

OYSTERMOUTH PRIMARY SCHOOL

'Achievement Through Challenge'

SELF-EVALUATION REVIEW 2017 -2018



MISSION STATEMENT

'Achievement through Challenge'

VISION STATEMENT

Our school will seek to provide an imaginative, broad and balanced interpretation of the curriculum in inspiring, caring and secure classroom, home and wider school environments. We want all children of all potential, abilities and talents to enjoy learning and to develop as independent and motivated thinkers and learners whose achievements are recognised in all areas of the curriculum and personal experience. We work to create a climate of tolerance, respect, mutual communication and support wherein all are willing to accept and are proud of the standards set by the school.

School Aims

At Oystermouth Primary School we aim to provide a happy, stimulating and secure environment where:

- All individuals are valued;
- Individual needs are met;
- We aim to ensure that everyone achieves their full potential;
- Co-operation and friendliness are encouraged;
- Effort and achievement are recognized and celebrated;

- Similarities and differences are respected and valued;
- Moral and spiritual issues are explored;
- Learning is enjoyable and challenging;
- Practical activities which encourage enquiry are central to the curriculum;
- Partnerships with parents and the wider community are welcomed.

We aim to provide a well-resourced, broad, balance and differentiated curriculum, relevant to the needs of each child, so that children can learn:

- To make mistakes in an atmosphere of trust and support, and learn from them;
- How to make informed choices;
- To plan and evaluate their work;
- To respect and care for themselves, for others, and for the immediate and wider environment;

And can become:

- Literate and numerate;
- Effective speakers and listeners;
- Active, independent and autonomous learners;
- Creative, observant and questioning;
- Caring and responsible members of the school community;
- Physically active and able to develop a healthy, environmentally-friendly lifestyle;

And can develop the skills they need to prepare for future life in an increasingly technological world and to become life-long learners.

Have we met our school aims?

“Pupils make good progress in the key skills of literacy, numeracy and ICT. There are some outstanding features Which include the pupils’ ability to tackle problems confidently, to think creatively and to reach their own decisions, as well as the extent to which they understand what they are doing, how well they are progressing and what they need to do to improve. They are very motivated to learn and have a very positive to work.” ESTYN Inspection Report, 2006

“Most pupils across the school listen attentively to each other and to their teachers. They answer questions with confidence and engage well in discussion with their peers. Many pupils discuss their work well, they provide good oral feedback when assessing the work of their peers and express their own ideas confidently.” ESTYN Inspection Report, 2012

Curriculum Aims

Through the curriculum at Oystermouth Primary School we aim to:

- Develop self-confidence and independence;
- Encourage enquiry, exploration and experiment;
- Build self-esteem and instill self-belief;
- Encourage fluency;
- Provide worthwhile activities, appropriate to the age and stage of development of the child;
- Provide experiences beyond the confines of the school which will stimulate pupils and add relevance to the themes and work which they will pursue;

By providing a curriculum which;

- Is active and practical;
- Is enjoyable;
- Is collaborative and social;
- Supports all areas of learning and experience;
- Supports effective transition between classes, phases and school to school;
- Is planned, progressive and matched to each child's needs;
- Is monitored, assessed, evaluated and recorded;
- Effectively develops the basic skills of literacy and numeracy;
- Builds upon, accepts and values previous experiences;
- Develops those skills which pupils will need to become independent, life-long learners;
- Values the contribution parents make to education by involving them in partnership and by communicating the purposes and aims of the school.

Do we meet our curriculum aims?

“Pupils make consistently good progress through the school, regardless of their home background, gender, race or disability they are very well-behaved and know the boundaries of acceptable behavior. They are courteous and polite, respect adults and display good self-discipline.” ESTYN Inspection Report, 2006

“Staff help many pupils to develop a firm understanding of their own learning and what to do to improve their work.”

“Teachers identify pupils’ additional learning needs and write individual education plans in child-friendly language and discuss them regularly with parents. Teachers also make parents aware of the ways in which they are able to support their children at home.” ESTYN Inspection Report, 2012

To achieve these aims,

Children should be:

- Talking and listening to teachers, other adults and each other;
- Showing and sharing their work to children, teachers and parents;
- Asking questions and finding answers;
- Selecting and collecting the materials they need, using them responsibly and effectively;
- Absorbed and concentrating;
- Working on one task or activity for increasing lengths of time as they progress through the school;
- Taking pride in their own and others’ achievements;
- Developing, practising and mastering skills;
- Playing, reading, writing, calculating, drawing and painting;
- Singing, moving, planning, composing, making and evaluating things;
- Watching, demonstrating, experimenting, explaining and describing their work;
- Helping each other;
- Understanding the work they do;
- Making mistakes, trying things out;
- Working in groups of varying sizes, gender balance, ability range, for a range of activities;
- Taking things home and bringing things from home.

Teachers should be:

- Planning, organising, offering experiences and activities for children;
- Providing a broad, balance, active and practical curriculum which motivates children;
- Providing a stimulating environment, activities and resources;
- Organizing their work, children's tasks, the classroom environment and equipment;
- Planning tasks and activities that meet the needs of individuals and groups;
- Balancing teaching with supporting, encouraging independence and experimentation;
- Watching children, monitoring, assessing and recording their learning;
- Encouraging children to experiment, take responsibility and make mistakes in a supportive environment;
- Recognizing the achievements of children (individuals and groups), parents and other adults;
- Giving positive feedback and setting targets;
- Through awareness of children's attainment, setting new targets and challenges that ensure progress for each child;
- Consolidating skills and knowledge by relevant and varied practice;
- Setting standards and rules and helping children to understand them;
- Evaluating the curriculum and their teaching;
- Talking with children, teachers, other school staff and parents;
- Listening to children, teachers, other school staff and parents;
- Organizing the work of other adults working in the classroom;
- Providing models of behavior and adult activities;
- Working as part of a team, providing skills, information and support and benefiting from the contributions of others;
- Reading and keeping up-to-date;
- Considering their own professional development, and recording it and appropriately;
- Experimenting, trying new ideas;
- Proactive rather than reactive.

Parents should be:

- Ensuring that their child attends school regularly, on time and properly equipped;
- Ensuring that the school is aware of any concerns or problems that might affect children's work or behavior;
- Supporting the school's policies and guidelines;
- Supporting children in homework and other opportunities for home learning;
- Attending Parents' Evenings and discussions about children's progress;

- Working with the school to ensure that their child's time here is a happy one;
- Getting to know about their child's life at school.

Context of the School Improvement Plan

The plan is written after consultation and input for all stakeholders.

Due regard is given to the school's comparative data and pupil outcomes when creating the plan. Key members of staff contributed to the writing of the plan by concentrating on their areas of responsibility.

The plan is formulated as part of the school's self-evaluation procedures and focuses on Outcomes, Provision and Leadership in line with Estyn's Key Questions.

The duration of this plan will run from September 2017 to August 2018 and progress against the plan will be reported in each Headteacher's Termly Report to Governors. This plan is a living document and is constantly reviewed and updated.

ESTYN Inspection Recommendations

Summary

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

Current performance

The school is good because:

- Pupils' performance at 7 and 11 is good;
- The standard of work in pupils' books and in many lessons is good;
- The school is a caring community that develops and promotes pupils' wellbeing successfully;

- There is a good range of learning experiences; and
- There are robust and effective partnerships between the school and the wider community that have a positive impact on pupils' learning.

Prospects for improvement

Prospects for improvement are good because:

- The Headteacher has a clear vision that is shared effectively with teachers, parents and governors;
- The school has effective strategies to raise standards of literacy across the curriculum;
- The SMT and staff focus consistently on raising standards and improving provision;
- There is effective teamwork at all levels; and
- The school gives good value for money.

Recommendations

In order to improve, the school needs to:

- R1 Raise the standard of pupils' reading and writing skills in Welsh;
- R2 Improve the outcomes in science at the end of KS 2;
- R3 Improve the quality of marking of marking and ensure that teachers consistently provide feedback that helps pupils to improve their work, and;
- R4 Share the excellent practices in teaching at the end of KS 2 more effectively across the school.

