

Schools Performance Scrutiny Panel

Summary: This is an agenda pack for a meeting for the Schools Performance Scrutiny Panel taking place on the 8 October 2015. The main item being discussed relates performance of schools in Swansea.

Date: 8 October 2015

Time: 3.30pm

Venue: Committee Room 3b, **GUILDHALL**

Members of the Panel:

Fiona Gordon	Paul Meara
Mike Day	Anthony Colburn
Beverley Hopkins	Robert Smith
Cheryl Philpott	Dave Anderson-Thomas (Parent Governor Co-optee)
Hazel Morris	Sarah Joiner (Parent Governor Co-optee)

Copy of Agendas to:

Helen Morgan Rees – Hub Head of School Improvement
Lindsay Harvey – Chief Education Officer

AGENDA

No.	Item
1.	<ul style="list-style-type: none">Notes arising from Panel meeting on 10 September 2015Response from Cabinet Members to Conveners letter arising from 13 August meeting
2. 3.30pm	Preparation session with Challenge Advisor for Casllwchwr Primary School (Kerry Templeton/Helen Morgan-Rees)
3. 4.30pm	Casllwchwr Primary School – Q&A with Headteacher Peter Owen and Chair of Governors Jeff Bowen
4.	Work Programme Timetable 2015/16

***Please note members should declare personal and prejudicial interests and party whipping in the usual manner

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Linking the work of the Schools Performance Panel to the Corporate Priorities of the Council

The items on the Agenda today fall within the following Corporate Priorities for Swansea, as details in the Delivering for Swansea Corporate Plan 2015-17

Priority One: Safeguarding Vulnerable People

Swansea Council is committed to ensuring that its citizens are free from harm, exploitation, including domestic abuse, child exploitation, human trafficking and modern day slavery. We want people to be able to live as independently as possible, in their own homes. We also want children to stay with their families or be supported in family settings, where it is safe for them to do so.

Priority Two: Improving Pupil Attainment

We want every child and young person in Swansea to gain the skills and qualifications they need to succeed in life. Currently too many children and young people are not attending school regularly and are not achieving the skills and qualifications that they need to go on into further education, employment or training.

We need to ensure that all children and young people attend school regularly so that they have a better chance of improving their skills and qualifications. Educational outcomes in Swansea have shown good improvements in recent years. The focus on improving outcomes for all children and young people remains. Raising aspirations and effective work will stop poverty and disadvantage holding back improvement and opportunities.

Priority Three: Tackling Poverty

Our vision is that Swansea citizens will be aspirational and have the confidence and resources to make their aspirations a reality. We want everyone, regardless of where they live, to live in a vibrant, supportive place, where they feel proud to belong to the community. We want people to have aspirations for their communities and families that are challenging, rewarding and uplifting. We want to have communities of ambitions, where young people strive for a better future, and get the help and support they need to make it a reality. We want to provide strong role models for children and adults, from whom they can learn and with whom they can try out new options for themselves, which may have been beyond their wildest dreams.

Item 1

Schools Performance Scrutiny Panel 10 September 2015

Notes

Panel members in attendance:

Cllr Fiona Gordon (Convener)
Cllr Paul Meara
Cllr Tony Colburn
Cllr Cheryl Philpott
Dave Anderson Thomas, Co-optee

Item 1 - Gypsy Traveller Children Educational Support and Performance

Headteacher from Cefn Hengoed Sue Hollister attended the meeting along with her deputy headteacher and the teacher responsible for inclusion within the school. The Youth Service Manager and a representative from Poverty and Prevention also attended for this item.

1. **Contextual information:** comparisons difficult because of very small numbers of children, 100% FSM compared to 43.5% in Cefn Hengoed and 17.8% nationally, limited provision due to accommodation and staffing constraints, transient nature of pupils, pupils in KS4 have only experienced 2 years of continuous education. Cefn Hengoed providing service for pupils from other schools.
2. **Gains in last two years** – provision in Cefn Hengoed for three schools, no pupil has left without qualifications, attendance of KS4 pupils has trebled, KS4 pupils have achieved Level 1 in English and Mathematics, Yr 11 in 2016 will all leave with Level 1 threshold.
3. **Bridging the Gap in performance:**
 - The gap is enormous; the teams role is to bridge the gap.
 - Wellbeing impacts on standards. Holistic approach bridging the gap with the community, it is a short, medium and long term journey.
 - Satisfactory attendance in primary although lower mainstream pupils, only some of this is due to travelling
 - Value attributed to education, great progress being made
 - Low family literacy levels result in consistently lower levels which are hard to catch up. Illiteracy in adult travellers is quite high, community support provided from within the team.
 - Focus on entry to KS3 Literacy and Numeracy support to enable pupils to access the KS3 curriculum
 - Cultural impact on short term attendance with girls but good continuation to 16 for girls. Keeping boys in Year 11 is a bigger challenge, early exams early in year 11 as summer entry does not work at present for boys.
 - Significant work undertaken by whole team to understand cultural impact of education around which the team has worked – a rigid approach would not work, a holistic one has.
4. **What plans does the council have to raise the educational attainment?**
 - Accommodation situation needs to be addressed. Cefn Hengoed is at capacity and the new build required school and LA to eliminate surplus places, so no space. Currently managing with 2 small accommodation centres on site. If there was full attendance more staff would be needed.

- Issues are cultural, no statements but similar to STF needs
- Cultural issues impact on teaching gypsy traveller children in one group.
- Annual funding decision prevents medium to long term planning. All staff contracts end on 31 March each year.

5. How are individual children supported to achieve both in and out of school?

- Tailor made curriculum specific to Gypsy Traveller Community e.g. same assessment, recording and reporting provision as other pupils. Christian RE GCSE rather than more holistic course, all provision discussed with parents, core subjects prioritised, applications sympathetic to gypsy traveller community
- Engagement projects offered are all based on practical, life skills e.g. Down to Earth, the Leaf Project. These provide the hooks to the Core subjects and qualifications.

6. How are children supported to continue further/higher education?

- 16+ a huge journey of achievement although a very small step at present, 1 girl secured an apprenticeship as a Florist.
- This is a journey, same support provided as mainstream re careers advice
- Work experience and work related education tied to school. 1 day/week work experience for KS4 pupils, integrating pupils into mainstream communities, planned in conjunction with Careers Wales West.

