



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

A report on

**Penyfai C.I.W. Primary
Heol Eglwys
Penyfai
CF31 4LX**

Date of inspection: December 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

Pen-y-Fai Church in Wales Primary School is in the village of Pen-y-Fai on the outskirts of Bridgend. The school has 229 pupils on roll including 30 full-time nursery children. There are eight classes including one class with mixed-age pupils.

Around 3% of pupils are eligible for free school meals. This is significantly below the average for Wales of 19%. The school identifies 11% of pupils as having additional learning needs. This is much lower than the average for Wales of 25%. Very few pupils have a statement of special educational needs. There are very few pupils from an ethnic minority background or who speak Welsh at home.

The last inspection of the school was in November 2010. The current headteacher took up his post in September 2016.

The individual school budget per pupil for Pen-y-Fai Church in Wales Primary School in 2016-2017 means that the budget is £3,501 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,484 and the minimum is £2,872. Pen-y-Fai Church in Wales Primary School is 14th out of the 48 primary schools in Bridgend in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Adequate

Current performance

The school's current performance is good because:

- By the end of key stage 2, most pupils achieve good standards in speaking, listening, reading, writing, mathematics and information and communication technology (ICT)
- Nearly all pupils with additional learning needs make good progress towards their targets through effective intervention and support
- Teachers plan interesting learning experiences, including access to a wide variety of extra-curricular activities, which engage and motivate most pupils
- The school promotes Welsh effectively
- The building provides a stimulating environment, which staff use well to promote learning
- Nearly all pupils behave very well and are kind and considerate to one another
- Working relationships between staff and pupils are very good
- Nearly all pupils achieve high levels of wellbeing due to the effective care, support and guidance that the school provides within its Christian ethos
- Attendance rates are high and compare consistently well with those of similar schools

Prospects for improvement

The school's prospects for improvement are adequate because:

- The newly appointed headteacher has a clear vision for the school based on a Christian ethos and ensuring high standards for all pupils
- Senior leaders provide conscientious support for the headteacher and, together, they promote a strong team ethos
- Members of the senior leadership team have a sound understanding of most of the school's strengths and areas for improvement
- The governing body is supportive of the school and has a satisfactory understanding of its performance in relation to that of other similar schools
- Recent key improvements to communication with parents are enabling them to play a greater role in their children's learning
- The school has a wide range of beneficial partnerships, which have a positive effect on pupils' wellbeing and standards

However:

- Recommendations from the last inspection remain as areas for leaders to address effectively, including increasing challenge for pupils, especially those

who are more able

- Arrangements for self-evaluation and school improvement planning do not focus robustly enough on improving pupil outcomes
- There is a lack of robust challenge by governors to ensure that pupils reach their full potential
- Over the last few years, the school has underspent its budget significantly at the expense of improving resources and the outdoor environment

Recommendations

- R1 Improve pupils' ability to work independently and take responsibility for their own learning
- R2 Plan better opportunities for pupils to use their literacy and numeracy skills progressively across the curriculum
- R3 Ensure that learning experiences and teaching consistently challenge all pupils, especially the more able
- R4 Improve teachers' written feedback to pupils in key stage 2 on what they need to do to improve
- R5 Ensure that the governing body provides effective challenge to leaders
- R6 Implement more effective self-evaluation and development planning with a clear focus on pupil outcomes

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

When they enter the nursery, most pupils have skills, which are at or above those expected for their age. As they move through the school, many pupils make good progress. By the time they reach Year 6, most achieve well in line with their ability. Nearly all pupils who receive additional support to improve their basic skills in literacy and numeracy make strong progress from their starting points. Most pupils with additional learning needs achieve good standards in relation to their ability. However, a few of the more able pupils do not always achieve as well as they could.

