



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

**A report on**

**Queen Street Primary School  
Queen Street  
Abertillery  
Blaenau Gwent  
NP13 1AP**

**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:

<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 Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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**Publication date: 08/01/2015**

## Context

Queen Street Primary School is in Abertillery in the Blaenau Gwent local authority. There are 131 pupils aged three to eleven on roll. This includes around 19 pupils in the part-time nursery class. Pupils are generally taught in single-aged classes, with the exception of Year 3 and Year 4 pupils who are in a mixed-age class. Around 51% of pupils are eligible for free school meals. This is well above the average for Wales (20%).

The school identifies around 27% of pupils with additional learning needs. No pupil has a statement of special educational needs. At the time of the inspection, around 6% of pupils come from ethnic minority backgrounds and approximately half of these pupils are new to English.

In September 2013, the headteacher took up her post as head of two schools, Queen Street Primary and a neighbouring primary school. The acting deputy headteacher of the two schools took up her substantive post of deputy headteacher in September 2015. The deputy headteacher is non-teaching. The school's last inspection was in November 2009.

The individual school budget per pupil for Queen Street Primary School in 2015-2016 means that the budget is £4,545 per pupil. The maximum per pupil in the primary schools in Blaenau Gwent is £4,874 and the minimum is £3,597. Queen Street Primary School is seventh out of the 23 primary schools in Blaenau Gwent 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>Good</b>

### Current performance

The current performance of the school is good because:

- Many pupils leave with the necessary skills to take full advantage of their next step in education
- The school is particularly successful in ensuring that its most vulnerable pupils make good and often very good progress and attain well
- Most pupils generally behave well and are polite and courteous in lessons and around the school
- Teaching is good
- It provides high quality care and support for its pupils both academically and socially
- It has a strong caring, welcoming ethos, which focuses well on creating a positive learning environment

### Prospects for improvement

The school's prospects for improvement are good because:

- Senior leaders have a clear vision for the school
- Governors have a good understanding of their role and responsibilities
- Well-planned and rigorous procedures identify its strengths and areas for improvement well
- It is developing a good track record of actions leading to improvements for learners
- It plans many worthwhile opportunities for parents to engage with the school to support their children's learning
- Professional development links with other local schools have led to successful improvements in the quality of teaching and learning
- The school uses grant funding strategically to target specific groups of learners and reduce the impact of poverty on pupils' attainment

## Recommendations

- R1 Improve pupils' independent writing skills in Welsh in key stage 2
- R2 Continue to develop the Foundation Phase outdoor learning area to enhance pupils' learning experiences
- R3 Make sure that pupils have appropriate and regular opportunities to respond to teachers' feedback
- R4 Ensure that annual reports to parents meet statutory requirements

### **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

Many pupils enter school with literacy and numeracy skills below those expected for their age. Over time, pupils make up this deficit in skills and many leave the school with the necessary skills to take full advantage of their next step in education. The school is particularly successful in ensuring that its most vulnerable pupils make good and often very good progress and attain well.

In the Foundation Phase, most pupils listen carefully to instructions and respond appropriately to each other and to their teachers. Many pupils are confident in talking to adults and like to explain what they are doing. In key stage 2, most pupils use their speaking and listening skills well to share ideas with each other in pairs in order to extend and consolidate their thinking. For example, pupils in the Year 3 and Year 4 class discuss what a hot air balloon needs to travel across different terrain, using their discussions to clarify their ideas appropriately.

Across the school, most pupils' reading and writing skills are developing well in line with their age and ability. By the end of the Foundation Phase, most pupils read simple texts with accuracy and understanding using a suitable variety of strategies to read unfamiliar words. More able pupils read with a degree of fluency and understanding and with a little prompting explain what is happening in the story using a relevant amount of detail. Pupils build on these skills progressively as they move through key stage 2 with older and more able pupils in Year 6 using text skilfully to explain characters and events in a story. In both key stages, many pupils write with enthusiasm and confidence and produce work of a good quality. For example, pupils in Year 2 sequence simple accounts about playful pirates correctly. In Year 5, pupils write imaginative stories about a journey on a sailing ship using relevant vocabulary. However, a few pupils in both key stages make careless mistakes in punctuation, grammar and in the spelling of common words. In the Foundation Phase, pupils do not always form letters correctly.