7. How do schools admissions policies treat Gypsy Traveller children?

Admission for Gypsy Traveller pupils have equal access to school places. A very small number of pupils go to mainstream school, recognition of different communities within traveller communities e.g. fairground travellers in Penyrheol. Those who do not attend mainstream attend the Cefn Hengoed provision, currently Cefn Hengoed, Gowerton and Dylan Thomas numbers are 'up and down'.

8. Do Gypsy Traveller children have personal education plans (PEP)?

PEP undertaken on a 'needs must' basis. Regular attenders do not currently have them. Individual education plans are developed in response to need ie: low literacy, low attendance or behaviour issues.

9. What do Gypsy Traveller children say about their education and aspirations?

Pupils are involved in curriculum construction. Parents are also consulted. This improves engagement and helps raise aspiration.

10. Participation in after school activities

Long term aim to integrate pupils into whole school activities. Engagement activities provided separate to formal education in response to parental consultation.

11. Feedback from Gypsy Traveller Children about the services they receive

In 2014/15 Estyn pupil questionnaire was introduced to provide pupil voice feedback and also parent questionnaire.

12. How do you work with others to improve outcomes?

Annual parents evening for Gypsy Traveller parents. Annual reports. Work with Careers Wales West, Youth Service, Behaviour Support, Educational Psychology service. Work with partner primaries. Significant and continuous liaison with parents.

- The panel also received information on practice examples elsewhere including information from Estyn on *the education of Gypsy Traveller pupils, an update on provision in secondary schools and the education of gypsy traveller learners, a survey of provision made by schools and local authorities to meet the needs of learners.*

Item 2 - Looked After Children (LAC) Educational Performance and Support

Sue Phillips the education co-ordinator for Looked After Children attended the meeting along with Kathryn Thomas from the Governor Support Unit. The following was noted:

1. What results are achieved by LAC compared to other children at local schools and also with other authorities?
 - The reporting cohorts for LAC at the end of each Key Stage are very small and are therefore subject to fluctuation. They are largely dependent on the varying ability and potential of individual learners in the cohorts.
 - There are now over 182 Special Guardianship Orders issued to previously looked after children in settled long term placements. These are not included in the LAC data. The panel had some concerns with regard to the education support of these children as many have the same issues as our LAC cohort.
 - No looked after learner left a Swansea school without an approved external qualification in 2013/14. This performance has been maintained this year.
 - Data collected shows that results for lac learners are below those for all learners but are demonstrating an upward trend in each key stage.
 - End of KS2 this year shows a very significant increase in performance to 83.33% from 46.70 and close to the figure of 87.30% for all learners as last reported. Further analysis within this small cohort of 12 shows that where Fischer Family Trust predictions were available, at for 9 learners, 88.8% achieved in line with or above their predictions.
 - The panel considered the data provided and were keen to hear
2. What work do you do to bridge the gap and improve educational outcomes?
 - Each school has a designated Teacher for LAC who is in a position of authority at their respective school.
 - Small team of staff to support LAC including Co-ordinator and project workers
 - Much of work of the LAC co-ordinator is focussed on individual case work with schools to support LAC and resolve any issues the arises in relation to education
 - LAC learners in KS4 are provided with sturdy resources and workbooks in the subject areas they require
 - Training provided for LAC governors on a termly basis.
3. How well are children placed outside the LA doing at school?
 - Keep links with schools if child placed out of county but have less control over how they are supported in school.
 - Learners out of county results were for 2013-14 lower than average. The average point score they achieved was 186.5 compares to the whole group average of 256.9. It must be noted that this is a very small cohort of 12 pupils where 5 were in special educational provisions.
4. Council plans to raise the educational attainment f LAC children
 - The expectation is that schools set appropriate targets for LAC learners for discussion at LAC reviews.
 - Education Information Unit has developed a vulnerability assessment profile for LAC which highlights areas of concern for targeting. Schools and Project Workers have access to this data.
 - Individual support is hoped to be provided (subject to funding) for LAC pupils in targeted areas like English, maths and science.
5. How are individual pupils supported to achieve both in and out of school?
 - Within schools LAC learners are supported by a dedicated LAC designated Teacher. Project worker support is also offered for KS4 pupils.
 - For the past two years schools have received around £977 for use by schools to provide additional support for LAC learners. Changes to the Grant terms for the coming year will result in funding being retained centrally to support individual LAC learners

- Training for foster carers provided on an annual basis
 - LAC learners encouraged to attend revision clubs.
 - Gower College has run grade booster session for year 11 English and maths after school in conjunction with LAC education team.
6. How are pupils supported to continue in further and higher education?
- Good links have been established with Gower College and further education in neighbouring counties for example with Coleg Sir Gar. In addition to support from schools, project workers can arrange individual appointments for LAC learners if needed.
 - Education LAC Team actively promote the Higher Education Bursary for previously LAC. There are currently 14 recipients for the bursary.
 - Education LAC Team are working with Reaching Wider Partnership seeking to promote entry into higher education.
7. Schools admissions policies and LAC children
- As required by Welsh Government Admission regulations, LAC and previously LAC learners are entitled to be admitted to a school even if the admission number in the year has been reached.
 - Most LAC learners seek entry into their catchment school.
8. Do schools have personal education plans and are these audited
- All statutory aged LAC children should have a personal education plan
 - LAC co-ordinator regularly reviews the quality of PEPs through sampling
9. What do LAC CYP say about their education and aspirations?
- This is sought in the CYP PEPs.
 - LAC Education Team carry out a number of participation events where they seek the view of young people.
10. LAC participation in after school activities and enjoy learning in all its forms and barriers if not.
- No LAC learner should be disadvantaged from any arrangements put in place because they have care status.
 - Carers have a role to play in supporting pupils to participate in activities.
11. Monitoring the numbers of looked after children excluded from school?
- LAC co-ordinator is notified of any LAC learner who is excluded, they attend any subsequent meetings. Project workers support LAC learners to reintegrate back into school following exclusions.
 - No LAC learner has been permanently excluded from a Swansea school over recent years. Average number of days on fixed term exclusions has fallen significantly from the previous year.
12. LAC learners being educated other than at school
- As at 31 May 2015 there were 28 LAC in EOTAS provision of these learners 12 were on Pathways. 4 with Home Tuition, 1 at Step Ahead Centre, 2 in specialist provision, 2 out of county, 11 in pupil referral units (3 in primary provision, 7 in KS3 and 1 in KS4).
13. Seeking feedback from LAC learners about services they receive
- All LAC learners should meet with their Independent Reviewing Officer prior to their LAC review to forward their views.
 - The LAC Project Workers are participating in the current Access to Learning Team survey seeking responses from carers and families on the service they receive.
 - Education LAC Team also participated in previous Corporate Parenting events seeking the views of LAC learners.