In the Foundation Phase, most pupils develop their speaking and listening skills well and concentrate for appropriate amounts of time. In Year 2, many pupils express their ideas clearly, for instance when describing why Advent is important to Christians. In key stage 2, nearly all pupils listen carefully when others are speaking and they make effective vocabulary choices to present their ideas. In Year 6, many of the more able pupils speak thoughtfully and persuasively, for example when debating God's existence or considering whether pupils should wear school uniform.

By the end of the Foundation Phase, most pupils read confidently, fluently and expressively at a level appropriate for their age and ability. A majority of pupils show understanding of the main events and characters in a story and express their views clearly with relevant details. Nearly all pupils make good progress with their reading in key stage 2. Most pupils talk knowledgeably about the books they enjoy from their experiences in school and at home. A few of the more able pupils discuss their favourite authors with maturity and give reasons behind their choices, for example when describing the serious messages behind humorous stories. Most older pupils use skimming and scanning techniques well. For instance, they locate specific information in a range of sources quickly and this helps to support their work in other subjects, such as history. They make notes efficiently when researching the life of a 19th century prisoner and use these notes effectively to write creative biographies.

In the nursery and reception classes, most pupils make good progress in developing their emergent and independent writing skills. By Year 2, most pupils spell simple, common words correctly and they apply basic punctuation with increasing accuracy. Most pupils apply these skills suitably across the curriculum to produce interesting pieces of writing, such as eyewitness accounts of the Great Fire of London. In key stage 2, most pupils build on these skills appropriately and transfer their literacy skills well to other subjects. Most pupils use a range of punctuation correctly and organise their work suitably using paragraphs. Their spelling of increasingly complex words is generally accurate. Most pupils apply their understanding of the features of different genres successfully to their own writing. A very few of the more able pupils in Year 6 produce highly descriptive and imaginative pieces of work, using extended metaphors and analogy skilfully to engage the reader. For example, they compare a recipe with making friendships. Across the school, nearly all pupils present their work neatly with a sense of pride.

In the Foundation Phase, most pupils achieve well in mathematics lessons and develop effective basic number, measuring and data handling skills. For example, in reception, most pupils use a number line to subtract numbers to 10 correctly. Most pupils in Year 2 measure objects accurately to the nearest centimetre. They collect data appropriately on Arctic animals and create a bar graph of their results. By the end of key stage 2, most pupils demonstrate strong reasoning skills and explain their thinking well. Most, especially the more able, develop a very good range of mental mathematics strategies to reach correct answers quickly. Many pupils apply their number, measuring and data skills confidently to solve challenging problems. For instance, they use real-life timetables and make calculations to plan a journey. However, in both the Foundation Phase and in key stage 2, many pupils do not always apply their numeracy skills at the standard they are capable of in other subjects.

Throughout the Foundation Phase, most pupils make good progress in their ICT skills. They use data packages appropriately to present information on a graph, for example on favourite animals. By the end of the Foundation Phase, most pupils use ICT effectively to research topics, such as Florence Nightingale. As they move through key stage 2, many pupils use word-processing packages and presentation tools well to present their work. Their ability to use and interrogate databases is developing appropriately.

Across the school, many pupils make good progress in developing Welsh language skills. In the Foundation Phase, they answer simple questions and respond to basic greetings well, using a suitable range of vocabulary. They develop good early reading skills. In key stage 2, many pupils produce written work of a good standard, for example when writing dialogues to plan a visit to the cinema. Overall, they read well with accurate pronunciation and they demonstrate sound speaking and listening skills.

At the end of the Foundation Phase, pupils' performance at the expected and higher outcomes in literacy and numeracy has placed the school overall in the higher 50% or lower 50% when compared to similar schools, over the past four years.

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science has varied considerably over the same period. At the higher level, performance in all three subjects places the school generally in the higher or lower 50% of similar schools.

There are a very few pupils who are eligible for free school meals, which makes comparison of their performance with that of other pupils unreliable.

Overall, at the end of the Foundation Phase, girls outperform boys in literacy and at the higher than expected outcome in mathematics. In key stage 2, boys also tend to perform less well than girls in literacy and the gap at the higher than expected level is widening.

