



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

A report on

**Malpas Court Primary School
Whittle Drive
Newport
NP20 6NS**

Date of inspection: January 2017

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

Malpas Court Primary School is in the city of Newport. The school has 226 pupils, including 37 part-time pupils in the nursery. There are ten full time teachers for nine classes. There is a resource base for 16 pupils from the wider area with speech and language impairment.

Around 40% of pupils are eligible for free school meals. This is well above the national average (19%). Around 40% of pupils join or leave the school during the academic year. No pupils speak Welsh as their first language and 14% of pupils have English as an additional language. The school identifies approximately 50% of pupils as having additional learning needs. This is considerably higher than the national average (25%). Twenty-one pupils have statements of special educational needs.

The headteacher took up her post in 2007. The school's last inspection was in October 2011.

The school is currently a 'curriculum pioneer school'. This means that it is working with Welsh Government and other curriculum pioneer schools to develop and to pilot a new curriculum for Wales.

The individual school budget per pupil for Malpas Court Primary in 2016-2017 means that the budget is £4,945 per pupil. The maximum per pupil in the primary schools in Newport is £4,945 and the minimum is £2,865. Malpas Court Primary is first out of the 44 primary schools in Newport in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils progress well from their starting points on entry to the school
- Most make strong progress in developing their skills in literacy and numeracy
- Most pupils develop good skills in information and communication technology (ICT) in the Foundation Phase and very good ICT skills in key stage 2
- The arrangements for supporting pupils with additional learning needs are highly effective
- Pupils' wellbeing, including their behaviour, is very good, and the school provides care, support and guidance of high quality
- The school gives pupils a rich and diverse curriculum
- The school develops pupils' awareness of sustainable development and global citizenship very well
- The overall quality of teaching is good
- The indoor and outdoor environment is very stimulating and attractive and supports teaching and learning exceptionally well

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong direction to the life and work of the school
- Staff take the initiative in developing their own professional development and undertake their roles consistently well
- The arrangements for promoting high levels of attendance work well
- There are effective systems for self-evaluation of the school's work
- The school's development plan is comprehensive and purposeful
- Partnership working is a strong feature and has had a positive impact on improving pupils' learning experiences and standards
- The governing body has good oversight of the school and challenges leaders effectively

Recommendations

- R1 Raise the standards that more able pupils achieve
- R2 Improve pupils' ability to write independently and at length in work across the curriculum
- R3 Ensure a sharper focus on evaluating key initiatives that aim to improve pupils' standards

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
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Standards: Good

On entry to the school, pupils' skills vary widely. Most pupils make the expected progress in relation to their age and ability. Nearly all pupils with additional learning needs and those in the speech and language resource base make good progress in relation to their starting points.

Throughout the school, most pupils listen well to adults and to each other. In the Foundation Phase, many pupils enjoy talking about their work, and ask and answer questions confidently. In key stage 2, most pupils express their opinions articulately. They use a wide vocabulary to talk with ease, such as when discussing their goals and dreams in whole-school assembly.

By the end of the Foundation Phase, most pupils read with developing fluency and a majority use appropriate expression when reading aloud to reflect the meaning of the story and to capture the interest of the listener. Most pupils use a good range of strategies, including phonic knowledge and contextual clues, to read unfamiliar words. By the end of key stage 2, many pupils read with fluency and good understanding. They talk about their preferences for different books and authors maturely. Many pupils infer meaning from the text successfully and scan to find particular pieces of information efficiently, for example, to discover when rugby was invented.

In the Foundation Phase, many pupils write across a suitable range of genres and for different purposes well. Most pupils form letters correctly and show control over the size and orientation of their letters. However, only a minority of pupils use simple punctuation, such as full stops and capital letters, accurately. Many pupils in Year 2 spell common words correctly or use phonetically viable alternatives. They choose interesting vocabulary to enliven their writing, for example when they write descriptive poems about the outside world.