14. Working with others including schools, parents and other agencies

- Involved in direct 1:1 working with schools, foster carers, social workers and other agencies including health. Involved in LAC reviews and participate in planning meetings.

15. Children on reduced timetables

- When this is applied to LAC learners there has been contact with the Education LAC Co-ordinator by LAC designated teachers, social workers, independent reviewing officers, carers and families. Seek to resume full time education as soon as possible.

Key points highlighted by the panel for inclusion in the Conveners letter arising from the two sessions:

- Impressive work being done in relation to both gypsy traveller children and looked after children in respect of improving wellbeing resulting in improving educational outcomes.
- The Panel were particularly pleased with the work that is being completed at Cefn Hengoed School around developing a programme/tailoring the curriculum so that children and young people and the families of gypsy traveller children can and feel able to engage in education. Also developing an understanding of the culture of and a good rapport with the many different aspects of the gypsy traveller community and breaking down the barrier. Using a holistic approach that will result in improved academic outcomes.
- Working with other schools around the education of their gypsy traveller pupils and trust engendered with those schools that Cefn Hengoed will deliver for these pupils
- The issue of dual registration and measures counting against school figures was discussed. Highlighted that some authorities in Wales dual register their Gypsy traveller pupils so that when figures for schools are collated the performance of this group of children do not count against that schools performance. This was being discussed in Swansea but nowhere to be dual registered at the moments. The benefits of dual registration would be potentially be better outcomes across school because the system does not currently encourage schools to be inclusive.
- Panel recognise that there is the ongoing issue of financial concerns but were pleased that specialisms were being built up in these areas.
- Pleased with the whole service approach to both these groups of CYP and their families/carers and working to ensure that we are all connected and are dealt with on a corporate basis.
- The panel agreed with the importance of that both LAC children and gypsy traveller community having a voice in relation to education
- The panel felt that a lot could be learnt from this good practice in relation to other groups of less engaged pupils and families.
- Issue of year on year funding is difficult for future planning and long term planning for this provision is unknown. The Panel agreed with the Headteacher when she emphasised the importance of working towards integrating this work and good practice into the mainstream.
- The issue of CYP who have Special Guardianship Orders was discussed, particularly how we work with this group of CYP that are no longer LAC but have many of the same issues in relation to their education as LAC children. Do we work to support them in any way as we do with LAC? Are they monitored as a group for their performance?

- The Panel also discussed issues around independent children's and the panel were informed that the local authority is often not informed when children are coming into the area to live in these facilities and it is not until they receive their regular visit by officers that they are identified and registered with schools etc. Other local authorities should be informing the local authority when a child in move into the county.

Issues to follow up with Cabinet Member

- CYP on Special Guardianship Orders
- Funding/grant situation
- Dual registration
- Sharing of skills and good practice learnt through in developing the Gypsy Traveller education particularly with the Councils EOTAS services

Actions arising and next meeting

1. Conveners letter to Cabinet Member to be written
2. Thank you for copy of Conveners letter to be sent to those who participated in this meeting
3. Next meeting of the Panel will take place on the 21 September 2015 when the Panel will look at the implication of curriculum change and will review the work of the School Improvement Service.



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Councillor Fiona Gordon
Convener Schools Performance
Scrutiny Panel

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Our Ref / Ein Cyf:
Your Ref / Eich Cyf:
Date / Dyddiad:

CR/JR/SH

21 September 2015

**If you require this or any other information in another format
e.g. Braille, audio tape or a different language, please contact me**

Dear Councillor Gordon

Schools Performance Scrutiny Panel – 13 August 2015

1. FSM administrative centralisation

Administration of free school meals (FSM) for pupils in Swansea schools was integrated into the local authority's Revenues and Benefits Team from September 2014. Prior to this date, FSM was processed by each secondary school for themselves and their cluster primary schools, and this was largely a paper-based system. The old system relied on parents/carers making an application for FSM on a paper form, and was therefore an "opt-in" system. It was known from data-matching exercises and from anecdotal evidence from schools that there were pupils in schools who were eligible for FSM, but who had not made any claim, despite encouragement by schools to do so.

The old system also relied on periodic checks being made against DWP benefits records. These were run as required, and were used to validate new claims and also to detect claims which were no longer current. Checks were made by preparing a spreadsheet to upload to the DWP Hub system.

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The new system is based on "opt-out", in that claimants for other benefits (e.g. housing benefit) will be put onto FSM unless they specifically opt out, if they have eligible children in school. FSM is now on the same benefits claim form as other benefits administered by the authority. This should encourage take-up for FSM, as well as making the process easier and quicker for claimants. The Benefits Team sends a weekly list to schools to tell them who should be added or removed from their FSM list, and schools use this to update their records.

When the new system was introduced, a small initial fall in FSM claims was expected, as the system was much better at detecting invalid and out-of-date claims. This fall was seen during autumn term 2014, and the FSM claims reported in the school census (PLASC) in January 2015 were very slightly below those for the previous year (see Table 1 below). However, as the table shows, there has been a steady fall in FSM in recent years both in Swansea and Wales, and the fall seen in 2015 was both smaller than the previous trend and smaller than the fall seen nationally. Swansea remains as 9th highest of the Welsh local authorities.

The next school census will run in January 2016 and this will provide a more up to date indication of FSM claims. Systems are not yet fully up to date for this academic year, so it is not possible to get an accurate FSM claimant figure for 2015/16 year at this stage.

