



A report on

**St Brides Major CIW Primary School
Heol yr Ysgol
St Brides Major
Bridgend
Vale of Glamorgan
CF32 0TB**

Date of inspection: June 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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

St Brides Church in Wales Primary School is in the village of St Brides in the Vale of Glamorgan local authority. There are 191 pupils on the school roll, aged four to eleven years, organised into single-age classes. The school has five full-time and five part-time teachers.

Around 5% of pupils are eligible for free school meals. This is well below the average for primary schools in Wales.

The school has identified about 22% of pupils as having additional learning needs. This is similar to the national average. Very few pupils have a statement of special educational needs.

All pupils speak English as their first language at home and none receive extra support in learning English as an additional language.

The school was last inspected in 2010. The headteacher took up his post in September 2014.

The individual school budget per pupil for St Brides C.I.W. Primary School in 2014-2015 means that the budget is £3,399 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £6,237 and the minimum is £2,727. St Brides C.I.W. Primary School is 27th out of the 48 primary schools in the Vale of Glamorgan 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 school is good because:

- Nearly all pupils make good progress at the school
- Pupils' behaviour is very good and they are polite and courteous
- The care, support and guidance provided for pupils are of a high quality
- Pupils with additional learning needs make particularly good progress
- The quality of teaching across the school is good
- The school's curriculum provides many opportunities for pupils to gain a range of stimulating experiences
- The school has strong links with its community, which enhance opportunities for pupils to learn and develop as responsible members of society
- The school is a welcoming and caring community, which fosters positive attitudes to learning and living together

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has developed a culture of shared responsibility amongst staff
- Senior leaders provide good support to all staff and pupils and are effective in bringing about school improvement, such as in standards of writing
- A new system of monitoring the quality of teaching is beginning to support staff in sharing best practice across the school
- The governing body provides strong support to the school and acts effectively as a critical friend to the school's leadership
- Performance management is used effectively to address school priorities and to develop the expertise of staff
- A range of partnerships is beginning to have a positive effect on standards of teaching and learning
- Staff work very effectively as a team

Recommendations

- R1 Improve pupils' application of numeracy skills across the curriculum
- R2 Ensure that marking and feedback to pupils are consistent and helpful for pupils to understand how to improve their work
- R3 Devise and monitor the effectiveness of strategic objectives to promote equality and diversity
- R4 Address the overly-large surplus in the school budget

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

Pupils join the school with very well-developed skills, especially in oracy. They make good progress across the school and almost all leave with standards that are at or above those expected for their age.

Most pupils are articulate and confident speakers. Foundation Phase pupils discuss their learning enthusiastically and listen attentively. They use well-constructed sentences and a wide-ranging vocabulary, for instance when giving reasons for choosing healthy food, including the need for vitamins. Older pupils enjoy explaining the impact of their actions, for example in their role as 'digital technology leaders' or when describing the importance of saving energy. They alter the tone of their conversation to suit their audience and many use specialist vocabulary in the context of what they are learning.

Many pupils read at or above the expected level for their age. Almost all Foundation Phase pupils make good use of the sense of the text to work out new words, showing good understanding. They speak confidently about books they have enjoyed and discuss their favourite authors. In key stage 2, many pupils read widely for pleasure. They enjoy researching topics of interest. They make good use of research skills to skim and scan a text quickly for information. Most Year 6 pupils are able to use their reading skills effectively to infer and deduce information in different subjects. For example, in an RE lesson, pupils used the information they deduced from a text about Ewenny Priory in order to empathise with the challenges of life as a young monk nine hundred years ago.

Nearly all Foundation Phase pupils make good progress with their writing. Most pupils use capital letters and basic punctuation appropriately. Spelling is generally accurate and many pupils use their phonic skills to make plausible choices when spelling unfamiliar words. Their ability to write at length is developing suitably and they use their literacy skills successfully in different areas of learning, for example to write about the life cycle of the plants they are growing.

In Year 4, pupils write sensitively about the impact of the earthquakes in Nepal or create their own recipe for friendship. By the end of Year 6, most pupils produce a wide range of written work of high quality, such as reports, biographies or stories. They use an increasingly rich and varied vocabulary and evaluate their work and its effect on the reader. They spell most words accurately and generally punctuate their work correctly. Opportunities for pupils to write at length show that most can write with increasing flair and accuracy and for a range of purposes. By the time they leave the school, nearly all present their work neatly.

