



## **Maesybryn Primary School** *Ysgol Gynradd Maesybryn*

### *Self Evaluation Report* *September 2014*

#### **School Context**

Maesybryn Primary School is a large Community Primary School in Llantwit Fardre, on the outskirts of both Pontypridd and Cardiff. There are currently 403 pupils on roll, split into 14 classes. Of these, one is a nursery class and two cater for pupils with Special Educational Needs. These two SEN classes are LEA provisions with one being for foundation phase children with communication disorders and the other for junior pupils with communication disorders. All children in these classes are from outside our catchment and arrive by taxi each day. Admission is decided by a local authority panel, with children needing to have a formal diagnosis of ASD. Not all children in these classes have a Statement of Educational Needs on entry but all receive one on transfer to KS3. Their impact on cohort figures varies each year. In 2011/2012 the classes accounted for 7.5% of Year 2 pupils and 10.2% of Year 6 pupils, whereas in 2012/2013 there were no Year 6 pupils in the KS2 class and four in the foundation phase class (6.55%). In 2013/14 there were two children in each class. This clearly has an impact on data and the position within our family of schools, only one other school in our family has an LRB. The school has an intake number of 56 but is annually oversubscribed. An extension is planned but no timescale exists before 2020. The school has a low FSM figure (8.2%) but this figure has grown from 7.16% in 2009 and has reached 10.4% in 2012. Children in the special classes affect this figure but without them, the school would still have an FSM figure within the 8-16% benchmarking group for the last 3 year period. Most families are economically active and educationally supportive. Currently 23.2% of the school population is identified as SEN and six children speak an alternative language (Tamil, Norwegian and Polish). Approximately 1% of pupils are from ethnic minorities. Most pupils enter the school in the September after their third birthday and the majority are assessed as average ability on entry with few reaching the higher baseline scores. Reception baseline scores show a wider spread of ability. In recent years we have seen the school population grow with a particular trend in pupils entering the school in Year 5 and 6 at low levels of attainment from other cluster schools and Welsh Medium schools, in particular. Parents view the school as an Inclusive School and choose to come here when issues have arisen elsewhere. We value all children but this does affect our overall data. In 2013/14, five pupils entered Year 6 at Christmas, all with underlying difficulties.

The current Head teacher was appointed in September 2009 and the Deputy in December 2008. Currently the Deputy is seconded as Acting Head teacher of another school. In her absence, the SMT is made up of two TLR holders who are both Acting Assistant Head teachers and the school SENCO. The school was last inspected in March 2013 when all key questions were judged as Good. The school has produced a Post Inspection Action Plan to address the five recommendations. Strong links exist with the local Comprehensive school, Bryncelynnog Comprehensive School, although a minority of pupils choose to go to Y Pant or the Bishop of Llandaff schools.

Due to the need to have split classes, the school has spent the last three years reorganising itself into two year groupings and revising the whole curriculum to ensure continuity and progression in all year groups of subject skills and the Numeracy and Literacy Framework. The school is fully staffed in accordance with guidelines from WAG with regard to Foundation Phase ratios.

**Quality Indicator: 1.1.1 Standards** - results and trends in performance compared with national averages, similar providers and prior attainment;

**Foundation Phase Results (2012)**

(See Core Data and Dual pack for full details and graphs – summary as appendix)

Care should be exercised with data as it includes children within the Local Authority Communication Disorder Class. These amount to 4.65% of total pupils and 6.7% of boys in Year 2.

	SEN class included			Mainstream only		
	LLD	MD	PSWD	LLD	MD	PSWD
Outcome 5	88.4	90.7	90.7	90.24	95.12	95.12
Outcome 6	27.9	25.6	51.16	24.6	31.6	47.3
O5 quartile	3	3	4	3	2	3

FPhI with SEN 86.05% (Quartile 3)

FPhI mainstream only 92.7% (Quartile 2)

FPhI 2012/13 – 2013/2014 Increase from 85.96% to 92.68% (SEN class excluded)

- After disaggregation, the school consistently performs above national and local levels in most indicators and above or inline with our family position. In MD and FPhI, we performed above the family average, despite being the second most challenged school. FPhI for this year was 0.5% above family average.
- At FPh the school has consistently achieves results better than the family average in MD and FPhI at Outcome 5. PSWCD and LLC scores for this year were slightly lower than family averages but above all comparators.
- Baseline assessments in Nursery consistently show ability to be average with very few pupils identified as more able on entry. Baseline results in 2013 were low for boys on entry but slightly higher for girls. Only 7 children were identified as more able from baseline results. Reception baseline scores show a more even spread with a minority of pupils attaining the higher scores. This is a consistent pattern.
- At FPh the school outperformed national and local averages in all subject areas for pupils achieving Outcome 5. MD and FPhI scores were above the family average.
- The school performed above national and local averages for overall Outcome 6 results in PSWCD and FPhI. However, in LLC and MD the scores were below family and national averages but above local.
- In LLD pupils achieve good standards at Foundation Phase with 90.3% (a slight decrease from 2012/13) of mainstream pupils attaining Outcome 5; this is in the third quartile and ninth in the family (school is 2<sup>nd</sup> most challenged out of 11). The numbers of Outcome 6 pupils was disappointing at 29.2%, below the family and national averages and is out of line with other outcomes. This still shows an increase of 5% on last year and the trend remains upward.
- The school was again placed in the second quartile for Maths with 95.1% of mainstream pupils attaining Outcome 5. This is above family and national averages. The percentage attaining Outcome 6 fell to 26.8% and was below the family and national average but the school was 8<sup>th</sup> in a family of 11. Overall, standards in Mathematical Development continue to be good in Foundation Phase.
- Only 95.12% of mainstream pupils achieved Outcome 5 in PSWCD placing the school tenth in the family but well above national and local levels. The median for our cohort was 100% and so we were placed in the third quartile. Outcome 6 levels (53.7%) were above national and local levels and 6<sup>th</sup> in the family. Standards in PSWCD are good and those children with difficulties are given excellent support.
- Overall, girls performed far better than girls in all subjects at Outcome 5 (100% achieved FPhI) and at Outcome 6

Evidence

KS1 and KS2 Data Analysis Document

Appendix 1 – Data analysis

Core Data Analysis

All Wales Core Data set

CSC data with disaggregation.

Target setting Data

CDC class represents 4.65% of cohort. (2 pupils)

Y2 cluster PLC

FPh Meeting minutes.

Support Staff reviews

FIPSO advice

Areas for Development

Raise standards further at Outcome 6 in LLD and MD

Monitor the assessment of Outcome 6 LLD and MD. Is it too harsh? Link to cluster moderation project.

Performance at FSM quartile and WAG family levels in LLC and PSWCD to be above expected position and in quartile 2.

How has POPAT and Big Write impacted on LLD spelling and reading aspect? Need to revisit principles of Big Write

Monitor pupils who do not achieve Outcome 5 – what are the reasons? Have all been identified as SEN

Monitor the progress of pupils within CDC class against IEPs and B Squared progress charts.

in each subject except MD when they performed poorly. The gap is larger for LLC but in line with family once disaggregated.

- According to Estyn, pupils make very good progress from Nursery to Reception and from there to the end of Foundation Phase.
- At Foundation Phase the trend has been flat for the last three years with only small variations. Figures are consistently above 90% of pupils attaining Outcome 5 (L2 previously). The trend for pupils attaining Outcome 6 is upward, especially in LLD and PSWCD.

**Key Stage 2 results (2012)**

(See Core Data and Dual pack for full details and graphs – summary as appendix)

In 2013/14 there were two pupils in Year 6 within the Complex Needs class. This represents 4.25% of whole cohort and 11.1% of boys.

	SEN class included			Mainstream only		
	English	Maths	Science	English	Maths	Science
Level 4+	93.6	89.4	91.5	95.6	93.3	95.6
Level 5+	34.04	34.04	31.9	35.5	35.5	35.5
L4+ Quartile	3	3	3	2	3	3

CSI with LRB – 89.4% **Quartile 3**

Mainstream only – 93.33% **Quartile 2**

Comparison of cohort KS1L2+ to KS2 L4+ (Mainstream only)  
 English 95.2% to 95.6% ( 0% - 0 children)  
 Maths 100% to 93.3% ( -6.7% - 1.5 children)  
 Science 100% to 95.6% ( -4.4% - 1 child)

CSI 2012/13 – 2013/14 Increase from 90.9% to 93.33% ( SEN class excluded)

- **At Key Stage 2 the school performed above family, local and national averages in all subjects at L4+once LRB pupils are disaggregated. The school is the second most challenged in the family. The school performed well above its family position at L4 and inline for L5. This shows a consistent pattern at L4 from previous years and an improvement at L5 when SEN class pupils are disaggregated from the scores in previous years. A different picture is seen if this process does not take place.**
- The vast majority of pupils (95%) make the expected two level gain from Year2 with a significant minority (14%) making a gain of three levels, especially in English. Many of those who did not make a two level gain were new to the school after Y3 or were identified as having special needs. It should be noted that 13% of the cohort were not present at Y2 and 5 children were new to the school partway through Y6.
- **At KS2, the trend has been fairly flat over the last three years and above 93%, once SEN pupils are disaggregated. This continued in 2014.**
- Noticeable increases were seen with L4+ pupils in Maths and Science with all three relatively equal. This was an aim last year and successful.
- Level 5 results showed maintained progress comparable to local and national levels. Of the cohort present in September 2013, over 40% achieved L5 in each subject and in line with the family.
- Year 7 CAT tests and class settings show that the majority of pupils in top three sets continue to come from Maesybryn and are predicted to exceed the KS3 expected levels.
- In English, mainstream pupils performed above family, national and local averages at L4+ and were 3rd in the family after disaggregation. L5 scores were consistent to last year with the school 8<sup>th</sup> in family and above expected level. Overall, standards in English are good and 100% of the September cohort achieved L4 with 40% achieving

CSC KS2 moderation reports.

Cluster reading results

CAT tests for 2013 cohort.

Cohort analysis with SMT and class teachers.

CSC Disaggregated data

Continue progress in L5 figures by looking at 4a pupils and assess how to raise to L5 (link to SIG project)

Identify reasons for not achieving L5 and amend teaching or assessment techniques.

Further develop standards of writing especially in lower KS2 through Big Writing and maintain this to Y6. Need to revisit this.

Need to develop Maths skills further through Problem Solving in PLC and more effective use of Abacus challenge work. Use of Big Maths to address LNF scores and revised Abacus training.

