



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

A report on

**Madras Primary School
Penley
Wrexham
LL13 0LU**

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

Madras Voluntary Aided Primary School is in the village of Penley in the Wrexham local authority.

The school caters for pupils between the ages of three and eleven. Currently, there are 142 pupils on roll, including 14 who attend the nursery part-time. There are six mainstream classes, four of which have a mixed age range.

The three-year average for the proportion of pupils eligible for free school meals is around 8%. This is well below the average for Wales of 20%. The school identifies about 16% of pupils as having additional learning needs, which is below the Wales average. Nearly all pupils are of white British ethnicity and a few pupils speak English as an additional language. No pupils speak Welsh as a first language.

The last inspection of the school was in March 2010. The headteacher took up her post in September 2015.

The individual school budget per pupil for Madras Voluntary Aided Primary School in 2015-2016 means that the budget is £3,172 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,199 and the minimum is £2,778. Madras Voluntary Aided Primary School is 47th out of the 60 primary schools in Wrexham 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's current performance is good because:

- Most pupils make good progress from their starting point and build on their skills successfully
- Most pupils achieve well at the end of the Foundation Phase and key stage 2 and the few exceptionally able pupils achieve very highly
- Most pupils make good progress in developing their numeracy skills and use their literacy skills well to support their work in a range of curriculum areas
- Nearly all pupils have a very positive attitude to learning, participate with enthusiasm in lessons and make sound progress in developing their independent learning skills
- Pupils' behaviour is exemplary and figures for attendance are high
- Pupils show courtesy and respect for other pupils and adults
- Pupils play an active role in the life of the school through undertaking an extensive range of roles with maturity
- All teachers have high expectations of what pupils can achieve and plan interesting learning experiences that engage pupils fully
- The school provides a caring and supportive environment that meets pupils' needs successfully
- There is highly effective support for pupils with additional learning needs

Prospects for improvement

The school's prospects for improvement are good because:

- Senior leaders provide strong and effective management for the school, with a clear focus on improvement
- Senior leaders have the support of the governing body and a staff who work together as a close and successful team
- Staff make good use of their expertise and experience to fulfil their roles effectively
- The school has a sound record of improving provision and maintaining high standards and has recently raised standards of reading significantly
- The strong partnerships with parents and the community has a positive impact on outcomes for pupils
- The sharing of good practice and resources with other schools has improved provision in the Foundation Phase, developed opportunities for more able pupils and supported teaching in information and communication technology (ICT)
- The school uses its resources skilfully to ensure that pupils achieve well

Recommendations

- R1 Improve the quality of pupils' writing
- R2 Ensure that pupils in key stage 2 use their numeracy skills effectively to support their work across the curriculum
- R3 Ensure that the governing body is fully involved in planning for improvement and provides appropriate challenge for the school
- R4 Strengthen the processes of self-evaluation and planning for improvement

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

| | |
|---|-------------|
| Key Question 1: How good are outcomes? | Good |
|---|-------------|

Standards: Good

The majority of pupils enter school with knowledge and understanding that are at the expected level for their age. Most make good progress, recall previous learning successfully and apply their skills effectively in a range of situations. In some aspects of learning, pupils make very strong progress. This includes the standards achieved at the end of key stage 2 in English and mathematics by a few very able pupils and the progress made in reading by pupils in the Foundation Phase.

Pupils in the Foundation Phase develop their listening skills well. Most pupils talk to adults and other pupils confidently. By the end of key stage 2, nearly all pupils contribute enthusiastically to discussions and express their ideas using an extensive vocabulary. They listen carefully and attentively in lessons.

Nearly all pupils make at least good progress in developing their reading skills. In the Foundation Phase, pupils talk knowledgeably about the books they are reading and their favourite authors. Many pupils in Year 2 read well above the expected level for their age. These pupils read confidently, use their knowledge of letter sounds to help them to read words that they are unsure of and correct themselves when they make an error. By the end of key stage 2, most pupils read fluently. Pupils who are more able read challenging texts with good understanding. They make sound progress in developing higher-order reading skills.

As they move through the Foundation Phase, pupils' writing skills generally develop well. Year 2 pupils write at length, with good development of their ideas, particularly when they write a script for a super hero story. Most pupils use basic punctuation accurately and spell simple words correctly.