Wellbeing: Good

Nearly all pupils feel safe in school and know whom to turn to if they are upset or concerned. They have a good understanding of the importance of keeping fit and healthy. A wide range of extra-curricular clubs including football, rugby and netball enhance pupils' awareness of healthy lifestyles effectively.

Nearly all pupils are very proud of their school and show positive attitudes to learning. They are courteous and relate extremely well to one another, as well as to staff and visitors. Nearly all pupils demonstrate very good behaviour in lessons and around the school. One of the strengths of the school is the appreciation and concern that pupils show for each other. This ensures that nearly all pupils learn successfully in a nurturing environment.

Members of the school council are active and make a valuable contribution to school life. This has had a positive effect on improving aspects of the school, such as providing parents of nursery pupils with useful information about healthy lunchboxes. However, a majority of pupils do not demonstrate the skills needed to improve their own learning, or make choices about how and what they learn. Instead, they rely too heavily on adult support and reassurance.

Pupils play an important role in their local community. For example, older pupils have taken steps to improve road safety around the school site. This has increased the number of pupils choosing to walk or cycle to school.

Attendance places the school consistently above the average in the last three years when compared to similar schools. Nearly all pupils arrive punctually in the mornings and settle very quickly to their learning.

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

The school provides an appropriate range of learning experiences that promote a broad and balanced curriculum, which meets statutory requirements. Teachers plan interesting and stimulating topics and activities that engage most pupils suitably. However, in the Foundation Phase, teachers do not always provide an appropriate balance of adult-led and child-initiated tasks for children to learn independently through carefully planned play. The school uses a wide range of educational visits and extra-curricular activities well to enrich pupils' experiences. An effective example of this is an after-school coding club, which enhances pupils' ICT skills successfully.

Staff are beginning to respond appropriately to the requirements of the literacy and numeracy framework. However, overall, curriculum planning lacks rigour and does not identify clearly enough progression in literacy and numeracy skills. In particular, the overuse of worksheets limits pupils' ability, especially those who are more able, to write independently and at length. The school does not always provide enough opportunities for pupils to apply their numeracy skills in a range of contexts. There is an effective scheme of work for ICT that is beginning to have a positive effect on pupil outcomes.

The school promotes and develops the Welsh language effectively. A good example of this is the successful use of 'Helpwr Heddiw' in all classes. Well-planned learning experiences ensure that pupils develop a successful understanding of the culture and heritage of Wales. For instance, pupils visit a Celtic village in Pembrokeshire, study the history of Cardiff Bay and read texts by Welsh authors.

There are beneficial opportunities to promote pupils' awareness of sustainability issues. The active eco-committee encourages pupils to collect litter, recycle, and conserve energy successfully. This contributes positively to pupils' understanding of ways to improve their school environment. Teachers plan valuable events to develop pupils' awareness of their responsibilities as global citizens through projects with a variety of charities. The school uses the United Nations Convention on the Rights of the Child well to develop pupils' understanding of the role they play in society and the wider world.

Teaching: Adequate

Nearly all teachers have good subject knowledge and plan interesting activities that engage most pupils' interest. In most classes, learning proceeds at a brisk pace and teachers use questioning well to help pupils' recall previous learning and to assess their understanding. There are strong, mutually respectful working relationships between all staff and pupils, which foster learning.

Teachers and learning support assistants work very well together to enable nearly all pupils to achieve successfully in their tasks. There are good examples of teachers adapting tasks effectively to take into account the differing needs of pupils. However, teachers do not always challenge pupils who are more able sufficiently and in a few classes, boys do not engage fully in activities. In a minority of classes, pupils complete overly directed worksheet activities. This limits pupils' ability to work independently to their full potential.

Most staff provide effective oral feedback for pupils and intervene purposefully when necessary. In the Foundation Phase, teachers provide valuable next steps for pupils in their written feedback. As a result, most pupils have a clear understanding of what they do well and what they need to do to improve. In key stage 2, however, many pupils are uncertain of their targets.

