



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

A report on

**Llantrisant Primary
Coed-Yr-Esgob
Llantrisant
Pontyclun
Rhondda Cynon Taf
CF72 8EL**

Date of inspection: November 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Llantrisant Primary School is in the town of the same name in the Rhondda Cynon Taf local authority. There are 129 pupils on roll between the ages of three and eleven, including 17 full time pupils who attend the nursery. Seven Foundation Phase pupils with specific learning needs attend the local authority learning resource base on the school site. The school has six mixed-age classes including the learning resource base.

Currently, around 15% of pupils are eligible for free school meals. A few pupils have English as an additional language and no pupils speak Welsh as a first language. A very few pupils are from ethnic minority backgrounds. The school has identified around 29% of pupils as having additional learning needs, which is above the national average. A few of these pupils are educated in the learning resource base. A very few pupils have a statement of special educational needs.

The acting headteacher took up her post in September 2014, following the retirement of the headteacher. The school was last inspected in October 2009.

The individual school budget per pupil for Llantrisant Primary in 2015-2016 means that the budget is £3,872 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Llantrisant Primary is 18th out of the 105 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make good progress in developing their literacy skills
- By the end of key stage 2, many pupils apply their numeracy skills very well to solve numerical problems
- Many pupils use their knowledge of the Welsh language confidently in the classroom
- Many pupils make good progress in developing their thinking skills and show good independent learning skills
- Most pupils have a positive attitude towards learning and show high levels of motivation and interest in their work
- Across the school, nearly all pupils behave well and show respect towards each other and staff
- Teachers plan learning experiences well and use a range of teaching approaches effectively
- The school provides a caring environment and promotes the health and wellbeing of its pupils well

Prospects for improvement

Prospects for improvement are good because:

- Leaders have a clear vision for the development of the school and set high expectations of all staff and pupils
- All staff have clear roles and responsibilities and work together effectively to secure improvement in pupils' standards and wellbeing
- Governors undertake their duties conscientiously and challenge the school effectively
- The school has effective procedures for self-evaluation
- The self-evaluation report provides an accurate picture of the school's strengths and areas of improvement
- The school works well with a range of partners that have a positive impact on pupils' outcomes and wellbeing
- The school provides good value for money

Recommendations

- R1 Provide more opportunities for pupils that are more able to apply their extended writing skills appropriately across the school
- R2 Provide more opportunities for pupils to learn about the wider world through studying different cultures and traditions
- R3 Improve consistency in teachers' marking of pupils' work to ensure that comments indicate what pupils do well and what they need to do to improve
- R4 Ensure that the school's self-evaluation report is concise and evaluative

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? | Good |
|---|-------------|

Standards: Good

Most pupils begin school with skills at the expected level for pupils of a similar age. As they move through the school, many make good progress in developing their independent learning and thinking skills.

Most pupils develop good listening and oral skills as they progress through the school. In the Foundation Phase, many speak confidently and communicate their ideas well in pairs and in small groups, for example when constructing junk models using known properties of shapes. By the end of key stage 2, most pupils discuss topics appropriately and express opinions successfully. They use a good range of vocabulary when discussing ideas in pairs and small groups.

In the Foundation Phase, many pupils read with fluency and use a range of strategies effectively when reading unfamiliar words. By the end of Year 2, many pupils become confident readers and discuss the content of their books well. They retell stories and use clues successfully to predict the ending of the books they read. In key stage 2, most pupils build successfully on these firm foundations. By Year 6, most pupils read well and use intonation effectively to engage the listener. They explain why they have preferences for particular authors and describe features of characters and genres successfully. Many use skills such as inference and deduction effectively and discuss the content of books well, showing good understanding. They use strategies such as skimming and scanning successfully to extract information quickly, for example to find words that describe the emotions of characters in their books.