Many pupils have good mental skills in mathematics. In the Foundation Phase, many pupils quickly calculate simple addition and subtraction. Most begin to collect and handle data, such as when they record the growth of a bean. In Years 3 and 4, most

know their times tables well and are able to recall number facts rapidly. They work confidently with simple fractions and most understand place value. By Year 6, almost all pupils can discuss the properties of angles. Most pupils have a good knowledge of 2D and 3D shapes, which they apply effectively, for example to work out the number of sides in the different nets of a cuboid. In Year 6, most pupils make good use of their numeracy skills in science, for instance when constructing line graphs to show the results they obtained from an investigation into water absorption. However, overall pupils do not use and develop their numeracy skills sufficiently well in subjects other than mathematics.

Pupils develop competent speaking skills in Welsh in the Foundation Phase. They listen and respond to instructions, use simple greetings confidently and enjoy singing Welsh songs. They confidently read and discuss simple texts that they have become familiar with. In key stage 2, most pupils have positive attitudes to learning Welsh. When encouraged by adults, many extend a conversation beyond basic oral phrases, although they do not initiate longer conversations. Older pupils write in Welsh with a range of sentence patterns and with increasing length and accuracy.

Over the last three years, standards in the Foundation Phase in literacy at the expected outcome have mostly placed the school in the higher 50% when compared with similar schools. In mathematical development, the school's position has ranged between the higher 50% and the lower 50%. At the higher outcome, the school is consistently in the top 25% or higher 50% for both literacy and mathematical development.

In key stage 2, standards in English and mathematics have generally placed the school in the higher 50%. At the higher level, pupils' performance generally places the school in the top 25% or higher 50% in English when compared with similar schools but in the lower 50% for mathematics.

Trends over the last four years identify that in key stage 2 boys have mostly performed better than girls at the higher levels in mathematics and that girls have performed better than boys at the higher level in English, although this gap narrowed in 2014. Pupils who receive extra support with their learning make particularly good progress from their starting points.

Pupils eligible for free school meals generally perform as well as their peers.

Wellbeing: Good

Nearly all pupils display positive attitudes to learning. Their behaviour around the school is very good. They co-operate well with teachers, learning support assistants and each other in learning activities and at play. They show respect, care for each other, staff and visitors, and are polite and courteous. In lessons, nearly all display high levels of engagement in their learning.

Nearly all pupils feel safe in school. They are knowledgeable about how to keep safe whilst using the internet and are confident in approaching adults for help when they face difficulties. Pupils feel that all staff listen to their views well and take them seriously. Nearly all pupils have very positive attitudes towards healthy eating and

fitness. They speak confidently about making the right food choices and about the benefits of exercise. Many pupils attend a wide range of extra-curricular activities and participate enthusiastically, such as in athletics club and choir. They enjoy being outdoors and take part in gardening and sporting activities enthusiastically. They understand the need for rules and they talk confidently about the values, which the school promotes.

The school council meet regularly and have a valuable impact on school life ensuring that all pupils can give their opinions about the school. They have taken part in meetings when school governors and staff have developed plans for school improvement and recently designed an outdoor trail to encourage pupils to take more exercise. The pupil 'Worship and Values' group contributes enthusiastically to evaluating collective worship arrangements. Pupils who joined the eco-committee have made improvements to the school grounds, which have enhanced the learning environment for everyone. The impact of these and other pupil groups is considerable in promoting pupils' enthusiasm for learning. Peer tutoring, particularly in the use of technology, has made a good impact on the standards achieved by pupils. Older pupils take on responsibilities at lunchtime, such as helping younger pupils and tidying away after lunch. They show care and concern for each other and take their roles very seriously.

Pupils' attendance over the last four years has placed the school in the higher 50% of similar schools with very few pupils regularly absent. Nearly all pupils arrive at school on time.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Pupils benefit from a broad and stimulating curriculum. Planning for the development of the skills of speaking and listening, reading and writing is good and there are opportunities for pupils to use these skills regularly across the curriculum. Provision for numeracy is developing appropriately. However, pupils do not have enough opportunities to develop their numeracy skills at the same level as their mathematical ability.

A carefully thought-out programme of visits and visitors enhances the planned curriculum. These include trips to local places of importance or interest, such as the church, local craft centres and a power station. The school offers a very good range of extra-curricular provision of good quality, including chess, choir, netball, running club, eco club and gardening group. Many pupils choose to attend these activities, which strengthens their learning experiences.