Throughout the school, pupils' numeracy skills are developing securely and most pupils apply them across the curriculum skilfully. For example, in the Foundation Phase, reception pupils make good use of their sense of touch to sort objects into different materials and count the objects correctly. Pupils in Year 1 solve simple number problems to unlock the key to the pirate treasure box during role-play. In key stage 2, Year 6 pupils use tables and scatter graphs well to record the results of their science investigations. In both key stages, pupils are sometimes a little hesitant in using their numeracy skills to solve problems that require using mathematical reasoning skills.

Throughout the school, most pupils have a positive attitude to learning Welsh. Pupils make a particularly good start in learning Welsh in early Foundation Phase. For example, pupils in the nursery class respond well to simple instructions in Welsh, ask for their snack in Welsh confidently and join in Welsh singing enthusiastically. Older

pupils generally ask and respond appropriately to simple questions following basic patterns, such as about how they are feeling. They are beginning to read the class text with understanding and write simple sentences about their likes and dislikes. By the end of key stage 2, many pupils show an increasing grasp of vocabulary by describing how their friends look, what they wear and whether they have siblings or pets. They read labels, each other's accounts of visits and familiar texts with growing confidence. Their independent writing skills are less well developed.

In the Foundation Phase, pupils' performance at the expected level in literacy and mathematical development is variable over time. Overall, mathematical development has been stronger than literacy. Pupils' performance at above the expected level shows an improving trend in both literacy and mathematical development and in 2015 placed the school in the top 25% when compared with similar schools.

In key stage 2, there has been a general trend of improvement in English, mathematics and science at the expected and higher levels. However, the school's performance has generally placed it in the lower 50% and often in the bottom 25% when compared with similar schools at the expected and higher levels.

Pupils eligible for free school meals generally perform better than their peers in mathematics at the expected level and above and at the higher level in science at key stage 2. Performance in literacy is more variable although pupils in the Foundation Phase that are eligible for free schools meals do less well than their peers at the higher levels.

Throughout the school, boys generally perform less well than girls in literacy, particularly at the higher levels.

### **Wellbeing: Good**

Most pupils enjoy learning, engage well with classroom activities and demonstrate a desire to improve their work. Many pupils sustain concentration for appropriate periods and persevere when they find work hard. Most pupils take pride in their achievements and relate well to staff and to each other in lessons and at break times. These pupils generally behave well and are polite and courteous. Pupils feel safe and happy in school.

Many pupils are involved in making decisions about their school and clearly enjoy this responsibility. For example, the school council interviewed candidates for the post of head and deputy headteacher and have been instrumental in improving behaviour on the school playground. The 'Dwds Draig Cymru' team encourage other pupils to use Welsh enthusiastically by playing games at break times and rewarding pupils who speak Welsh outside the classroom. Older pupils volunteer for additional duties such as looking after the library. As a result, pupils feel strongly that their opinions matter and this fosters a sense of community and cohesion well.

Nearly all pupils have a positive attitude to healthy living and eating and understand the importance of taking regular exercise.

Attendance has improved steadily in recent years and has placed the school in the top 50% when compared with similar schools. Most pupils arrive punctually at the start of the day.