Table 1 Free school meals claimants for statutory age* pupils

	2010/11	2011/12	2012/13	2013/14	2014/15
Swansea	21.6%	21.0%	20.7%	19.9%	19.8%
Wales	19.7%	19.3%	19.5%	19.1%	18.8%

*Statutory age refers to pupils in National Curriculum Years 1 to 11 inclusive.

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2. EMLAS and the capacity-building model

The impact of the EMLAS capacity-building model on class/subject teachers, learners from ethnic minority backgrounds in particular those learning English as an additional language (EAL) and other learners generally is measured and evaluated by EMLAS.

Each class/subject teacher involved in a capacity-building collaboration with an EMLAS specialist teacher is invited to complete an initial questionnaire. The initial questionnaire requires the class/subject teacher to rate his/her confidence levels, knowledge and skills in assessing and providing for the needs of EAL learners on a five point scale (0 Low – 5 High). The completed initial questionnaire serves to establish a baseline from which the success of the collaboration can be measured and evaluated via a post-intervention questionnaire also based on a five point rating scale. The post-intervention questionnaire also invites the class/subject teacher to rate and comment on the impact of the collaboration on ethnic minority learners' acquisition of EAL and achievement along with perceptions of the impact of this approach on other learners in the class.

Between 1 April 2014 and 31 July 2015 a total of 122 class/subject teachers were involved in capacity-building collaborations with EMLAS specialist teachers. 102 or 84% awarded a higher overall rating to their confidence levels, knowledge and skills post intervention as compared to their baseline rating. This evidences the impact of the capacity-building model on upskilling class/subject teachers.

99 or 81% of the 122 class/subject teachers rated the impact of the collaboration on ethnic minority learners' acquisition of EAL and achievement as 4 or 5. Some quotations recorded by class/subject teachers on the completed post-intervention questionnaires included, *"All of the EAL learners have made a great level of progress with the extra strategies and resources we have developed. It has enhanced and supported their learning and knowledge."* *"Children have made progress and this is evident via INCERTS, pupil profiles, national tests, reading age etc."* *"This year the % of EAL learners achieving Level 5+ has increased dramatically."*

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97 or 79.5% of the 122 class/subject teachers rated the impact of the collaboration on other learners in the class as 4 or 5. Some quotations recorded by class/subject teachers on the completed post-intervention questionnaires included, "*The beauty of the EMLAS framework is it can be transferred to all children. It is symbiotic to each and every child's needs.*" "*Lower ability pupils and pupils with SEN have benefitted too from the resources we made.*" "*All children have access to these great strategies.*" "*The approaches used were beneficial for others who had difficulty with language acquisition.*"

Whereas it is not possible to directly link the EMLAS capacity-building model to outcomes for ethnic minority learners EMLAS continues to rigorously monitor and evaluate attainment outcomes. Teacher assessment results 2015 for learners from ethnic minority backgrounds evidence again the strong outcomes for this group of learners in Swansea. In 2015, 86.3% achieved the Foundation Phase Indicator, 91% achieved the core subject indicator (CSI) at end of key stage 2 and 83.5% achieved CSI at end of key stage 3 compared with 86.1%, 89.2% and 83.2% respectively for all Swansea learners. (key stage 4 outcomes 2015 are not yet available by ethnicity). Of significance, for the first time the attainment gaps at end of Foundation Phase, key stage 2 and 3 have closed this year.

3. Elective home education and sharing of information across departments

The Welsh Government published a Draft Additional Learning Needs and Education Tribunal (Wales) Bill for consultation on 6 July 2015 and the consultation runs between 6 July 2015 and 18 December 2015.

The Bill sets the scene for significant reform of the current SEN procedures and will impact on all schools and the LA. Discussion on the Draft Bill were convened via YCA, SCCASH and the Inclusion and SEN Cross Phase meeting, but we are encouraging all schools to access the Draft Bill and contribute to the consultation.

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Schools are being alerted to the Bill in the weekly Bulletin of 21 September 2015. The Inclusion and SEN Cross Phase meeting is on the 22 September 2015 and the meeting with SCCASH is yet to be confirmed, but the next possible date is 22 October 2015.

Yours sincerely

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DEPUTY LEADER & CABINET
MEMBER FOR SERVICES FOR
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**COUNCILLOR JENNIFER
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Schools Performance Scrutiny Panel

Questions for Casllwchwr Primary School

Peter Owen – Head Teacher
Jeff Bowen – Chair of Governors

Q&A session:

Questions sent to Headteacher and Chair of Governors in advance of the meeting

Headteachers and Chair of Governors

1. What have you done since your last Estyn inspection to make improvements?
2. What are the barriers the school faces to continuing to make improvements?
3. What can the local authority do to help the school to continue to improve?
4. How have you used your school deprivation grant to improve the outcomes of those children receiving free school meals?
5. What does the school need to do to improve learner outcomes and to increase the schools capacity to improve in the future?
6. How is the school using tools and initiatives available to improve outcomes?
7. What is the school doing to improve levels of pupil attendance?
8. What is the school is doing to minimise school exclusions?
9. How do you use best practice elsewhere to help you improve, give example.

The Panel may also raise issues around bullying, management of behaviour and looked after children. Also whether you have any children placed in a Pupil Referral Unit and what the process is for return at your school i.e.: revolving door?

For Chair of Governors specifically

1. What are the governing bodies priorities currently and how are you addressing them?
2. Can you give an example of when governors have challenged the Head Teacher/SLT?
3. What was the impact of that challenge?