Need to raise maths scores to consistently above 95%

Y6 to work with KS3 Maths teacher each week, use of

<p>L5.</p> <ul style="list-style-type: none"> <li>In Maths, pupils performed at the family average of 93.3% and were 7<sup>th</sup> in family after disaggregation. This figure was above local and national averages. We are concerned that Maths is still 0.5% below FSM cohort median but this represents 0.1 of a child. L5 figures were just below national figures but would have been higher if based on September cohort with 97.5% attaining L4 and over 40% L5.</li> <li>Science scores showed an increase from the previous year to 95.6% and are in line with the other subjects at L4+. The cohort performed above the family average after disaggregation and well above family position. L5 scores were maintained above 35% and above national and local figures. Science standards are good.</li> <li>Results in Welsh as a second language at KS2 were very positive and showed an increase in the numbers of pupils achieving L4 (61.4% - 66.7%). Scores were in line with national figures but Athro Bro believes that monitored standards are above scores.</li> <li>Cluster moderation at KS2 and FPhase were rated as good by ESIS advisors in 2012 and by Estyn in 2013.</li> <li>Reading assessments show that 91.5% of all pupils in Year6 last year reached the average band of 85+ or better. This was second in the cluster and 10% above LEA average and 8% above the cluster average. In each year group of KS2, the average score was over 100 once LRB pupils were taken from the results. 60% of Y6 read beyond their chronological age. Maths scores were slightly lower, although our position as second in the cluster was maintained at Year 6.</li> </ul>		<p>this resource to moderate L4a and L5.</p> <p>Improve L4+ Welsh second Language further in line with National average (70%) through use of focus assessment with Athro Bro.</p>
<p><b>Quality Indicator: 1.1.2Standards</b> - standards of groups of learners;</p>		
<ul style="list-style-type: none"> <li><b>GENDER:</b> At Foundation Phase girls outperform boys in all areas except O6 MD but in line with family averages after LRB boys are taken out. This becomes more pronounced when two boys in the SEN class are included. Boys, however make good progress at Foundation Phase with most mainstream boys achieving Outcome 5 in each subject despite nursery baseline assessments which show a large gender difference. The major difference was with PSWCD and reflected the cohort. At Key Stage 2, the gap was minimal for all subject at L4 and L5 once the LRB pupils are removed from the equation.</li> <li><b>SEN:</b> Pupils within our Special Needs classes and those in mainstream with IEPs make good progress with most reaching their IEP targets. The majority of SEN pupils within the mainstream made gains of two/ three levels from KS1. Half of those pupils in the KS2 SEN provision returned to mainstream schools and had made good progress against targets with the majority making 2/3 levels of gain, with the remainder transferring to special schools with statements. All LRB class children in Yr2 had made significant progress in all areas despite their special needs and in line with predicted grades. Estyn very positive about SEN progress in both classes.</li> <li><b>LAC:</b> There were no Looked After Children (LAC) in school in 2013/14. Historically they have always achieved in line with peers.</li> <li><b>FSM:</b> All pupils entitled to FSM made good progress by the time that they finished school in Year 6. Judging this area is difficult due to low numbers of FSM in cohorts. In Y2 there were two pupils included and both achieved O5 in each subject. In Y6 there were seven children in this group and all achieved L4 in each subject except for one boy in the LRB and a girl who arrived in May just prior to testing.</li> <li><b>MAT:</b> More Able and Talented (MAT) pupils are identified and the majority make good progress with a consistent level of attainment from the previous year. The provision for these has improved considerably in the last three years. A significant proportion of our pupils make up KS3 accelerated classes in comparison to other cluster schools who have higher L5 figures. L5 scores were above national figures for those pupils in the cohort in September 2013. Outcome 6 results in Mathematical Development and PSWD show huge levels of progression in standards. Levels in LLD at Outcome 6 were upward but still low and this needs to be a focus. Estyn felt that there needed to be greater consistency in MAT provision and this is still to be fully resolved.</li> <li><b>EAL:</b> Six children with English as an Additional Language (Tamil, Norwegian and Polish) are making excellent</li> </ul>	<p>All Wales Core Data set analyses Performance of specific groups of learners (FSM, ALN, EAL etc.) <i>Catch Up</i> data, Reports, Pupil tracking records IEPs B Squared testing%.</p> <p>See table of which pupils do not attain O5 or L4 ( only available on computer).</p>	<p>Analysis of L4/5 results needed to assess progress of MAT group.</p> <p>Outcome 5/6 in LLD needs to be reassessed – are we missing higher outcomes or are standards lower (similar to L5 scores)</p> <p>MAT recommendation in Estyn report continues Need to set up specific groups to enhance work in class – similar to SEN provision..</p> <p>SIG group project should impact on standards and scores.</p>

<p>progress and there is good support from EAL service. Pupil in Y2 achieved O5 in each subject and the child in Y6 achieved L4 in each subject.</p> <ul style="list-style-type: none"> <li>• <b>ETHNICITY:</b> Very few children are from ethnic minorities and they make progress in line with their peers. All children in Y2 and Y6 achieved their targets and expected levels.</li> </ul>		
<b>Quality Indicator: 1.1.3 Standards - achievement and progress in learning</b>		
<ul style="list-style-type: none"> <li>• Lesson observations, scrutiny of work, subject leader data sheets, Estyn report and external advisor reports show that most pupils in Maesybryn make good progress in their learning and achieve the appropriate standards by the time they leave in Year 6. ( See Estyn report which comments positively on this)</li> <li>• Tracking of each pupil in the school shows good achievement and progress across curriculum in nearly all year groups. Need to involve whole of SMT in this in future.</li> <li>• Progression from KS1 to KS2 shows that standards are maintained despite changes in cohorts.</li> <li>• Most pupils make good progress in reading by the end of Key Stage 2 and national reading Test results show that most read beyond their chronological age. Over 90% of Y6 pupils achieve functional literacy standard. Recent training in POPAT means that Nursery children make rapid progress in phonic acquisition. Pupils who need additional support are identified early through regular assessment and make excellent progress in intervention programmes.</li> <li>• Pupils on the catch-up reading programme make average gains of 18.6 months.</li> <li>• Although an area for improvement, writing skills at the end of KS2 are good and standards have increased in the last 12 months. (83% at L4 with 25.5% L5 LRB included)</li> <li>• Focus on Big Writing has improved standards of writing in all year groups but especially at the end of KS2.</li> <li>• Numeracy scores for all groups were not as good as expected with 80% achieving above 85 standardised score and an average school score of 98. Quickness of mental calculation was the biggest problem with many children not completing paper in time limit with many scoring highly on questions answered..</li> </ul> <p><b>Progress in Specific Subjects</b></p> <ul style="list-style-type: none"> <li>• Most pupils develop good standards of oracy and this was observed by Estyn in their 2013 report. Y6 figures well above family average. Most children leave Maesybryn as confident speakers, able to take part in debates and role play.</li> <li>• Most pupils make good progress in mathematics but a minority of pupils in the past have not achieved as they should and this is reflected in Numeracy test data which was poor, especially in Y2. Newly implemented intervention strategies and a new Maths scheme are already having a positive impact on this group. More Able and Talented mathematicians are identified in Foundation Phase and reach high standards at L6. L5 results were maintained above 35% in 2014.</li> <li>• Most pupils make good progress in using the skills that they learn in English and Maths across the curriculum. The school is actively implementing the Numeracy and Literacy Framework across the school and tracking systems are in place to monitor standards.</li> <li>• Pupils within the Foundation Phase make excellent progress in their Knowledge and Understanding of the Word and use the school grounds and Forest Schools activities to reach high standards. Standards in Science at KS2 have remained in line with English at above 93% this year due to new scheme and focus on the 14 skills. Nearly all pupils enjoy investigative science and recognise the need for fair testing and present their findings in a range of ways, including written reports and power point presentations.</li> <li>• Links with Uganda and Eco School activities ensure that nearly all pupils make excellent progress in their understanding of the world around them.</li> <li>• Through the thematic approach to planning, most pupils develop a good understanding of significant historical</li> </ul>	<p>Estyn Report 2013</p> <p>Pupil Questionnaire Lesson Observations Pupil books INCERTS subject reports Target Setting Lesson Evaluations Provision highlighted in KQ1.1.1 and KQ2 Subject Leader forms.</p> <p>Staff reviews</p> <p>Listening to Learners</p> <p>Assessment data classroom display</p>	<p>Ensure standards in all subjects are linked to subject specific and LNF skills.</p> <p>NEED to develop maths mental arithmetic issue through introduction of Big Maths and new LNF curriculum.</p> <p>How well do pupils transfer to Y3 from FPhase – identified by class teachers as an issue.</p> <p>Tackle specific subject shortcomings ( Subject leader targets)</p> <p>Introduce new curriculum across school - Cornerstones Use of Forest School with KS2.</p> <p>Monitor impact of LNF through all subjects</p> <p>Need to extend ICT provision further to impact on standards in Y3/4</p>

<p>periods and show enthusiasm to all aspects of World War Two, for example.. Many pupils research their work very well through books and the internet. Independent research and ICT skills are good. ICT is developed well across the curriculum.</p> <ul style="list-style-type: none"> <li>Nearly all pupils at Maesybryn are very caring and considerate and fully understand these concepts in RE. They are sensitive to others, especially those who visit from Craig y Parc Special school and those in our own special classes – they are very tolerant. They investigate religious concepts and stories and many pupils show good understanding of these. Most pupils show an eagerness to organise charity fundraising events for a range of charities here and in Uganda. Over £5000 was raised for charity by the children in 2013.</li> <li>Many pupils reach very good standards in Creative Development and this transfers into the subjects of Art, DT and Music.</li> <li>Nearly all pupils in Maesybryn sing well and we have an active choir and regularly compete in the Urdd Eisteddfod. Nearly 50 children receive music tuition in violin, keyboard and guitar and make excellent progress towards grade 1 exams. Children in Y6 compose their own songs and music for the SAFE project and adverts.</li> <li>Nearly all pupils enjoy and actively participate in a full range of PE activities with many representing the school and county in football, rugby and swimming. Good standards are seen in gymnastics with excellent poise and body control shown in Year 5 and 6. Most pupils achieve the required standards in swimming and additional PE support is given to those with dyspraxia or other motor coordination difficulties. School very involved in Physical literacy and numeracy projects. Used to train other schools across consortium.</li> <li>Pupils in both key stages but especially Foundation Phase, make very good progress in wellbeing due to the daily emphasis and dedicated time. Over 50% of our mainstream pupils achieved Outcome 6 this year in PSWD. Provision for SRE is judged as good by the Healthy School Initiative.</li> <li>The Forest School initiative means that our youngest pupils have a very well developed knowledge of the outdoor environment and the opportunities for exploration and investigation.</li> <li>The school was awarded the Eco-schools flag in 2013, Healthy Schools Award3 in 2014 and is aiming to be assessed for the NACE award for MAT pupils in the near future.</li> </ul>		<p>Extend outdoor provision to KS2</p> <p>Plan for NACE assessment.</p>
<p><b>Quality Indicator: 1.1.4 Standards – skills</b></p>		
<ul style="list-style-type: none"> <li><b>Thinking skills:</b> - Most pupils make very good progress in developing thinking skills. They use a range of strategies across the curriculum for example the use of fortune graphs in Nursery to map the story of Little Red Riding Hood or the use of KWL grids in Year 5 to research planets. Children are increasingly aware of the range of skills that they are using in all lessons.</li> <li><b>ICT skills:</b> - Many pupils have good ICT skills and use these to produce Power Point presentations and spread sheets in a number of subjects. This is more often than not done independently. Most pupils in Reception show confidence in using interactive whiteboards and their understanding of subjects benefits as a result. Rated as good by Estyn. Increasingly, most children use tablets with confidence across the school</li> <li><b>Literacy skills:</b> - The skills of oracy, reading and writing are constantly reinforced across the curriculum and pupils show good progress across the curriculum, especially when reporting on investigative learning in History, Geography and RE. Pupils read across the curriculum and apply these skills throughout the day. Reading standards are high with nearly all pupils achieving a functional literacy age of 9.6 by the end of Year 5 . Combination scores for school (Reading, writing and Maths) are above family average on a consistent basis. LNF is being planned for and taught throughout school. New phonological test for Nursery and Reception and the introduction of POPAT are raising standards in LLC. Initial results are very good. Reading strategies are effective in classes e.g. new group reading.</li> <li><b>Numeracy skills:</b> - Most pupils make good progress in developing their numeracy skills by the end of Foundation</li> </ul>	<p>Pupil books/project files</p> <p>Planning</p> <p>Skills caterpillars</p> <p>Listening to Learners</p> <p>PLC reports and evaluations.</p> <p>All Wales Data</p> <p>LNF scores</p>	<p>MER of standards by SMT</p> <p>Skills to be at heart of planning in all subjects through implementation of LNF.</p> <p>Portfolio evidence of skills across curriculum needs to be created</p>