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

The school provides a wide range of interesting learning experiences that engage and motivate most pupils to succeed. For instance, a visit to Cwmtillery Lakes by key stage 2 pupils provided a useful stimulus for pupils' creativity that resulted in pieces of artwork of high quality. The school makes good use of external expertise in music to enrich the curriculum, such as stringed instrument tuition for Year 2 pupils and drumming tuition for key stage 2 pupils. Opportunities for pupils to learn outdoors in the Foundation Phase are developing acceptably. The new mud kitchen provides focused activities to support pupils' literacy and numeracy skills appropriately. For example, nursery staff use the excitement of the mud kitchen to engage pupils in speaking and listening activities and to develop their vocabulary and clarity of speech. Year 2 pupils write recipes in class and role-play making these in mud. However, planning for the regular use of the outdoors to support all areas of learning is less well developed. There is a suitable selection of extra-curricular activities, such as, the eco club, science club and the Foundation Phase art club, which support pupils' social skills well.

Teachers plan in detail many worthwhile opportunities for pupils to develop and apply their literacy, numeracy and information and communication technology (ICT) skills across the curriculum. For example, the study of Japan in the Year 5 and Year 6 classes provided useful opportunities for pupils to use their numeracy skills purposefully to interrogate data about pupils' preference for sushi recipes. The increase in ICT equipment over the last two years has provided far greater opportunities for pupils to use and apply their ICT more widely. This has helped to improve pupils' confidence and standards in using ICT. Where pupils are below the expected level for their age in literacy or numeracy, the school provides high quality reading and numeracy interventions, which impact very positively on pupils' progress.

The school gives high priority to ensuring that pupils know and understand that they should be proud to live in Wales. For example, older pupils are encouraged to research facts about famous athletes, actors and singers and contribute their findings to a colourful display. Local history also provides a useful stimulus to encourage pupils' reading and writing skills in both English and Welsh, for example when pupils write accounts about their visit to a mine and about life as a coal miner or pit girl. Welsh signage is evident throughout the school, and staff encourage pupils to take responsibility for promoting Welsh around the school well.

The school promotes sustainable development successfully. The eco club and committee are very active and proud of their work to keep their school litter free. Teachers' planning includes meaningful links to sustainable living, such as weighing litter for landfill and analysing how much litter they could reuse or recycle. There are fewer opportunities for pupils to develop their awareness of other cultures or an understanding of global issues.



## **Teaching: Good**

Most pupils have a good self-image and make worthwhile progress in lessons, and many attain well because of the quality of teaching. All teachers plan sessions carefully. For example, they resource relevant materials from the internet to engage pupils' interest, prepare additional support material for less able pupils and provide clear direction for what they want the pupils to do. As a result, lessons are generally well structured and proceed at a brisk pace. However, teachers sometimes over direct pupils' work. This discourages pupils' independence and does not always provide enough challenge for the more able.

Working relationships between all adults and pupils are good. Teamwork is effective and ensures a consistency in approach to such things as managing behaviour. Learning support assistants are an important part of the 'teaching team' and make a valuable contribution to the quality of pupils' learning and wellbeing in classes and around the school.

Over the last two years, all staff have shown an eagerness and willingness to learn new ways of working. Because of their commitment to making the necessary changes, pupils' standards and wellbeing are improving.

The school tracks pupils' progress comprehensively. Assessment data is analysed well and used very effectively to support individuals and groups of pupils. Staff implement valuable intervention strategies for improving pupils' literacy and numeracy skills alongside effective support for pupils' social and emotional wellbeing.

All teachers mark pupils' work positively and generally make good use of learning objectives and success criteria in doing this. However, teachers do not always give pupils enough time to reflect on their learning and to respond to teachers' feedback, including marking. Pupils' self-assessment and peer assessment are developing suitably. Pupils' individual targets are appropriate and relevant and pupils are beginning to use them more effectively to bring about improvement in their work.

Reports to parents are informative and provide them with a clear picture of their child's strengths and areas for development. The pupil profile statement is very personal to each child, and parents value this. The end of phase reports to parents do not fully meet statutory requirements.