To address these recommendations we have:

- Focused on increasing the range of reading genres within Welsh
- Established the variety of Welsh writing across the school, e.g. re-telling, reports, postcards, diary, etc
- Regular monitoring by the LA's Athrawes Bro
- Reviewed the school's science policy and SofW
- Reviewed our marking and feedback
- Established a new Marking and Feedback Policy which ensures consistency of marking and the way in which teachers and TAs deliver feedback and set targets for pupils in order that they may improve their work
- Discussions amongst staff regarding the qualities which makes a lesson 'good', observations of lessons , team teaching

Grant Finance 2017 – 18

Source of Funding	Purpose	Sum	How?
Education Improvement Grant	To ensure that pupils profit from excellent teaching and learning, particularly focusing on: <ul style="list-style-type: none"> • Improving educational experiences • Improving Outcomes at end of the Foundation Phase 	£83,384	1. Increase, wherever possible, pupil:teacher ratios in FP 2. Provide nurture provision for those children identified
Pupil Deprivation Grant		£8,100	
Other			

School Context – All Wales Core Data Set/Family of Schools

School family

Code	School Name	Family number	Position
6702096	Hendrefoilan Primary	105	1
6702042	Oystermouth Primary School	105	2
6812153	Bryn Deri Primary	105	3
6733320	St Brides C W Primary School	105	4
6683050	Spittal Church In Wales Voluntary Controlled School	105	5
6702216	Pennard Primary	105	6
6802039	Glasllwch Primary School	105	7
6713311	Bryncoch Ciw Primary School	105	8
6792301	Trellech Junior & Infants	105	9
6663002	Montgomery C.I.W. School	105	10
6733047	Peterston-Super-Ely Primary	105	11
6662115	Cradoc C.P. School	105	12

Oystermouth is placed 2nd in the family of schools.

Baseline Assessments Data															
	2014/15					2015/16					2016/17				
	LCW	LCE	MDT	PSD	PDT	LCW	LCE	MDT	PSD	PDT	LCW	LCE	MDT	PSD	PDT
A						-	-	-	-	-	-	-	-	-	-
6						-	-	-	-	-	-	-	-	-	-
5						-	-	-	-	-	-	-	-	-	-
4						-	-	-	-	-	-	-	-	-	-
3						-	19	-	25	21	-	11	14	18	17
2						-	8	26	2	6	-	12	11	5	8
1						-	-	1	-	-	-	1	-	2	-
G						-	-	-	-	-	-	1	-	-	-
S						-	-	-	-	-	-	-	-	-	-
Z						-	-	-	-	-	-	-	-	-	-
W						-	-	-	-	-	-	-	-	-	-
D						-	-	-	-	-	-	-	-	-	-
N						-	-	-	-	-	-	-	-	-	-
<i>Average</i>						-	2.7	2.0	2.9	2.8	-	2.4	2.6	2.6	2.7

* For the averages above, 0.75 was used for G, 0.5 for S, 0.25 for Z, 0.1 for W and 0 for D/N.

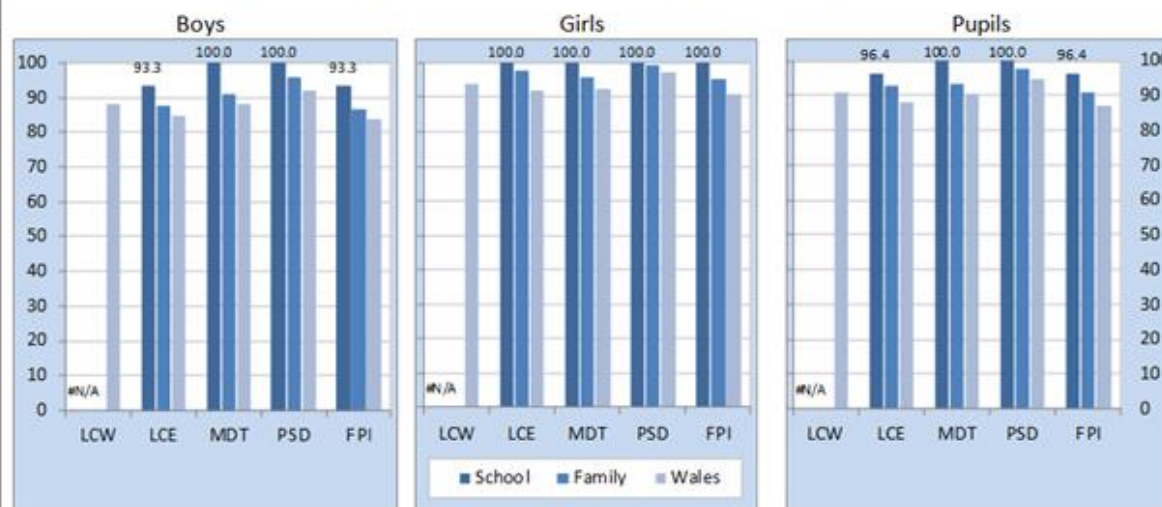
- Baseline averages holding steady (only two years to use as comparison)

	12/13	13/14	14/15	15/16	16/17
Number of FP pupils					
Boys	17	12	13	16	15
Girls	14	14	17	16	13
Pupils	31	26	30	32	28

1. Latest School, family and Wales

performance

Chart 3: Percentage of pupils achieving the expected outcome (Outcome 5+), by gender: 2016/17



- Outcome 5+ results holding up well
- All results higher than all-Wales and family
- Boys achievement less than girls in LCE – gender gap of +6.7%
- 100% girls achieving LCE
- 100% of all pupils achieving in MDT and PSD
- 96.4% of pupils achieving FPI
- One boy receiving support in literacy resulting on lower % in LCE

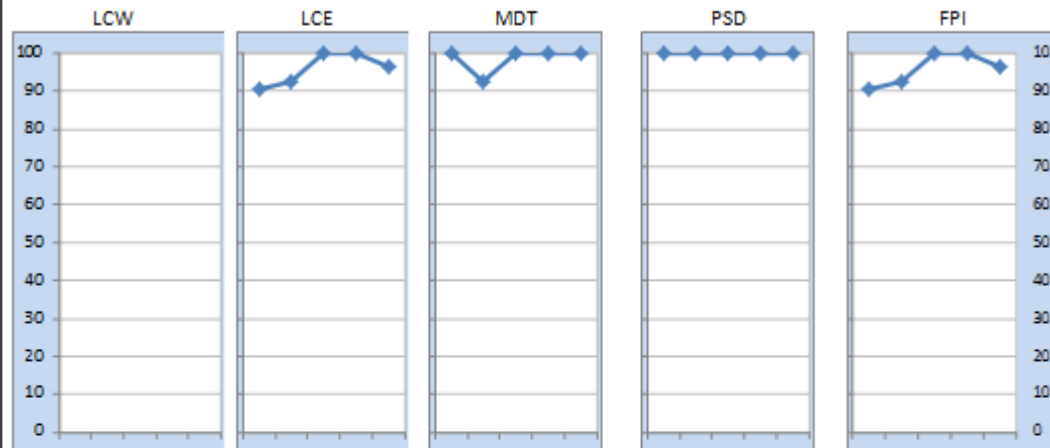
The Foundation Phase's mandatory areas of learning (reporting-wise) are:

- Language, literacy and communication skills in Welsh (**LCW**) OR Language, literacy and communication skills in English (**LCE**)
- Mathematical development (**MDT**)
- Personal and social development, well-being and cultural diversity (**PSD**)

The Foundation Phase Indicator (**FPI**) is achieved by a pupil if Outcome 5 or greater is achieved in LCW/LCE, MDT and PSD in combination.

2. School performance over time

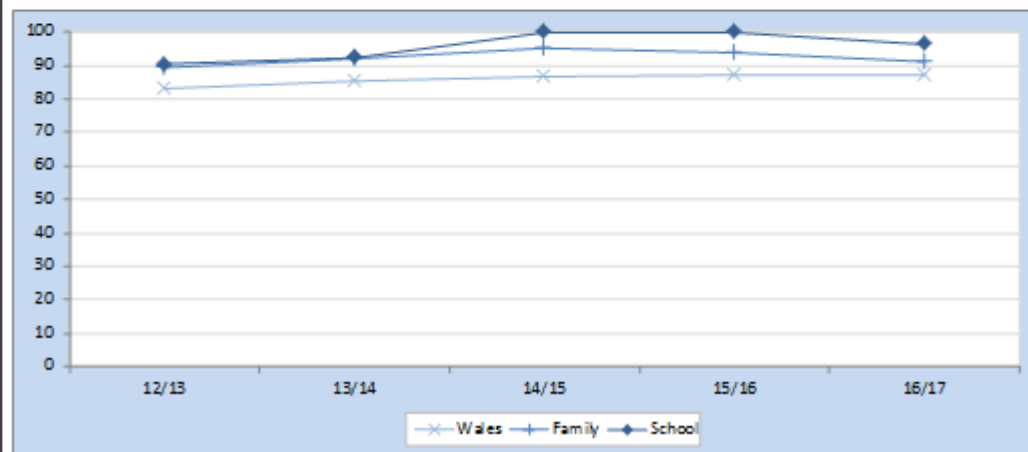
Chart 4: Percentage of pupils achieving the expected outcome (Outcome 5+), by area of learning: 2012/13 - 2016/17