The school has a comprehensive tracking system, which allows staff to monitor the progress of pupils appropriately. Staff generally use this data well to identify pupils who need extra help. However, they do not always use assessment information carefully enough to plan the next steps in pupils' learning. This means that teaching does not always challenge all pupils to reach their full potential.

The school has robust arrangements for moderating teacher assessments within the cluster of local schools. This ensures that teachers assess pupils' work accurately. Reports to parents and carers are informative and meet statutory requirements.

Care, support and guidance: Good

The school is a caring, happy and safe community in which pupils and adults respect and appreciate each other's contributions. The strong emphasis on teaching pupils about values develops their spiritual, moral, social and cultural awareness highly effectively. Acts of collective worship provide pupils with worthwhile opportunities to reflect upon these values. The school has thorough arrangements for promoting healthy eating, drinking and wellbeing. An effective example of this is the cooking club, which develops pupils' understanding of the benefits of eating healthily.

Pupils benefit from a number of external agencies that support their education well, such as the police and fire service. This raises pupils' awareness of how to keep healthy and safe, including when using the internet.

Support for pupils with additional learning needs is a strength of the school. There are thorough and effective arrangements for identifying pupils' needs early and monitoring their progress. Staff lead intervention programmes effectively and use a range of multi-sensory strategies to support pupils successfully. Teachers ensure that individual education plans contain specific targets, which they review regularly with parents and specialist services, such as behaviour support and speech and language professionals. This enables pupils to make good progress in relation to their starting points.

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

Learning environment: Good

The school is a vibrant Christian community, which values all pupils and staff. The positive emphasis on wellbeing is apparent in the attitudes of staff and pupils, and across the school's activities. This caring ethos encourages pupils to develop tolerance, respect and understanding of each other. For example, many pupils use the school's spiritual corners for reflection and write positive notes about others' personal qualities on the 'shout out' trees. There is equal opportunity and full access to the curriculum for all pupils.

Staff make effective use of the accommodation to provide a welcoming learning environment, with well-ordered classrooms and suitable areas for outdoor learning. However, in the Foundation Phase, the outdoor environment is limited and does not support pupils' learning experiences well enough. There are attractive displays that celebrate pupils' work and achievements, and promote the ethos of the school successfully. All year groups display creative projects that pupils complete at home, for instance on animals and habitats. These become valuable learning resources for all pupils in their topic work. A range of ICT resources support pupils' learning well at home. Most pupils access these eagerly and they contribute effectively to developing pupils' reading and numeracy skills. There is a good range of high quality resources that support teaching and learning appropriately, as well as a number of specialist teaching areas, such as the library, ICT suite and music room. These create an inviting environment for pupils' learning.

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

Leadership: Adequate

The newly appointed headteacher has a clear vision for the school based on ensuring high standards for all pupils within a caring and Christian ethos. He shares this vision successfully with staff, governors, parents and pupils. The deputy headteacher and other senior leaders have provided stable leadership over a number of years. They carry out their responsibilities conscientiously and support the headteacher effectively. Within a short period since his appointment, the headteacher and his senior colleagues have succeeded in forming a strong working relationship with the clear aim of improving provision and outcomes for pupils.

Recent staff meetings and meetings of the senior leadership team have a sharper focus on developing priorities in the school improvement plan. There are a few early signs of improvement in important areas, for example in developing pupils' writing skills in religious education. However, overall, changes have not had enough time to make sufficient impact on improving pupil outcomes.

There is a suitable link between performance management targets for teachers and support staff and priorities for improvement. For example, the work on developing teaching through peer coaching is improving the quality of teachers' questioning skills.

The school addresses local and national priorities, such as healthy eating and drinking, and improving pupils' Welsh language skills successfully. However, there is less progress with planning strategically to support pupils from disadvantaged backgrounds and the full implementation of the literacy and numeracy framework. In addition, leaders do not ensure that teachers implement the Foundation Phase philosophy effectively for younger pupils.