In key stage 2, most pupils are confident writers. They write for a range of purposes, including presenting a balanced argument and writing a persuasive letter. They use a wide range of descriptive rhyming words when they compose poems on 'Autumn'. Most pupils successfully complete tasks in aspects of spelling and grammar but a minority do not use these skills consistently to improve the quality of their writing. In both key stages, a minority of pupils do not develop a consistent style of handwriting.

Throughout the school, pupils use their literacy skills effectively to support their work across the curriculum. In Year 6, for example, pupils write detailed letters from Henry VIII as a part of their history topic and pupils in the Foundation Phase use their writing skills to record what they know about Florence Nightingale.

Most pupils develop their numeracy skills successfully in the Foundation Phase. For example, in Year 2 pupils apply their skills independently to solve challenging reasoning problems involving shape and number. Many pupils measure accurately using standard units and pupils who are more able find efficient ways to count independently, for example by using their knowledge of times tables. In the Foundation Phase, pupils make full use of their numeracy skills to support their work in many areas of learning.

By the end of key stage 2, most pupils achieve good standards in the development of their mathematical skills. They use their knowledge of angles to present data in pie-charts, and confidently apply the four rules of number to solve complex word problems. However, pupils in key stage 2 make insufficient use of their skills to support their work in a range of curriculum areas.

Pupils' Welsh language skills develop appropriately in all year groups. Most pupils in the Foundation Phase respond with understanding to instructions in Welsh. They read and write simple phrases accurately. They choose appropriate vocabulary to include in their written work. By the end of key stage 2, most pupils talk about familiar topics using the present tense. Pupils who are more able read aloud confidently and show a good understanding of what they have read. Pupils use their knowledge of familiar phrases and sentences well to write simple dialogues.

Pupils eligible for free school meals generally achieve at least as well as other pupils, and those who speak English as an additional language achieve consistently good standards. Most pupils with additional learning needs make very strong progress and achieve well against the targets in their individual education plans.

At the end of the Foundation Phase, nearly all pupils have achieved the expected outcome for the past four years in literacy and mathematical development. Performance at the higher outcome has generally shown a trend of improvement. When compared with similar schools, performance has varied over the past four years, but most of the recent results place the school in the top 25% of similar schools. Performance at the end of key stage 2, at the expected level placed the school generally in the top 25% from 2012 to 2014 and showed a trend of improvement at the higher level. Recently performance has fallen, with results placing the school in the lower 50% or the bottom 25% of similar schools.

Wellbeing: Good

Pupils develop a sound understanding of how to stay safe and know whom to go to if they have any concerns. They understand the importance of a healthy diet and the benefits of taking regular exercise. A high percentage of pupils participate in sporting activities after school. Pupils trained as eCadets are successful in helping to develop other pupils' understanding of how to use the internet safely.

Nearly all pupils behave exceptionally well. They show courtesy and respect for staff, visitors and each other. They are eager to participate in lessons and co-operate successfully with one another, particularly when they work as 'talking partners'. Most pupils develop a sound understanding of how to improve through evaluating their own progress against individual learning targets. They make sound progress in developing their independent learning skills and are actively involved in planning their topic work. They raise interesting questions about aspects they want to explore and record in detail what they already know. Attendance is consistently good, and for the last four years has placed the school in the top 25% when compared with similar schools.

Pupils develop their life skills well through their active involvement in the daily life of the school. They undertake an extensive range of duties with pride and maturity,

including working as reading buddies and carrying out dinner duties. The school council is actively involved in making valuable improvements to the school, having been involved in the appointment of the new headteacher and fund-raising to buy additional equipment for physical education. Many pupils across the school are usefully involved in activities to support their local community, such as fundraising events for a community defibrillator.

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

Learning experiences: Good

The school provides a wide range of stimulating learning experiences, which meet the needs of all learners well. Teachers plan collaboratively to devise interesting and imaginative work for pupils in topics, such as a key stage 2 geography project where pupils research continents and create an international restaurant for their parents. The use of booster groups supports the learning of more able pupils effectively. Small group work and individual sessions provide good support for pupils with individual learning needs. Staff enhance the curriculum through a purposeful range of visits, visitors, and an extensive range of extra-curricular activities, which enrich pupils' learning successfully.