In the Foundation Phase, most pupils make good progress in developing their writing skills. They learn to form letters accurately and develop a sound knowledge of phonics. Many write simple sentences well and show a good understanding of basic punctuation. By the end of the Foundation Phase, many pupils produce work that is organised well and contains a good range of vocabulary. They use basic punctuation successfully and pupils that are more able use an increasing range of imaginative vocabulary successfully to extend their sentences. In key stage 2, many pupils use their writing skills well in other subjects. They write effectively for a range of audiences, using appropriate style and language, for example when writing detailed first-hand accounts of the Swansea bombings in World War 2. Spelling is generally accurate and by the end of the key stage most pupils use punctuation correctly. More able pupils write at length in a range of genres and use rich vocabulary effectively in their writing. Most pupils plan and redraft their writing appropriately to improve its content. Pupils' presentation and handwriting skills are good.

In the Foundation Phase, many pupils develop suitable numeracy skills and use them appropriately in other areas of learning. By the end of Year 2, many have a sound understanding of number work, shape and measure. Many pupils apply their knowledge suitably in real life situations, for example when creating a pictogram of

their favourite superheroes. In key stage 2, many pupils make good progress in developing their numeracy skills. They apply these skills very well in a variety of subjects and when solving everyday problems. For example, pupils use their numeracy skills successfully to plan a menu using information from a World War 2 rationing book. In Year 6, pupils that are more able use higher order numeracy skills very well. For example, they use algebra to write a formula to show the relationships between internal angles of regular shapes.

Most pupils have a positive attitude towards learning the Welsh language. In the Foundation Phase, most pupils make good progress in developing their oral skills. Nearly all pupils join in enthusiastically with a range of Welsh songs and many respond well to simple questions and instructions. For example, many pupils conduct a basic conversation to describe how they are feeling and nearly all say prayers in Welsh. In key stage 2, many pupils use their knowledge of the language confidently in the classroom. They use a good range of vocabulary and language patterns well to speak and write in a variety of contexts. Older pupils write short paragraphs on a range of subjects. For example, they write a letter about their favourite television programmes. In key stage 2, many pupils read appropriately from a range of texts and are able to describe what they have read well.

Pupils with additional learning needs make good progress in relation to their targets.

At the end of the Foundation Phase, pupils' performance at the expected outcome in English language and communication and mathematical development has predominantly placed the school in the bottom 25% and lower 50% when compared with similar schools over the past four years. Performance at the higher outcome has declined over the same period placing the school in the bottom 25% and lower 50% over the past two years.

At the end of key stage 2, pupils' performance at the expected level in English and mathematics has varied over the last four years. However, the school's performance in science at the expected level has improved, moving the school from the bottom 25% to the top 25% when compared with similar schools. Performance at the higher outcome has varied over the same period.

The outcomes of pupils eligible for free school meals are generally similar to those of their peers.

Wellbeing: Good

The school provides a happy and caring environment where pupils feel safe and valued. Pupils know to whom to turn if they feel worried about school or other issues and most older pupils have a good understanding of how to stay safe online. Most pupils have a positive attitude towards learning and behave well. They show high levels of motivation and interest in their work, which has a positive effect on their learning. They are polite and courteous and show respect towards each other and staff. Most pupils work well in pairs and small groups and maintain concentration for extended periods.

Nearly all pupils have a good understanding of eating healthily and taking regular exercise. Many pupils participate in beneficial extra-curricular activities in order to keep fit, for example the rugby, netball and dance clubs.

Nearly all pupils are punctual and pupils' attendance has improved steadily over the last four years. Pupils' attendance places the school in the top 25% and the higher 50% when compared to similar schools over the past two years.

Members of the school council and the eco committee make a positive contribution to school life. The school council has helped to choose extra-curricular clubs and the eco committee has helped the school to gain a worthwhile award for its work on the environment. Pupils play an active role within the community. For example, they help to plant flower bulbs at the local residential home and entertain the residents by singing carols at Christmas.

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

Learning experiences: Good

The school provides a wide range of good quality learning experiences through a broad and balanced curriculum that meets statutory requirements. In both the Foundation Phase and key stage 2, teachers plan together well to make sure that pupils build on previous learning and develop skills appropriately. However, short-term plans do not always identify opportunities to challenge pupils that are more able successfully.