3. Areas of learning in combination

Foundation Phase Outcome (FPI)

Chart 5: Percentage of pupils achieving the FPI: 2012/13 - 2016/17



- 3 year total in MDT and PSD holding firm
- 3 year totals for LCE show slight fall in 2016/17
- 3 year average (all pupils) is 98.8%
- % for FPI for the last three years outperforming all-Wales and family results

- % of pupils achieving FPI over last 5 years remains steady
- % of pupils achieving FPI over last year shows a slight dip

Language, literacy and communication skills in English (LCE)

Chart 7a: Percentage of pupils achieving the expected outcome (Outcome 5+) in LCE: 2012/13 - 2016/17

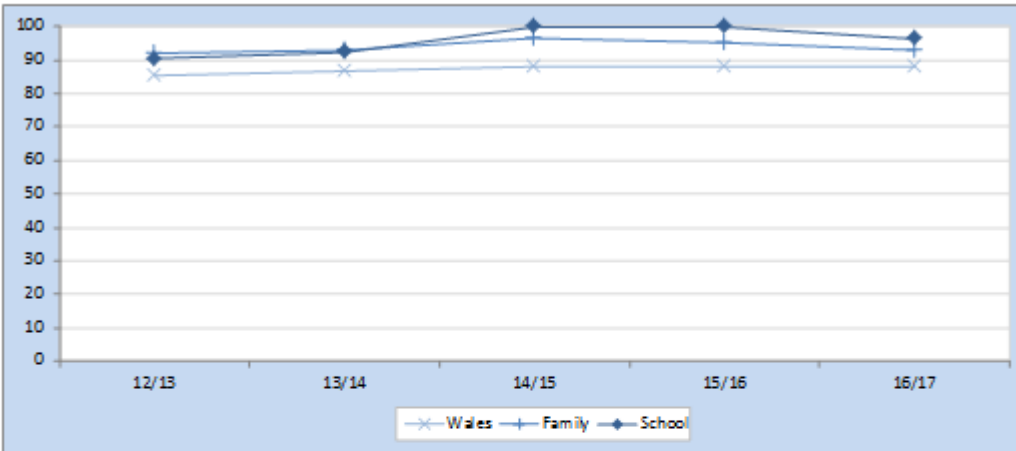
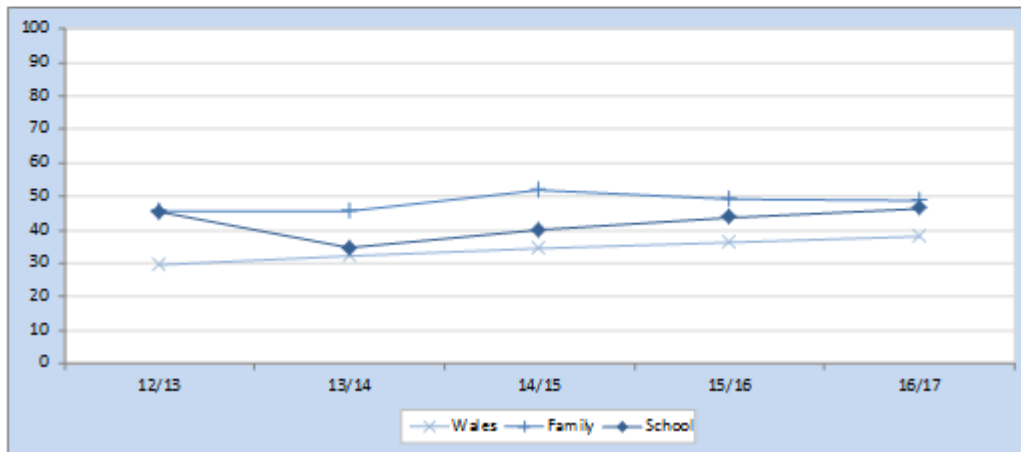


Chart 7b: Percentage of pupils achieving the expected outcome plus one (Outcome 6+) in LCE: 2012/13 - 2016/17



- Slight dip in % of Outcomes 5+ from previous two years, which both stood at 100%
- Average for the last 3 years in Outcome 5+ in LCE is 98.8%

- % of pupils achieving Outcome 6+ in LCE continue an upward trend on the previous two years
- Focus next year on giving extra support to those

Mathematical development (MDT)

Chart 8a: Percentage of pupils achieving the expected outcome (Outcome 5+) in MDT: 2012/13 - 2016/17

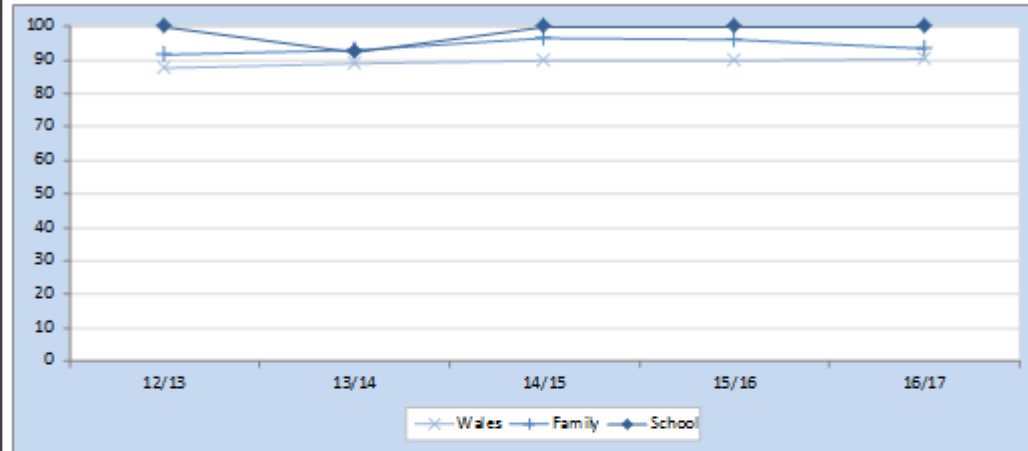
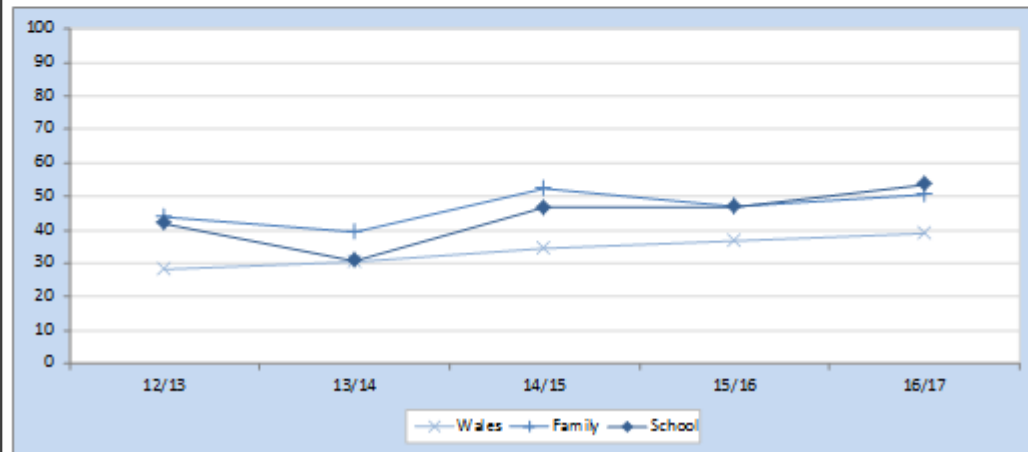


Chart 8b: Percentage of pupils achieving the expected outcome plus one (Outcome 6+) in MDT: 2012/13 - 2016/17



- 100% achieved the expected Outcome 5+ in 2016/17
- Figures have remained steady at 100% over the last three years
- Results out perform both all-Wales and family figures

- Slightly upward trend for Outcome 6+ in MDT in 2016/17
- Figures slightly above those for the family group and significantly above the all-Wales figures
- Can we do more to increase this figure? (see

Personal and social development, well-being and cultural diversity (PSD)

Chart 9a: Percentage of pupils achieving the expected outcome (Outcome 5+) in PSD: 2012/13 - 2016/17