<p>Phase and KS2 (see data). Over 90% of mainstream pupils achieve both Outcome 5 and Level 4. Outcome 6 scores for MD are improving each year. LNF being implemented and average numeracy score across KS2 was above cluster. Y2 scores were low last year and due to cohort profile.</p> <ul style="list-style-type: none"> <li>• Opportunities are identified in planning for the development of number skills across the curriculum and standards of numeracy remain constant in other subjects. Pupils use their understanding of number, measure and data handling to present information in Science and PE (athletics) for example.</li> <li>• Many pupils have good mental recall strategies and apply their knowledge to a variety of problems in DT, Geography etc.</li> </ul>		
<b>Quality Indicator: 1.1.5 Standards - Welsh language</b>		
<ul style="list-style-type: none"> <li>• Welsh language skills are considered good throughout the school by LEA advisors, but especially in Year 5&amp;6 where an oracy teacher is employed as part of a cluster initiative. Most children speak with increased fluency and use a range of phrases and tenses. Two thirds of children in Y6 reach L4, slightly below the local average in an area with predominantly English speaking families. However, Athro Bro believes assessment is strict and levels do not match high standards seen in pupil and class observations.</li> <li>• Over 25% achieved L5 in Welsh with a few obtaining L6.</li> <li>• Standards of incidental Welsh are very good since the introduction of the Helpwr Heddiw policy. Pupils in Year 3 show excellent understanding and show very good use of Welsh, as identified by athro bro monitoring.</li> <li>• Bilingualism in the Foundation Phase is strong with children using phrases outside of the classroom and with additional practitioners.</li> <li>• Incerts tracking shows good progress in Welsh across the school with NC levels being reached in each year group.</li> <li>• New curriculum introduced to ensure progress already showing positive impact on standards as assessed by Athro Bro.</li> </ul>	<p>Welsh co-ordinator file Pupil books Pupil tracking records / Welsh assessment records Athrawon Bro feedback SDP Displays Signage <b>WAG Core Aim 5</b></p>	<p>Ensure consistency in all year groups, especially in KS2</p> <p>Moderation of levels and standards across school in each area needed to reflect true ability.</p> <p>Raise percentage of pupils achieving L4+ to over 75%</p> <p>Focus on Welsh writing and use by pupils of incidental Welsh</p>
<p><b>Significant Strengths</b></p> <ul style="list-style-type: none"> <li>• High standards in MD in F Phase at Outcome 5 (excl. LRB)</li> <li>• FPhI, PSWCD and MD at or above Family, National and local averages for mainstream pupils.</li> <li>• English, Maths and Science at KS2 remains strong compared to family and national data after disaggregation.</li> <li>• Rise in L5 in all subjects maintained despite transient cohort.</li> <li>• Standards in skills development are developing very well across curriculum. Combination scores at KS2 are good in comparison.</li> <li>• SEN pupils make very good progress within and without SEN units.</li> <li>• Mainstream FSM pupils make good progress.</li> </ul>		
<p><b>Ways Forward for 2014-2015 SIP(current)</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy across curriculum planned needs to be assessed and tracked with noticeable improvements in LNF test results.</li> <li>• Ensure progress in spelling as a result of Popat has been maintained into Y2.</li> <li>• Numeracy standards developed with increased results at year end in Numeracy tests to national averages.</li> </ul>	<p><b>Ways Forward for 2015-2016 SIP</b></p> <ul style="list-style-type: none"> <li>• Standards of reading in line with benchmark figures.</li> <li>• Numeracy standards significantly improved.</li> <li>• School maintains cluster average and benchmark scores in reading, writing and maths</li> <li>• Standards in the new curriculum subjects are identified as good.</li> <li>• Standards of learning in literacy and numeracy</li> </ul>	<p><b>Ways Forward for 2015-2016 SIP</b></p> <ul style="list-style-type: none"> <li>• Monitor standards of literacy and numeracy in all subjects following curriculum review.</li> <li>• Impact of LNF on standards of English and Maths to be seen dependant on reporting requirements.</li> <li>• Are mainstream pupils maintaining levels above median quartiles across school?</li> </ul>

<ul style="list-style-type: none"> <li>• L5 results increased to over 40%.</li> <li>• LLC outcomes at O6 in top two quartiles.</li> <li>• Reading standards improve in Literacy tests at year end in line with benchmark levels.</li> <li>• Levels in Welsh to rise above 75% at L4 and 30% L5.</li> </ul>	<p>across the curriculum are consistently graded as good.</p>	
<p><b>Quality Indicator: 1.2.1 Wellbeing</b> - attitudes to keeping healthy and safe;</p>		
<ul style="list-style-type: none"> <li>• Estyn regarded this aspect as a strength.</li> <li>• Recent initiatives such as Playground Leaders, Healthy Snack and water in the classroom have made most pupils far more health conscious.</li> <li>• Strong link with PESS literacy and numeracy project with lessons and standards of learning graded as “Excellent” by System Leader.</li> <li>• Healthy Schools assessors commented on the healthy attitudes of pupils and their excellent ability to convey this to others. Level 3 achieved and awaiting assessment for L4.</li> <li>• The Foundation Phase approach to healthy living and outside learning, coupled with Eco-schools work, has raised the profile with our youngest children with 53%% of mainstream pupils in Y2 achieving Outcome 6 PSWCD.</li> <li>• Daily wellbeing session in F Phase has led to high standards at outcome 5 and 6 (95% achieved O5+). This is being replicated in KS2 with increases in pupil independence and confidence. This has been commented upon by KS3 colleagues who have noticed this in current Y7 pupils from the school.</li> <li>• PESS has been a key part of the SDP and pupils receive good PE lessons. New PESS funding is improving games skills at Y3/4. Pupils regularly assess their health and fitness in PE lessons. PESS project in Y2/3</li> <li>• There are a range of extracurricular clubs including sports and cooking in both KS1 and KS2. These promote wellbeing and develop the skills of those who take part to a more advanced level. The majority of pupils in KS2 take part in extra curricular activities on at least two evenings.</li> <li>• Initial assessment of pupils using ELSA courses shows improvements in attitudes.</li> <li>• In the most recent survey of parents, 93% stated that their child liked school and pupil discussions found that the vast majority were very happy.</li> <li>• When questioned, most pupils feel safe and feel free from physical and verbal abuse. They believe that perceived incidents of bullying or arguments are dealt with fairly and quickly.</li> <li>• Instances of bullying are very rare and are dealt with quickly and the policy has been reviewed recently.</li> <li>• Most pupils are aware of their own safety and that of others in all subject areas. They carefully plan and assemble PE equipment in Y5 and show awareness during DT lessons when using saws and glue guns. Children in Foundation Phase carry out their own risk assessments before starting Forest School activities. There are very few accidents in school and none in class activities.</li> <li>• School Council members carry out a regular Health and Safety audit of the school with HT and Governors and highlight many issues.</li> <li>• Nearly all pupil behaviour is frequently praised by external visitors, Estyn and outside agencies. Only one exclusion in last 5 years.</li> </ul>	<p>Healthy schools file / healthy eating policy</p> <p>Summary of pupil questionnaires</p> <p>PESS reports</p> <p>PESS Self Eval</p> <p>After school Sports Club Registers</p> <p>Visitors badges</p> <p>Safeguarding policies</p>	<p>Share good practice in FPhase with Yrs 3-6</p> <p>Pupil Survey</p> <p>Third Healthy Schools award.</p> <p>Eco Schools Gold Award</p>

<p><b>Quality Indicator: 1.2.2 Wellbeing - participation and enjoyment in learning</b></p> <ul style="list-style-type: none"> <li>Attendance for 2013/2014 was 95.7% which is above the WAG target and above local and national averages in the second quartile. The level of unauthorised absence is below 1% and is mainly due to rigorous enforcement of a 9.10am deadline for lateness. Lateness has been reduced but sickness and family holidays are still an issue but will reduce due to LEA initiative to fine parents</li> <li>Recent Healthy Schools and Eco Schools assessors commented on the enthusiasm of pupils to their learning as did Estyn.</li> <li>Behaviour standards are high and there are very few instances of poor behaviour. There has been one fixed term exclusion and limited involvement with behaviour support services.</li> <li>Attitudes to learning are always good and feature prominently in lesson observations. Children listen intently and offer good comments and suggestions throughout lessons and activities. The use of the outside environment has radically altered attitudes to learning and children speak enthusiastically about it.</li> <li>Positive comments from a range of external providers. E.g. Lllangrannog and visitors to school identify good behaviour, politeness and enthusiasm.</li> <li>Year 6 pupils have a good understanding of their own learning styles and contribute to lesson planning and to planning their own learning in school and at home.</li> <li>Most Foundation Phase pupils choose what to learn as part of their studies and KS2 children are given plenty of opportunities for independent research into topics of their choosing.</li> <li>Pupils report that they enjoy the skills based style of teaching and standards and teaching grades have improved as a result in all classes. Pupils show enthusiasm in all lessons where this approach is used to the best effect. They show very good abilities when working together in groups.</li> <li>Through the school council, pupils influence teaching, for example their comments on marking and the use of the outdoors.</li> <li>All aspects of Wellbeing were deemed good in our recent inspection.</li> </ul>	<p>Core Data Set Attendance Registers Attendance policy 100% attendance certificates / display board Letters to parents Late Book First Day Response Pupil questionnaire Provision highlighted in KQ2 Leadership highlighted in KQ3</p>	<p>Raise attendance to 95% for non SEN unit children.</p> <p>Pupil survey/ Listen to learners re: styles of learning and teaching.</p> <p>Assess impact of Freaky Friday and new KS2 schemes in developing independent learning.</p>
<p><b>Quality Indicator: 1.2.3 Wellbeing - community involvement and decision making</b></p> <ul style="list-style-type: none"> <li>The School Council carries out its duties with enthusiasm and is involved in spending decisions, health and safety audits and advises staff on pupil perceptions and attitudes to bullying etc.</li> <li>Pupils suggest spending areas for the PTA and not the school. £6500 was allocated to the school grounds and active playtimes upon their suggestion.</li> <li>Most have very good knowledge and understanding of their community and the wider world through strong links with the community at Harvest time with elderly residents, our work with the PONT charity in Africa and links to industry. Many pupils have worked well with the Community Cluster Worker and two grants were obtained for community use of school grounds. Most enjoy and welcome working with these organisations.</li> <li>Pupils designed their own posters and banners to highlight traffic concerns outside school and worked with Road Safety staff and the police. Cycle proficiency for all Y6 and Kerb craft for all Y2 with Road Safety Team.</li> <li>Standards shown by Y6 pupils with the SAFE project (linked to police) are always showcased in the cluster.</li> <li>A new “Friends of Sikusi” group decides upon links with our partner school in Uganda. As a result of this link pupils in all classes recognise their global responsibilities and the contrasts between their lives and those in Africa.</li> <li>Strong links exist between Y5 and Craig y Parc Special School. Children show advanced skills in tolerance and the appreciation of disability issues.</li> <li>Pupils in Year 6 study global citizenship and Fair trade and recognise their place in society. School council elections also develop the understanding of democracy and personal choice.</li> <li>Their understanding of how these communities work has broadened their horizons and aspirations.</li> <li>School Council operates well and commented on by Estyn.</li> </ul>	<p>School Committees Prefects and Playground Leaders SEAL Collective Worship Links with the community Global Links with Ugandan School Leadership highlighted in KQ 3 Cluster worker reports. Community Links folder.</p>	<p>Evaluate links with community.</p> <p>Develop the role of School Council to impact on T+L. (Has started e.g. marking, but could develop further.)</p>

<b>Quality Indicator: 1.2.4 Wellbeing - social and life skills</b>		
<ul style="list-style-type: none"> <li>Pupils have well developed social skills and resolve differences well. Most pupils are able to be independent learners and to reflect on their own learning.</li> <li>Very good attitudes are held with respect to inclusion and equality. Integration of SEN classes benefits both parties. Mainstream children have very positive attitudes towards children with needs.</li> <li>Through AfL strategies of self and peer assessment, pupils recognise that that learning is a series of steps. They monitor their progress and devise their own targets as a means of reaching their own goals.</li> <li>Nearly all pupils leave school with the confidence and basic skills to develop their learning further. The Head of Year 7 has commented extremely positively on the self-confidence of our pupils at transition.</li> </ul>	Pupil questionnaire summary School Ethos Mission, Vision & Aims, School prospectus PSE leader file Provision highlighted in KQ2 and KQ3	Exemplify good standards of PSE.  Develop Philosophy for Children with local comprehensive.
<b>Significant Strengths</b>		
<ul style="list-style-type: none"> <li>Links to community with Special School and older generations. Also safety awareness with Road Safety and strong links with Uganda.</li> <li>Inclusion of own and external pupils.</li> <li>Attitudes to Learning across school and behaviour were regarded as exemplary by Estyn</li> <li>PSWD levels in Year 2 are generally high and O6 scores are above Welsh levels.</li> </ul>		
<b>Ways Forward for 201-2015 SIP</b>	<b>Ways Forward for 2015-2016 SIP</b>	<b>Ways Forward for 2016-2017 SIP</b>
<ul style="list-style-type: none"> <li>Maintain attendance standards above 95%</li> <li>Assess standards in FPh PSE – have standards been maintained?</li> <li>Monitor pupil and staff welfare as part of Healthy School Award 4</li> </ul>	<ul style="list-style-type: none"> <li>Attendance in top two quartiles.</li> <li>Healthy Schools L4 Award given.</li> <li>Standards of behaviour are maintained as excellent.</li> <li>Eco School achieved for second time</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Schools L5</li> <li>Attendance in upper quartiles.</li> <li>Standards maintained</li> </ul>
<b>Key Question 2 - How good is provision?</b>		
<b>Quality Indicator: 2.1.1 Learning experiences - meeting the needs of learners and employers/community</b>		
<ul style="list-style-type: none"> <li>All areas of 2.1.1 were deemed good by Inspectors.</li> <li>Standards in numeracy and literacy need to improve and thus Big Maths is to be introduced to develop mental skills and an increased focus on group and guided reading and comprehension skills.</li> <li>The school has fully reorganised the curriculum in KS2 to enable two year planning around a theme linked to subject and key skills – both mapped across school. This has been successful in ensuring continuity and progression in all subject skills and in raising standards of planning and assessment. Class restructuring means that year groups are placed in four separate phases to avoid duplication</li> <li>Fully revised skill based curriculum now in place and use of Literacy and numeracy frameworks, ensure clearly differentiated and progressive learning. This is having a direct impact on standards. However, there is a need to revise in line with new orders and to look at a variety of options.</li> <li>The reorganisation of the Nursery has meant that provision is now good, as identified by LEA.</li> <li>The school has a clear class setting policy to try to reduce the impact on learning of mixed age classes. All classes are mixed ability and no subject setting takes place.</li> <li>We believe, and pupil feedback shows, that we have a vibrant curriculum in KS2 and the Foundation Phase. The</li> </ul>	Planning Files Pupils' and Parents' questionnaires Governor's Reports FP & KS2 curriculum plans, schemes of work Parent Newsletters, Catch up and Cumbrian Reading literacy programmes	Review and redesign curriculum in line with LNF and new orders.  Purchase Cornerstones  Further develop new Subject Leader reports and MER cycle to ensure provision across curriculum and school.  Continued focus on Maths with use of Big Maths