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

The school provides high quality care and support for its pupils both academically and socially. As a result, pupils feel safe, secure and cared for well. Worthwhile initiatives such as 'Golden Rules' and associated rewards promote good behaviour. There are effective arrangements to support pupils' health and wellbeing. For example, playground games and play equipment encourage pupils to be physically active during break times. The school has appropriate arrangements for prompting healthy eating and drinking, such as healthy snacks, a healthy tuck shop and water bottles in classes.

Staff develop pupils' spiritual, moral social and cultural awareness effectively through daily collective worship and a comprehensive personal and social education programme. The school makes beneficial use of a range of visitors such as the Salvation Army to enhance pupils' understanding of moral issues, such as fairness.

Provision for pupils with additional learning needs is good. The school identifies pupils who require additional help with their learning or personal and emotional development effectively and puts appropriate measures in place to address these needs. Staff make good use of a suitable range of external services to support pupils' specific needs well, such as speech and language and the educational psychology service. Pupils' individual action plans are of good quality and parents are involved regularly in their review. Teaching assistants provide valuable support for targeted pupils in withdrawal groups. However, a very few pupils in key stage 2 miss important parts of lessons when accessing these intervention programmes and are not always clear about what they need to do when they return to class.

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

### **Learning environment: Good**

The school has a strong caring and welcoming ethos, which focuses well on creating a positive learning environment. Staff promote tolerance, respect and fairness well. All pupils have equal access to all school activities.

The age, size and the layout of the school site are challenging, but the school manages this very well. Over the last two years, the headteacher and governors have made a considerable effort to improve and redecorate most areas to a high standard. This has resulted in an attractive and welcoming environment for all learners. The school makes effective use of resources in the locality to supplement deficiencies in its site. For example, pupils in key stage 2 access the school hall in the local secondary school for physical education sessions. The accommodation is well maintained and secure.

Classrooms are generally of a good size and sufficient for the number of pupils. Resources are of good quality and matched well to pupils' needs including appropriate ICT resources and a well-stocked library. Displays in corridors and classrooms support learning well and celebrate achievement successfully. Despite the small size of the outdoor areas, the school has resourced these areas well. As a result, behaviour has improved during break times and lunchtimes.

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

Senior leaders have a clear vision for the school. This focuses successfully on ensuring that all pupils achieve well in line with their age and ability in an environment that promotes consistently good levels of care. Over a relatively short period, leaders have implemented significant improvements that have impacted positively on how well pupils achieve and their wellbeing. For example, the

introduction of new ways of working in mathematics has improved pupils' mathematical standards. Senior leaders have engaged all staff successfully in this improvement journey, developing the quality of teaching to ensure that all pupils achieve the best they can.

Regular staff meetings are effective in addressing the school's priorities. The headteacher and deputy headteacher plan these well to address targets in the school development plan. They clearly identify actions arising from these meetings and ensure that staff implement the agreed actions through regular observation of lessons and scrutiny of pupils' work.

Arrangements for the performance management of staff are effective. All staff have useful targets that link to the school development plan and focus on pupils' performance. Senior leaders use first-hand evidence well about the quality of teaching and pupils' work to set and review these targets. These arrangements are rigorous and lead to improved standards for pupils.

The school has responded well to Welsh Government priorities. It has effectively implemented the Literacy and Numeracy Framework and has put in place successful plans to reduce the impact of poverty on pupils' progress.

The governing body plays an important role in directing the work of the school and in challenging senior leaders to ensure the best for pupils. Governors have a good understanding of their role and responsibilities. Senior leaders keep governors well informed about the standards that pupils achieve. They arrange for them to take part in activities to gain a direct understanding of the work of the school, for example by visiting lessons and looking at the quality of pupils' work alongside teachers.

### **Improving quality: Good**

The school has well planned and rigorous procedures to identify its strengths and areas for improvement. An effective annual monitoring timetable is in place to ensure that the school reviews all areas of its work regularly. The senior leadership team is effective in analysing the school's performance data and uses this well to identify areas for improvement. Senior leaders review pupils' work, observe lessons and listen carefully to the opinions of parents and pupils. For example, discussions with pupils about the quality and quantity of ICT equipment resulted in improved provision for ICT and higher standards.