In the Foundation Phase, staff plan relevant and challenging opportunities for pupils to develop their literacy and numeracy skills. They ensure that pupils have good opportunities to reinforce their skills in many areas of learning. In key stage 2, the teaching of writing skills lacks a coherent approach, with aspects of grammar and spelling taught separately from pupils' main English lessons. As a result, pupils do not consistently use the full range of their skills within their written work. In key stage 2, staff ensure that pupils use their literacy skills well to support their work across the curriculum. However, they do not provide sufficient opportunities for pupils to use their numeracy skills in a range of subject areas.

Teachers plan comprehensively to ensure that pupils in both key stages make consistent progress in developing their reading skills. They provide creative and challenging opportunities to support pupils' learning in ICT, such as filmmaking and adding narration to their work on an ICT tablet.

Planning for the development of Welsh as a second language is good. Staff provide extensive opportunities for pupils to learn about the history and culture of Wales. In key stage 2, these include well-planned visits to Cardiff and outdoor learning centres. In the Foundation Phase, staff provide pupils with good opportunities to paint, sing and cook with a Welsh dimension. The successful Urdd club has enabled pupils to reach the final stages of the national competition for the past five years.

The school develops pupils' understanding of the importance of acting in a sustainable way successfully. There are worthwhile opportunities for pupils to develop their awareness of other cultures and global issues, for example through work with a focus on the impact of global warming, topics that cover food around the world and the school's well-established links with schools in Africa.

Teaching: Good

In all classes, teachers have good working relationships with pupils and have high expectations of what they can achieve. All teachers share the learning objectives with pupils at the start of lessons and this gives pupils a clear focus for their learning. They ensure that lessons proceed at a lively pace and fully engage pupils. All teachers act as good role models in using subject specific language and frequently provide very clear explanations to support pupils' learning. Teachers ensure that pupils learn successfully through play and practical discovery activities in the Foundation Phase. In both key stages, teachers provide pupils with good opportunities to develop their independent learning skills. Classroom assistants support pupils' work well in lessons and withdrawal sessions.

Leaders make comprehensive use of a wide range of data to track the progress that pupils are making. They use the information effectively to set challenging targets and to identify pupils who would benefit from additional support. All teachers use ongoing assessment appropriately to identify the next steps for pupils. They adapt activities appropriately to ensure that they challenge pupils of different abilities effectively.

Teachers consistently use a range of strategies to involve pupils in the assessment of their own learning. They review individual targets with pupils and provide pupils with regular opportunities to review their own work and that of others. As a result, pupils focus well on their areas for improvement. Teachers mark pupils' work regularly and comments provide clear guidance that enables pupils to improve.

Care, support and guidance: Good

The school is a welcoming community, and ensures that pupils are well cared for and feel safe. Staff develop pupils' understanding of a healthy lifestyle effectively and encourage pupils to participate in regular physical exercise, for example by providing extensive opportunities for them to be involved in sporting activities after school. There are valuable opportunities for pupils to learn about the safe use of the internet. The school has appropriate arrangements to promote healthy eating and drinking.

Staff apply effective strategies to manage pupils' behaviour consistently. They work closely with pupils in order to maintain high standards of behaviour, such as involving them in agreeing the class rules. Pupils have many valuable opportunities to develop their understanding of spiritual, moral and social issues. The school promotes pupils' cultural development well through a range of visits and visitors, including working with a theatre group and a composer.

The school has many well-established links with specialist services, including the speech and language service and occupational therapy. Staff act promptly on the advice they are given to support pupils effectively. Key staff have undertaken specialist training in order to support pupils with emotional or behavioural difficulties. This has led to significant improvements in the learning and progress of the few pupils who need individual support.

Provision for pupils with additional learning needs is a strong feature of the school. Staff identify pupils with additional needs at an early stage through comprehensive

tracking systems and the use of ongoing assessment. Individual education plans detail the highly effective, targeted support for pupils. Staff ensure that they keep parents fully informed and involve them in reviewing the progress their child has made.

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

Learning environment: Good

The school promotes a calm, inclusive and purposeful atmosphere successfully. The caring ethos ensures pupils have respect and tolerance for others. Staff treat all pupils equally and promote diversity well. All pupils have equal access to every aspect of school life. For example, both boys and girls play rugby and football.