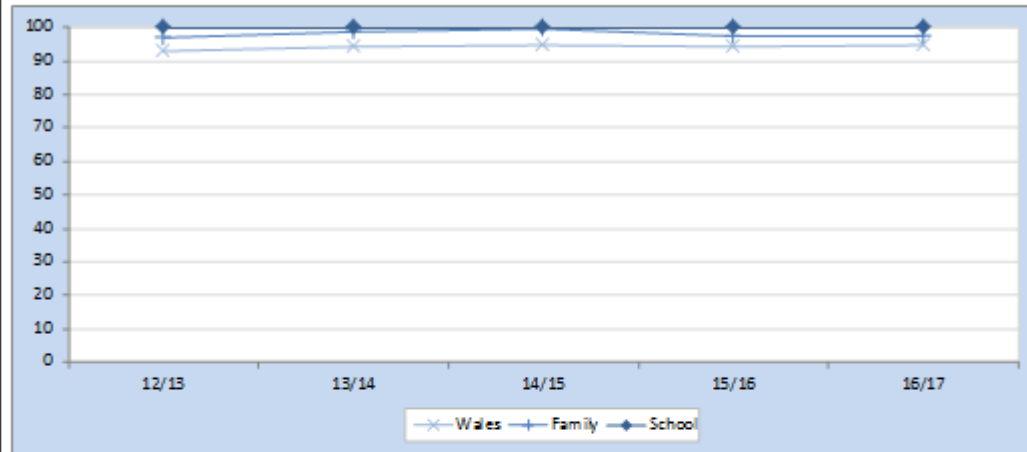
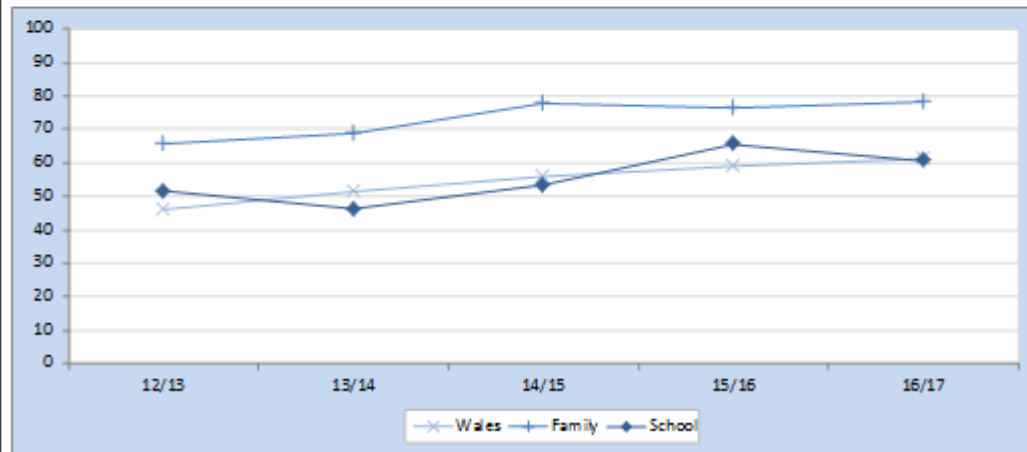


Chart 9b: Percentage of pupils achieving the expected outcome plus one (Outcome 6+) in PSD: 2012/13 - 2016/17



- Results at Outcome 5+ over the last five years in PSD have remained consistently high
- Schools' results are slightly higher than both family and all-Wales results

- Results at Outcome 6+ in PSD are on a par with all-Wales data but significantly below family results
- Results have been consistently lower than family

5. Benchmarking

In Table 6 the school's data is shown, compared with similar schools with regard to FSM. The school's specific percentages are shown by the figures in colour and the boundaries that would be required to cross in order to move quarter are shown in the boxes.

Table 6: Benchmarking the percentage achieving Outcome 5+ against school's FSM group: 2016/17

	Quarter 4	Quarter 3	Quarter 2	Quarter 1
LCW	85.714	93.845	100.000	
LCE	89.380	95.455	96.429	100.000
MDT	90.000	96.362	100.000	100.000
PSD	96.154	100.000	100.000	100.000
FPI	85.714	93.333	96.429	100.000

In Table 7 the school's data is shown, compared with similar schools with regard to FSM for the last 5 years. The quarters are shown in colour.

Table 7: Benchmarking the percentage achieving Outcome 5+ against school's FSM group: 2012/13 - 2016/17

	One pupil as % (FPI)	LCW	LCE	MDT	PSD	FPI
2016/17	3.6	-	96.4 2	100.0 1	100.0 1	96.4 2
2015/16	3.1	-	100.0 1	100.0 1	100.0 1	100.0 1
2014/15	3.3	-	100.0 1	100.0 1	100.0 1	100.0 1
2013/14	3.8	-	92.3 3	92.3 3	100.0 1	92.3 3
2012/13	3.2	-	90.3 3	100.0 1	100.0 1	90.3 3

- Benchmarking positions are good in MDT and PSD (1st Quartiles)
- School has dropped from Quartiles 1 to 2 in both LCE and the FPI. One pupil (boy) has needed support in literacy during his school career and has accounted for this fall
- Results at Outcome 5+ over the last three years have shown an upward trend
- Results in PSD at Outcome 5+ have been historically good (Quartile 1) for the last five years. Why can't we translate this good performance into higher numbers of Outcome 6+?
- Need to review our curriculum delivery of PSD throughout the Foundation Phase.
- Good historical record of achievement over the last five years
- 'Slippage' in LCE and FPI into the 2nd Quartiles needs to be addressed. Is our targeting of individual pupils

More able pupils

In Table 8 the school's data is shown, compared with similar schools with regard to FSM. The school's specific percentages are shown by the figures in colour and the boundaries that would be required to cross in order to move quarter are shown in the boxes.

Table 8: Benchmarking the percentage achieving Outcome 6+ against school's FSM group: 2016/17

	Quarter 4	Quarter 3	Quarter 2	Quarter 1
LCW	31.422	41.523	52.941	
LCE	40.000	46.429	50.000	57.143
MDT	39.441	48.479	53.571	57.143
PSD	60.714	62.177	75.321	86.341

In Table 9 the school's data is shown, compared with similar schools with regard to FSM for the last 5 years. The quarters are shown in colour.

Table 9: Benchmarking the percentage achieving Outcome 6+ against school's FSM group: 2012/13 - 2016/17

	One pupil as % (FPI)	LCW	LCE	MDT	PSD
2016/17	3.6	-	46.4 3	53.6 2	60.7 4
2015/16	3.1	-	43.8 3	46.9 2	65.6 3
2014/15	3.3	-	40.0 3	46.7 2	53.3 4
2013/14	3.8	-	34.6 3	30.8 3	46.2 4
2012/13	3.2	-	45.2 2	41.9 2	51.6 3

- Results for Outcome 6+ in PSD have slipped to Quartile 4. This needs to be addressed in our SIP to plan ways in which we can dramatically alter our PSD curriculum, or the way in which it is delivered, to raise these number of Outcomes
- Overall positions have remained steady but too much time spent in Quartiles 3 & 4 for the last 5 years
- Need to investigate why this is and correct this trend

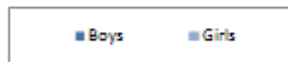
- Lesson observations
- Regular scrutiny of pupils' work/books by HT, subject co-ordinators, 'Athrawes Bro'
- Examination of All Wales Core Data Sets
- Use of VAP and VAP+ to identify pupils via tracking
- new way of using workbooks to achieve consistent presentation, marking and feedback for pupils, reinforcement of Learning Intention and Success Criteria
- consistent and challenging target-setting by teachers
- use of 'Speech Link' and Baseline criteria to identify pupils early on and establish strategies to help these pupils

6. Boys vs Girls

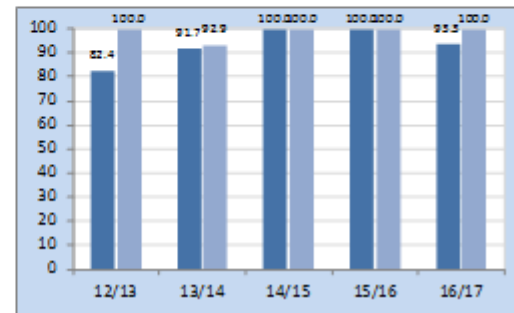
(FPI)	12/13	13/14	14/15	15/16	16/17
Boys	17	12	13	16	15
Girls	14	14	17	16	13

Chart 10: Boys/Girls comparison of pupil achievement: 2012/13 - 2016/17

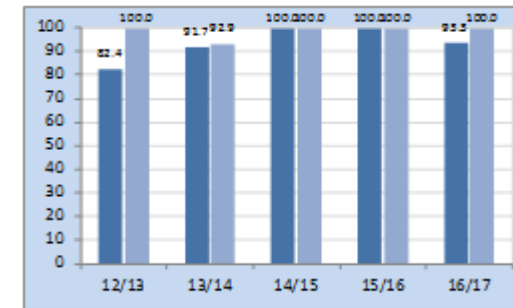
Boys and girls' performance are seen here; gaps in performance can be seen in the summary on page 31.