Teachers incorporate the National Literacy and Numeracy Framework into termly plans effectively. Nearly all teachers plan well for the development of pupils' oracy skills through purposeful activities. They provide good opportunities for pupils to write in a range of forms for different purposes and audiences. Pupils receive worthwhile opportunities to plan and redraft their work. However, in a few classes, the over use of worksheets constrains more able pupils' ability to write at length across the curriculum. Teachers plan effectively for the development of pupils' numeracy skills and information and communication technology (ICT) in other areas of the curriculum. Nearly all teachers evaluate their planning appropriately.

Staff organise intervention groups to support the development of pupils' literacy and numeracy skills effectively. The curriculum meets the requirements of pupils within the observation and assessment unit well and allows them to take a full and active part in the life of the school.

Teachers organise a suitable range of educational visits to enhance the curriculum successfully. For example, pupils visit a Celtic settlement to experience life during this period. The school provides a suitable variety of clubs, such as French, sport and dance, which also enrich pupils' learning experiences well.

Planning for the development of Welsh as a second language is good. Almost all staff use Welsh regularly in lessons and for daily routines including prayers. Provision for the development of pupils' oracy skills in the Foundation Phase and key stage 2 is effective. The school makes good use of Welsh speaking staff and the

local authority support teacher to develop pupils' language skills well. Teachers provide pupils with good opportunities to develop their writing and reading skills through a range of topics. They promote pupils' knowledge of Welsh traditions and culture well through the study of writers, artists and the history of the local area. For example, Year 6 worked with a local author to evaluate new reading material before publication.

The school develops pupils' understanding of sustainability and environmental issues very well through the work of the eco committee. Pupils participate in a wide range of initiatives that increase their knowledge of sustainability well, such as evaluating the impact of the forest schools on their understanding of care for the environment. Pupils have suitable opportunities to learn about other religions and traditions. However, planning for the development of pupils' understanding of other countries and cultures is less well developed.

Teaching: Good

Teachers use an effective range of teaching strategies well, ensuring that most pupils achieve good standards and develop independent learning skills successfully. Nearly all have thorough knowledge of the subjects they teach and provide a range of interesting experiences for pupils. In most lessons, pupils build well on their knowledge and skills from previous learning. Most staff use questioning skills effectively to develop pupils' thinking and communication skills. They set clear lesson objectives and have high expectations for most pupils. Appropriate classroom management and strong working relationships between the staff help pupils to contribute well in lessons. However, in a few mixed-aged classes, teachers do not always group pupils effectively in order to challenge the more able.

Nearly all teachers mark pupils' work regularly and provide them with valuable oral feedback. They comment appropriately on what pupils are doing well. In most classes, pupils have suitable opportunities to reflect on their own work and they are beginning to respond appropriately to the work of their peers. However, teachers' marking does not always provide clear guidance to allow pupils about how to improve their work. Most teachers set appropriate targets for improving pupils' literacy skills, but targets for improving numeracy are less effective. The use of self-assessment and peer-assessment by pupils, to evaluate their own work and the work of others, is at an early stage of development and it is too soon to measure its impact.

The school analyses data well and records teachers' assessments effectively to monitor pupils' progress. This enables teachers to identify and plan well for pupils who require additional support. Arrangements to moderate teachers' assessments are secure and help to ensure accurate outcomes.

Parents receive annual reports that are informative and meet statutory requirements.

Care, support and guidance: Good

The school provides a caring environment and promotes the health and wellbeing of its pupils well. Staff use effective strategies to promote good behaviour, to improve attendance and to support learning. As a result, nearly all pupils feel safe and happy in school. The strong relationships between staff and pupils help to create a positive ethos of mutual respect.

The school has appropriate arrangements for promoting healthy eating and drinking. Staff provide a good range of clubs and activities for pupils to participate in physical activities. These develop their skills well and help them to keep fit.

Effective learning experiences and acts of collective worship develop pupils' spiritual, moral, cultural and social development well. The programme to promote pupils' personal and social development is comprehensive and the school makes effective use of specialist external agencies to support pupils' wellbeing. For example, the police help to develop pupils' awareness for staying safe online and in the community.

The provision for pupils with additional learning needs is good. Staff identify pupils' needs at an early stage and provide beneficial support. The school works well with external specialists to provide effective advice and support when required. Additional learning support is organised well and intervention strategies meet the needs of targeted pupils effectively. The school involves parents and pupils appropriately to help to review and set targets for individual education plans.