<p>principles of FP have been adapted through to Year 2. The use of visits, outside speakers and the local area make learning more interesting. Developments in school environment add to this.</p> <ul style="list-style-type: none"> <li>• Timetables are carefully planned so that withdrawal groups have a minimal impact on overall learning. Extra provision is having a very positive impact on numeracy and literacy skills as seen in Incerts reports and standards in class.</li> <li>• The integration of pupils with Special Needs inspires confidence and benefits the learning of all pupils.</li> <li>• Robust monitoring is now in place to ensure that Subject Leaders monitor all subjects and areas of learning. Range and progression are at the forefront. Timetable for monitoring in place across school. Subject leaders have had training and are more aware of role.</li> <li>• Very good transition links exist with Bryncelynog Secondary School. Pupils spend time visiting before and effective dialogue takes place between KS2 and KS3 teachers. Increased time has been given to moderation with the KS3 this year. Over 10 transition events are planned and PLC set up with secondary colleagues to look at MAT pupils. Maths teacher from KS3 now teaches in Y6 each week.</li> <li>• Nearly all pupils who require additional support make very good progress and the majority leave KS2 at the required level. Where they do not, effective strategies are in place to ensure that individual targets are fully met. SEN links have been established with LSAs from KS3 working with Yr6 pupils.</li> <li>• KS3 teacher teaches Maths each week in Y6 class with good standards achieved. The introduction of Abacus Maths could be attributed to gains in Y3 and Y5 last year.</li> <li>• Pupils in FPhase are challenged with well created continuous and enhanced provision.</li> </ul>	<p>Numeracy groups FPSO reports INCERTS and SIMS reports</p>	<p>Continued focus on reading to raise LNF scores.</p> <p>NACE Award to be obtained/ assessed.</p>
<p><b>Quality Indicator: 2.1.2 Learning experiences - provision for skills</b></p>		
<ul style="list-style-type: none"> <li>• Standards in reading and numeracy need to improve as assessed by national testing . There is a need to ensure that both skills are taught progressively each day.</li> <li>• Good opportunities are given to pupils to develop good skills in literacy, numeracy and ICT through planning. They are also starting to develop the use of thinking skills and social interaction. Effective links between teachers and LSAs for impact of withdrawal groups on class work.</li> <li>• New planning format has a strong focus on LNF across curriculum and other skills. All staff plan using the LNF guidelines and Maths and English Schemes are in line with proposed examples from WAG.</li> <li>• The school has started to monitor the progression of LNF. These are mapped carefully across each phase of learning and interwoven into each subject. Reports in 2014 commented on LNF skills in two areas.</li> <li>• A skills based curriculum has been developed in Maesybryn and a great deal of time is spent on monitoring the progression in skills across subjects and year groups. PLCs for each area of learning have been established in the school this year to ensure progression in the framework skills and this is having a direct impact on standards. The use in classes of the Skills Caterpillar and KWL grids is excellent. All skills are planned across the whole primary setting.</li> <li>• Use of Incerts and new assessment regime ensures robustness in provision.</li> <li>• Where pupils struggle with literacy or numeracy, provision is made through small groups overseen by the subject leaders for English and Maths.</li> <li>• In all lessons, a strong emphasis is placed on literacy and numeracy.</li> <li>• Recent LEA projects to target reading and mental calculation have been adopted by the school.</li> <li>• The Curriculum has now been reorganised and Schemes and policies have been rewritten in line with this. Incerts assessment package has enabled closer tracking and improved planning for skills in all subjects. We are currently developing a tracking system for LNF.</li> <li>• Strong system of volunteers to increase pupil reading opportunities.</li> </ul>	<p>Standards highlighted in KQ1 Planning Files Skills policy Classroom activities and display.</p>	<p>Assessment of skills to ensure continuity and progression is planned into all teacher planning.</p> <p>Big Maths and Guided reading</p> <p>LNF implementation through tracking. Support from NSP partner.</p> <p>Whole school focus on writing across the curriculum. And mental maths.</p>

<b>Quality Indicator: 2.1.3 Learning experiences - Welsh language provision and the Welsh dimension</b>		
<ul style="list-style-type: none"> <li>• The use of incidental Welsh is a strong feature of the teaching of several staff and pupils make a great deal of progress with their Welsh language. Careful use of PPA cover ensures that an oracy teacher visits our eldest pupils each week. School funding has enabled this to continue.</li> <li>• The Foundation Phase has grasped the Bilingualism aspect well and teachers, support staff and pupils use the language as soon as they start school.</li> <li>• The Welsh dimension is fostered well with curriculum links, visits, Eisteddfod, visits to Llangrannog and membership of Urdd. All curriculum areas actively embrace Cwricwlwm Cymreig in new schemes and policies.</li> <li>• There is a need to ensure the pupils use Welsh freely and not just in lessons.</li> <li>• Many pupils have taken part in the Urdd Eisteddfod, with several representing the school at a national level.</li> <li>• All teachers ensure that pupils in KS2 have the required 90minutes of Welsh each week.</li> <li>• Access to Welsh courses (teachers and LSAs) including Geriau Bach (Trinity College) foundation degree ensures good provision for all pupils from well trained staff.</li> <li>• Athro Bro reports are very positive. There is a need to moderate more carefully as results do not match standards.</li> <li>• A range of after school clubs for FPhase and KS2 to develop language.</li> </ul>	Standards in KQ1 FP & KS2 curriculum plans, Policy support from Athron Bro Co-ordinator's file Bilingual signage	Opportunities for pupils to use Welsh inside and outside classroom independently.  Moderate work more closely with Athro Bro to ensure accuracy and more realistic levels.
<b>Quality Indicator: 2.1.4 Learning Experiences – Education for Sustainable Development and Global Citizenship</b>		
<ul style="list-style-type: none"> <li>• The school has obtained the Eco School Green Flag Award and major developments have taken place with regard to environmental education. The impact of Forest Schools and other activities can be seen in greater enthusiasm towards learning and positive effects on boys, for instance.</li> <li>• Strong links now exist with a school in Africa with the Head teacher visiting us. As a result, most pupils have a very keen interest in global citizenship and world issues such as charity and Fairtrade.</li> <li>• The Eco School committee has addressed sustainability issues such as recycling and energy management this year. They organised a very successful Eco Week and spoke with great maturity to outside assessors.</li> <li>• Future areas include a walking bus, safe cycle routes and allotments. A Need to link work in school with impact on World.</li> <li>• The School Council is a very active body and was involved in the appointment of the Head teacher. They have a delegated budget of £360 and spent this on improving the playground. Eco committee created and robust. Playground Pals scheme fully developed. A separate Sikusi group operates to maintain the links with Uganda.</li> </ul>	ESDGC Audit ESDGC File Fair Trade File Forest Schools activities  School Council / Eco Club minutes Eco School certificates Healthy Schools Leaf 4 Opportunities for recycling Planning Links with Uganda	Eco School Flag reassessment is due next year, is all still in place.  Further focus on Fair trade with links to Mbale.  Pupils to understand the link between recycling here and impact on World
<b>Significant Strengths</b> Links with Mbale are very strong and sustained with regular British Council visits and new curriculum. Eco Schools developments are very good especially with Forest School approach. ESDGC is a strength of the school.		

<b>Ways Forward for 2014-2015 SIP</b> <ul style="list-style-type: none"> <li>Review Numeracy and Literacy schemes and policies in line with new curriculum (SIG4).</li> <li>International links extended and MFL introduced</li> <li>Rich tasks used as an assessment tool. Purchase of Building Blocks</li> <li>Audit and develop a new curriculum in line with LNF and proposed changes (SIG4). Purchase Cornerstones.</li> </ul>	<b>Ways Forward for 2015-2016 SIP</b> <ul style="list-style-type: none"> <li>New curriculum introduced for Maths and English.</li> <li>New thematic scheme for all other subjects linked to LNF is in place and leading to quality work.</li> <li>Nace and Eco School awards gained.</li> </ul>	<b>Ways Forward for 2016-2017 SIP</b> <ul style="list-style-type: none"> <li>Has new curriculum led to higher standards in Literacy and numeracy across curriculum?</li> <li>Extend the use of ICT further with greater links to tablets and increased use of internet.</li> <li>Have targets in Welsh been achieved and is new curriculum being used consistently?</li> </ul>
<b>Quality Indicator: 2.2.1 Teaching</b> - range and quality of teaching approaches		
<ul style="list-style-type: none"> <li>During class observations in 2014, all teaching was judged to be good or better with a significant minority (25%) being excellent. Estyn found all teaching to be Good. Consortium monitoring matched HT monitoring</li> <li>Teachers use an increasingly varied range of strategies that mix individual, paired and group work. Different learning styles are catered for and learning objectives and success criteria are used throughout. AfL strategies are now fully included e.g. Learning journals and reflective logs. These are progressive to ensure a variety are taught across school as evidenced in AfL strategy grid and ARR policy. This has impacted positively on planning. However need to ensure consistency remains an issue and staff now have teaching continuums and are videoing lessons to self-assessment</li> <li>Planning has been reorganised to ensure that LNF skills are adequately provided for within all lessons. Learning is now based on a thematic approach in KS2. Carefully tracked by assessment package. This has also increased the quality of differentiation in all lessons.</li> <li>Teachers in the Foundation Phase fully address the seven areas of learning in lessons and make good use of additional practitioners. They increasingly use the outdoor environment to enhance learning and ensure that bilingualism is positively used. Forest School Training has recently taken place. KS2 plan under the seven headings.</li> <li>Whiteboards in every class and portable laptops ensure effective use of ICT and a variety of teaching strategies.</li> <li>Teachers and support staff foster excellent relationships with pupils and this leads to good behaviour and attitudes to learning.</li> <li>Staff confidence in teaching Welsh is high and many opportunities are used to develop the language. Role of Deputy Head teacher is very impressive in this respect.</li> </ul>	Job descriptions Staff CPD records Examples of medium & short-term plans Schemes of work Lesson observations Subject Leader files Standards in KQ1 Staff Handbook	Share excellent practice across school. Use of Continuum and self-assessment. Expand Forest Schools into KS2. Teaching of LNF as a focus.
<b>Quality Indicator: 2.2.2 Teaching</b> - assessment of and for learning		
<ul style="list-style-type: none"> <li>The use of Incerts as an assessment package and SIMS Assessment Manager means that pupils are tracked and assessed in all subject areas with planning building on subject skills.</li> <li>The school has a wide range of strategies but needs to create consistency. Good practice needs to be shared and used throughout the school to ensure effectiveness. The recent introduction of assessment logs in the Foundation Phase has made AfL far more robust. Robust system now in place. New commercial package in operation and reflective journals in KS2</li> <li>Consistent implementation of AfL at KS2 is needed (Estyn).</li> <li>Training in assessment strategies has taken place and all staff are developing these in the classroom. This will ensure good assessment for learning in the school. Evidenced in recent class observations.</li> <li>Marking and feedback to pupils has improved considerably after new policy and emphasis on positive feedback. Effective Feedback strategy now in place.</li> <li>Teachers use testing and moderation of work to effectively assess progress in reading, writing and numeracy.</li> </ul>	Policies Data Analysis: Planning Files Portfolios Pupils' Reports IEPs and reviews Standards in KQ1 Baseline Assessment NFER scores CATS tests Teaching talking Yearly target	Continue effective use of Inserts to lead to better planning. Decision on how to track and report on LNF. Monitor impact of Effective Feedback strategy. Consistency and impact. Yr2 portfolio and moderation of work to be