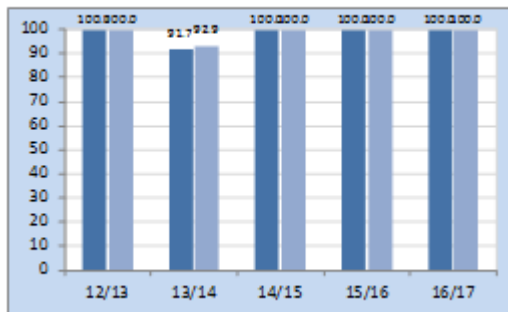
FPI



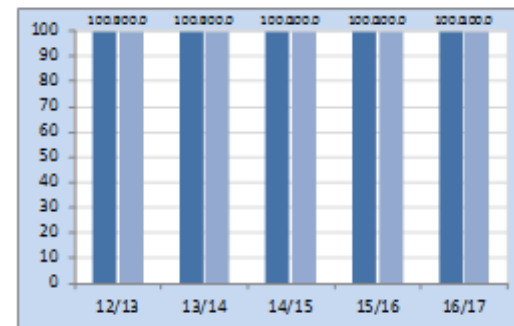
Outcome 5+: LCE



Outcome 5+: MDT



Outcome 5+: PSD



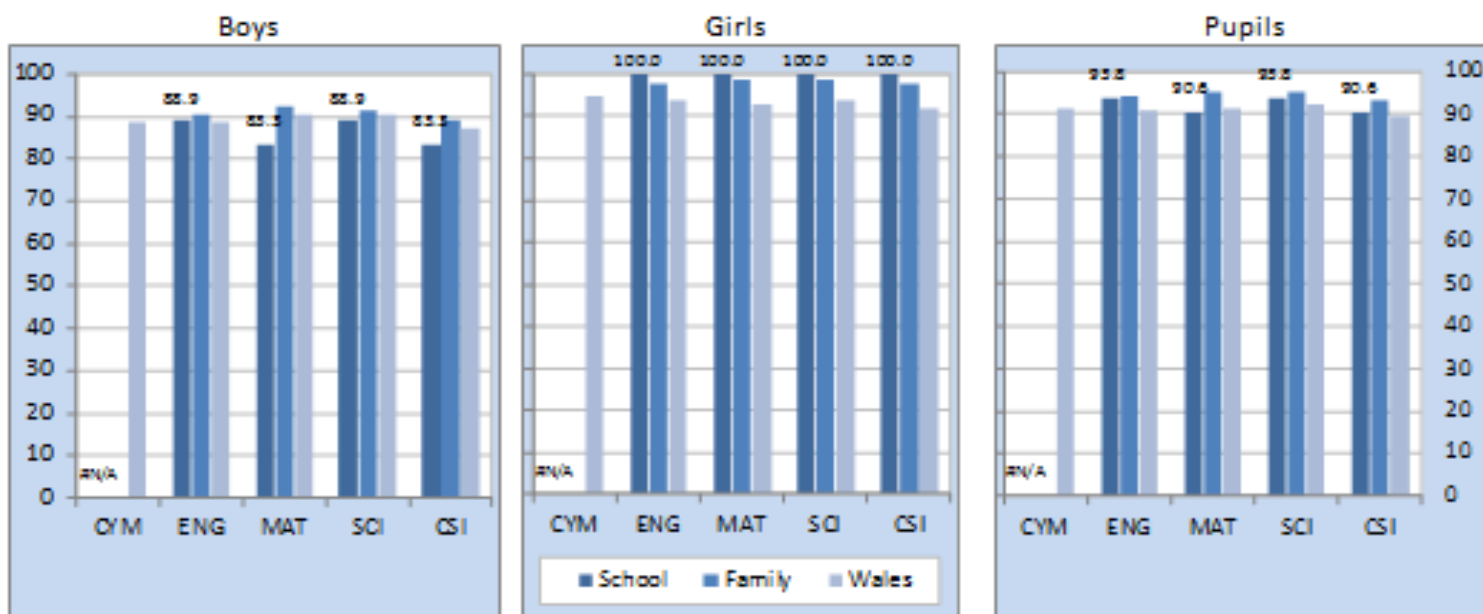
- Gender gap in FPI and LCE this year is +6.7%. Accounted for by one supported boy who did not make the required level
- No gender gap in MDT and PSD

How well does the school perform at KS2?

1. Latest school, family and Wales performance

	12/13	13/14	14/15	15/16	16/17
Number of KS2 pupils					
Boys	12	23	15	17	18
Girls	15	6	15	12	14
Pupils	27	29	30	29	32

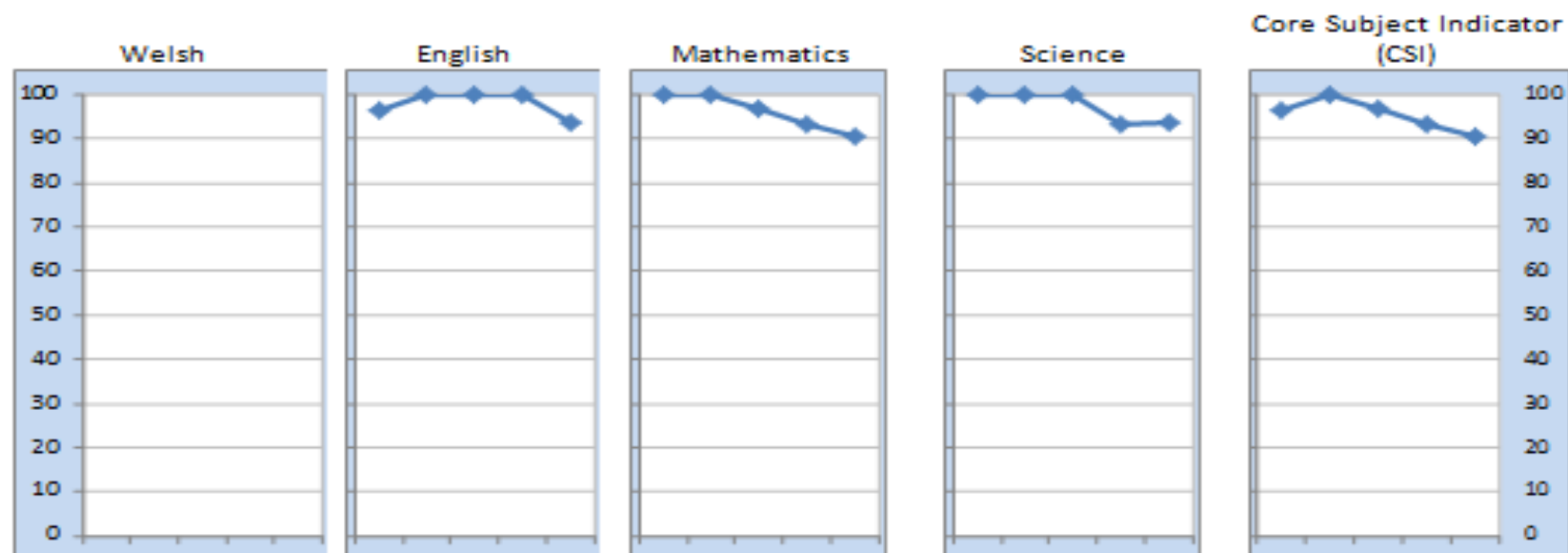
Chart 12: Percentage of pupils achieving the expected level (Level 4+), by gender: 2016/17



- CSI 90% for all pupils – below family and slightly higher than all Wales figure
- Gender gap between boys & girls of +11.1% in English, +16.7% in maths and +11.1% in science
- One statemented boy in the class and 9 boys needing support as opposed to 2 girls in receipt of support
- In this cohort, one boy would equate to 5.6%, one girl to 7.2%
- Was enough targeted support used in respect of these pupils?