The governing body is supportive of the school. It has a satisfactory understanding of the school's performance in comparison with that of similar schools and it has a sound knowledge of the school's priorities for improvement. Governors receive regular updates on the school's progress through reports from the headteacher, and through presentations from staff and the school council. However, the governing body is not involved enough in the self-evaluation process or in setting the school's strategic direction. Consequently, its role in challenging school leaders and holding them to account for the standards and quality of provision is limited.

Improving quality: Adequate

The headteacher and members of the senior leadership team have a sound understanding of many of the school's strengths and areas for improvement. They make appropriate use of a range of first-hand evidence, which includes lesson observations, scrutinising books, analysing data and seeking the views of pupils and parents. However, these reports do not place sufficient emphasis on judging standards. Consequently, these processes do not always lead to an accurate evaluation of the school's performance, or improve outcomes for pupils well enough.

Although the self-evaluation report is generally evaluative, it does not always reflect the outcomes and priorities for improvement from self-evaluation activities sharply enough. For instance, the school includes the development of pupils' numeracy skills across the curriculum in its improvement plan, but this does not feature in the school's self-evaluation report. As a result, the link between the outcomes of self-evaluation procedures, the self-evaluation report and the school improvement plan is unclear.

The headteacher ensures that all staff contribute to writing the school improvement plan. However, agreed priorities and criteria are not always specific enough and this limits leaders' ability to evaluate progress robustly. This term leaders have identified and begun to improve important priorities. For example, the current focus on developing pupils' ability to write at the same standard across the curriculum as in their literacy lessons is having a positive effect on their writing skills in religious education and history.

Important priorities from the last inspection such as improving challenge for more able pupils and setting priorities for improvement based on pupil outcomes remain outstanding issues for leaders to address.

Partnership working: Good

The school has a good range of worthwhile partnerships that have a positive effect on pupils' learning and wellbeing. These include partnerships with parents, local primary and secondary schools and the local community.

Partnerships with parents are strong. The new headteacher communicates effectively with parents. The use of social media and relevant ICT applications are particularly successful in enabling parents to know what their children are learning.

The 'Friends of Pen-Y-Fai School' support the school well, by raising money and purchasing valuable resources, such as ICT equipment. The improved resourcing is enabling pupils to enhance their ICT skills.

There is a successful partnership between the school and the local community. An effective example of this is the use of a wide range of visitors, including a professional footballer and a community police support officer, to read to pupils and parents in 'Reading Café' events. This is improving many pupils' attitudes towards reading.

The school has strong transition arrangements with the local secondary school. Older pupils receive a number of useful opportunities to visit the school and take part in a variety of worthwhile events throughout the year, for example a cluster 'Cymanfa Ganu'. This partnership prepares nearly all pupils well for the next stage of their education.

There are strong links with the church. The local priest is a visible presence in the school and regularly leads collective worship. This enriches the school's ethos and ensures that nearly all pupils have a strong sense of belonging to a Christian community.

Resource management: Adequate

The school has a sufficient number of suitably qualified staff to implement the curriculum appropriately. Leaders deploy learning support assistants successfully to ensure the best use of their expertise and experience. For example, these members of staff provide valuable support to intervention groups. Consequently, the pupils who receive these interventions make good progress towards their targets. A few pupils' literacy skills and emotional wellbeing are improving through the targeted deployment of the pupil deprivation grant.

The performance management process enables staff to benefit from worthwhile training opportunities linked appropriately to agreed priorities for improvement. For example, pupils in the Foundation Phase are beginning to have more say in what they learn. In key stage 2, pupils' mental maths skills are improving in a few classes.

The school works valuably within learning networks, which contribute well to enriching the school's provision. For example, the work on developing strategies to improve pupils' mathematical reasoning skills is having a positive effect on pupils' ability to solve numeracy problems.

Over the last few years, the school has underspent its budget significantly at the expense of improving resources and the outdoor environment. Therefore, the school only provides adequate value for money.