Item 4
TIMETABLE/PLAN OF WORK 2015/2016
Schools Performance Scrutiny Panel

Meeting date and venue	Item to be discussed
Meeting 1 18 May 15 – 4.00pm Room 110, Guildhall	<ul style="list-style-type: none"> • Agree Panel work programme for the coming year • Update on current position with EMLAS • Briefing on the Education Improvement Grant • Revisit Elective Home Education letter and Cabinet Response
Meeting 2 18 June 15 – 4.00pm CR6, Guildhall	<ul style="list-style-type: none"> • ERW Business Plan (Betsan O'Connor, Managing Director ERW, Lindsay Harvey, Helen Morgan-Rees) • Home to School Transport – consultation on policy changes
Meeting 3 16 July 14 – 4.00pm	<ul style="list-style-type: none"> • Looked after Children Educational – Performance and support • Gypsy Traveller Children Education – Performance and support
Meeting 3 13 Aug 15 – 4.00pm	SEN/ALN reform – What are we doing around this reform agenda
Meeting 4 10 Sep 15 – 4.00pm CR3b, Guildhall	<ul style="list-style-type: none"> • Looked after Children Educational - Performance and support (Sue Phillips, LAC Co-ordinator) • Gypsy Traveller Children Education - Performance and support (Sue Hollister, Headteacher, Cefn Hengoed School)
**Extra meeting 5 21 Sep 15 – 4pm 3.4.1, Civic Centre	<ul style="list-style-type: none"> • Overview of curriculum change including implications for schools • Reviewing the work of the School Improvement Service Helen Morgan Rees (Hub Head of School Improvement)
Meeting 6 8 Oct 15 – 3.30pm CR3b, Guildhall	School 1 Casllwchwr Primary School (Headteacher and Chair of Governors) <i>Pre meeting with Challenge Advisor</i>
Meeting 7 5 Nov 15 – 4.00pm CR3b, Guildhall	<ul style="list-style-type: none"> • Post Inspection Action Plan progress report - arising from Estyn Inspection 1 year on (Cabinet report 15 Oct 15 - forward look) • Overview of the effect of budget cuts on education and schools including a look in detail at impact of the closure of breakfast clubs (<i>Chair of Schools Budget Forum also invited to join discussion at panels request</i>) <p>Cabinet Member Cllr Raynor and CEO Lindsay Harvey to be invited</p>
Meeting 8 3 Dec 15 – 4.00pm CR3b, Guildhall ***new item***	<ul style="list-style-type: none"> • ***Annual Report of School Audits 2014/15 and invite for Chair of Audit Committee for views (Report Audit Committee on 20/10)*** • Annual Education Performance Reporting including pupil attendance and exclusion data (verified data); and • Latest School Categorisation <p>Cabinet Member Cllr Raynor and CEO Lindsay Harvey to be invited</p>
Meeting 9 21 Jan 16 – 4.00pm CR3b, Guildhall	School 2 – to be contacted Brynhyfryd Primary School (Headteacher and Chair of Governors) <i>Pre meeting with Challenge Advisor</i>
Meeting 10 18 Feb 16 – 4.00pm CR3b, Guildhall	<ul style="list-style-type: none"> • How schools are sharing good practice • Feedback from schools on good practice examples (<i>contact schools for this via education newsletter</i>)
Meeting 11 17 Mar 16 – 4.00pm CR3b, Guildhall	School 3 – to be contacted Seaview Primary School (Headteacher and Chair of Governors) <i>Pre meeting with Challenge Advisor</i>
Meeting 12 14 Apr 16 – 4.00pm CR3b, Guildhall	<ul style="list-style-type: none"> • Possible new item*** meet with Chair of the Corporate Parenting forum with regard to pupil attainment (LAC) • Evaluate your year • Plan for year ahead



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Casllwchwr Primary School
Castle Street
Loughor
Swansea
SA4 6TU**

Date of inspection: October 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Publication date: 09/12/2015

Context

Casllwchwr Primary School is in the village of Loughor, Swansea. There are 222 pupils on roll. Twenty three part-time pupils attend the nursery provision. The school has eight single-age classes.

The three-year average for the proportion of pupils eligible for free school meals is around 17%. This is lower than the Wales figure of 21%. Almost all pupils are of White British ethnic background. No pupils come from Welsh-speaking homes.

About 31% of pupils have additional learning needs, which is higher than the Wales figure of 22%. Around 3% of pupils have statements of special educational needs, which is similar to the national figure.

The school was last inspected in July 2010.

The school's leadership has experienced considerable instability over the past 18 months. The school currently has an acting headteacher, and there is no substantive deputy headteacher. A permanent headteacher has been appointed and will take up post in December 2014. In addition, three of the four class teachers in key stage 2 are currently covering classes during a period of staff absence and they are employed on a temporary basis.

The individual school budget per pupil for Casllwchwr Primary School in 2014-2015 means that the budget is £3,376. The maximum per pupil in the primary schools in Swansea is £7,839 and the minimum is £2,665. Casllwchwr Primary School is 46th out of the 80 primary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

Current performance is adequate because:

- almost all pupils have positive attitudes to learning and many make the expected progress by the end of key stage 2 in most aspects of their work;
- standards of behaviour are high;
- attendance rates generally compare favourably with those in other similar schools;
- the school has an appropriate system for tracking the progress of pupils and provides effective support for pupils who need extra help; and
- in many lessons, teachers provide pupils with learning activities that motivate them well, with the use of digital technology to support learning a notable strength.

However:

- in the Foundation Phase, there are important weaknesses in provision and in the progress pupils make;
- pupils do not make enough progress in their ability to write at length for a range of purposes and to use numeracy skills to solve problems;
- pupils do not receive regular opportunities to develop fully their writing skills in Welsh;
- in a minority of lessons across the school, teaching does not ensure that learning activities build on pupils' previous achievements well enough and do not provide an appropriate level of challenge; and
- the marking of pupils' written work does not help pupils to improve their standard of work consistently enough.

Prospects for improvement

Good features relating to prospects for improvement include:

- in a period of considerable instability, leaders have been successful in ensuring that the school has a positive and caring ethos;
- although at an early stage of development, there are worthwhile initiatives that have begun to improve aspects of assessment and to develop the role of middle leaders; and
- the school works well with a wide range of partners to support pupils' wellbeing.

However, prospects for improvement are unsatisfactory because:

- self-evaluation systems lack rigour, and leaders do not have an accurate picture of the school's current performance;
- leadership at all levels has had limited impact in terms of identifying and addressing important areas in standards and provision that require improvement; and
- although the school improvement plan includes suitable priorities that link to the self-evaluation report, it does not identify actions to improve standards of teaching, pupils' progress in lessons and the quality of their written work.

