help promote the school's ethos.

The school uses its limited grounds very well for outdoor learning. For example, teachers plan stimulating activities in the mud kitchen and garden area for pupils in the Foundation Phase. There is a good range of suitable resources, including a plentiful supply of ICT equipment, that support teaching and learning well. The school site is safe, secure and well maintained.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher leads very well by example and encourages colleagues and pupils to achieve their best. All members of staff, parents and governors share the headteacher's clear vision for the school and her focused, sustained drive to raise standards. This creates a positive learning environment for staff and pupils.

Senior leaders share performance management duties effectively. They plan and carry out rigorous performance management annually. All teachers have specific job descriptions, which define their roles and responsibilities clearly. Staff at all levels undertake their responsibilities effectively. There is purposeful teamwork among staff and team meetings have a clear focus on raising pupil attainment and meeting school improvement targets.

The governing body is strategic in its actions and highly supportive of the school's work. Governors have a good understanding of the school's performance through discussions with pupils, undertaking 'learning walks' and receiving detailed reports from the headteacher and other members of the senior leadership team. They have a secure grasp of the school's performance relative to that of other similar schools. Their role in monitoring the quality of the provision and challenging leaders and managers has contributed to the significant improvements made by the school, for example in literacy, numeracy and attendance.

The school is very effective in meeting local and national priorities, such as implementing the literacy and numeracy frameworks, developing Welsh language skills and reducing the impact of poverty on pupils' attainment.

### **Improving quality: Excellent**

The process of self-evaluation is very strong, with excellent involvement of staff, pupils, parents, governors and the wider community. Highly effective self-evaluation draws on a comprehensive range of informative data on pupils' progress. The school also uses first-hand evidence of the quality of teaching and learning extremely well to identify relevant priorities for improvement. As a result, leaders, governors and staff at all levels have an accurate picture of the school's strengths and areas for development and drive improvement forward very well.

The school's sustained focus on improving the quality of its provision and raising outcomes for pupils has led to positive improvements in many areas. For example, it has improved the quality of teaching and assessment extremely well and secured year-on-year improvements in the standards achieved by groups of pupils, such as the more able and those learning English as an additional language. Priorities in the school improvement plan are clear and detailed, and they link very effectively with issues highlighted in the honest and evaluative self-evaluation report.

There is a highly effective self-evaluative culture among staff. The school shares its good practices with colleagues within and beyond the school in a variety of ways. For example, it has provided mentoring opportunities for new headteachers and contributed to conferences for lead and emerging practitioners and for the regional consortium. The headteacher also produced a report for the Welsh Government on the efficient use of the school effectiveness grant to improve standards in numeracy.

### **Partnership working: Good**

The school has beneficial strategic partnerships that make a valuable contribution to improvements in pupils' standards and wellbeing. It works hard to engage with parents and seeks innovative ways to increase their involvement. For example, it offers extra support to the parents of vulnerable children in order to ensure the best possible outcomes for them. Activities, such as the 'literacy café' and the 'Birchgrove Voice', help parents to contribute positively to their children's education and discuss any worries they may have. The Parent, Teacher and Friends Association raise useful funds to support the school's work.

Arrangements for the transition of pupils to secondary school promote pupils' wellbeing effectively. Pupils visit the secondary school on a fortnightly timetable and engage in a variety of activities to familiarise themselves with life in their next school. Teachers play a leading role in the standardisation and moderation of pupils' work within the local cluster of schools. Useful portfolios from these meetings exemplify attainment levels accurately.

Members of staff in the Foundation Phase liaise effectively with local nursery groups to prepare children for their entry to the school. They make helpful, supportive visits to the homes of the significant minority of children who have not accessed pre-school provision. The school arranges visits to the Reception class for children who are due to enter the following September. This prepares prospective pupils well for full-time education.

Productive relationships with the local consortium and authority support the school's aims and vision to improve. For example, senior teachers benefited from a visit, organised by the regional consortium, to a school in the London borough of Tower Hamlets that focused on developing leadership skills.

### **Resource management: Good**

The school deploys its staff skilfully to make the most of individuals' time, experience and expertise. Teaching and support staff work collaboratively to share good practice and to help pupils learn.

The school nurtures the aspirations, skills and talents of its staff very well. Leaders evaluate training opportunities carefully to ensure that they meet the school's needs and give good value for money. There are suitable arrangements for teachers' planning, preparation and assessment time and senior staff have dedicated time to perform their management responsibilities, which they do efficiently.

Many members of staff take part in worthwhile professional learning communities and working parties within and beyond the school. This has increased their confidence, knowledge and skills, and helped staff to improve the quality of pupils' learning experiences and outcomes. Performance management systems for teachers and support staff fulfil their professional development needs and help them to meet targets for improvement, for example in raising standards in boys' reading.