Accommodation is of good quality and sufficient for the number of pupils. Staff make good use of all available space. There are extensive outdoor areas that include hard surface play areas, grassed playing fields and vegetable plots. In addition, there are safe, secure areas for outdoor learning in the Foundation Phase. Staff use all outdoor areas effectively to extend pupils' learning opportunities. Classrooms and corridors have stimulating, colourful and informative displays that provide an attractive learning environment. The school has sufficient, good quality resources to support the delivery of the curriculum, including ICT equipment and a wide range of reading material of interest to both boys and girls.

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

Leadership: Good

The newly appointed headteacher provides strong leadership and a clear direction for the development of the school. She has the support of an effective senior leadership team. Senior leaders communicate a clear vision to all staff, governors and parents about their expectations for improvement. Staff at all levels work together as a close and successful team.

The headteacher has recently reviewed leadership responsibilities and has shared key responsibilities suitably among staff. All staff have clearly defined roles and understand their strategic responsibilities. For example, senior leaders challenge teachers appropriately through regular monitoring of their planning, observation of lessons and the scrutiny of pupils' work. There are well-established performance management arrangements for both teachers and teaching assistants. Staff targets link well to the school's priorities for improvement. Recent targets have improved the use of everyday Welsh across the school.

There are good arrangements for staff meetings. The rotation of meetings for the whole staff, senior leaders and key stage staff support the development of teamwork effectively. Leaders organise meetings efficiently to ensure a clear focus on specific aspects of school improvement. The school responds positively to national and local priorities, with a strong focus on raising standards in numeracy and literacy.

The governing body meets all statutory requirements and provides sound practical support for the school. Governors approve the self-evaluation report and are aware of the school's priorities for improvement but they do not contribute sufficiently to the overall planning for improvement. Governors have recently developed their awareness of how pupils' performance compares with performance in similar schools. A few governors are involved in monitoring performance through undertaking 'learning walks'. However, they do not make sufficient use of this information to challenge the school appropriately.

Improving quality: Adequate

Leaders draw on first-hand evidence appropriately to inform the process of self-evaluation, including the analysis of end of key stage data, lesson observations and the scrutiny of pupils' books. Subject leaders now have a more consistent role in contributing to self-evaluation, through producing subject monitoring reports and action plans.

The headteacher is beginning to seek the opinions of parents through discussions and questionnaires. She acts on their views and reports on progress effectively. Teaching staff contribute successfully to the process of planning for improvement. Leaders do not formally seek the views of other staff and pupils as part of the process of self-review.

Leaders have recently updated sections of the self-evaluation report. These sections present a broadly accurate picture of the school's strengths, while other sections of the report are too descriptive. The report does not identify clearly all areas where improvements are required.

The school improvement plan has an appropriate number of targets. It includes a high level of detail, with clear actions, success criteria and persons responsible. Work on the current target to improve pupils' numerical reasoning skills is already raising standards in numeracy.

The school has a sound record of improving provision and maintaining high standards. All staff are fully involved in working towards the school's priorities. The recent whole-school focus on improving standards in reading has particularly improved pupil performance in the Foundation Phase.

Partnership working: Good

The school has a strong partnership with parents and keeps them well informed, for example through regular newsletters. The parents' forum provides an opportunity for parents to share their views and the open morning sessions with the headteacher allow parents to raise any queries. Parents support the school well through fundraising and volunteering to work within school.

Staff co-operate effectively with a range of useful partners to support pupils' wellbeing and achievement. The school has strong links with the local church. This enriches pupils' learning experiences and supports their social and moral development successfully. Foundation Phase pupils work regularly with a local industry in evaluating their packaging products. This develops their awareness of the world of business and the local community.

Staff work closely and effectively with other local schools to share good practice and resources. This supports teaching and enhances learning. For example, schools share expertise in the teaching of ICT and senior leaders work in partnership with the local high school to enhance the support for pupils who are more able. A recent project on problem solving for these pupils significantly improved their numerical reasoning skills. Staff have considerably enhanced provision in the Foundation Phase through a well-established partnership with another school. Staff have acted on advice to improve planning, assessment and opportunities for independent learning. Teachers work regularly with staff from local schools to ensure the accurate assessment of pupils' work.