There is suitable provision for information and communication technology (ICT) within classrooms, which pupils use regularly to support research, written work and Welsh. The school develops pupils' thinking skills very successfully, which helps them to become independent and increasingly reflective learners. Staff encourage pupils to develop effective problem solving skills. They provide a good range of problem solving activities and encourage pupils to collaborate on tasks.

Provision for promoting Welsh language, history and culture is effective. There are daily Welsh language sessions and many examples of written Welsh around the school. The school has integrated a Welsh dimension appropriately into schemes of work through, for example, learning about a local composer and places of interest such as the nearby priory.

Teachers plan a suitable range of work on sustainable development and global citizenship and this has a positive impact on pupils' understanding of the importance of recycling and saving energy. Pupils learn about their role as global citizens through raising money for countries suffering from disasters and through debating points for and against fair trade. They begin to understand their place in the wider world through the study of different religious festivals.

Teaching: Good

Teachers use a range of effective strategies to motivate and engage their pupils. They plan well-structured lessons, which include valuable opportunities for learning through use of the outdoor environment and practical work. Teachers provide a good range of first-hand experiences and encourage pupils to be active in their learning. They make particularly effective use of the extensive school grounds, for example when teaching about shape and perimeter. Teachers make effective use of a range of technology to enhance learning.

Most teachers ensure that work is suitably challenging and meets the needs of all learners. Learning support assistants make a very valuable contribution to pupils' progress and to their wellbeing. They provide good support to pupils who require additional help in class and make effective use of intervention programmes to help pupils to acquire specific skills. As a result, those pupils make good progress. All adults provide frequent support and encouragement, which enables pupils to work with increasing confidence.

Teachers mark pupils' work regularly and provide positive feedback. Many teachers make good use of questioning to challenge pupils to develop their ideas further. Nearly all teachers provide regular opportunities for pupils to assess their own and others' work. However, teachers do not always identify how pupils might improve their work or encourage pupils to use their personal targets when assessing their own progress.

The school tracks pupils' progress and wellbeing effectively at an individual level. Staff use this information well to ensure that pupils maintain appropriate progress and to provide extra support where needed. Annual reports to parents are detailed and helpful in describing the progress their child is making.

Care, support and guidance: Good

The school is a safe and caring environment in which pupils' health and wellbeing are a high priority. Staff promote positive values that help pupils to show respect, concern and tolerance for others. Stimulating collective worship sessions contribute significantly to pupils' spiritual, moral and personal development. High standards of singing and creative artwork, such as the school mosaic, make a significant contribution to pupils' spiritual, cultural and social development.

Through a wide range of activities that support a healthy lifestyle the school makes appropriate arrangements to promote healthy eating and drinking.

The school identifies pupils with emotional and social needs and support from trained staff is effective in raising pupils' self-esteem and social skills. Positive working relationships between staff and pupils contribute successfully to pupils' wellbeing. The school makes effective use of visitors, such as to promote internet safety.

The school sets out clear expectations for pupils' behaviour and staff promote these consistently. Pupils feel able to approach teachers readily for help and guidance. Clearly targeted support for groups of vulnerable pupils has resulted in significant improvement, for example in attitudes, behaviour and relationships.

There is good provision to meet the needs of pupils with additional learning needs. Staff identify pupils' additional needs at an early stage and quickly put in place appropriate support, making good use of specialist advice where appropriate. Learning support assistants implement intervention programmes well and this has a positive impact on pupil attainment. Parents have good opportunities to contribute to individual plans and to discuss the additional provision.

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

Learning environment: Good

Staff collaborate well to create a happy, calm and inclusive environment where pupils are valued and well cared for. All pupils have equal access to the curriculum and to the wide range of extra-curricular clubs on offer. There is a strong emphasis on promoting positive values such as friendship and respect. As a result, pupils are tolerant and polite and instances of disruptive behaviour are rare.

The accommodation is secure and adequate for the number of pupils on roll. It provides a welcoming, calm environment that supports learning well. Classrooms are well organised and equipped with good quality resources such as mobile technology. Throughout the school there are attractive and well-presented displays, which celebrate and show respect for pupils' work.

The school has developed its extensive grounds successfully to extend pupils' learning and physical development. For example, pupils visit the wooded area, grow their own vegetables, and have created habitats for insects. This makes a significant contribution to their understanding of the environment and to their general wellbeing.

The governing body has adopted a policy for equalities, which recognises the need to promote diversity and address any related issues that arise. However, the school does not have an action plan to show how it will fulfil the aims of the policy and regularly monitor its success.