The school has a good range of measures to monitor and maintain pupils' attendance. As a result, attendance rates have shown a steady improvement over the last four years.

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

Learning environment: Good

The school has a welcoming and caring ethos, which promotes a feeling of belonging, equality and respect. The school is inclusive and all pupils have full access to all aspects of the curriculum and activities that the school provides. All staff encourage pupils to value the views of others and to show respect and tolerance towards each other.

The school building is clean, well maintained and appropriate for the number of pupils. Staff use the interior and exterior learning environments well to provide a stimulating and purposeful environment to support teaching and learning. Displays support the delivery of the curriculum well and celebrate pupils' achievements throughout the school. The school makes successful use of a wide range of resources of good quality to support pupils' learning experiences. For example, the school has purchased new reading books that appeal to pupils' interests.

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

Leadership: Good

The acting headteacher and senior leaders provide the school with a clear strategic direction that focuses effectively on improving the standards and wellbeing of pupils. They have a strong vision for the development of the school and set high expectations of all staff and pupils. All staff have clear roles and responsibilities and work together effectively to secure improvement in outcomes for most pupils. This strong sense of teamwork has had a positive impact on improving standards and in sharing good practice.

Staff meetings have a clear focus on pupil standards as well as school and national priorities. Leaders analyse data well and share pupils' outcomes effectively with all staff to ensure that they challenge under-performance successfully. They use performance management to identify improvement targets for staff successfully. Good communication systems inform staff well about important aspects of the school's targets. For example, all staff receive a termly update on progress towards meeting school improvement targets. The school implements local and national priorities well. For example, teachers' planning incorporates the National Literacy and Numeracy Framework effectively.

Members of the governing body know the school well. They have a clear understanding of the school's performance and of areas for improvement. They undertake their duties conscientiously and challenge the school effectively. Governors visit the school regularly to take part in learning walks and to speak to the pupils. This enables them to hold the school to account for the standards that pupils achieve and the quality of provision effectively. For example, following the scrutiny of pupils' books, governors challenged the school on the lack of opportunities for pupils to respond appropriately to teachers' marking.

Improving quality: Good

The school has effective procedures for self-evaluation. Leaders and staff use a wide range of first-hand evidence successfully to determine what the school is doing well and to identify areas for improvement. These include the monitoring of pupils' books, data analyses, learning walks and lesson observations. The school also takes good account of the opinions of parents and pupils through annual questionnaires. As a result, leaders produce a self-evaluation report that gives an accurate picture of the school's strengths and areas of improvement. However, the document does not always focus well enough on evaluating the impact of provision on pupils' outcomes.

The outcomes of the self-evaluation process link well to the school improvement plan. The plan has a manageable number of priorities and each target sets out details of actions, costs, timescales, and responsibilities appropriately. Leaders monitor and evaluate progress against these targets successfully. As a result, the school has secured notable improvements that have had a positive impact on pupils' outcomes, for example improving standards of pupils' reading and numerical reasoning.

Partnership working: Good

The school works well with a range of partners that have a positive impact on pupils' outcomes and wellbeing. It has a strong partnership with parents, who value the school's readiness to discuss issues involving their child. The school makes good use of their new website and text system to inform parents of important policies and events. The parent teacher association supports the school by raising money to help fund activities and trips. The school has strong links with the local area, which give them a sense of belonging to the community. Pupils sing and perform at two local churches and at the local residential home.

The school has strong links with the local pre-school group, which helps children to settle quickly on entry to school. The school makes good use of links with local primary schools within the consortium. This allows staff to observe and share good practice to improve provision and pupil outcomes. For example, staff worked with other schools to improve pupils' numerical reasoning skills. The school has worked well with the local cluster of schools to develop portfolios for moderating and standardising teachers' assessment. These help to ensure consistency in the assessment of pupils' work.

The school has effective arrangements to support the transfer of pupils to secondary education. Older pupils have benefited from a range of transition activities with two local secondary schools. For example, a Year 7 mathematics teacher visits the school weekly to provide suitably challenging numeracy tasks for Year 6 pupils. This contributes to raising standards in numeracy and prepares pupils well for the next stages in their learning.