By the end of key stage 2, most pupils write creatively for a range of purposes and audiences in literacy lessons. Many use an increasing range of appropriate punctuation, but they do not apply this consistently in their written work. Most pupils' spelling of more complex words is increasingly accurate. Most develop good handwriting and presentation skills, but few pupils regularly use a joined script. Many plan and redraft their work successfully to improve its quality. They produce extended pieces of writing with varied and expressive vocabulary, for example when writing to describe a strange house, based on 'The Listeners' by Walter de la Mare.

In both key stages, pupils' ability to write independent extended piece of work across the curriculum is limited.

In the Foundation Phase, most pupils develop their mathematical and numeracy skills well and apply them with growing confidence in other learning areas. For

example, they solve simple addition and subtraction problems while on their 'Bear Hunt' successfully. By the end of key stage 2, most pupils make good progress in developing a wide range of mathematical skills. They apply their knowledge of calculation effectively, for example to solve word problems. Pupils' application of their numeracy skills across the curriculum is developing well, for example they calculate percentages of different food groups in a healthy meal correctly.

Standards in using ICT across the curriculum are good overall. In the Foundation Phase, most pupils use a small range of programs with increasing competence to enhance and develop aspects of their literacy and numeracy skills. In key stage 2, most pupils develop their ICT skills to a high level across a wide range of applications. They communicate well using ICT for a range of purposes and audiences, for example through engaging presentations after making 'bath bombs'. Most use data handling packages effectively and more able pupils use formulas efficiently to extract specific pieces of information. Many pupils develop their coding skills logically, for instance to design sets of instructions to create interesting games. Pupils in both key stages have a good understanding of how to keep themselves safe online.

Most pupils make good progress in developing their Welsh language skills as they move through the school. Many use Welsh phrases and greetings throughout the day and show a positive attitude to learning the language. In the Foundation Phase, most pupils ask and respond to simple questions correctly, for example when describing how they feel. They enjoy singing Welsh songs and rhymes and join in confidently. In key stage 2, many pupils read familiar texts with generally accurate pronunciation and explain events in a story correctly. They show a good understanding of information in non-fiction texts and use picture cues effectively to aid their comprehension. In Year 6, many pupils speak confidently to convey their opinions and express meaning clearly through their writing. They write extended passages well, using different tenses and an increasing range of vocabulary.

At the end of the Foundation Phase, over the last four years, pupils' performance generally has placed the school in the bottom 25% and lower 50% in literacy and numeracy at the expected outcome when compared with similar schools. At the higher outcome, pupils' performance in literacy has varied widely, while in numeracy it has placed the school consistently in the bottom 25% and lower 50%.

At the end of key stage 2, at the expected level, pupils' performance in English, mathematics and science over the past four years has tended to place the school in the lower 50% when compared with similar schools. At the higher level, pupils' performance has tended to place the school in the bottom 25% for English over the same period. Performance in mathematics and science is more variable. In both key stages, these performance comparisons include pupils from the speech and language resource base. This makes it difficult to make valid and accurate comparisons of pupil performance compared with similar schools.

In the Foundation Phase, pupils eligible for free school meals perform nearly as well as other pupils at the expected outcome in literacy and numeracy, but well below at the higher outcome. In key stage 2, there is no clear pattern in the relative performance of these two groups.

Wellbeing: Good

Most pupils have positive attitudes to keeping healthy and safe. They understand the importance of eating a healthy diet and taking exercise. Nearly all pupils feel safe and secure in the school and can turn to staff members or fellow pupils for support and assistance. They have confidence in staff to support them in resolving any difficulties they experience.

Nearly all pupils' behaviour is good. They are courteous and interact with other pupils and adults respectfully. This contributes purposefully to the calm and welcoming atmosphere within the school.

Most pupils are relaxed and happy and show good motivation to learn. They engage in tasks enthusiastically and many sustain their concentration well. Most pupils co-operate effectively and work well on shared tasks. They develop a practical understanding of how to improve their work and are beginning to play a stronger role in shaping what and how they learn.