Recommendations

- R1 Improve the quality of provision in the Foundation Phase and raise standards
- R2 Improve progression in pupils' ability to write at length and to use their numeracy skills in their work in other subjects
- R3 Improve progress across key stage 2 in pupils' ability to write in Welsh
- R4 Improve the quality of teaching and assessment, especially the quality of marking and meeting the needs of pupils of different ability levels in classes
- R5 Develop the leadership roles of leaders at all levels
- R6 Ensure that lesson observations and book scrutiny identify accurately areas for improvement that lead to clear priorities to raise standards in the school development plan

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils are eager learners and make steady progress in lessons. Pupils in need of additional support for language and numeracy skills make appropriate progress. Pupils with additional learning needs also make appropriate progress against their individual targets. However, in a few lessons, pupils are not sufficiently engaged in their learning throughout lessons and this affects the progress they make. In a minority of classes across the school, pupils do not achieve as well as they could in aspects of their work, particularly pupils of higher ability.

In the Foundation Phase, many pupils listen carefully to the teacher and to their peers. A majority make appropriate progress in their ability to speak clearly and they contribute to discussion, showing a developing grasp of a range of vocabulary and sentence patterns. However, a minority of pupils are not making enough progress in their ability to offer responses when engaging in talk as a whole-class. Many pupils in the Foundation Phase make steady progress in reading, although a few pupils are unsure of how to tackle unfamiliar words.

Many Foundation Phase pupils make appropriate progress in developing their early writing skills. By the end of the Foundation Phase, many are able to produce a sequence of meaningful sentences and make increasing use of basic punctuation. However, too many pupils are not able to spell high frequency words correctly. By the end of Year 2, few pupils make the expected progress in writing at length, relevant to their age and ability. The quality of handwriting of a majority of pupils does not develop sufficiently by the end of the Foundation Phase, and the presentation of work of a majority of pupils is untidy.

Across key stage 2, many pupils offer well-considered oral responses in class and speak clearly and confidently for a range of purposes relating to their topic work. They listen well to others and respond freely and confidently. A good feature of the work in a few lessons is pupils' willingness to offer extended comments voluntarily and to ask interesting questions.

Most key stage 2 pupils cope well with the reading demands in lessons, showing the ability to read aloud meaningfully and clearly. Most make the expected progress in reading. They develop well their skills in locating and using information from factual texts and use a suitable range of skills to summarise and present information. Most pupils are also able to recognise stylistic features in texts and develop their ability to respond to fiction, including discussing characters and predicting storylines.

Many key stage 2 pupils make good progress in their ability to write at length in their own words. They make increasing use of a suitable range of punctuation and organise their work effectively into paragraphs. Many pupils use effective techniques when writing imaginatively to produce work that is lively and interesting. They make use of appropriate terminology, for example when planning investigations in science.

However, pupils make limited progress in their ability to write at length for a range of purposes in relation to their work in other subjects. Too many, particularly pupils of higher ability, rely too heavily on structured tasks that do not allow them to develop their ability to write extensively.

Many pupils make the expected progress in their ability to use basic number skills to make calculations. In key stage 2, pupils make good use of their skills to complete problem-solving activities systematically, especially in science. However, especially in the Foundation Phase, pupils do not make regular progress in the use of numeracy skills to solve problems in different contexts in other areas of the curriculum.

Many pupils make increasing use of simple Welsh words and phrases. Most make appropriate progress in lessons in speaking and listening, and in reading, particularly in key stage 2. However, pupils do not make consistent progress in writing across key stage 2.

When compared with that of other similar schools, performance at the end of the Foundation Phase in literacy and mathematical development at the expected outcome has fluctuated between the top 25% and the bottom 25% over the last three years. In 2014, performance placed the school in the lower 50% of similar schools in these indicators. Performance in literacy at outcome 6 has placed the school in the top 25% or higher 50% in two of the last three years, but in the lower 50% in two of the last three years in mathematical development.

At key stage 2, performance in mathematics at the expected level has mostly placed the school in the upper 50% of similar schools over the last three years. However, in science, and especially English, performance at the expected level has generally placed it in the lower 50%. At the higher-than-expected level, performance has placed the school in the higher 50% over three years in English and in the higher 50% or top 25% in mathematics and in science.

Foundation Phase pupils who are eligible for free school meals do not achieve as well as their peers in mathematical development, especially at the higher-than-expected outcome. Also in mathematical development, boys as a group perform significantly better than girls. In key stage 2, there is a significant gap between the achievements of girls and boys, especially at the higher-than-expected level in English and in science.

Wellbeing: Good

Most pupils have positive attitudes to keeping safe, fit and healthy. They understand the need to eat healthily, drink plenty of water and take vigorous exercise. Nearly all pupils feel safe and happy in school and understand where to go for help, when necessary.

Many pupils participate enthusiastically in their learning and, in most classes, display sustained concentration when completing learning tasks. Nearly all pupils are courteous towards each other and adults, and show respect and care for each other. Standards of pupils' behaviour are high.

Attendance rates have placed the school in the higher 50% of other similar schools in three of the last four years, though the rate dropped in 2013. There has been a notable improvement in attendance in 2014 compared with the previous year. Very few pupils arrive late at school.

The school council plays an active part in the life of the school and is helping to make beneficial decisions, for example the recent purchase of water bottles for every pupil and the drafting of a new anti-bullying policy. The school's ambassadors and e-cadets play key roles in promoting the school's ethos, as do older pupils who act as playtime buddies in the infant playground.

Pupils regularly participate in a range of musical, religious and fundraising events. These effectively enhance their social and personal skills, and their awareness of the local community.

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

The curriculum provides pupils with a suitable range of interesting learning experiences that meet requirements in many respects. The numerous educational trips and visits are a strong feature of the school. For example, Foundation Phase pupils visit the Dan-yr-Ogof caves as part of their project on dinosaurs. However, in the Foundation Phase, there is an imbalance in the learning experiences of pupils. They have too few opportunities to show initiative and to engage in activities that provide them with clear challenges. Especially in key stage 2, learning experiences in religious education are too infrequent to meet requirements fully.

The school is making steady progress in planning for the implementation of the national literacy and numeracy framework. Work is underway to adapt planning to ensure that literacy and numeracy skills are developed progressively across the curriculum. However, pupils do not receive enough opportunities to develop their writing and numeracy skills fully. Provision for developing pupils' ability and confidence in using digital technology is a particular strength of the school.