<ul style="list-style-type: none"> <li>• Pupils assess their own work and feed back to their peers. Children using this in all classes.</li> <li>• A wide range of assessment tools are used and planned in a detailed timetable. Now in place and being used.</li> <li>• The school is updating tracking procedures although they are used well to inform target setting and extra provision. Inserts in place. HT now using SIMS as a whole school summary tracker.</li> <li>• Tracking LNF remains an issue due to lack of guidance from WAG and Incerts.</li> <li>• The school has introduced new LEA reading and numeracy assessments to aid planning and recording.</li> <li>• At Yr2 and Yr6 there are robust portfolios for individual assessment and these are moderated within school and within our cluster. A big improvement this year in consistency. LEA advisors are supportive and rate it well. Need to work with SIG group to moderate LNF standards.</li> <li>• Reports to parents are clear and linked to learning outcomes and skills. They provide useful targets. Parents and pupils are encouraged to make comments and these are kept in school. LNF reported on.</li> <li>• ALN pupils are reviewed each year and IEPs are well written and targets are clear and appropriate to the needs of the child.</li> </ul>	setting End of Key Stage Assessment Core Data LEA Comparative data IEP Tracking sheets FP observations Incerts reports.	embedded through SIG group.  MER of AfL  Develop clear and effective Maths assessment.
<b>Significant Strengths</b> Consistency of teaching across the school shows significant improvements on recent years.. Use of Incerts is having a positive impact on planning of subject skills. Planning has a strong focus on key skills and LNF. Assessment and review of ALN pupils is very good.		
<b>Ways Forward for 2014-2015 SIP</b> <ul style="list-style-type: none"> <li>• Ensure that standards of teaching in at least 25% of classes are “Excellent”</li> <li>• How effective is the teaching of Numeracy and Literacy Framework?</li> <li>• Trial effective use of tablets for assessment PLC group</li> <li>• Peer and self assessment used to improve teaching (SIG3)</li> <li>• Effectively track and report on LNF.</li> </ul>	<b>Ways Forward for 2015-2016 SIP</b> <ul style="list-style-type: none"> <li>• Excellent teaching seen in majority of classes linked to self assessment tool.</li> <li>• Assessment in line with LNF criteria in all classes and tracked effectively.</li> <li>• Moderation of new end of phase levels linked to work in SIG group.</li> <li>• Baseline introduced that is accurate.</li> </ul>	<b>Ways Forward for 2016-2017 SIP</b> <ul style="list-style-type: none"> <li>• Use of paired teaching to self-assess.</li> <li>• Consistency in curriculum use and teaching standards seen in all classes.</li> <li>• Effective assessment leads to high standards in each area across school but focus on literacy and numeracy.</li> <li>• Curriculum audited as good by outside assessors.</li> </ul>
<b>Quality Indicator: 2.3.1 Care, support and guidance - health and wellbeing including spiritual, moral, social and cultural development</b>		
<ul style="list-style-type: none"> <li>• Estyn regarded this area as a strength.</li> <li>• The school has developed a new PSE policy to ensure better provision. New PSE policy and scheme in use. Received well. Staff trained in Wellbeing in FPh. Linked to SEAL</li> <li>• SER policy completely revised and viewed as very good by Healthy Schools Assessors and Public Health.</li> <li>• Good First Aid provision is in place and a timetable for Child Protection training is in place for all staff, SMT and Governors.</li> <li>• Clear policies exist for promoting good behaviour and standards are high. The school prospectus gives clear guidance on discipline and the range of sanctions.</li> <li>• The school is fully involved in the PESS initiative, Healthy Schools, Eco Schools and links to the E3 funding in the Secondary school. Standards of PE and PSE are very good, as a result.</li> <li>• The spiritual development of pupils is well met. Daily acts of collective worship take place for KS2 and Foundation Phase. Stories and prayers are linked fully to SEAL topics and the PSE curriculum.</li> </ul>	Annual Gov.' Report to Parents Healthy Schools Award 2 Prefects Collective Worship PSE & SEAL Parent Questionnaire Relevant school policies	Embed ELSA programme and use of vulnerability scoring.

<ul style="list-style-type: none"> <li>• Use is made of outside speakers and lay preachers and a strong link exists with the Salvation Army.</li> <li>• Pupil's identity of being Welsh is developed at every opportunity and our links with the school in Mbale, Uganda have developed their awareness of identity further.</li> <li>• The school achieved the Healthy Schools Award 3 in September 2013. New targets are in place for the fourth assessment in September 2016.</li> <li>• The comprehensive PSE curriculum and SEAL assemblies help develop a strong moral code of fairness and tolerance, as shown to pupils with a range of disabilities.</li> <li>• All pupils are encouraged to celebrate their Welsh cultural identity but to also be positive towards the cultural identity of others within the school, for example our Norwegian family.</li> </ul>	<p>Extra-Curricular / Sports/ Out of School Activities ESDGC audit School Council / Eco Council Home School Agreement Celebration assembly- 'Seren y Wythnos'</p> <p>Behaviour Incentives Eye to Eye Counsellor Attendance letter to Parents ELSA Programme</p>	
<p><b>Quality Indicator: 2.3.2 Care, support and guidance - specialist services, information and guidance</b></p>		
<ul style="list-style-type: none"> <li>• Full use is made of specialist services. Strong links exist with Educational Psychologists; great deal of support is given to pupils and parents who require additional help. Recent use of Eye to Eye counselling for bereavement and for transition to KS3.</li> <li>• Large investment with PDG to develop ELSA linked to vulnerability scoring.</li> <li>• Cluster manages SENSE budget of £110k to make SEN provision more localised with a focus on groups of children as well as individuals. Increased levels of provision seen and recent audit showed all children with support received correct interventions (LEA report to Cabinet)</li> <li>• The school has an open door policy and regular contact is made with parents.</li> <li>• When outside involvement is sought, parents are always consulted and given extensive advice. The school is a happy place where pupils feel secure.</li> <li>• Speech and Language Therapists and Occupational therapists who all work in the school with a variety of pupils. Programmes given are carefully provided and SEN support is sought at all times.</li> <li>• Close contact is maintained with Social Services and all conferences and core meetings are attended. Several children referred in recent months.</li> <li>• We believe that this is a very positive feature of the school and Estyn agreed.</li> </ul>	<p>ALN / Specialist Services ALN reviews- SEN files Eye to Eye Counsellor Support from external agencies including: LAC, educational psychologist, speech therapy, hearing and visually impaired support, social services</p>	<p>Continue good practice and assess link from ELSA support to attitudes to learning and standards.</p>
<p><b>Quality Indicator: 2.3.3 Care, support and guidance - safeguarding arrangements</b></p>		
<ul style="list-style-type: none"> <li>• No cause for concerns with Estyn and a green line of enquiry.</li> <li>• A clear policy exists for reporting concerns and this is published around the school and made clear in induction.</li> <li>• The Head teacher is the nominated CP officer and has received Advanced Level training, Level 3 training and training in conference attendance. A timetable exists for other staff to be trained. The Governor responsible for CP issues takes a keen interest and is fully trained for her role. Asst Heads to be fully trained in November.</li> <li>• The Deputy Head teacher effectively supports the Head teacher in his absence in all CP issues.</li> </ul>	<p>Appropriate policies &amp; related documentation CRB Records Child Protection Files Child Protection</p>	<p>Maintain standards.</p>

<ul style="list-style-type: none"> <li>• The Head teacher attends all case conferences and reviews to ensure that school is fully informed.</li> <li>• All staff on appointment have enhanced DBS checks which are held by the HR department of RCT.</li> <li>• DBS checks are conducted on all volunteers and supply staff.</li> <li>• Several issues of CP have been dealt with by school and two referrals were made by us in the last twelve months. All procedures were followed carefully and in line with AWCPP</li> <li>• Child Protection procedures and are robust and staff are adequately trained. All staff were trained to Level 1 in December 2013. DHT – L2 and HT – L3. Governors are trained.</li> <li>• All members of staff are trained First Aiders with training conducted by St John’s Ambulance. Pupils in Y6 are also instructed in basic first aid as part of their “Outdoor Award”.</li> </ul>	<p>information Posters SENCO/Governor Meetings</p>	
<p><b>Quality Indicator: 2.3.4 Care, support and guidance - additional learning needs</b></p>		
<ul style="list-style-type: none"> <li>• The school prides itself on the provision given to those children with additional learning needs. Identification is carried out quickly and IEPs and strategies put in place at an early stage.</li> <li>• Nearly all pupils in mainstream classes at Y2 and Y6 achieve expected levels (O5 and L4) with a significant minority making 3 levels of progress.</li> <li>• Pupils in LRB classes make expected gains. One Y6 pupil achieved L4 in English last year from a KS1 L1.</li> <li>• Reviews for all identified children take place annually and outside agencies are invited to provide as much input as possible.</li> <li>• The SENco is very experienced and is supported by the two TLR holders in monitoring standards of support.</li> <li>• Pupils within the two Special Classes are very well cared for and parents and other professionals comment often on the positive effect they have on the children.</li> <li>• The school has a well established system of integration for these pupils into the mainstream and this represents excellent practice.</li> <li>• The school has received training for More Able and Talented pupils and they are now identified and catered for with clear differentiation for their needs.</li> <li>• Maths and language groups operate very well with good communication with class teachers.</li> <li>• Children make good progress and many are removed from SEN register.</li> <li>• School aims for the NACE award in 2015.</li> </ul>	<p>Registers of ALN &amp; MAT Relevant policies Planning Files IEPs and reviews Eye to Eye Counsellor KQ 1.1.3 &amp; 2.1.1 KQ Leadership in 3.4.1 ALN link governor SEN files External visits e.g. by LA advisers, Ed. Psychologist <b>WAG Core Aim 3</b></p>	<p>NACE award for Mat pupils.  Ensure B Squared assessment used effectively and progress monitored.  How can we track small steps along LNF continuum?</p>
<p><b>Strengths:</b> Provision for pupils with Special Education Needs. The school is a fully inclusive school. Clear Safeguarding arrangements and a track record of referrals and active participation in the AWCPP procedures. Use of SEAL to enhance the moral and spiritual development of pupils. Very effective SRE policy and scheme Wellbeing provision in Foundation Phase.</p>		
<p><b>Ways Forward for 2014-2015 SIP</b></p> <ul style="list-style-type: none"> <li>• Ensure that effective links with outside agencies are maintained.</li> <li>• Assess impact of LNF schemes on SEN progress. Use of Routes to Learning for some pupils.</li> <li>• How many pupils in KS2 and Y2 make two level and three level gains on original baselines?</li> <li>• Effective implementation of change of KS2 LRB to CDC class.</li> </ul>	<p><b>Ways Forward for 2015-2016 SIP</b></p> <ul style="list-style-type: none"> <li>• Monitor effect of ELSA programme on pupil attitudes to learning and vulnerability scores.</li> <li>• NACE Award</li> <li>• Impact on KS2 LRB of purely CDC children. Establish good links to SALT service for support.</li> </ul>	<p><b>Ways Forward for 2016-2017 SIP</b></p> <ul style="list-style-type: none"> <li>• Healthy School Award 4.</li> <li>• Progress of new CDC children at KS2 to be closely assessed</li> <li>• Revisit RE, PSWCD and PSE curriculum in line with new curriculum</li> </ul>

<b>Quality Indicator: 2.4.1 Learning environment - ethos, equality and diversity</b>				
<ul style="list-style-type: none"> <li>• Clear policies exist for equality of provision and we actively promote positive values about sexual, racial, disability and religious tolerance and understanding. School recently recognised as "Gender Aware" by Chwarae Teg.</li> <li>• Girls and boys have equal access to all areas of the curriculum and after school activities. There is a minimal gender gap within the school in mainstream except at higher levels and integration and inclusion are strong features of the school.</li> <li>• Links with Africa and charity work by pupils have raised the profile of racial tolerance even further.</li> <li>• The building is fully accessible to all children and adults with any form of physical disability.</li> <li>• Equality and Diversity Plan implemented.</li> </ul>		Policies and procedures Positive Behaviour Management Diversity and Equality plan Access plan	Check gender link with standards, especially PSWCD in Y2 and Maths in Y6	
<b>Quality Indicator: 2.4.2 Learning environment - physical environment</b>				
<ul style="list-style-type: none"> <li>• The school is fully staffed by appropriately qualified teachers and support staff. Ratios are maintained within the Foundation Phase and no class has more than 30 pupils.</li> <li>• The main building is well kept and recently modernised but the outside buildings need replacing to ensure provision for 21<sup>st</sup> Century education.</li> <li>• The school is cramped and in need of a proposed extension which would increase capacity. The school hall is too small for the school population.</li> <li>• The school is fully resourced with ICT and other infrastructure including 100mb internet and ipads. Currently, a lot of emphasis has been on developing the outside environment with allotments, woodland areas and a willow garden to improve standards in ESDGC.</li> <li>• The school is cleaned and maintained to a high standard and all recent reports and audits have been good or better.</li> <li>• Resources are now used in a more efficient way with relocation of SEN classes to mainstream areas and the creation of an integrated Nursery in the existing SEN block for 60 children.</li> </ul>		School Plans Health and Safety files Fire Risk Assessments Forest School activities F.P. planning Leadership in KQ 3.4.1	Lobby for extension.  Monitor the quality of environment with school council.	
<b>Significant Strengths</b> Modern building for majority of pupils with good ICT resources. Outdoor environment is a very positive feature of school Nursery and F Phase provision and environment.				
<b>Ways Forward for 2014-2015 SIP</b>	<b>Ways Forward for 2015-2016 SIP</b>	<b>Ways Forward for 2016-2017 SIP</b>		
<ul style="list-style-type: none"> <li>• Audit building stock and plan for further development with LEA</li> </ul>	<ul style="list-style-type: none"> <li>• Manage reduction to 50% nursery.</li> <li>• ICT stock audited and updated in line with needs.</li> <li>• Planning for works to reception area, playground and car park areas.</li> <li>• Explore issue of hall.</li> </ul>	<ul style="list-style-type: none"> <li>• As determined by building review and budget.</li> </ul>		
<b>KEY QUESTION 3: How good are leadership and management?</b>				
<b>Quality Indicator: 3.1.1 Leadership - strategic direction and the impact of leadership</b>				
<ul style="list-style-type: none"> <li>• A strong feature of school in Estyn report.</li> <li>• The Head teacher and Senior Management Team have high expectations and challenge all staff to raise standards and ensure all pupils make good progress.</li> </ul>		SDP Self eval Staff roles &		