Many pupils take on responsibility for improving aspects of school life through their participation in the school council and other pupil groups. They value these opportunities and feel that their views have a positive effect on the experiences available to them. For example, the 'Super School Squad' has introduced 'Feel Good Fridays', offering an exciting choice of activities which enrich pupils' learning. This initiative has also improved pupil attendance at the end of the week.

Pupils' attendance rates have risen slowly over recent years, but improved well last year to place the school in the higher 50% when compared with similar schools. Nearly all pupils arrive in school punctually.

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

Teachers plan a varied, balanced and stimulating range of learning experiences, which engage the interest of most pupils successfully.

The school is engaging constructively in the pioneer school programme. This is beginning to have a beneficial effect on the range and quality of provision for developing pupils' creative and thinking skills. For example, regular forest school sessions provide good opportunities for all pupils to use the interesting outdoor environment to enrich their learning. Pupils value these opportunities and they have a positive effect on their wellbeing and enjoyment of school.

Teachers provide worthwhile opportunities for pupils to speak, read and write for a variety of purposes in English lessons and across the curriculum. However, there are too few opportunities for pupils to write independently and at length outside of their English lessons. Teachers plan effectively for the development of most pupils' numeracy and ICT skills in cross-curricular themes.

Staff provide good opportunities for pupils to develop their Welsh language skills. They plan systematically for progression in the growth of pupils' spoken and written language as pupils move through the school. This enables pupils to use Welsh confidently during lessons and around the school. Teachers make very good provision to develop pupils' understanding of their Welsh heritage, for example through workshops at the Senedd in Cardiff and participation in a recent march to commemorate the Chartist uprising.

Provision for developing pupils' awareness of sustainable development and global citizenship is a notable strength of the school. For example, pupils enhance their understanding and involvement of sustainable activity through their purposeful participation in the development and effective use of the school grounds. Pupils' knowledge of global citizenship develops very well through close links with schools in other countries, for example Finland and China.

Teaching: Good

In most classes, learning moves along at a good pace and engages pupils well. Many teachers use skilful questioning to deepen pupils' understanding and to build well on their previous learning. Nearly all staff intervene at appropriate times to provide effective support for pupils.

Strong working relationships between all staff and pupils promote very good behaviour and a positive culture of learning throughout the school. All teachers adapt work well to meet the needs of most pupils. However, tasks do not always challenge more able pupils sufficiently. Teaching assistants provide strong support for pupils in withdrawal groups and this helps pupils to make good progress. On occasions, the frequent adult support in Foundation Phase classes inhibits the development of pupils' independent learning skills as the adults tend to intervene too quickly and to do too much for the pupils.

All teachers provide purposeful feedback on pupils' work. They write constructive comments to show pupils what they do well and what they need to do to improve. They give pupils time to respond to these comments and to improve their work accordingly. Assessment for learning strategies, including peer and self-assessment, help to improve pupils' skills well. For example, most pupils are beginning to use their personal targets to improve their literacy and numeracy skills successfully. The school keeps comprehensive records to track pupil progress. Staff use the information very well to identify pupils in need of additional support. Reports to parents are informative and meet statutory requirements.

Care, support and guidance: Excellent

Staff value all pupils as individuals and they work very well as a team to meet pupils' needs. This ensures that nearly all pupils have high levels of wellbeing. All staff act quickly and sensitively to respond to any pupil concerns. The school also supports parents effectively and integrates them fully in the life of the school. For instance the school provides a Family Learning Signature, who works with Foundation Phase parents to settle their children well into school so they can begin to benefit quickly from everything that the school offers.

The school is successful in promoting pupils' spiritual, moral, social and cultural development through its engaging curriculum and numerous purposeful visits and visitors. For example, a visitor from India showed pupils how to draw blessings from a candle. This helped pupils to reflect thoughtfully on their own lives. There are numerous, purposeful arrangements to promote pupils' knowledge of healthy eating and drinking.