Appendix 1: Commentary on performance data

6723013 - Penyfai Church in Wales

Number of pupils on roll	236
Pupils eligible for free school meals (FSM) - 3 year average	3.7
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	23	29	27	26
Achieving the Foundation Phase indicator (FPI) (%)	95.7	93.1	96.3	96.2
Benchmark quartile	2	2	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	23	29	27	26
Achieving outcome 5+ (%)	95.7	93.1	96.3	96.2
Benchmark quartile	2	3	2	3
Achieving outcome 6+ (%)	43.5	48.3	48.1	46.2
Benchmark quartile	2	2	2	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	23	29	27	26
Achieving outcome 5+ (%)	100.0	93.1	96.3	96.2
Benchmark quartile	1	3	3	3
Achieving outcome 6+ (%)	39.1	37.9	51.9	50.0
Benchmark quartile	2	3	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	23	29	27	26
Achieving outcome 5+ (%)	100.0	100.0	100.0	96.2
Benchmark quartile	1	1	1	4
Achieving outcome 6+ (%)	47.8	62.1	63.0	61.5
Benchmark quartile	3	3	3	4

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.

6723013 - Penyfai Church in Wales

Number of pupils on roll	236
Pupils eligible for free school meals (FSM) - 3 year average	3.7
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	27	18	20	29
Achieving the core subject indicator (CSI) (%)	88.9	94.4	95.0	93.1
Benchmark quartile	3	2	3	3
English				
Number of pupils in cohort	27	18	20	29
Achieving level 4+ (%)	100.0	100.0	95.0	93.1
Benchmark quartile	1	1	3	3
Achieving level 5+ (%)	48.1	66.7	60.0	44.8
Benchmark quartile	2	1	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	27	18	20	29
Achieving level 4+ (%)	96.3	94.4	100.0	100.0
Benchmark quartile	2	3	1	1
Achieving level 5+ (%)	40.7	55.6	40.0	48.3
Benchmark quartile	3	2	3	3
Science				
Number of pupils in cohort	27	18	20	29
Achieving level 4+ (%)	92.6	100.0	95.0	100.0
Benchmark quartile	4	1	3	1
Achieving level 5+ (%)	40.7	55.6	45.0	44.8
Benchmark quartile	3	2	3	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.

* 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.	105	105 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	105	104 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	104	102 98%	2 2%	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	105	105 100%	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.	105	105 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	105	105 100%	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.	104	104 100%	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.	105	105 100%	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.	105	103 98%	2 2%	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.	105	105 100%	0 0%	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.	105	98 93%	7 7%	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	105	104 99%	1 1%	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.	90	61 68%	25 28%	3 3%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	89	67 75%	20 22%	2 2%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	89	68 76%	18 20%	3 3%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	90	63 70%	23 26%	1 1%	3 3%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	87	42 48%	41 47%	3 3%	1 1%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	89	57 64%	29 33%	2 2%	1 1%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	89	68 76%	20 22%	0 0%	1 1%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	88	50 57%	32 36%	4 5%	2 2%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	89	63 71%	22 25%	4 4%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	88	53 60%	34 39%	1 1%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	88	61 69%	23 26%	4 5%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	80	51 64%	23 29%	4 5%	2 2%	7	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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 am kept well informed about my child's progress.	90	49 54%	31 34%	7 8%	3 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	89	64 72%	18 20%	4 4%	3 3%	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.	79	39 49%	28 35%	8 10%	4 5%	10	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	86	62 72%	23 27%	1 1%	0 0%	3	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.	66	39 59%	24 36%	2 3%	1 2%	20	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.	89	40 45%	40 45%	6 7%	3 3%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	87	61 70%	23 26%	2 2%	1 1%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Elizabeth Barry	Reporting Inspector
Jonathan Cooper	Team Inspector
Andrea Louise Davies	Lay Inspector
Jaci Bates	Peer Inspector
Michael Street	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.