2. School performance over time

Chart 13: Percentage of pupils achieving the expected level (Level 4+), by subject: 2012/13 - 2016/17

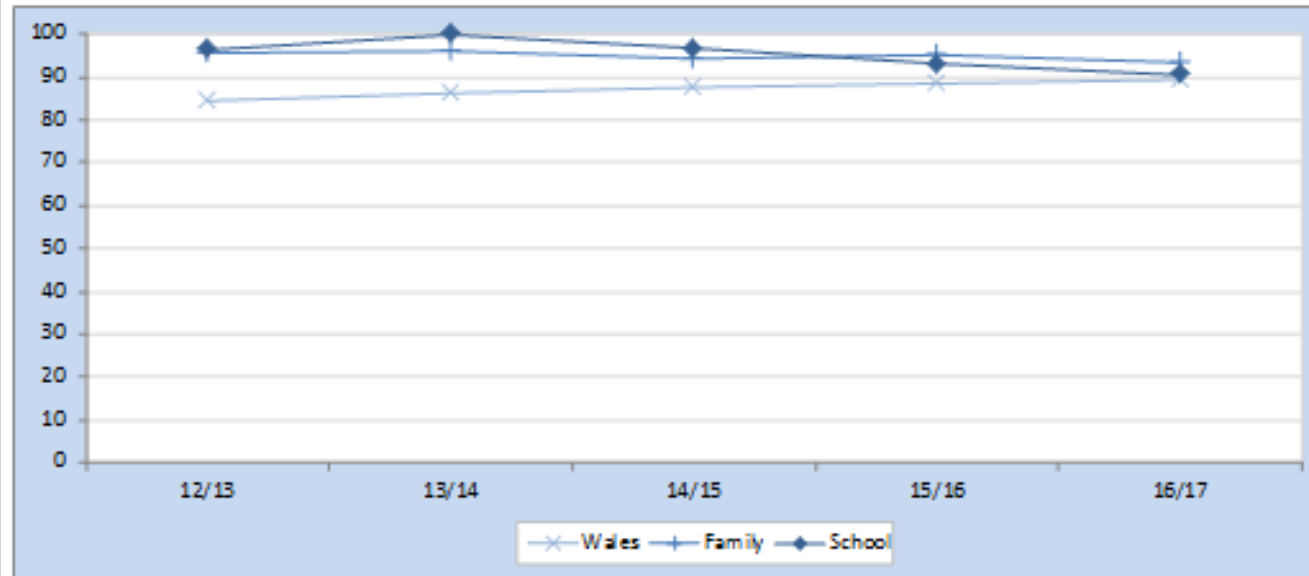


- CSI shows downward trend for the last 3 years
- English shows a downward trend for the last year
- Maths shows downward trend for last 3 years, science for 2 years

3. Subjects in combination

Core Subject Indicator (CSI)

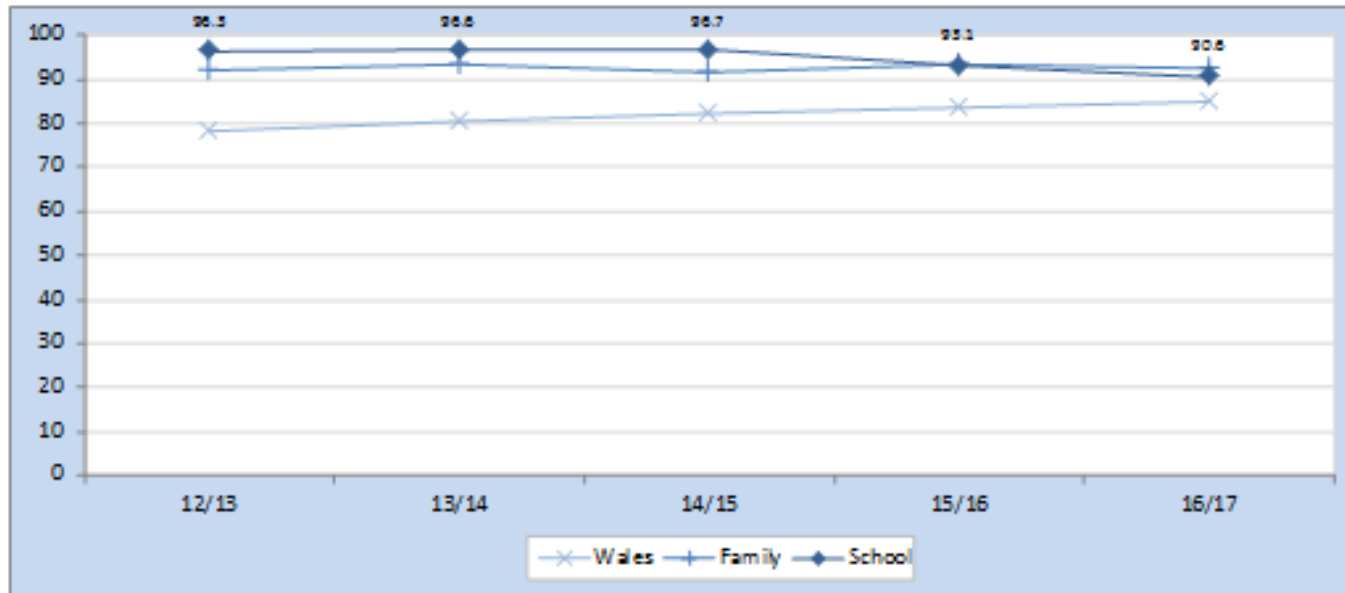
Chart 14: Percentage of pupils achieving the CSI: 2012/13 - 2016/17



- % of pupils in school achieving CSI is slightly higher than all-Wales figure and slightly below the family figure
- A significant part of last year's cohort were in receipt of support and this affected our overall results

Reading, Writing and Mathematics

Chart 15: Percentage of pupils achieving the expected level (Level 4+) in Reading, Writing and Mathematics in combination: 2012/13 - 2016/17



- % of pupils achieving Level 4+ in reading, writing and maths in combination has fallen over the last 3 years
- % is, however, above the all-Wales result but slightly below that of the family
- Use of diagnostic tool (National Tests) needs to be reviewed so that every teacher is aware of the areas where pupils are not achieving their full potential and strategies put into place to address these areas
- Action plan for numeracy is in the SIP for 2017/18 and will address these issues on a whole-school basis
- Regular discussions amongst staff will concentrate on those pupils who are in danger of not fulfilling their full potential as well as those pupils capable of moving from L4+ to L5+ and will concentrate on strategies designed deliver this improvement
- Use of VAP+ to track pupils and identify these individuals

English

Chart 18a: Percentage of pupils achieving the expected level (Level 4+) in English: 2012/13 - 2016/17

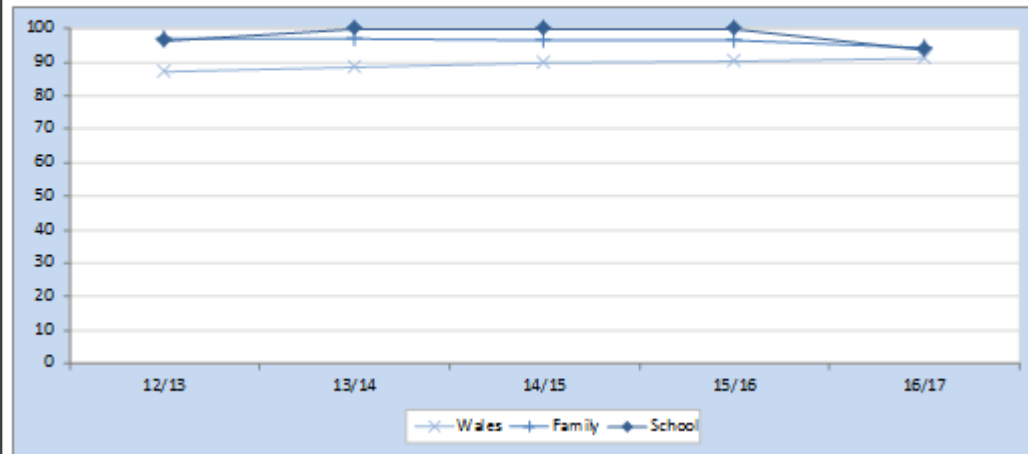
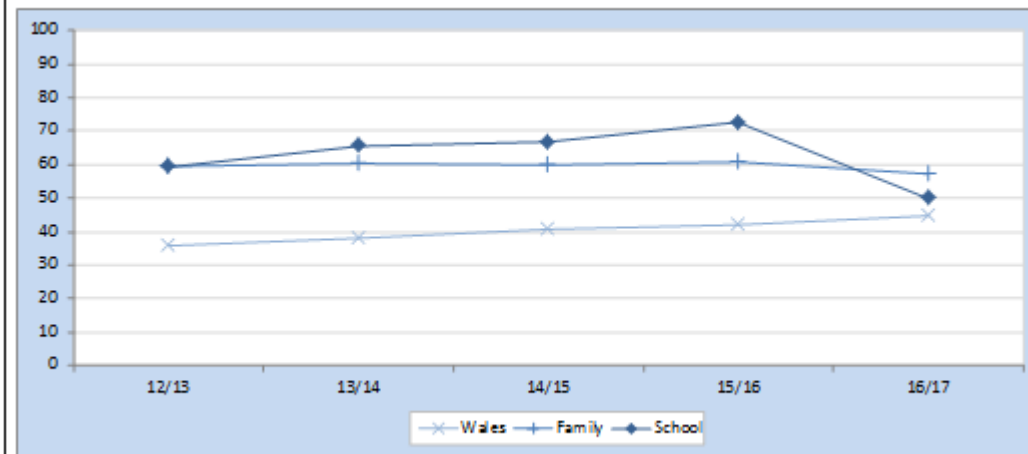