Teachers work very effectively with professionals from a wide range of specialist services, such as educational psychology and speech therapy, to tailor provision to meet the needs of individual pupils. Teachers engage constructively with professional partners at a regional and national level to develop good practice and to build the expertise of staff. This collaboration significantly enhances the quality of the school's provision for the benefit of pupils in its care, for example through the consistent use of highly effective teaching methods to develop pupils' communication skills in the speech and language resource base. This exemplary practice is widely shared across the school to improve pupils' oracy skills.

Provision for additional learning needs is excellent. The additional learning needs co-ordinator provides highly effective leadership and supports all members of staff very successfully. The school makes extensive use of the wealth of expertise among staff to provide inclusive learning experiences, which match closely the needs and abilities of pupils within the speech and language impairment base and mainstream classes. This enables teachers to identify, plan and provide for pupils' individual needs at a very early stage. Pupils' highly detailed individual development plans provide a strong framework for supporting and monitoring their progress. Frequent reviews ensure that staff adapt the provision carefully to support pupils' continuing progress. Teaching and support staff are very well trained to deliver a comprehensive range of interventions, which enable pupils to narrow identified gaps in their learning very successfully. This enables pupils to achieve well against their personal targets.

The provision for pupils in the speech and language resource base is of very high quality and enables most pupils to achieve well in line with their abilities and to integrate successfully into many mainstream activities. There is a very strong inclusive ethos and an exceptionally well-developed and collaborative culture within the school where responsibility for the progress of pupils with additional learning needs is widely shared.

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

Learning environment: Excellent

The school is a fully inclusive community where all pupils have equal access to all aspects of school life and where staff value and respect all pupils and their families. Family engagement is a strength of the school. For example, the school has created a hub within the school where parents are always welcome and where they have the opportunity to share issues and problems as they arise with members of staff. Opportunities for parents to further develop their skills are provided weekly. For example, the 'Livelihood group' has supported parents to gain British Citizenship and

to work towards a recognised qualification in mathematics and teaching assistant awards. The school is effective in challenging gender stereotypes and it celebrates and values the diversity in its daily life very well. As a result, pupils have a good understanding of equality issues and their responsibility to treat all people with respect.

The learning environment provides calm surroundings that stimulate and support effective teaching and learning. The many attractive murals and displays in corridors and classes provide good support for pupils' learning and show pupils' work to best advantage. Every area inside and outside the school has a very high level of attractive resources that fully engage pupils and motivate them to learn. For example, the well-resourced, carefully planned and regularly used forest school area gives pupils highly stimulating learning experiences, which support the development of their literacy and numeracy skills very well.

Spacious classrooms, flexible internal areas and corridors with ICT access allow staff to use all areas creatively to provide learning experiences of high quality for pupils. The wide range of interesting resources support all aspects of teaching and learning very effectively. These features have a very positive impact on pupils' learning, behaviour and wellbeing.

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

The headteacher, staff and governors share a common vision that promotes a very inclusive and caring school community. Leaders interact professionally with pupils, parents and staff in ways that support a very positive whole-school ethos. The headteacher distributes responsibilities very well among staff at all levels and encourages staff to innovate within a responsive, supportive learning culture.

Regular senior leadership and staff meetings focus well on school improvement and national and local priorities, for example to bring about an improvement in pupils' spelling. Leaders have been particularly effective in reducing the impact of poverty and deprivation on vulnerable pupils. For example, a mathematics 'catch-up' programme enables these pupils to make good progress in acquiring basic numeracy skills. However, leaders do not always have high enough expectations of the achievement of more able pupils.

Senior leaders use effective performance management procedures that identify important training and development needs for staff that link purposefully to the school's priorities for improvement. For example, whole-staff training is improving the way teachers encourage pupils to persevere when they encounter difficult tasks.

The governing body provides effective support and challenge. Governors have a good understanding of performance information and are knowledgeable about the life and work of the school. Governors fulfil their role as critical friends effectively. For example, governors recognise that more able pupils do not all achieve as well as they could and they are challenging school leaders to improve the performance of this group of pupils. The governing body meets its statutory requirements appropriately.