<ul style="list-style-type: none"> <li>• The Head teacher, governors and all staff share a clear vision and set of aims for the school. This is communicated through regular newsletters and the school website.</li> <li>• The leadership team is strong and is having a direct effect on all areas of the school. Major changes in curriculum, planning and school organisation have taken place in the last 36 months and this has been managed well.</li> <li>• Performance management and training ensure that high standards are expected and received from all staff. Targets are clearly linked to the School Improvement Plan (SIP).</li> <li>• Training has a clear impact on standards, such as the emphasis on critical thinking. This is evidenced in recent class monitoring.</li> <li>• The open policy of the SMT is replicated in staff working groups and in links with parents and other agencies.</li> <li>• The Deputy Head teacher and TLR holders ensure that new initiatives are implemented and monitored and this includes the work of support staff.</li> <li>• The impact in leadership can be seen in the positive comments of parents to recent changes in parent surveys and letters from parents of Y6 pupils. The school has a very good reputation in the community as a result of parent views.</li> <li>• Underperformance is identified early and addressed with appropriate support offered. Termly monitoring ensures all teachers challenge pupil progress.</li> <li>• Effective distributed leadership ensures that all staff are responsible for developments in the school.</li> <li>• The School Improvement Plan is a robust document that provides a clear plan for the next three years. This has been drawn up with the involvement of all stakeholders.</li> <li>• This document is drawn up in consultation with staff, parents and pupils. It is based on clear monitoring of standards.</li> <li>• The direction of the school is clear and all stakeholders are well aware of this through staff meetings, parent letters and Governor reports.</li> </ul>	responsibilities Co-ordinator files Governor reports Staff meeting minutes GB committee structure School vision statement See also Section 1.1.1 and Core Data analysis Current 3-year target setting for KS1 and 2 pupils PM arrangements and targets Staff roles & responsibilities Lesson observation file Target Setting processes	
<b>Quality Indicator: 3.1.2 Leadership - governors or other supervisory boards</b>		
<ul style="list-style-type: none"> <li>• The Governing Body is fully constituted and effective as a critical friend. They provide support to the school and challenge the Head teacher in a very professional way.</li> <li>• Use is made of an LEA self- review which is carried out every other year and meetings have a clear focus on the fundamental question, “How are our children doing and are they happy”.</li> <li>• New links have been developed with Areas of Learning as the focus and we hope to see greater involvement over the next few terms.</li> <li>• The few complaints that are received are dealt with promptly and professionally.</li> <li>• Most governors take part in relevant good quality training.</li> <li>• Governing Body is considered as very good by LEA and is used as an example of good practice across the authority and with Governors Wales.</li> </ul>	Governors’ Welcome Pack Governors’ Minutes Governor link reports Head teacher’s reports to governors Governors’ annual reports Target Setting	Strengthen links with Governors to specific areas of responsibility.  Gov. Body Bronze Award
<b>Significant Strengths</b> Experienced GB which takes a very professional interest in school. Most Governors are very experienced, especially the Chair and Vice-Chair. Estyn very positive about this. SMT works well as an effective unit. Regarded by LEA as very effective.		
<b>Ways Forward for 2014-2015 SDP</b> <ul style="list-style-type: none"> <li>• How effective is school in meeting national targets.</li> <li>• Develop the skills of SMT.</li> </ul>	<b>Ways Forward for 2015-2016 SIP</b> <ul style="list-style-type: none"> <li>• Governor self-audit.</li> <li>• Review responsibilities and function of SMT.</li> </ul>	<b>Ways Forward for 2016-2017 SIP</b> <ul style="list-style-type: none"> <li>• SER of school – full review of processes ahead of expected review/Estyn.</li> </ul>

<ul style="list-style-type: none"> <li>Governing body structure used more effectively.</li> </ul>			
<b>Quality Indicator: 3.2.1 Improving quality - self-evaluation, including listening to learners and others</b>			
<ul style="list-style-type: none"> <li>Considered very robust by Estyn.</li> <li>There have been several recent initiatives to ensure that there is effective self-evaluation. Subject Leaders have had training in listening to learners and effective moderation of standards.</li> <li>Subject Leaders each carry out a full review of their subject using the new subject leader forms and subject targets are part of the SIP.</li> <li>The school actively seeks the views of other stakeholders through interview and questionnaires.</li> <li>Good use is now made of data to ensure standards are as high as possible and to set targets for future development.</li> <li>The self evaluation process is now well established and uses a wide range of sources from all stakeholders.</li> <li>Greater use is made of pupil voice in a range of activities in the school as evidenced through pupil committees.</li> <li>The school has reviewed progress from the last inspection with all recommendations having been addressed with several complete.</li> <li>A culture of challenge is evident throughout the school.</li> </ul>		<p>Head Teacher Gov Reports Self-evaluation procedures Staff roles &amp; responsibilities INCERTS Subject leader files Questionnaire Summaries</p>	<p>Further develop statistical analysis by subject leaders. Target level progress.</p> <p>Use pupil surveys to greater effect.</p>
<b>Quality Indicator: 3.2.2 Improving quality - planning and securing improvement</b>			
<ul style="list-style-type: none"> <li>There is a three year School Improvement Plan which covers all aspects of school life. This was well received by Estyn</li> <li>The findings and outcomes of all forms of monitoring and data analysis have a direct impact on the SER and the School Improvement Plan.</li> <li>The SIP has a clear timetable for improvement and is reviewed and amended annually.</li> <li>Progress is communicated to the Governing Body twice every term.</li> <li>Data is used well by SMT, subject leaders and Governors. APR review by systems leader attended by full GB</li> <li>SIP is fully linked to SEG/WEG and PDG costed plan and SIG group plan to form one coherent document.</li> </ul>		<p>SDP Core Data analysis CPD KQ1 Recommendations from previous inspections summary</p>	
<b>Significant Strengths</b>			
<p>SER is based on a timetabled cycle of review and attention is placed firmly on data. PLC development has impacted directly on standards and increased staff understanding of process. Very effective Governing Body</p>			
<p><b>Ways Forward for 2013-2014 SIP</b></p> <ul style="list-style-type: none"> <li>Team and paired teaching to raise standards to "Excellent" across school.(SIG3)</li> <li>Review SER process to ensure it links to new initiatives such as revised Estyn orders and LNF.</li> </ul>	<p><b>Ways Forward for 2015-2016 SIP</b></p> <ul style="list-style-type: none"> <li>SER audited by external advisor – is it still fit for purpose?</li> <li>Are SIP and costed plan targets being met?</li> </ul>	<p><b>Ways Forward for 2016-2017 SIP</b></p> <ul style="list-style-type: none"> <li>Link to SER audit.</li> </ul>	
<b>Quality Indicator: 3.3.1 Partnership working - strategic partnerships</b>			
<ul style="list-style-type: none"> <li>The school has good partnerships in place with the cluster and with the Local Authority. The Head teacher takes an active role in LEA groups including the Schools Budget Forum.</li> <li>The school fully engages with local authority strategic planning and with South Wales Central Consortium.</li> <li>The SIP reflects local priorities for reading, writing and maths.</li> </ul>		<p>Parent questionnaires Home / School contract</p>	<p>Develop ICT links to parents further with use of Hwb</p>

<ul style="list-style-type: none"> <li>• The school is a key link in the LA reading partnership with the cluster reading champion a member of staff here.</li> <li>• Links with parents are good, blog is popular but communication using VLE or Parent Mail needs to be considered.</li> <li>• Good links with local teacher training and support staff training providers.</li> <li>• Health service and Social services links develop joint working practices e.g. Local Safeguarding Board prioritises training based on school needs.</li> <li>• School implements WAG Literacy/Numeracy framework and has taken part in consultation.</li> <li>• PESS linked into school planning and school part of pilot for multi-skilled approach to games teaching and Physical Literacy/Numeracy.</li> <li>• KS3 staff report that pupils settle quickly and that clear assessment and pastoral records allow for smooth induction into the next phase of learning.</li> <li>• Links have been made with other schools in the WAG family to address issues of moderation and assessment at the end of KS2.</li> <li>• The school has close links with local businesses and uses the Volunteer Scheme operated by Swalec to enhance the fabric of the school. Links with EBP, Tesco and Techniquet have improved provision and standards.</li> <li>• The school embraces national priorities such as Appetite for Life and the Foundation Phase along with local initiatives such as the recent numeracy and literacy training. The school is developing a clear direction and plan within the School Effectiveness Framework and we embrace this whole heartedly.</li> <li>• The school performs well with regard to national priority areas and our direction is in line with the LEA “Fframwaith” plan.</li> </ul>	<p>Discussion with parents Newsletters Seren y Dydd/ Seren a Wythnos Attendance certificates Partnership with Teacher Training Links with Careers Wales, providing work experience for secondary pupils and teacher work placements. Files: EWO, Social Services, SplD support</p>	
<b>Quality Indicator: 3.3.2 Partnership working - joint planning, resourcing and quality assurance</b>		
<ul style="list-style-type: none"> <li>• Close links have developed with the Community cluster worker and stronger links with the community are now in place.</li> <li>• PLCs are being created within the cluster and within the school and extended to SIG group</li> <li>• The school engages well with the local authority to plan for the future, however, there is a need to address the under capacity of the school.</li> <li>• The school has been lucky to receive two community awards totalling £5900 from its joint working.</li> <li>• Cluster teachers moderate work and common portfolios exist, however, there needs to be consistency across the schools in what is collected and assessed. This has been addressed.</li> <li>• PLCs have been created throughout the school and within the cluster using SEG money.</li> <li>• Training is well funded and extensive. Use is made of the SEG, WEG and PDG fund, the school budget and the expertise of staff within the school. Training is reviewed annually for its impact on standards and this is included in the SIP report. New SEG and WEG grants are understood and clear plans exist to ensure this addresses the three key areas of SEF. Monitoring processes are in place to assess impact on standards.</li> <li>• Links are made with other schools in the cluster and the Taff Valley Foundation Phase link group. The Head teacher is a PHIP mentor and the Deputy has developed a PLC with fellow Y6 teachers in the cluster to moderate standards.</li> <li>• Links with schools through family of schools, South Wales baseline and Heads group.</li> <li>• PLCs created and operating within the cluster for MAT children, numeracy, literacy and KS2/3 moderation.</li> <li>• Other PLCs are planned and funded through SEG for writing, skills, PSE and moderation of work at the end of KS1.</li> <li>• Cluster manages SENSE budget for SA+ pupils.</li> <li>• Good links with Bryncelynog Comprehensive and Little Stars pre nursery.</li> </ul>	<p>Minutes from Multiagency meetings SENCO File Child Protection File Transition Plans Core Data Analysis Multi Agency Report File/Links</p>	<p>Assess impact on standards of the PLC projects.</p>
<b>Significant Strengths</b>		