The headteacher and governors manage the school's budget rigorously. They monitor and review the impact of resources on standards of teaching and learning regularly and plan carefully for future needs. The school directs available resources precisely to key priority areas. For example, it uses the pupil deprivation grant effectively to improve the progress of pupils at risk of under-achievement through well targeted numeracy and literacy intervention programmes and emotional literacy support.

Considering pupils' standards of achievement and the consistently good quality of teaching and provision overall, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6812011 - BIRCHGROVE PRIMARY SCHOOL

Number of pupils on roll	409
Pupils eligible for free school meals (FSM) - 3 year average	10.3
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	52	58	60	61
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	82.7	87.9	93.3	90.2
Benchmark quartile	3	2	2	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	52	58	60	61
Achieving outcome 5+ (%)	82.7	96.6	95.0	95.1
Benchmark quartile	3	1	2	2
Achieving outcome 6+ (%)	25.0	22.4	40.0	45.9
Benchmark quartile	3	4	2	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	52	58	60	61
Achieving outcome 5+ (%)	84.6	87.9	96.7	91.8
Benchmark quartile	4	3	2	3
Achieving outcome 6+ (%)	32.7	29.3	40.0	45.9
Benchmark quartile	2	3	2	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	52	58	60	61
Achieving outcome 5+ (%)	92.3	98.3	98.3	100.0
Benchmark quartile	3	3	3	1
Achieving outcome 6+ (%)	36.5	62.1	53.3	75.4
Benchmark quartile	3	2	3	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.

**6812011 - BIRCHGROVE PRIMARY SCHOOL**

Number of pupils on roll	409
Pupils eligible for free school meals (FSM) - 3 year average	10.3
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	38	42	57	60
<b>Achieving the core subject indicator (CSI) (%)</b>	81.6	85.7	91.2	91.7
Benchmark quartile	4	3	3	3
<b>English</b>				
Number of pupils in cohort	38	42	57	60
Achieving level 4+ (%)	86.8	92.9	94.7	93.3
Benchmark quartile	3	2	2	3
Achieving level 5+ (%)	18.4	28.6	50.9	53.3
Benchmark quartile	4	3	1	1
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	38	42	57	60
Achieving level 4+ (%)	84.2	88.1	91.2	93.3
Benchmark quartile	4	3	3	3
Achieving level 5+ (%)	18.4	19.0	50.9	60.0
Benchmark quartile	4	4	1	1
<b>Science</b>				
Number of pupils in cohort	38	42	57	60
Achieving level 4+ (%)	84.2	95.2	96.5	96.7
Benchmark quartile	4	2	2	2
Achieving level 5+ (%)	28.9	21.4	52.6	55.0
Benchmark quartile	3	4	1	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.	112		111 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	111		103 93%	8 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	112		109 97%	3 3%	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	111		109 98%	2 2%	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.	110		102 93%	8 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	111		106 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.	112		111 99%	1 1%	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.	112		109 97%	3 3%	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.	112		107 96%	5 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.	112		111 99%	1 1%	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.	107		71 66%	36 34%	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	112		104 93%	8 7%	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.	128	57 45%	68 53%	3 2%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	129	84 65%	42 33%	3 2%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	126	89 71%	33 26%	4 3%	0 0%	2	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.	129	68 53%	54 42%	4 3%	3 2%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	124	42 34%	75 60%	5 4%	2 2%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	126	60 48%	64 51%	1 1%	1 1%	3	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	128	63 49%	61 48%	4 3%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	125	28 22%	76 61%	18 14%	3 2%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	43%	6%	2%		
Staff treat all children fairly and with respect.	117	47 40%	58 50%	9 8%	3 3%	10	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.	123	57 46%	55 45%	10 8%	1 1%	5	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	128	72 56%	52 41%	4 3%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	105	30 29%	69 66%	4 4%	2 2%	21	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	127	29 23%	74 58%	20 16%	4 3%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	129	54 42%	62 48%	13 10%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	114	33 29%	71 62%	8 7%	2 2%	15	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	124	46 37%	72 58%	5 4%	1 1%	3	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	84	30 36%	47 56%	7 8%	0 0%	41	Mae fy mhentyn wedi'i barato'i'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	126	44 35%	66 52%	16 13%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	118	52 44%	65 55%	1 1%	0 0%	9	Mae'r ysgol yn cael ei rhedeg yn dda.

## Appendix 3

### The inspection team

Stephanie James	Reporting Inspector
David Kenneth Davies	Team Inspector
Maggie Turford	Team Inspector
Andrea Louise Davies	Lay Inspector
Catherine James	Peer Inspector
Sarah Morgan	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.