Monitoring activities directly inform the school's self-evaluation report. The self-evaluation report accurately reflects the work of the school and provides a clear picture of its strengths and areas for development. The school is clear about its successes and know what it needs to do next. Because of its good self-evaluation processes, school improvement planning is effective in leading to better outcomes for pupils. The school identifies a manageable number of clear areas for improvement; it plans appropriate actions and identifies who is responsible for them. Senior leaders cost and link any improvement activities to the school's budget planning appropriately. They work with governors and staff to implement these plans and evaluate how successful they have been. The outcomes of these evaluations inform the next school development plan usefully.

The school is developing a good track record of actions leading to improvements for learners. For example, standards in writing have improved significantly as the result of a new whole school approach to the teaching of writing, and new programmes to support targeted learners in literacy are very effective.

### **Partnership working: Good**

There is an effective partnership with parents. The school plans many worthwhile opportunities for parents to engage with the school to support their children's learning. For example, digital leaders have presented sessions for parents on using ICT. Communities First have supported numeracy and literacy projects involving parents as well as providing cookery sessions on healthy eating. The recent Parents and Children Together (PACT) project, using a pirate theme, encouraged parents and grandparents to join pupils in the classroom to help to develop pupils' literacy and numeracy skills. Through such initiatives as these, barriers to engaging parents are diminishing and, as a result, parents' understanding and confidence in helping their children at home is getting better. The school has worked hard to convince parents of the importance of their children attending school regularly. As a result, attendance is improving. The school also takes positive action to encourage parents to participate in consultation evenings, offering alternative dates and times if parents are unable to attend. Working closely with parents, the school has modified the format of the annual pupil report. This is an example of good partnership working that improved engagement with parents successfully.

Senior leaders have developed beneficial relationships with other schools in the cluster. The sharing of a senior leadership team with another local school is a particular strength that has enabled very effective sharing of good practice and joint school improvement planning. This has had a positive impact on the standards achieved by learners.

Strong links with the local community help pupils to understand and appreciate their place in it and enhance their skill development. For example, a local allotment group has worked with pupils to plant and grow their own produce. This has had a positive impact on the pupils' wellbeing.

There are good arrangements for the smooth transition of pupils to secondary school. Year 6 pupils participate in induction days at the local secondary school and their teachers visit the primary school to deliver sessions in Welsh and mathematics. In addition, high school staff provide specific maths sessions for the most able pupils in Year 6. As a result, nearly all pupils are well prepared for the move to secondary school.

The school works well with other schools in the cluster and the local authority to ensure the accurate assessment of pupils' levels at the end of the Foundation Phase and key stage 2.

### **Resource management: Good**

Teaching and support staff are deployed effectively across the school. Senior leaders plan good quality professional development opportunities for all staff. These link well to the school development plan and support the raising of standards for pupils.

Professional development links with other local schools have led to successful improvements in the quality of teaching and learning. For example, teachers in the Foundation Phase visited another primary school to observe the use of visual resources to improve pupils' mental maths skills. As a result, most pupils make good progress in their understanding of number.

Governors and senior leaders maintain good financial controls. They make decisions about spending that support the priorities for school improvement well and help to meet the needs of pupils. Senior leaders keep governors well informed about the impact of the expenditure, for example by arranging a learning walk to gauge the impact of extensive investment to improve the learning environment.

The school uses grant funding strategically to target specific groups of learners and reduce the impact of poverty on pupil attainment. It uses assessment data and the results of monitoring activities well to plan appropriate actions to support these learners. It evaluates the impact of its spending successfully.