The team brought an issue relating to the wellbeing of pupils and staff to the attention of the headteacher and governing body at the time of the inspection.

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

Leadership: Good

The leadership team has developed a vision and a clear set of aims linked to the Christian culture of the school. Strategic objectives are in place that focus on raising standards and meeting pupils' needs. The headteacher provides strong leadership and has high expectations of all staff and pupils.

The headteacher and governors have recently adapted the school's senior management structure to ensure that roles and responsibilities address the needs and priorities of the school. As a result, staff work very effectively as a team and have a clear understanding of the school's current priorities. Weekly staff and leadership team meetings focus effectively on pupils' progress and improving provision. This ensures that there is shared ownership of the school's action plans for improvement.

All teaching and support staff have appropriate job descriptions and understand their roles well. Processes for performance management are rigorous and all staff members benefit from effective professional development opportunities. There is an appropriate focus on local and national priorities, such as the provision for active learning in the Foundation Phase.

The headteacher keeps governors well informed about all aspects of school life. Reports to governors are of a high quality and focus on the standards pupils achieve, the quality of provision and the effectiveness of leadership. The governing body provides strong support to the school and acts effectively as a critical friend to the school's leadership. Members are actively involved in school self-evaluation and in discussing and shaping the school's strategic direction. They have a secure understanding of how the school is performing in comparison with similar schools and are confident in raising issues arising from data analysis. As a result, they have recently supported the school in improving the provision for science. This is beginning to have a positive impact on standards in pupils' work.

Governors have recently undertaken a useful audit of their effectiveness. A particular strength is the effective use of sub-committees to share out the work of the governing body.

Improving quality: Good

The senior management team, staff and governing body have a shared understanding of the school's main strengths and areas for improvement. They have developed a rigorous system for evaluating the work of the school, involving parents and pupils in the process effectively. Self-evaluation activities draw on a range of first-hand evidence, which includes scrutiny of pupils' work, classroom observations, performance data and the views of the school community. Pupil representatives attend the annual self-evaluation day and, as a result, pupils understand how the school plans to improve. Groups of pupils have suggested improvements in the use of technology and to the learning environment. The school has acted on these suggestions, which have been helpful in improving the learning experiences for all pupils.

The school's self-evaluation report is generally accurate. The school identifies recent improvements in standards of pupils' written work and in science. However, the full impact of work on developing skills across the curriculum is not yet evident in numeracy.

The senior management team analyse data rigorously in order to monitor progress and to plan for improvement. Teaching and support staff use performance information effectively to identify groups of pupils who are underachieving. This is having a positive effect on pupils' progress, particularly for those who need extra support.

The school's current development plan links closely to self-evaluation reports and the priorities focus clearly on improving the standard of pupils' work and pupils' wellbeing. It is a practical working document that provides clarity for leaders and teaching staff on implementing and monitoring plans for improvement. The plan identifies measurable targets and success criteria and key personnel from among teaching staff, support staff and subject link governors. The plan prioritises appropriate resources and timescales and it defines clearly the responsibilities for the monitoring and review of progress.

The school has made very good progress in addressing the recommendations from its previous inspection.

Partnership working: Good

The school works very effectively with a range of partners that have a positive impact on pupils' learning and wellbeing. There are strong links with parents and the community and the school benefits from a range of visitors who come to speak to and work with pupils. The school communicates efficiently with parents. It keeps them very well informed regarding both school events and children's learning through regular newsletters and through social media linked to the school website.

One very effective partnership is with the local church council. This partnership, which includes members of the school staff and the governing body, has recently produced a unit of work in history to help celebrate the 900th birthday of the local priory. This has enhanced further the strong Christian ethos of the school and pupils' spiritual development. The unit of work also contributes to the school's provision for English, having a positive impact on pupils' standards of writing.

There are strong links with other local schools, for example, the partnership that resulted in forming pupil digital leaders and internet safety groups within the school. These groups have enhanced pupils' learning experiences in ICT. They lead beneficial training sessions for staff and pupils within the school. Teachers also take part in the moderation of pupils' work with other local schools to help to ensure consistency in assessing standards at the end of the Foundation Phase and key stage 2. The school liaises with the local playgroup and the high school to ensure that pupils settle into the school well and that they are well prepared for the next stage of their education.

Resource management: Good

The school has an appropriate level of staff and uses their expertise well to enrich teaching and learning and to deliver curriculum requirements appropriately. There are suitable opportunities for staff to take part in training relating to school and national priorities. Teaching assistants receive appropriate support to enable them to contribute to pupils' learning very effectively. The school has a suitable range of resources, including those for ICT, which interest and engage learners.