There are effective links with the pre-school provision on site. This ensures that children settle quickly in school and receive additional support when needed. Teachers work closely with staff from the high school to support pupils as they move to the next stage of their education.

Resource management: Good

The headteacher and governors use school finances well to maintain high levels of staffing and to support the training needs of staff. Leaders plan carefully in order to deploy teaching staff effectively. They make good use of staff expertise and interests in allocating responsibilities, and in the delivery of extra curricular activities.

Leaders ensure that staff have appropriate time to undertake leadership responsibilities and to record pupils' assessments. This ensures that assessment procedures in the school are robust. The arrangements for teachers' planning, preparation and assessment time are appropriate. During these times, specialist teachers teach design technology, art and music, with an emphasis on Welsh culture. This ensures that the culture of Wales is very prominent in school.

There are good opportunities for all staff to take part in training matched to school and national priorities. They develop their expertise appropriately and prepare well in order to implement new initiatives, for example the revised assessment arrangements for pupils in the Foundation Phase.

The school has thorough budgetary arrangements. The headteacher and governors monitor expenditure carefully in order to ensure that financial resources support priorities for improvement effectively. The school makes good use of the pupil deprivation grant to improve outcomes for pupils eligible for free school meals. The provision of targeted intervention programmes raises pupils' standards of literacy, homework and wellbeing. The programme is ensuring that pupils eligible for free school meals achieve well.

In view of the quality of the school's provision and the standards achieved by pupils, the school gives good value for money.

Appendix 1: Commentary on performance data

6653305 - Madras VA School

| | |
|--|-------------|
| Number of pupils on roll | 132 |
| Pupils eligible for free school meals (FSM) - 3 year average | 7.2 |
| FSM band | 1 (FSM<=8%) |

Foundation Phase

| | 2012 | 2013 | 2014 |
|--|-------|-------|-------|
| Number of pupils in Year 2 cohort | 8 | 13 | 20 |
| Achieving the Foundation Phase indicator (FPI) (%) | 100.0 | 92.3 | 90.0 |
| Benchmark quartile | 1 | 2 | 3 |
| Language, literacy and communication skills - English (LCE) | | | |
| Number of pupils in cohort | 8 | 13 | 20 |
| Achieving outcome 5+ (%) | 100.0 | 92.3 | 90.0 |
| Benchmark quartile | 1 | 3 | 3 |
| Achieving outcome 6+ (%) | 37.5 | 53.8 | 40.0 |
| Benchmark quartile | 2 | 1 | 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 | 8 | 13 | 20 |
| Achieving outcome 5+ (%) | 100.0 | 92.3 | 90.0 |
| Benchmark quartile | 1 | 3 | 3 |
| Achieving outcome 6+ (%) | 25.0 | 38.5 | 40.0 |
| Benchmark quartile | 3 | 2 | 2 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | |
| Number of pupils in cohort | 8 | 13 | 20 |
| Achieving outcome 5+ (%) | 100.0 | 100.0 | 100.0 |
| Benchmark quartile | 1 | 1 | 1 |
| Achieving outcome 6+ (%) | 37.5 | 53.8 | 55.0 |
| Benchmark quartile | 3 | 3 | 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.

6653305 - Madras VA School

| | |
|--|-------------|
| Number of pupils on roll | 132 |
| Pupils eligible for free school meals (FSM) - 3 year average | 7.2 |
| FSM band | 1 (FSM<=8%) |