Community links through cluster worker PLC development with other agencies Parent links. Links to other strategic partners e.g LEA and SIG		
<b>Ways Forward for 2014-2015 SIP</b> <ul style="list-style-type: none"> <li>SIG group project on numeracy</li> <li>Cluster HwB project.</li> </ul>	<b>Ways Forward for 2015-2016 SIP</b> <ul style="list-style-type: none"> <li>SIG group maintained and impact seen on T+L</li> </ul>	<b>Ways Forward for 2016-2017 SIP</b> <ul style="list-style-type: none"> <li>Maintain good links to a range of other bodies.</li> </ul>
<b>Quality Indicator: 3.4.1 Resource management - management of staff and resources</b>		
<ul style="list-style-type: none"> <li>The school is fully staffed and all teachers have PPA time each week. Leadership time is given as needed to address key issues such as monitoring.</li> <li>The school is well resourced for pupil learning and money has been spent on developing the outside areas.</li> <li>Strict financial management is in place with close scrutiny from the Governing Body, whose finance group meets twice a term.</li> <li>Spending priorities are clearly made in the SIP and priorities for spending are based on raising standards.</li> <li>SEG/WEG and PDG are used to good effect to ensure pupil progress.</li> <li>Staff are encouraged to take part in training and this budget is closely monitored too.</li> <li>Where possible the school applies for external funding such as the Lottery Fund and the PTA.</li> <li>The school buildings are satisfactory when taken as a whole but the high number of demountable buildings needs to be addressed with a proposed extension.</li> <li>PPA time is covered by qualified teachers in all statutory age classes and use of web based assessment package means that effectiveness of PPA time can be monitored.</li> <li>Rated as Good by Estyn and a strength.</li> </ul>		Relevant policies Finance file HTs reports to Governors School maintenance reports PM reports Staff appointment minutes. Standards highlighted in KQ1 Provision KQ2
<ul style="list-style-type: none"> <li>Space impact of additional numbers and lack of suitable classrooms.</li> <li>Age and state of repair of demountable buildings.</li> </ul>		
<b>Quality Indicator: 3.4.2 Resource management - value for money</b>		
<ul style="list-style-type: none"> <li>Pupils do well when compared locally and nationally and standards are high, when the impact of SEN units is taken into consideration.</li> <li>The school provides good value for money. Priorities are met and a small contingency is maintained.</li> <li>Estyn believe that “the school provides good value for money”</li> </ul>		SDP Budget Planning File Standards highlighted in KQ1 Provision highlighted in KQ2
<b>Significant Strengths</b> Use of outside area and recent movement of Nursery. Use of outside funds to enhance learning environment. Governing body monitoring of funds and impact. Deemed as a strength		
<b>Ways Forward for 2014-2015 SIP</b> <ul style="list-style-type: none"> <li>Dependant on building review but need to improve facilities in outside classrooms.</li> <li>Ensure 1% contingency.</li> <li>Manage reduction in Nursery provision for 2015.</li> </ul>	<b>Ways Forward for 2015-2016 SIP</b> <ul style="list-style-type: none"> <li>Has budget contingency been brought to 3% of formula?</li> </ul>	<b>Ways Forward for 2016-2017 SDP</b> <ul style="list-style-type: none"> <li>To be determined by LEA building audits and finance settlements.</li> </ul>

## Appendix

### Pupil numbers – growth/decline and mobility? ( excludes nursery and SEN classes)

	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	14/15
<b>School</b>	<b>234</b>	<b>242</b>	<b>264</b>	<b>270</b>	<b>295</b>	<b>288</b>	<b>333</b>	<b>331</b>
<b>Boys</b>	<b>120</b>	<b>128</b>	<b>131</b>	<b>128</b>	<b>145</b>	<b>139</b>	<b>164</b>	<b>169</b>
<b>Girls</b>	<b>114</b>	<b>114</b>	<b>133</b>	<b>142</b>	<b>150</b>	<b>149</b>	<b>169</b>	<b>161</b>
<b>% of boys in Y2 cohort</b>	<b>69</b>	<b>52</b>	<b>37</b>	<b>40</b>	<b>24</b>	<b>52</b>	<b>67</b>	<b>71</b>
<b>% of boys in Y6 cohort</b>	<b>42</b>	<b>50</b>	<b>51</b>	<b>41</b>	<b>66</b>	<b>48</b>	<b>40</b>	<b>48</b>

**The school has grown rapidly with numbers increasing by 74% since 2007/2008.**

**Note the large increase in boys in Y2 over the last few years and the increase over the last two in total numbers. This affects gender comparisons and data outcomes.**

**Nursery projections for the next two years indicate that this will continue.**

**There is little mobility between Nursery and the end of Foundation Phase except for pupils in the CDC class who usually enter in Reception and leave at the end of Year 2.**

**In the last two years, the trend has been for increased mobility into KS2. The 2012/32 Y6 cohort, for example, included 5 children( 11%) who had not been in the class in September 2013. All had some difficulties. This does not include those who enter our Complex Needs class. The trend is for this to include a high proportion of pupils of lower ability from local schools and Welsh Medium Education.**

**In addition, children within the Complex Needs class enter at Year 3 and leave in Year 6. Year cohorts vary. In 2011/2012 the figure was six (10.2%) whilst in 2012/13 there were no children in the Y6 cohort from this class. In 2013/14 this figure is 4 (9.5%) This class did not exist before 2007/8.**

## FSM

**% Pupils entitled to and receiving FSM – rolling 3 year average**

2008	2009	2010	2011	2012	2013	2014	2013 LA	2013 Wales
6.37	7.16	8.65	10.44	10.49	10.08	8.8	25.73	20.7

**There is a rising trend of FSM with the figure rising substantially since 2008.**

## SEN (awaiting national data)

	2010	2011	2012	2012 LA	2012 CSC	2012 Wales
% eligible for FSM	8.7	10.4	10.5	26.9	22.2	20.6
% School Action	11.7	13.0	9.8	20.3	18.6	15.6
% School Action Plus	8.3	7.8	10.9	7.8	7.1	9.0
% Statemented	0.8	0.7	0.7	0.3	1.0	1.8
% Mobility	-	-	-	N/A	N/A	N/A

**The school SEN figure stands at 23.9% which is lower than the LA average. However the number of pupils at SA+ or statemented is higher than LA averages due to mainstream and Special Class pupils. The percentage of Statements is lower than expected as most pupils in the LA classes are placed without a Statement in Primary school but all receive one on transfer to Key Stage 3. (current figures SA14.6%, SA+ 7.64, %, St 1.74)**

	SA	SA+	Statement	% of Cohort
Y2 Boys	9	4 (2)	0	43% (39%)
Y2 Girls	3	0	0	23%
Y2 Total	12	4 (2)	0	37% (34%)
Y6 Boys	4	2 (1)	2 (1)	44% (33%)
Y6 Girls	5	1	0	20.7%
Y6 Total	9	3	2	29.8%

**Figures in red are without SEN classes**

**In both cohorts there were large percentages of SEN pupils within mainstream. Nearly all of these achieved Level4**

### EAL numbers

In 2013/2014 there were two boys in Foundation Phase who were from Norway and two from Poland who had support from EAL support from RCT Access and Inclusion. A further three Tamil speakers did not receive support.

### Exclusions: temporary/permanent in last three years

**There has been one exclusion in the last three years and Behaviour Support have worked with several other children.**

### LAC

**In 2013/2014 there were no LAC children.**

### Pupil Attendance (awaiting data)

#### % Attendance

Year	2009-10	2010-11	2011-12	2012-13	2013-14	LEA (2012)	WALES(2012)
%	<b>94.3</b>	<b>93.8</b>	<b>94.3</b>	<b>94.2</b>	<b>95.6</b>		
Benchmark quartile	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>		

#### % Unauthorised Absence

2009-10	2010-11	2011-12	2012-13	2013-14	LEA (2012)	WALES(2012)
<b>1.4</b>	<b>0.9</b>	<b>0.5</b>	<b>0.6</b>	<b>0.8</b>	<b>0.8</b>	

The trend is upward with 95.6% attendance for this year and there is a downward trend in unauthorized from 1.4% to 0.8% due to more robust procedures and first day response.

## Gender Balance

### Number and Percentage of Boys and Girls in Cohort

(Percentages are each child in that group as a percentage of total cohort).

	June 2011		June 2012		June 2013		June 2014	
	Number	%	Number	%	Number	%	Number	%
<b>Y2 Boys</b>	<b>16</b>	<b>6.3</b>	<b>23</b>	<b>4.3</b>	<b>32</b>	<b>3.1</b>	<b>30</b>	<b>3.3</b>
<b>Y2 Girls</b>	<b>24</b>	<b>4.2</b>	<b>30</b>	<b>3.3</b>	<b>29</b>	<b>3.4</b>	<b>13</b>	<b>7.7</b>
<b>Y2 All</b>	<b>40</b>	<b>2.5</b>	<b>53</b>	<b>1.9</b>	<b>61</b>	<b>1.6</b>	<b>43</b>	<b>2.3</b>
<b>Y6 Boys</b>	<b>16</b>	<b>6.3</b>	<b>38</b>	<b>2.6</b>	<b>21</b>	<b>4.8</b>	<b>18</b>	<b>5.5</b>
<b>Y6 Girls</b>	<b>23</b>	<b>4.3</b>	<b>21</b>	<b>4.8</b>	<b>23</b>	<b>4.4</b>	<b>29</b>	<b>3.4</b>
<b>Y6 All</b>	<b>39</b>	<b>2.6</b>	<b>59</b>	<b>1.7</b>	<b>44</b>	<b>2.3</b>	<b>47</b>	<b>2.1</b>

The gender balance is mixed and varies each year. The effect varies, too. In 2014, girls outnumbered boys in Year 6 but three of these girls were on the SEN register and arrived at school after Christmas. In Foundation Phase a large percentage of the boys had specific difficulties and affected figures in this sector. In both LRB classes there were no girls in either Y2 or Y6.

In 2014/15 there is a large gender imbalance in Y2.

**FOUNDATION PHASE - YEAR 2 DATA**

**Tables showing historic performance. In 2012 Science replaced by PSWCD.**

**General Overview**

<b>English/LLC</b>	<b>Level 2+/Outcome 5+</b>					<b>Level 3+/Outcome 6+</b>				
	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
School	91.1	92.5	86.8	86.9	88.37	33.3	25	18.9	22.95	27.9
School (ex. Unit)	95.2		93.88	92.3	90.24	35.7		20.4	24.6	29.2
LA	80.7	81.6	80.94	83.25	82.89	19.3	22.2	21.28	24.02	27.62
CSC	80.8	82.8	82.9		85.65	19.4	22.1	24.3		30.22
WAG Family	89.8	89.7	89.9	92.3	94.2	30.9	29.9	30.9	34.76	40.9
WALES	82.9	84.1	83.44	85.25	86.6	21.0	22.9	25.56	29.47	32.2

<b>Maths</b>	<b>Level 2+/Outcome 5+</b>					<b>Level 3+/Outcome 6+</b>				
	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
School	95.6	95	88.7	90.7	90.7	37.8	25	32.1	29.57	25.58
School (ex. Unit)	100		93.88	96.5	95.12	38.1		34.7	31.6	26.8
LA	85.5	84.8	84.01	85.85	86.1	21.1	22.6	21.39	23.32	26.19
CSC	85.7	86.8	85.4	86.3	87.83	21.6	22.7	23.7	26.9	29.11
WAG Family	94.3	91.96	91.8	92.98	94.3	29.2	29.9	34.3	35.79	38.2
WALES	87.5	88.0	86.64	87.36	88.7	22.1	23.7	24.16	28.21	30.3

<b>Science/ PSWCD</b>	<b>Level 2+/Outcome 5+</b>					<b>Level 3+/Outcome 6+</b>				
	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
School	95.6	100	94.3	86.89	90.7	40	27.5	49.1	44.26	51.16
School (ex. Unit)	100		100	92.98	95.12	42.8		51	47.3	53.7
LA	88.7	87.1	89.12	90.86	91.15	21.3	24.1	35.35	39.28	43.59
CSC	89.3	89.2	90	91.7	93.58	23.9	25.3	36.2	41.3	47
WAG Family	95.2	93.47	93.7	95.38	97.6	30.9	36.18	44.9	53.42	57.4
WALES	90.3	90.4	90.84	93.02	94.2	24.6	27.0	38.58	45.9	51.5

<b>FPhI</b>	<b>Level 2+/Outcome 5+</b>				
	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
School	91.1	92.5	86.8	80.33	86.05
School (ex. Unit)	95.2		93.2	85.96	92.68
LA	79.7	79.6	77.21	80.58	81.82
CSC	79.5	81.3	79.3	81.9	84.14
WAG Family	89.5	92.5	87.2	89.73	92.1
WALES	81.6	82.7	80.47	82.96	85.2

Green figures are above local, national and family averages. Yellow figures are above Welsh averages.

After disaggregation, the school consistently performs above the family, national and local levels in most indicators.

## Trends

### Gender Differences

(If boys out perform girls the figure is positive. If girls out perform boys the figure is negative).