Chart 18b: Percentage of pupils achieving the expected level plus one (Level 5+) in English: 2012/13 - 2016/17



- % of pupils achieving Level 4+ in English fell slightly this year
- % of pupils achieving Level 4+ in English is on a par with family and slightly above the all-Wales figure
- Action Plan for literacy will feature in the SIP for 2017/18 to address this issue
- Regular discussions amongst staff will concentrate on those pupils who are in danger of not fulfilling their full potential as well as those pupils capable of moving from L4+ to L5+ and will concentrate on strategies designed deliver this improvement
- Use of VAP+ to track pupils and identify these individuals

- % of pupils achieving Level 5+ in English fell sharply this year
- % of pupils achieving Level 5+ in English is below family but above all-Wales figure
- This trend will be corrected by the means outlined above

Mathematics

Chart 20a: Percentage of pupils achieving the expected level (Level 4+) in Mathematics: 2012/13 - 2016/17

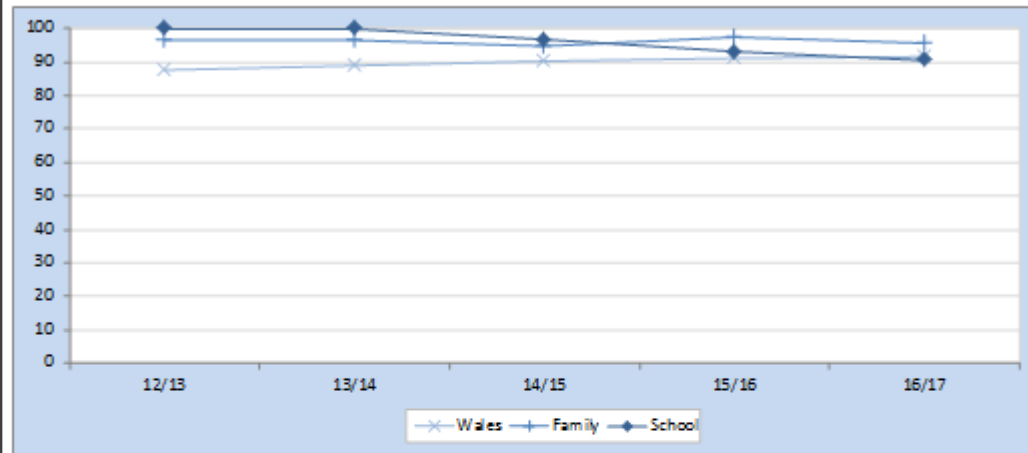
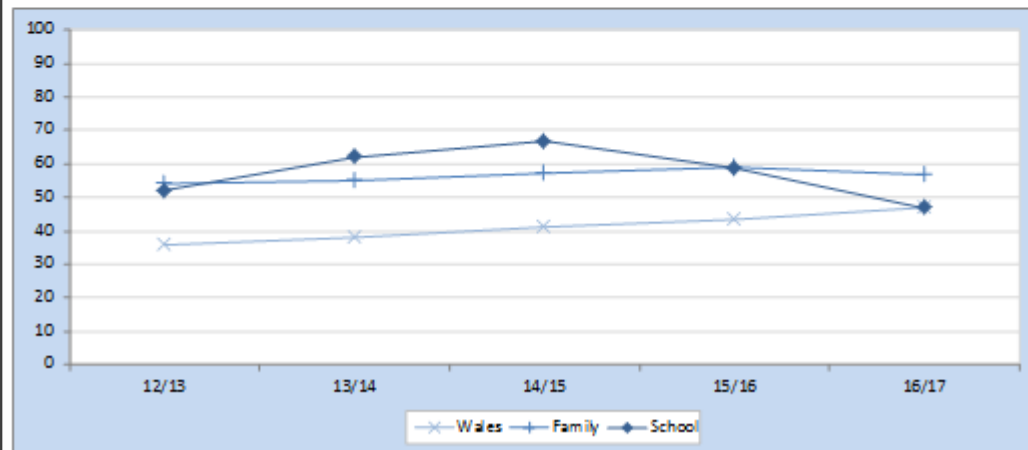


Chart 20b: Percentage of pupils achieving the expected level plus one (Level 5+) in Mathematics: 2012/13 - 2016/17



- % of pupils achieving Level 4+ in maths is on a par with all-Wales figure and slightly below family result
- % of pupils achieving Level 4+ in maths is slightly below last year's figure
- % of pupils achieving Level 4+ shows a downward trend over last 3 years
- One statemented pupils (boy) and 11 pupils (9 boys, 2 girls) were supported in class and, whilst making good progress, fell short of achieving Levels above that expected of them

- % of pupils achieving Level 5+ in maths has fallen for the second year
- % of pupils achieving Level 5+ is on a par with all-Wales figure and below that of the family
- To correct this trend, see Action Plan for maths in SIP

Science

Chart 21a: Percentage of pupils achieving the expected level (Level 4+) in Science: 2012/13 - 2016/17

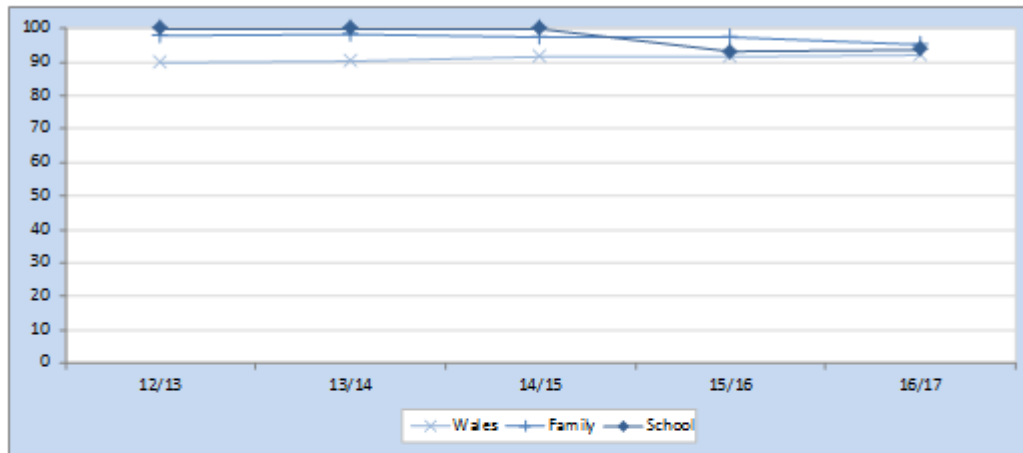
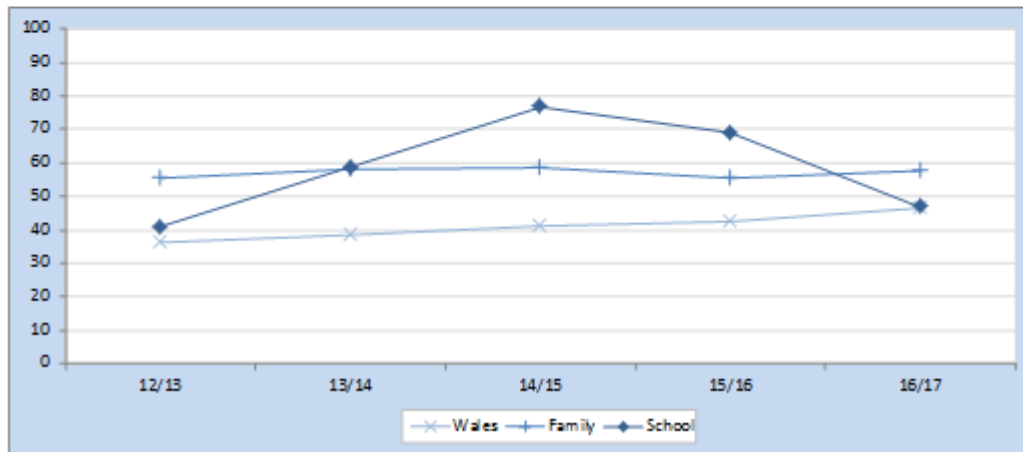


Chart 21b: Percentage of pupils achieving the expected level plus one (Level 5+) in Science: 2012/13 - 2016/17



- % of pupils achieving Level 4+ in science remains steady
- % of pupils achieving Level 4+ is on a par with all-Wales and family figures

- % of pupils achieving Level 5+ in science fell significantly this year

5. Benchmarking

In Table 12 the school's data is shown, compared with similar schools with regard to FSM. The school's specific percentages are shown by the figures in colour and the boundaries that would be required to cross in order to move quarter are shown in the boxes.