The school promotes pupils' understanding of their Welsh heritage successfully by organising trips to local sites, such as Castell Henllys, and by studying Welsh artists, such as Helen Elliot. The Welsh language has a high profile in the school, with signs and wall displays developing a strong Welsh ethos. Pupils have worthwhile opportunities to develop their speaking and reading skills in Welsh. However, they do not have opportunities to develop their writing skills often enough.

There is effective provision for pupils to learn about sustainability. Older pupils have a secure understanding of the need to conserve energy and to recycle resources. They have worthwhile opportunities, mainly through the school's links with the Comenius Project, to learn about the lives of others in Europe and further afield. The annual 'fair trade' event also provides good opportunities for pupils to understand the challenges of food producers in the developing world.

Teaching: Adequate

In most lessons, teachers establish good working relationships with pupils and establish a calm and orderly environment for learning. In almost all lessons, there is a suitable balance between whole-class sessions and opportunities for pupils to work in small groups.

A majority of lessons consist of a sequence of suitable learning activities that ensure that many pupils engage in learning and sustain their concentration throughout the lesson. In these lessons, teachers identify clear learning objectives and share these appropriately with pupils. They use a range of suitable questions to develop pupils' understanding and provide them with appropriate opportunities to develop their speaking and listening skills.

However, in a minority of lessons, especially in the Foundation Phase, teachers do not plan lessons well enough to ensure that lessons build on pupils' previous learning and help them to make progress at the appropriate level.

Learning assistants provide valuable support for individuals and groups of pupils with weaker skills. In a few lessons, teachers provide more able pupils with suitable tasks to extend their learning. However, there is over-use of worksheets and tasks that are not sufficiently demanding to ensure that more able pupils consistently achieve as well as they could, especially in their written work. In a few lessons, lower ability pupils are given tasks that are too challenging for them.

Teachers mark pupils' work regularly and give plenty of praise. However, with a few exceptions, they do not provide pupils with sufficient written or oral feedback to help them improve their work. In a majority of classes, pupils have useful opportunities to assess their own work and that of their peers, making effective use of digital technology. However, teachers do not use these strategies consistently in classes across the school. The school has an effective system to track pupils' progress and teachers use it well to identify pupils' needs and to provide additional support. The teacher assessments at the end of key stage 2 are broadly accurate, but the assessments at the end of the Foundation Phase are not accurate enough.

Annual reports to parents meet statutory requirements and provide them with useful information about their child's progress.

Care, support and guidance: Good

There are many opportunities for pupils to engage in physical activity during and beyond the school day. Pupil participation levels in these activities are high. The school has appropriate arrangements to promote healthy eating and drinking. There is strong provision to ensure that pupils' mental, physical and emotional needs are looked after. The personal, social and education programme is suitable and supports pupils well in developing their self-esteem. Behaviour and anti-bullying policies are clear and well understood by all the school community.

The school works well with a range of external agencies to provide identified pupils with the additional help they need. The school works closely with the 'team around

the family' service to secure close working relationships with support agencies. The relationship with the education welfare service is having a positive impact on improving attendance. The leaflet produced by the school to encourage good attendance has been shared with other schools as an example of good practice.

The school uses a range of diagnostic and assessment data to identify pupils with additional learning needs and to track their progress. Staff review individual learning plans regularly and they involve pupils and their parents regularly in setting suitable targets. The school works closely with a range of agencies and professionals to ensure that pupils with more complex needs receive appropriate support. The school has also provided guidance to other schools on the use of digital technology to support pupils with additional learning needs.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Provision for e-safety is a particular strength of the school.

Learning environment: Good

The school has a very caring ethos and promotes equality and diversity effectively. Equality policies and action plans meet statutory requirements and ensure that the school community develops tolerant attitudes and is free from harassment. The personal and social education programme, including use of police liaison, provides pupils with specific guidance in terms of challenging stereotypical behaviour, such as bullying, sexism, racism, violent extremism and homophobia.

The accommodation is generally well decorated and maintained. The school field is extensive and secure, and it provides good facilities for physical education and sports. Although pupils in key stage 2 have access to three hard-core yards, these are small.

Staff and pupils use the suitable outdoor facilities for the Foundation Phase well to enhance pupils' learning and their knowledge of the environment. Pupils have enough books and equipment to do their work. There is exceptional provision for ICT. The recently developed, modern 'learning-lounge' is very well equipped.

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

The acting headteacher has worked hard at maintaining the school's caring ethos and has ensured that the school runs smoothly and orderly on a day-to-day basis. However, instability at senior management level, alongside other changes in the teaching staff, has had an unsettling effect on the leadership and direction of the school. In particular, leaders have not been successful in identifying important areas in need of improvement in relation to continuity and progression in pupils' learning.

All staff know and understand the school's priorities and have suitable job descriptions. Appropriate performance management targets help teachers to improve specific aspects of provision. However, leaders have not ensured that all teachers have high enough expectations of their pupils.

The acting headteacher has started to develop the roles of the senior management team and co-ordinators. However, these are at a very early stage of development. Leaders and co-ordinators do not monitor the implementation of the curriculum and schemes of work rigorously enough. This has led to inconsistency in the implementation of school policies.

Governors are supportive and visit the school often. Individual governors have recently started to work with middle leaders in order to get a better understanding of provision. They have a good understanding of the school's priorities and the strengths and areas for improvement identified in the school's self-evaluation report. However, governors do not receive accurate information on the quality of provision and the progress pupils make in lessons. As a result, they are not in a position to challenge the school robustly enough to contribute fully to the strategic direction of the school.

Improving quality: Unsatisfactory

Leaders have recently started to use a suitable range of first-hand evidence gathered from lesson observations, listening to learners and the scrutiny of pupils' work. However, monitoring reports are not evaluative enough and do not focus well enough on pupils' standards and the quality of provision.

The school's self-evaluation report includes thorough analysis of performance data, including comparisons with other similar schools. However, leaders do not use the analyses of data well enough to identify trends and to plan improvement strategies, for example in addressing the gender gap and improving the achievements of pupils eligible for free meal pupils. The report includes useful summary lists of strengths and areas in need of development. However, it does not provide evaluations that are accurate enough to enable leaders to carry out the necessary improvements, particularly in relation to standards, and the quality of teaching and leadership.