Key stage 2

| | 2011 | 2012 | 2013 | 2014 |
|---|-------|-------|-------|-------|
| Number of pupils in Year 6 cohort | 16 | 13 | 15 | 14 |
| Achieving the core subject indicator (CSI) (%) | 93.8 | 100.0 | 93.3 | 100.0 |
| Benchmark quartile | 2 | 1 | 2 | 1 |
| English | | | | |
| Number of pupils in cohort | 16 | 13 | 15 | 14 |
| Achieving level 4+ (%) | 93.8 | 100.0 | 100.0 | 100.0 |
| Benchmark quartile | 2 | 1 | 1 | 1 |
| Achieving level 5+ (%) | 62.5 | 38.5 | 60.0 | 71.4 |
| Benchmark quartile | 1 | 3 | 1 | 1 |
| Welsh first language | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving level 4+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving level 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematics | | | | |
| Number of pupils in cohort | 16 | 13 | 15 | 14 |
| Achieving level 4+ (%) | 93.8 | 100.0 | 93.3 | 100.0 |
| Benchmark quartile | 2 | 1 | 3 | 1 |
| Achieving level 5+ (%) | 50.0 | 38.5 | 66.7 | 71.4 |
| Benchmark quartile | 1 | 3 | 1 | 1 |
| Science | | | | |
| Number of pupils in cohort | 16 | 13 | 15 | 14 |
| Achieving level 4+ (%) | 100.0 | 100.0 | 93.3 | 100.0 |
| Benchmark quartile | 1 | 1 | 3 | 1 |
| Achieving level 5+ (%) | 43.8 | 30.8 | 46.7 | 57.1 |
| Benchmark quartile | 2 | 3 | 2 | 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 | | 66 96% | 3 4% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 67 | | 65 97% | 2 3% | 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 | 68 | | 67 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 | | 69 100% | 0 0% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 69 | | 66 96% | 3 4% | 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 ddsygu a gwneud cynnydd. |
| | | | 99% | 1% | |
| I know what to do and who to ask if I find my work hard. | 69 | | 69 100% | 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. | 68 | | 63 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 | | 67 97% | 2 3% | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith. |
| | | | 95% | 5% | |
| Other children behave well and I can get my work done. | 67 | | 58 87% | 9 13% | 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 | | 64 93% | 5 7% | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio. |
| | | | 84% | 16% | |

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the school. | 40 | 21 52% | 17 42% | 2 5% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 64% | 33% | 3% | 1% | | |
| My child likes this school. | 38 | 29 76% | 8 21% | 1 3% | 0 0% | 1 | 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. | 40 | 33 82% | 6 15% | 1 2% | 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. | 39 | 14 36% | 23 59% | 1 3% | 1 3% | 1 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 62% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 39 | 20 51% | 19 49% | 0 0% | 0 0% | 0 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 48% | 47% | 4% | 1% | | |
| Teaching is good. | 40 | 17 42% | 23 57% | 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. | 38 | 28 74% | 9 24% | 1 3% | 0 0% | 2 | 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. | 38 | 12 32% | 24 63% | 2 5% | 0 0% | 2 | 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. | 37 | 19 51% | 14 38% | 4 11% | 0 0% | 3 | 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. | 38 | 13 34% | 23 61% | 2 5% | 0 0% | 2 | 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. | 39 | 18 46% | 20 51% | 1 3% | 0 0% | 1 | 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'. | 34 | 12 35% | 21 62% | 1 3% | 0 0% | 6 | 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. | 39 | 9 23% | 23 59% | 7 18% | 0 0% | 1 | 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. | 38 | 15 39% | 18 47% | 4 11% | 1 3% | 2 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| | | 63% | 31% | 4% | 2% | | |
| I understand the school's procedure for dealing with complaints. | 32 | 8 25% | 19 59% | 3 9% | 2 6% | 7 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 49% | 42% | 8% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 38 | 17 45% | 20 53% | 1 3% | 0 0% | 2 | Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 58% | 39% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 31 | 16 52% | 15 48% | 0 0% | 0 0% | 9 | Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 53% | 41% | 5% | 1% | | |
| There is a good range of activities including trips or visits. | 39 | 16 41% | 22 56% | 1 3% | 0 0% | 1 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 55% | 38% | 5% | 1% | | |
| The school is well run. | 35 | 14 40% | 19 54% | 2 6% | 0 0% | 4 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 62% | 33% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|-------------------------------|---------------------|
| Mrs Jane Linda Williams | Reporting Inspector |
| Ms Lowri Haf Evans | Team Inspector |
| Ms Tamasine Clare Croston | Team Inspector |
| Mrs Justine Elaine Barlow | Lay Inspector |
| Mrs Katie Macey (Headteacher) | Nominee |

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

| | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|------|-------|
| Year | N | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Ages | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

The Foundation Phase and key stages cover the following year groups:

| | |
|------------------|---------------------------------------|
| Foundation Phase | Nursery, Reception, Year 1 and Year 2 |
| Key stage 2 | Year 3 to Year 6 |
| Key stage 3 | Year 7 to Year 9 |
| Key stage 4 | Year 10 and Year 11 |

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.