Table 12: Benchmarking the percentage achieving Level 4+ against school's FSM group: 2016/17

	Quarter 4	Quarter 3	Quarter 2	Quarter 1
Welsh		88.889	96.177	100.000
English		92.857	93.750	98.038
Mathematics	90.625	93.103	99.167	100.000
Science		93.700	93.750	100.000
CSI	90.625	91.422	96.154	100.000

In Table 13 the school's data is shown, compared with similar schools with regard to FSM for the last 5 years. The quarters are shown in colour.

Table 13: Benchmarking the percentage achieving Level 4+ against school's FSM group: 2012/13 - 2016/17

	One pupil as % (CSI)	Welsh	English	Mathematics	Science	CSI
2016/17	3.1	-	93.8	3	90.6	4
2015/16	3.4	-	100.0	1	93.1	3
2014/15	3.3	-	100.0	1	96.7	2
2013/14	3.4	-	100.0	1	100.0	1
2012/13	3.7	-	96.3	2	100.0	1

- Benchmarking figures show a significant drop in CSI and maths
- The results with regard to English and science, placing the school in the 3rd Quartile are not acceptable
- Our way of planning using Building Blocks, introduced last year and now in its second year, along with collaborative planning by teachers, is designed to ensure that subject areas are covered in a rigorous and consistent way, ensuring full coverage of content, development of requisite skills and progression through the curriculum, thus enabling pupils to improve their understanding and performance
- Regular discussions of all staff to ensure that pupils are carefully tracked during the year to ensure that their understanding and performance is improved

More able pupils

In Table 14 the school's data is shown, compared with similar schools with regard to FSM. The school's specific percentages are shown by the figures in colour and the boundaries that would be required to cross in order to move quarter are shown in the boxes.

Table 14: Benchmarking the percentage achieving Level 5+ against school's FSM group: 2016/17

	Quarter 4	Quarter 3	Quarter 2	Quarter 1
Welsh	33.333	44.949	55.769	
English	46.154	50.000	55.122	63.636
Mathematics	46.875	47.013	56.307	64.746
Science	46.875	47.479	56.667	66.667

In Table 15 the school's data is shown, compared with similar schools with regard to FSM for the last 5 years. The quarters are shown in colour.

Table 15: Benchmarking the percentage achieving Level 5+ against school's FSM group: 2012/13 - 2016/17

	One pupil as % (CSI)	Welsh	English	Mathematics	Science
2016/17	3.1	-	50.0	46.9	46.9
2015/16	3.4	-	72.4	58.6	69.0
2014/15	3.3	-	66.7	66.7	76.7
2013/14	3.4	-	65.5	62.1	58.6
2012/13	3.7	-	59.3	51.9	40.7

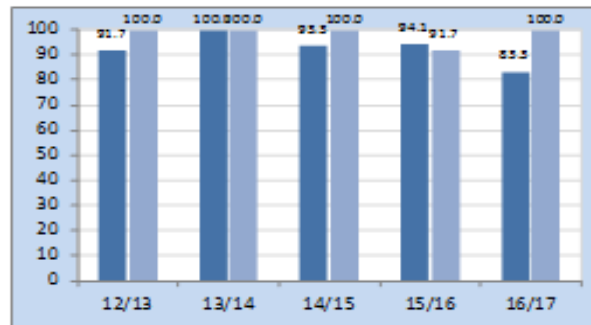
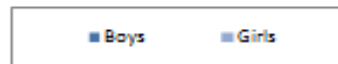
- Significant drop in the % of pupils achieving L5+ this year
- Our target setting indicated that the cohort, especially the boys, would not achieve the levels of one above that we had experienced previously
- Plans outlined above will ensure that more pupils achieve a firm L4+ and, subsequently, will use this as a foundation to build the skills and understanding necessary for them to move to L5+

6. Boys vs Girls

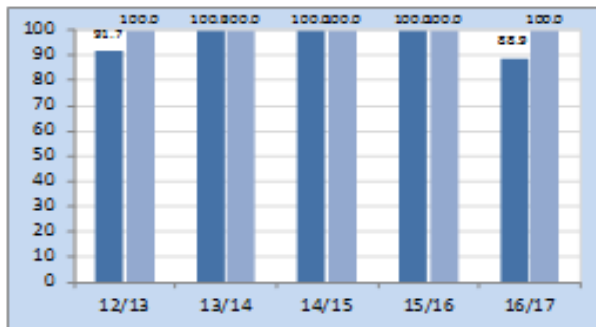
Number of KS2 pupils	(CSI)	12/13	13/14	14/15	15/16	16/17
	Boys		12	23	15	17
Girls		15	6	15	12	14

Chart 22: Boys/Girls comparison of pupil achievement: 2012/13 - 2016/17 CSI

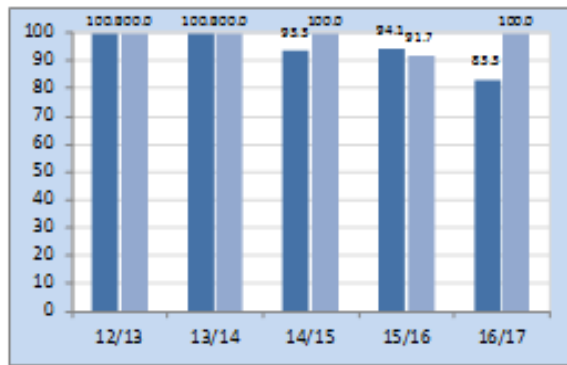
Boys and girls' performance are seen here; gaps in performance can be seen in the summary on page 31.



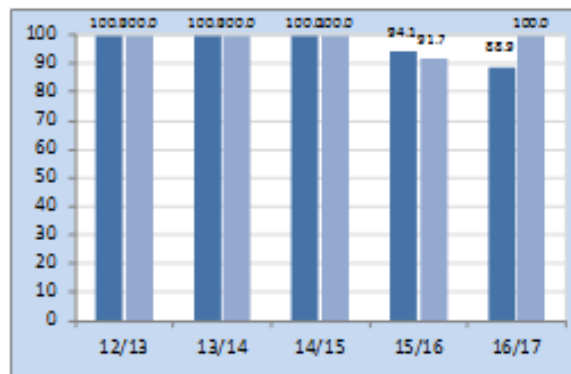
Level 4+: English



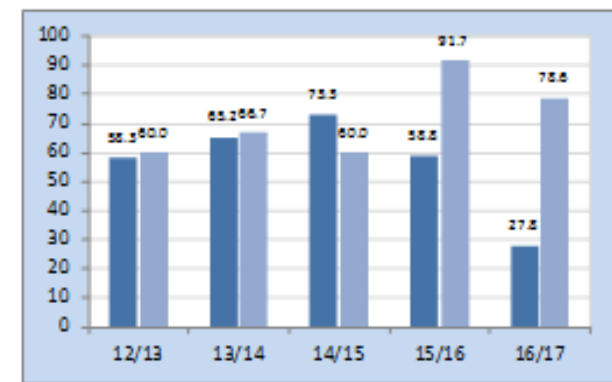
Level 4+: Mathematics



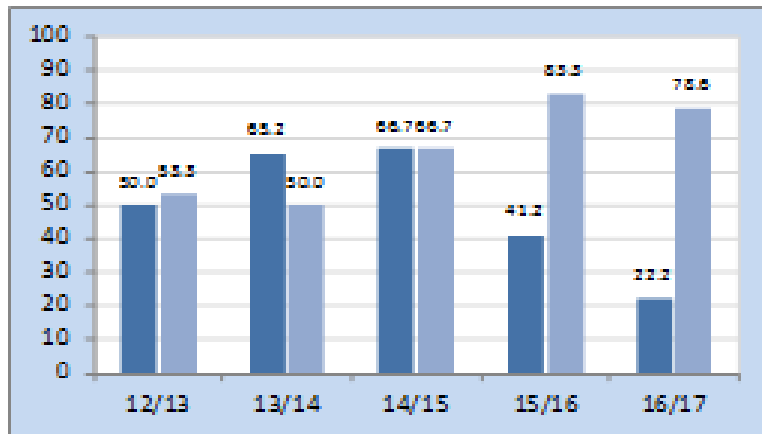
Level 4+: Science



Level 5+: English



Level 5+: Mathematics



Level 5+: Science