<b>Outcome 5+</b>	09-10	10-11	11-12	12-13	13-14	Family	LA	Wales
LLC	-12.0	0	-7.4	-11.85	-16.7	-4.7	-8.4	-8.3
Exc. unit	-2.4		10	-0.3	-14.3	-4.7	-8.4	-8.3
MD	-10.5	-12.5	-10.7	-9.05	-13.3	-3.7	-5.3	-5.0
Exc. unit	0		6.7	-0.13	-7.15	-3.7	-5.3	-5.0
PSWCD			-13	-18.42	-13.3	-3.8	-6.5	-5.2
Exc. unit			0	-7.27	-7.15	-3.8	-6.5	-5.2
FPhI	-12	-18.75	-7.4	-24.35	-20	-5.1	-8.6	-8.5
Exc. unit	-2.4		10	-14.43	-14.3	-5.1	-8.6	-8.5

Due to LRB there is some discrepancy but boys do fair worse in this cohort. However refer to SEN profile above and recognize that 100% of girls achieved O5, thus making difference larger.

### Comparisons – Where do we rank among the family?

(Maesybryn is the 2nd most challenged in the Family of schools)

<b>Outcome 5+</b>	School	Family	Difference	Rank
LLC	88.4	94.2	-5.8 (< 3 children)	11
Exc. unit	90.24	94.2	-4 (< 2 children)	11
MD	90.7	94.3	-3.6 (< 2 children)	9
Exc. unit	95.12	94.3	+0.82 (< 1 child)	8
PSWCD	90.7	97.6	-6.9 ( 3 children)	7
Exc. unit	95.12	97.6	-3.38 (< 2 children)	6
CSI/FPI	86.05	92.1	-6.05 (< 3 children)	10
Exc. unit	92.68	92.1	+0.58 (< 1 child)	5

<b>Outcome 6+</b>	School	Family	Difference	Rank
LLC	27.9	40.9	-13 (< 6 children)	11
Exc. unit	29.2	40.9	-11.5 ( 5 children)	11
MD	25.6	38.2	-12.6 (< 6 children)	9
Exc. unit	26.8	38.2	-11.4 (< 5 children)	8
PSWCD	51.2	57.4	-6.1 (< 3 children)	7
Exc. unit	53.7	57.4	- 3.5 (< 2 children)	6

Outcome 5 figures are generally good with very good scores for MD, once figures are disaggregated. The school performs better in each indicator apart from LLC and clearly this is an issue and was reflected in LNF reading tests.

Outcome 6 figures remain disappointing and a review is needed to assess if standards are poor or assessment is overly harsh in MD and LLC. Figures for PSWCD are good when we consider that two children in mainstream are on the ASD spectrum. Large cohort of boys (70%) affects figures greatly.

## **BENCHMARKING**

How do we compare with other schools in our FSM group? This is not in comparison with our Family of schools.

### **National Benchmarking Performance (Pupils attaining level 2+ or Outcome 5+)**

	09-10	10-11	11-12	12-13	13-14
LLC	2	2	3	3	3
LLC excl. unit	1		2	2	3
MD	2	2	3	2	3
MD excl. unit	1		2	2	2
PSWCD	2	1	3	4	4
PSD excl. unit	1		1	3	3
FPhI	2	2	2	3	3
FPhI excl. unit	1		1	3	2

After disaggregation this year, the school appears in the top two quartiles for schools of a similar FSM profile for FPI and MD. However, the PSWCD figures and the LLC are still lower. The PSWCD median figure was 100%. Scores for LLC and PSWCD were within one child of the median boundary for mainstream pupils. The cohort grew from the September figure and this child did not reach O5 as a result of previous difficulties.

**KEY STAGE 2 - YEAR 6 DATA**  
**Tables showing historic performance.**

**General Overview**

<b>English</b>	<b>Level 4+</b>					<b>Level 5+</b>				
	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
School	88.9	84.6	83.1	95.5	93.6	26.67	30.77	27.1	38.6	34.04
School (ex. Unit)	93.3	92.7	92.4		95.55	27.9	33.33	30.2		35.5
LA	79.2	79.6	81.75	85.23	86.73	25.6	26.3	28.85	32.51	34.26
CSC	79.6	86.0	84	86.4	88.02	25.0	31.7	31	34.6	37.3
WAG Family	88.95	88.95	91.8	94.4	93.9	30.08	35.09	40.8	43.5	46.6
WALES	81.9	83.4	85.18	85.2	88.4	28.9	30.5	32.93	35.7	38

<b>Maths</b>	<b>Level 4+</b>					<b>Level 5+</b>				
	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
School	91.1	82.1	83.1	90.9	89.36	22.2	25.64	23.7	38.6	34.04
School (ex. Unit)	95.3	90.2	92.4		93.3	23.2	27.77	26.4		35.5
LA	82.1	83.3	84.66	86.2	87.59	29.2	30.5	30.35	33.6	35.12
CSC	82.2	85.9	85.3	86.7	88.53	27.0	27.4	31.6	35.4	37.76
WAG Family	91.26	91.48	93.2	94.2	93.3	36.76	33.83	38.9	45.8	44.7
WALES	83.3	84.9	86.77	86.2	88.9	29.2	31.1	32.87	35.7	38

<b>Science</b>	<b>Level 4+</b>					<b>Level 5+</b>				
	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
School	91.1	82.1	84.7	93.2	91.49	24.4	23.08	20.3	38.6	31.9
School (ex. Unit)	95.3	90.2	94.3		95.55	25.5	25	22.6		33.33
LA	82.4	82.6	85.03	87.2	88.76	26.3	25.5	27.56	30.9	32.61
CSC	84.0	87.1	86.5		89.79	26.1	26.3	30.7	34.2	37.39
WAG Family	91.26	91.48	94.2	95.9	93.9	33.68	29.57	38.9	44.9	49.9
WALES	86.4	87.1	88.53	89.7	90.3	30.2	30.9	33.08	36.1	38.4

<b>Welsh 2<sup>nd</sup> Lang.</b>	<b>Level 4+</b>					
	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
School			30.76	42	61.4	65.9
School (ex. Unit)			31.5	48		66.67
LA		23.4	42.8	59.6		
4LAs						
WAG Family						
WALES		35.4	51.4	61.6	61.6	

<b>CSI</b>	<b>Level 4+</b>				
	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
School	86.7	82.1	81.4	90.9	89.36
School (ex. Unit)	90.7	90.2	90.3		93.33
LA	76.3	77.1	79.32	82.6	84.26
CSC	76.5	82.4	80.9	83.3	85.79
WAG Family	87.4	84.71	90.2	92.6	90.6
WALES	78.2	80.0	82.58	84.3	86.1

Green figures are above local, national and family averages. Yellow figures are above Welsh averages.

The school moved to a less challenged group and is now the 2nd most challenged as opposed to the 11<sup>th</sup> in the previous group. At Level 4 the school achieves above the national and local averages for all indicators.. Over the last five years, after disaggregation, the school has always performed above the national average in all L4 indicators and in most years above the family. The L5 figures this year remain above LA averages but not CSC. The upward trend over the last five years has been maintained. If new pupils since Christmas are excluded, these figures would have been over 40% and very encouraging.

### Trends

#### Gender Differences (based upon level 4+)

(If boys out perform girls the figure is positive. If girls out perform boys the figure is negative).

	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13/14</b>	<b>Family</b>	<b>LA</b>	<b>Wales</b>
ENGLISH	-11.91	-16.3	3.26	-0.41	-7.7	-4.3	-6.7	-6.9
Excl. unit	-3.51	-8	-3.34		-2.1	-4.3	-6.7	-6.9
MATHEMATICS	1.19	-11.96	3.26	-9.94	-9.8	-0.4	-2.9	-3.8
Excl. unit	9.52	-3.66	-3.34		+0.65	-0.4	-2.9	-3.8
SCIENCE	1.19	-11.96	5.89	-5.17	-13.2	-1.8	-4.6	-4.2
Excl. unit	9.52	-3.66	-0.71		-2.85	-1.8	-4.6	-4.2
CSI	-7.15	-11.96	1.63	-9.94	-9.8	-2.8	-5.9	-6.3
Excl. unit	7.1	-3.66	-5.97		+0.65	-2.8	-5.9	-6.3

Once figures are disaggregated to account for two boys in LRB out of a small cohort of boys, the school performs extremely well compared to family and other indicators. Only in Science does this figure exceed the family and yet it still remains lower than national and local figures.

This pattern at key stage two has remained the same for the last two years despite the changed cohort during the year.

### Comparisons

(Maesybryn is the 2nd most challenged out of 9 in the Family of schools)

Negative numbers show where school is below family average, positive where it is above.

<u>Level 4+</u>	School	Family	Difference	Rank
ENGLISH	93.6	93.9	-0.3 (< 1 child)	5
English ex LRB	95.55	93.9	+ 1.65 (< 1 child)	3
MATHEMATICS	89.3	93.3	-4 (< 2 children)	6
Maths ex LRB	93.3	93.3	0	5
SCIENCE	91.4	93.9	-2.5 (< 2 children)	6
Science ex LRB	95.55	93.9	+1.65 (<1 child)	4
CSI	89.36	90.6	-1.24 (< 1 child)	5
CSI ex LRB	93.33	90.6	+2.7 (< 2 children)	4

<u>Level 5+</u>	School	Family	Difference	Rank
ENGLISH	34	46.6	-12.6 (< 6 children)	8
English ex LRB	35.5	46.6	-11.1 (5 children)	8
MATHEMATICS	34	44.7	-10.7 (< 5 children)	8
Maths ex LRB	35.55	44.7	-9.15 (< 5 children)	7
SCIENCE	31.9	49.9	-18 (8 children)	8
Science ex LRB	33.33	49.9	-16.57 (< 8 children)	7

Figures for L4 are very good once disaggregated and exceed all family and national averages. The school position in each case is above expected.

However, figures for L5 are not as encouraging and in Science they are particularly poor. As with FPhase, we need to consider if standards are poor or whether assessment is too harsh at higher levels.

### Subject Combinations

<u>Level 4+</u>	<u>School</u>	<u>Family</u>	<u>Difference</u>	<u>Rank</u>
Reading, Writing & Maths	80.9	82.7	-1.8	6
Reading, Writing & Maths (exc. LRB)	84.4	82.7	+1.7	5
Reading, Writing, Maths & Science	80.9	82.3	-1.4	6
Reading, Writing, Maths & Science (exc. LRB)	84.4	82.3	+2.1	4

The school performs well in these indicators before and after disaggregation and above expected family position.

### BENCHMARKING

How do we compare with other schools in our FSM group? This is not in comparison with our Family of schools for 2014.

-	-	<u>LQ</u>	-	<u>M</u>	-	<u>UQ</u>	-
<u>English</u> <u>Ex LRB</u>		<u>88.9</u>	<u>93.6</u>	<u>93.8</u>	<u>95.55</u>	<u>100</u>	-
<u>Welsh First</u> <u>Language</u>	-		-		-		-
<u>Mathematics</u> <u>Ex LRB</u>		<u>87.9</u>	<u>89.3</u> <u>93.3</u>	<u>93.8</u>		<u>100</u>	-
<u>Science</u> <u>Ex LRB</u>		<u>90.8</u>	<u>91.4</u> <u>95.55</u>	<u>95.7</u>	-	<u>100.0</u>	-
<u>CSI</u> <u>Ex LRB</u>		<u>85.7</u>	<u>89.36</u>	<u>91.7</u>	<u>93.33</u>	<u>97.1</u>	-

Science figure is 0.2% below Median boundary i.e < 1 child ( 4th year that this has happened. Maths is 0.5% below boundary and also less than 1 child)English and CSI above after disaggregation. Without new pupils all figures would be in upper two quartiles.

### Trends in benchmarking positions.

	07/08	08/09	09/10	10/11	11/12	12/13	13/14
English with unit	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	n.a	<u>3</u>
Excl. Unit	<u>1</u>	n.a	<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Maths with unit	<u>3</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>4</u>	n.a	<u>3</u>
Excl. Unit	<u>2</u>	n.a	<u>1</u>	<u>3</u>	<u>2</u>	<u>3</u>	<u>3</u>
Science with unit	<u>3</u>	<u>1</u>	<u>3</u>	<u>4</u>	<u>4</u>	n.a	<u>3</u>
Excl. Unit	<u>1</u>	n.a	<u>2</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
CSI with unit	<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>4</u>	n.a	<u>3</u>
Excl. Unit	<u>1</u>	n.a	<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>

A regular pattern is evident with the school consistently in quartile 2 for English and CSI whilst just missing out on medium boundary in Science and Maths by a value less than that for a child (2.1%)