The school has strong links with the local authority. Leaders work well with the local authority and the regional consortium to improve provision and pupils' outcomes. For example, the school has benefited from training for a lead practitioner to develop teaching and learning across the school.

Resource management: Good

The school has enough suitably qualified and experienced teachers and learning support assistants to teach the curriculum effectively. The acting headteacher deploys staff successfully to ensure that they have the greatest impact on pupils' learning. For example, a recent audit of teachers' skills has led to a valuable reorganisation of curriculum leadership responsibilities. There are appropriate arrangements for planning, preparation and assessment time. The school provides suitable training for all staff in response to areas identified through the performance management process.

Staff work effectively with other schools in networks of professional practice. For example, teachers visit other local schools to share good practice in improving the learning environment and pupils' Welsh oracy skills.

The headteacher and governing body manage the school budget well to meet priorities within the school improvement plan. Leaders use the Pupil Deprivation Grant effectively to improve provision and outcomes for targeted pupils. As a result, most pupils make good progress in developing their literacy and numeracy skills.

Considering the standards that pupils achieve and the quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6742124 - Llantrisant Primary School

| | |
|--|------------------|
| Number of pupils on roll | 139 |
| Pupils eligible for free school meals (FSM) - 3 year average | 18.8 |
| FSM band | 3 (16%<FSM<=24%) |

Foundation Phase

| | 2012 | 2013 | 2014 | 2015 |
|--|------|------|------|------|
| Number of pupils in Year 2 cohort | 25 | 19 | 23 | 21 |
| Achieving the Foundation Phase indicator (FPI) (%) | 80.0 | 84.2 | 65.2 | 76.2 |
| Benchmark quartile | 3 | 2 | 4 | 4 |
| Language, literacy and communication skills - English (LCE) | | | | |
| Number of pupils in cohort | 25 | 19 | 23 | 21 |
| Achieving outcome 5+ (%) | 80.0 | 84.2 | 65.2 | 81.0 |
| Benchmark quartile | 3 | 3 | 4 | 4 |
| Achieving outcome 6+ (%) | 28.0 | 31.6 | 13.0 | 28.6 |
| Benchmark quartile | 2 | 2 | 4 | 3 |
| Language, literacy and communication skills - Welsh (LCW) | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving outcome 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving outcome 6+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematical development (MDT) | | | | |
| Number of pupils in cohort | 25 | 19 | 23 | 21 |
| Achieving outcome 5+ (%) | 96.0 | 84.2 | 73.9 | 81.0 |
| Benchmark quartile | 1 | 3 | 4 | 4 |
| Achieving outcome 6+ (%) | 28.0 | 36.8 | 17.4 | 23.8 |
| Benchmark quartile | 2 | 1 | 4 | 4 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | | |
| Number of pupils in cohort | 25 | 19 | 23 | 21 |
| Achieving outcome 5+ (%) | 84.0 | 89.5 | 78.3 | 85.7 |
| Benchmark quartile | 4 | 3 | 4 | 4 |
| Achieving outcome 6+ (%) | 32.0 | 42.1 | 39.1 | 61.9 |
| 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.

6742124 - Llantrisant Primary School

| | |
|--|------------------|
| Number of pupils on roll | 139 |
| Pupils eligible for free school meals (FSM) - 3 year average | 18.8 |
| FSM band | 3 (16%<FSM<=24%) |