Improving quality: Good

The school has comprehensive systems to evaluate the quality of its work on a regular basis. Self-evaluation takes good account of the views of staff, governors, pupils and parents. Leaders implement a well-organised monitoring programme that focuses on important aspects of teaching and learning. The school uses performance information intelligently to provide valuable insights into pupils' progress, for example on the performance of pupils eligible for free school meals. Leaders have an accurate understanding of the school's strengths and weaknesses and share their insights constructively and honestly with staff, parents and governors.

The outcomes of the school self-evaluation processes link well to priorities for improvement in the school development plan. The school development plan is comprehensive and purposeful. It identifies relevant actions and staff responsibilities clearly. It drives important improvements in standards, such as the improvement in pupil performance in mathematics. However, the high number of extensive targets means that there is not always a sharp enough focus on all of the most important areas for improvement, such as improving pupils' grammatical skills.

The school has a good track record of improving standards and provision. For example, attendance rates have risen and standards in ICT have improved as a result of effective action planning and development.

Partnership working: Excellent

Partnership activities make an outstanding contribution to improving the standards and wellbeing of pupils and reducing the impact of poverty on educational attainment. A range of innovative partnerships with other schools promotes the wellbeing of vulnerable pupils very effectively, such as the partnership with the local comprehensive school to engage all families in the learning experiences of their children.

The school's link with a school in Spain is particularly effective in promoting education for sustainable development and global citizenship. The partnership raised the self-esteem of pupils who applied to be school ambassadors for the visit.

The local and wider community contribute very well to pupils' wellbeing and learning. These links enrich the curriculum, for example, through an innovative reading programme run by Newport County Football Club who visit the school on a weekly basis to improve boys' engagement in reading.

Valuable educational visits develop a wide range of pupils' skills very well. For example, pupils' residential stay on Flat Holm developed pupils' social skills, their ability to plan in advance and their appreciation of the environment. Numerous visitors and events enhance pupils' learning experiences. For example, volunteers from the Office for National Statistics provided stimulating mathematics sessions for pupils about real-life situations.

The school collaborates exceptionally well with other relevant agencies to tackle underachievement, for example Communities First and Malpas Court Enterprise

jointly funded the purchase of resources to enhance and extend pupils' numeracy skills. As a result, pupils' behaviour and social skills improved as well as their skills in mathematics.

Transition arrangements from the school to the local secondary school are very well established. Nearly all pupils view the move to Year 7 positively. They have purposeful involvement with staff from the secondary school, such as weekly mathematics lessons, fortnightly French lessons and science days taught by secondary school staff.

Teachers take a leading part in standardisation and moderation meetings with staff from local primary and secondary schools to ensure the accuracy and reliability of teacher assessments.

Resource management: Good

The headteacher has established a strong learning community where all staff take the initiative in taking forward their own professional development. Staff acquire new skills regularly that lead to valuable initiatives in learning and teaching, such as their research into challenging the underlying beliefs people have about learning and intelligence. Staff collaborate well and they try out and embed new approaches regularly in their classrooms. All teachers engage in purposeful, well-organised classroom observations that link well to the monitoring of school improvement priorities.

The school has sufficient staff to meet the needs of the curriculum. The school has skilful teaching assistants who make a positive impact on pupils' learning, particularly on the progress of less able pupils.

Performance management procedures identify and meet the development needs of all teaching and support staff well. All staff have appropriate planning and preparation time.

Governors and senior leaders manage school finances thoroughly and ensure that the school's priorities receive appropriate funding. They maintain accommodation and learning resources of good or better quality. The school uses funds from the Pupil Deprivation Grant successfully to improve the literacy and numeracy skills of pupils who are eligible for free school meals. As a result, these pupils achieve as well as other pupils.