Given the good standards that pupils achieve overall and the strengths in the school's provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6772173 - Queen Street Jnr and Infs

Number of pupils on roll	141
Pupils eligible for free school meals (FSM) - 3 year average	51.8
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	21	15	14
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	71.4	80.0	85.7
Benchmark quartile	2	2	1
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	21	15	14
Achieving outcome 5+ (%)	76.2	80.0	92.9
Benchmark quartile	3	2	1
Achieving outcome 6+ (%)	19.0	20.0	28.6
Benchmark quartile	2	3	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	21	15	14
Achieving outcome 5+ (%)	85.7	93.3	85.7
Benchmark quartile	2	1	2
Achieving outcome 6+ (%)	14.3	20.0	35.7
Benchmark quartile	3	2	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	21	15	14
Achieving outcome 5+ (%)	95.2	86.7	92.9
Benchmark quartile	1	3	2
Achieving outcome 6+ (%)	38.1	20.0	28.6
Benchmark quartile	2	4	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

**6772173 - Queen Street Jnr and Inf**

Number of pupils on roll	141
Pupils eligible for free school meals (FSM) - 3 year average	51.8
FSM band	5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	16	17	16	21
<b>Achieving the core subject indicator (CSI) (%)</b>	62.5	70.6	68.8	66.7
Benchmark quartile	4	3	4	4
<b>English</b>				
Number of pupils in cohort	16	17	16	21
Achieving level 4+ (%)	81.3	70.6	68.8	81.0
Benchmark quartile	2	3	4	3
Achieving level 5+ (%)	12.5	5.9	25.0	14.3
Benchmark quartile	3	4	2	4
<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	16	17	16	21
Achieving level 4+ (%)	62.5	82.4	68.8	71.4
Benchmark quartile	4	2	4	4
Achieving level 5+ (%)	12.5	17.6	18.8	19.0
Benchmark quartile	3	3	3	4
<b>Science</b>				
Number of pupils in cohort	16	17	16	21
Achieving level 4+ (%)	81.3	82.4	68.8	81.0
Benchmark quartile	2	3	4	3
Achieving level 5+ (%)	25.0	29.4	12.5	14.3
Benchmark quartile	2	2	4	4

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.	57		51 89%	6 11%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	57		50 88%	7 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	56		54 96%	2 4%	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	57		57 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	57		57 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	55		55 100%	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.	56		53 95%	3 5%	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.	57		57 100%	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.	55		49 89%	6 11%	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.	57		56 98%	1 2%	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.	56		36 64%	20 36%	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	56		27 48%	29 52%	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.	12	4 33%	8 67%	0 0%	0 0%	0 0%	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	12	8 67%	4 33%	0 0%	0 0%	0 0%	Mae fy mhentyn 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.	12	8 67%	4 33%	0 0%	0 0%	0 0%	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	12	6 50%	5 42%	1 8%	0 0%	0 0%	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	12	5 42%	7 58%	0 0%	0 0%	0 0%	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	12	6 50%	6 50%	0 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.	12	6 50%	6 50%	0 0%	0 0%	0 0%	Mae'r staff yn disgwyl i fy mhentyn 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.	12	6 50%	6 50%	0 0%	0 0%	0 0%	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	12	8 67%	4 33%	0 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.	12	6 50%	5 42%	1 8%	0 0%	0 0%	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	12	7 58%	5 42%	0 0%	0 0%	0 0%	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	12	6 50%	6 50%	0 0%	0 0%	0 0%	Mae fy mhentyn 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.	11	6 55%	5 45%	0 0%	0 0%	0 0%	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	12	7 58%	5 42%	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.	12	5 42%	7 58%	0 0%	0 0%	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.	12	7 58%	5 42%	0 0%	0 0%	0	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.	9	3 33%	6 67%	0 0%	0 0%	3	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.	11	7 64%	4 36%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	11	7 64%	4 36%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

### Appendix 3

#### The inspection team

Mrs Bev Jenkins	Reporting Inspector
Mr Jonathan Wright	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Mrs Rachael Owen	Peer Inspector
Mrs Delyth Reed	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.