Arrangements for professional development are good. Teachers and support staff collaborate well to share the knowledge and understanding that they develop from training or visits and collaboration with other schools. Staff training has had a positive impact on the standard of pupils' writing and in Welsh. Teachers' planning, preparation and assessment arrangements operate effectively.

The headteacher and governing body manage the school's accommodation, resources and budget well and ensure that spending links to the priorities of the school improvement plan. However, the school has a surplus well in excess of recommended levels and does not have specific enough plans to demonstrate clearly when it will be able to reduce this.

The school currently uses its Pupil Deprivation Grant effectively to provide additional support to vulnerable pupils to improve their wellbeing. The impact of this provision is evident in the confidence and progress made by those pupils.

In view of the successful outcomes achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6733320 - St Brides C W Primary School

Number of pupils on roll	187
Pupils eligible for free school meals (FSM) - 3 year average	4.6
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	30	25	30
Achieving the Foundation Phase indicator (FPI) (%)	86.7	96.0	93.3
Benchmark quartile	3	2	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	30	25	30
Achieving outcome 5+ (%)	93.3	96.0	93.3
Benchmark quartile	2	2	3
Achieving outcome 6+ (%)	60.0	56.0	50.0
Benchmark quartile	1	1	2
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	30	25	30
Achieving outcome 5+ (%)	90.0	96.0	93.3
Benchmark quartile	3	2	3
Achieving outcome 6+ (%)	53.3	56.0	43.3
Benchmark quartile	1	1	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	30	25	30
Achieving outcome 5+ (%)	100.0	96.0	93.3
Benchmark quartile	1	3	4
Achieving outcome 6+ (%)	66.7	80.0	76.7
Benchmark quartile	1	1	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.

6733320 - St Brides C W Primary School

Number of pupils on roll	187
Pupils eligible for free school meals (FSM) - 3 year average	4.6
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	29	30	27	27
Achieving the core subject indicator (CSI) (%)	82.8	96.7	96.3	88.9
Benchmark quartile	3	2	2	3
English				
Number of pupils in cohort	29	30	27	27
Achieving level 4+ (%)	86.2	96.7	96.3	92.6
Benchmark quartile	3	2	2	3
Achieving level 5+ (%)	37.9	46.7	55.6	44.4
Benchmark quartile	2	2	2	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	29	30	27	27
Achieving level 4+ (%)	93.1	100.0	96.3	92.6
Benchmark quartile	3	1	2	3
Achieving level 5+ (%)	24.1	36.7	51.9	37.0
Benchmark quartile	4	3	2	3
Science				
Number of pupils in cohort	29	30	27	27
Achieving level 4+ (%)	89.7	100.0	96.3	92.6
Benchmark quartile	4	1	3	4
Achieving level 5+ (%)	27.6	56.7	63.0	37.0
Benchmark quartile	3	1	1	3

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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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.	113		113 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	112		105 94%	7 6%	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		103 92%	9 8%	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	112		105 94%	7 6%	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.	114		98 86%	16 14%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	108		99 92%	9 8%	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.	113		113 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	112		99 88%	13 12%	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.	110		84 76%	26 24%	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		97 87%	15 13%	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.	103		71 69%	32 31%	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	108		90 83%	18 17%	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.	19	12 63%	7 37%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	32%	3%	1%		
My child likes this school.	20	16 80%	4 20%	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.	20	18 90%	2 10%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	20	11 55%	9 45%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	33%	3%	1%		
Pupils behave well in school.	20	14 70%	6 30%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	20	12 60%	8 40%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	20	15 75%	5 25%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	20	10 50%	10 50%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	20	13 65%	4 20%	1 5%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	20	15 75%	3 15%	1 5%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	20	14 70%	6 30%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	18	7 39%	6 33%	2 11%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	20	11 55%	8 40%	1 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	20	13 65%	6 30%	1 5%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	20	7 35%	12 60%	1 5%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	19	11 58%	6 32%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	17	6 35%	4 24%	1 6%	0 0%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	20	12 60%	6 30%	2 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	20	12 60%	5 25%	1 5%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mrs Catherine Anne Barnett	Reporting Inspector
Mr Dylan Gruffydd Roberts	Team Inspector
Mrs Deirdre Emberson	Lay Inspector
Mrs Karen Davies	Peer Inspector
Mr Duncan Mottram (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

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.