There is a clear link between the self-evaluation report and the school improvement plan. The improvement plan is a succinct document that includes a suitable number of priorities. It identifies clear priorities and timescales, along with appropriate arrangements to monitor their implementation. However, the plan does not identify strategies to address other important areas in need of attention, especially in relation to improving pupils' standards and progress.

Partnership working: Good

The school has a wide range of effective partnerships with parents, other schools and the local community and businesses.

It uses a range of methods to communicate with parents, from standard newsletters and text messages to innovative blogs on the school website. It provides valuable opportunities for parents to improve their own skills in literacy, numeracy and internet e-safety to help them support their children. There are also useful opportunities for new parents to visit the nursery class to participate in lessons alongside their child.

The school collaborates closely with the cluster of local primary schools to develop teachers' assessments skills and to develop an effective joint understanding of the standard of pupils' work at the end of key stage 2. The school also works well with the cluster of primary schools and the local secondary school to develop pupils' competence and confidence in musical performances.

There are a range of enriching partnerships between the school and the local community. For example, links with the local allotment association enhance pupils' understanding of how things grow, and this has led to pupils building their own glass-house out of plastic bottles.

Links with businesses are particularly effective in preparing pupils for the world of work and providing the school with valuable resources. One notable example is the work done in collaboration with a national construction company, which was successful in developing pupils' understanding of health and safety and design, and provided opportunities for them to develop their numeracy skills in relation to bridge construction.

Resource management: Adequate

The school has a sufficient number of suitably qualified and experienced staff to deliver the curriculum. The acting headteacher has recently reviewed the role of teaching assistants across the school successfully in order to improve pupils' engagement with learning. The school uses the talents of individual members of staff well, such as in art and physical education, and provides appropriate training for teachers in response to needs identified through the performance management process.

The school participates extensively in professional learning networks. For example, the 'LIFE' programme has provided worthwhile opportunities for pupils and teachers to share and develop skills with other schools in using digital technology to tackle the effects of deprivation. The 'voice for autism' project has been successful in raising standards in pupils' receptive language and vocal imitation.

The governing body and the acting headteacher manage the budget carefully. The acting headteacher has worked hard to raise additional funds, which has helped the school retain a small budget surplus. However, the school's use of the Welsh Government's pupil deprivation grant does not fully meet requirements. This is because it does not target support specifically at pupils eligible for free school meals, and does not measure the impact in improving outcomes for these pupils.

In view of the adequate standards pupils achieve, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6702108 - CASLLWCHWR PRIMARY SCHOOL

Number of pupils on roll	226
Pupils eligible for free school meals (FSM) - 3 year average	15.4
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	28	23	31
Achieving the Foundation Phase indicator (FPI) (%)	57.1	95.7	87.1
Benchmark quartile	4	1	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	28	23	31
Achieving outcome 5+ (%)	71.4	100.0	90.3
Benchmark quartile	4	1	3
Achieving outcome 6+ (%)	28.6	47.8	25.8
Benchmark quartile	2	1	3
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	28	23	31
Achieving outcome 5+ (%)	78.6	95.7	90.3
Benchmark quartile	4	1	3
Achieving outcome 6+ (%)	14.3	30.4	29.0
Benchmark quartile	3	2	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	28	23	31
Achieving outcome 5+ (%)	71.4	100.0	93.5
Benchmark quartile	4	1	4
Achieving outcome 6+ (%)	28.6	69.6	71.0
Benchmark quartile	3	1	1

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

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

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

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

6702108 - CASLLWCHWR PRIMARY SCHOOL

Number of pupils on roll 226
 Pupils eligible for free school meals (FSM) - 3 year average 15.4
 FSM band 2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	31	31	29	24
Achieving the core subject indicator (CSI) (%)	90.3	87.1	89.7	91.7
Benchmark quartile	1	2	2	2
English				
Number of pupils in cohort	31	31	29	24
Achieving level 4+ (%)	90.3	87.1	89.7	91.7
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	41.9	35.5	34.5	45.8
Benchmark quartile	1	2	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	31	31	29	24
Achieving level 4+ (%)	93.5	90.3	93.1	91.7
Benchmark quartile	1	2	2	3
Achieving level 5+ (%)	58.1	45.2	31.0	45.8
Benchmark quartile	1	1	3	2
Science				
Number of pupils in cohort	31	31	29	24
Achieving level 4+ (%)	93.5	93.5	89.7	91.7
Benchmark quartile	2	2	3	3
Achieving level 5+ (%)	61.3	45.2	37.9	62.5
Benchmark quartile	1	1	2	1

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	98	98 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	92	86 93%	6 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	98	93 95%	5 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	98	94 96%	4 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	98	97 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	97	94 97%	3 3%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	98	98 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	97	96 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	98	84 86%	14 14%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	98	98 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	96	68 71%	28 29%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	97	77 79%	20 21%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	70	46 66%	20 29%	4 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	71	55 77%	16 23%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	71	53 75%	16 23%	0 0%	0 0%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	70	46 66%	16 23%	4 6%	2 3%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	71	41 58%	29 41%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	71	46 65%	17 24%	4 6%	0 0%	4	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	71	47 66%	18 25%	2 3%	0 0%	4	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	69	33 48%	22 32%	10 14%	2 3%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	71	49 69%	18 25%	4 6%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	71	39 55%	22 31%	6 8%	0 0%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	71	50 70%	21 30%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	66	32 48%	14 21%	6 9%	3 5%	11	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	69	31 45%	21 30%	15 22%	1 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	71	46 65%	20 28%	4 6%	1 1%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	70	30 43%	26 37%	7 10%	1 1%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	70	41 59%	24 34%	2 3%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	60	23 38%	16 27%	7 12%	2 3%	12	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	70	40 57%	25 36%	4 6%	1 1%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	71	47 66%	15 21%	7 10%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Iolo Dafydd	Reporting Inspector
Mr Maldwyn Pryse	Team Inspector
Mrs Rhiannon Mary Boardman	Lay Inspector
Ms Marilyn Anne Balkwill	Peer Inspector
Mrs Sarah Reece (Acting Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics; and
- science

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

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

All-Wales Core Data sets

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

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

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