Key stage 2

| | 2012 | 2013 | 2014 | 2015 |
|---|------|------|------|-------|
| Number of pupils in Year 6 cohort | 12 | 12 | 20 | 9 |
| Achieving the core subject indicator (CSI) (%) | 83.3 | 91.7 | 85.0 | 100.0 |
| Benchmark quartile | 3 | 2 | 3 | 1 |
| English | | | | |
| Number of pupils in cohort | 12 | 12 | 20 | 9 |
| Achieving level 4+ (%) | 83.3 | 91.7 | 90.0 | 100.0 |
| Benchmark quartile | 3 | 2 | 3 | 1 |
| Achieving level 5+ (%) | 50.0 | 50.0 | 30.0 | * |
| Benchmark quartile | 1 | 1 | 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 | 12 | 12 | 20 | 9 |
| Achieving level 4+ (%) | 91.7 | 91.7 | 90.0 | 100.0 |
| Benchmark quartile | 2 | 2 | 3 | 1 |
| Achieving level 5+ (%) | 50.0 | * | 35.0 | 55.6 |
| Benchmark quartile | 1 | * | 3 | 1 |
| Science | | | | |
| Number of pupils in cohort | 12 | 12 | 20 | 9 |
| Achieving level 4+ (%) | 83.3 | 91.7 | 90.0 | 100.0 |
| Benchmark quartile | 4 | 3 | 3 | 1 |
| Achieving level 5+ (%) | 50.0 | * | 40.0 | * |
| Benchmark quartile | 1 | * | 2 | * |

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. | 69 | | 68 99% | 1 1% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 69 | | 66 96% | 3 4% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 69 | | 68 99% | 1 1% | 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 | 69 | | 68 99% | 1 1% | 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. | 69 | | 68 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 | 68 | | 64 94% | 4 6% | 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. | 69 | | 69 100% | 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. | 68 | | 67 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. | 69 | | 64 93% | 5 7% | 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. | 69 | | 68 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. | 68 | | 61 90% | 7 10% | 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 | 69 | | 63 91% | 6 9% | 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. | 10 | 7 70% | 2 20% | 1 10% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 64% | 33% | 3% | 1% | | |
| My child likes this school. | 10 | 6 60% | 4 40% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn hoffi'r ysgol hon. |
| | | 73% | 25% | 1% | 0% | | |
| My child was helped to settle in well when he or she started at the school. | 10 | 9 90% | 1 10% | 0 0% | 0 0% | 0 | Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol. |
| | | 73% | 26% | 1% | 0% | | |
| My child is making good progress at school. | 10 | 7 70% | 2 20% | 1 10% | 0 0% | 0 | Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 62% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 10 | 8 80% | 2 20% | 0 0% | 0 0% | 0 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 48% | 47% | 4% | 1% | | |
| Teaching is good. | 10 | 8 80% | 2 20% | 0 0% | 0 0% | 0 | Mae'r addysgu yn dda. |
| | | 62% | 36% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 10 | 8 80% | 2 20% | 0 0% | 0 0% | 0 | Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau. |
| | | 65% | 33% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 10 | 5 50% | 4 40% | 1 10% | 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. |
| | | 50% | 42% | 6% | 2% | | |
| Staff treat all children fairly and with respect. | 10 | 8 80% | 2 20% | 0 0% | 0 0% | 0 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 61% | 34% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 10 | 4 40% | 6 60% | 0 0% | 0 0% | 0 | Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 61% | 37% | 2% | 0% | | |
| My child is safe at school. | 10 | 6 60% | 4 40% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn ddiogel yn yr ysgol. |
| | | 67% | 31% | 1% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 9 | 4 44% | 5 56% | 0 0% | 0 0% | 1 | 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. | 10 | 4 40% | 6 60% | 0 0% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 50% | 40% | 8% | 2% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 10 | 8 80% | 2 20% | 0 0% | 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. | 10 | 5 50% | 4 40% | 0 0% | 1 10% | 0 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| The school helps my child to become more mature and take on responsibility. | 9 | 7 78% | 2 22% | 0 0% | 0 0% | 1 | Mae'r ysgol yn helpu fy mhlentyn 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. | 8 | 4 50% | 4 50% | 0 0% | 0 0% | 2 | Mae fy mhlentyn wedi'i baratoi'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. | 10 | 6 60% | 2 20% | 2 20% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| The school is well run. | 10 | 8 80% | 1 10% | 1 10% | 0 0% | 0 | Mae'r ysgol yn cael ei rhedeg yn dda. |

Appendix 3

The inspection team

| | |
|-------------------------|---------------------|
| Kevin Davies | Reporting Inspector |
| Elizabeth Jane Counsell | Team Inspector |
| Matthew Evans | Lay Inspector |
| Paul Welsh | Peer Inspector |
| Lisa Davies | 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.