Considering the standards and progress made by pupils, and the quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6802022 - Malpas Court Primary

Number of pupils on roll	216
Pupils eligible for free school meals (FSM) - 3 year average	39.7
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	25	22	25	32
Achieving the Foundation Phase indicator (FPI) (%)	76.0	59.1	80.0	65.6
Benchmark quartile	3	4	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	25	22	25	32
Achieving outcome 5+ (%)	76.0	81.8	84.0	68.8
Benchmark quartile	3	3	3	4
Achieving outcome 6+ (%)	24.0	9.1	12.0	34.4
Benchmark quartile	2	4	4	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	25	22	25	32
Achieving outcome 5+ (%)	88.0	72.7	80.0	68.8
Benchmark quartile	2	4	3	4
Achieving outcome 6+ (%)	16.0	4.5	16.0	21.9
Benchmark quartile	3	4	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	25	22	25	32
Achieving outcome 5+ (%)	88.0	77.3	92.0	84.4
Benchmark quartile	3	4	3	4
Achieving outcome 6+ (%)	28.0	13.6	28.0	34.4
Benchmark quartile	3	4	4	3

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

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

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

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

6802022 - Malpas Court Primary

Number of pupils on roll	216
Pupils eligible for free school meals (FSM) - 3 year average	39.7
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	17	18	22	12
Achieving the core subject indicator (CSI) (%)	70.6	72.2	72.7	83.3
Benchmark quartile	3	4	4	3
English				
Number of pupils in cohort	17	18	22	12
Achieving level 4+ (%)	70.6	77.8	77.3	83.3
Benchmark quartile	4	3	3	3
Achieving level 5+ (%)	17.6	11.1	18.2	16.7
Benchmark quartile	3	4	4	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	17	18	22	12
Achieving level 4+ (%)	82.4	72.2	72.7	91.7
Benchmark quartile	3	4	4	2
Achieving level 5+ (%)	23.5	5.6	9.1	41.7
Benchmark quartile	3	4	4	1
Science				
Number of pupils in cohort	17	18	22	12
Achieving level 4+ (%)	82.4	83.3	86.4	91.7
Benchmark quartile	3	3	3	2
Achieving level 5+ (%)	17.6	11.1	22.7	33.3
Benchmark quartile	3	4	3	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.

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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.	88	84 95%	4 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	88	75 85%	13 15%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	88	82 93%	6 7%	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	88	81 92%	7 8%	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.	88	78 89%	10 11%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	88	83 94%	5 6%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	87	85 98%	2 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	88	86 98%	2 2%	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.	87	71 82%	16 18%	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.	88	82 93%	6 7%	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.	88	46 52%	42 48%	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	88	59 67%	29 33%	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.	61	34 56%	23 38%	2 3%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	60	39 65%	17 28%	3 5%	0 0%	1	Mae fy mhentyn 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.	60	41 68%	17 28%	1 2%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	61	36 59%	22 36%	2 3%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	61	10 16%	37 61%	8 13%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	59	35 59%	23 39%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	61	37 61%	21 34%	1 2%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn 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.	61	27 44%	26 43%	4 7%	1 2%	3	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	61	27 44%	26 43%	6 10%	1 2%	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.	61	33 54%	21 34%	2 3%	0 0%	5	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	60	34 57%	24 40%	1 2%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	61	34 56%	15 25%	3 5%	0 0%	9	Mae fy mhentyn 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.	61	28 46%	26 43%	5 8%	1 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	60	35 58%	19 32%	5 8%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	61	19 31%	28 46%	6 10%	3 5%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	60	33 55%	23 38%	1 2%	1 2%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	61	23 38%	26 43%	3 5%	0 0%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	60	28 47%	26 43%	4 7%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	61	33 54%	20 33%	5 8%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Sally - Ann Wright	Reporting Inspector
Rhona Edwards	Team Inspector
Geoff Cresswell	Team Inspector
Alec Ian Clark	Team Inspector
Glenda Jones	Lay Inspector
Andrew Brasington	Peer Inspector
Debra Guy	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.