



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

A report on

**Ysgol Gynradd Bontnewydd
Bontnewydd
Caernarfon
Gwynedd
LL55 2UF**

Date of inspection: February 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Gynradd Bontnewydd is situated in the village of Bontnewydd, approximately two miles from the town of Caernarfon in Gwynedd. It serves the village and the surrounding area, including the villages of Caeathro and Llanfaglan. It provides education for pupils between 3 and 11 years old. Welsh is the school's everyday language and the main medium of learning and teaching. English is taught formally in key stage 2. Approximately 75% of pupils come from Welsh-speaking homes, and very few pupils are from ethnic minority backgrounds. Children are admitted to the school on a full-time basis during the term in which they celebrate their fourth birthday. During the inspection, there were 179 pupils on roll, including 21 in the nursery class. The school has seven classes, five of which are mixed-age classes.

Approximately 3% of pupils are eligible for free school meals, which is significantly lower than the national average. Twenty per cent (20%) of pupils are on the school's additional learning needs register. These figures are lower than the percentages for Wales. Six pupils have a statement of special educational needs. The headteacher was appointed in September 2009 and the school was last inspected in November 2009.

The individual school budget per pupil for Ysgol Gynradd Bontnewydd in 2016-2017 is £3,783. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,089. Ysgol Gynradd Bontnewydd is in 57th place of the 93 primary schools in Gwynedd in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make sound progress in their learning during their time there
- Most pupils' key skills are of a high standard and they reach a good standard of bilingualism by the end of key stage 2
- The standards of most pupils' behaviour and self-discipline are high; they treat each other, staff and visitors with respect
- Staff provide a wide range of rich learning experiences for pupils
- Standards of teaching are good or better, and are a significant factor that has a direct effect on the good progress and sound achievements that are achieved by pupils
- The good quality of care, support and guidance has a very positive effect on pupils standards and wellbeing
- The community is familial and inclusive, in which pupils feel safe and happy

Prospects for improvement

Prospects for improvement are excellent because:

- The innovative leadership of the headteacher and deputy headteacher sets a very clear strategic direction for the school's development
- The headteacher has high expectations and a very clear vision, which is shared very successfully with all staff, governors and pupils
- All staff are dedicated and work closely as a team
- Members of the governing body have a very sound understanding of the school's strengths and areas for improvement, and they play a prominent strategic part in the school's self-evaluation and improvement planning processes
- The school has continuous and rigorous self-evaluation procedures, which focus firmly on improving pupils' outcomes
- The school's ability to plan for improvement is very effective
- The school has a wide range of extremely effective partnerships that have a very positive effect on pupils' learning and wellbeing
- The school is a very strong learning community in which staff are given a wide range of opportunities to improve their skills and professional knowledge

Recommendations

R1 Improve the information and communication technology (ICT) modelling skills of pupils in key stage 2

R2 Improve attendance

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, many pupils have basic skills that are lower than expected. Considering their starting point, the work in pupils' books and in lessons shows that most make sound progress in their learning during their time at the school. Pupils with additional learning needs make excellent progress. Nearly all pupils show an obvious interest in their work and work conscientiously for extended periods of time. They recall previous learning well, and use and apply their literacy, numeracy and ICT skills very successfully in a variety of situations.

Most pupils across the school listen attentively to adults and their peers during learning periods. By the end of the Foundation Phase, most speak clearly and use the Welsh language naturally. They discuss experiences and events skilfully, ask appropriate questions, offer comments and express an opinion from an early age. In key stage 2, nearly all pupils have a wide vocabulary and communicate confidently in Welsh and English, and use an increasing variety of phrases and sentence patterns correctly. They present information clearly and effectively orally. Most reach a good standard of bilingualism and switch freely from one language to the other when discussing their work on the planets and pirates, for example.

Most pupils' standard of reading is developing well across the school. In the Foundation Phase, pupils are familiar with a range of reading strategies. By the end of the phase, most read fluently and meaningfully at a level that is appropriate for their age and ability, and many read with good expression. Most have a sound understanding of what they are reading and discuss characters and events knowledgeably. In key stage 2, many read with accuracy and fluency in Welsh and English. They use their skills effectively when gathering information in their investigative work from several different sources, for example in their theme work on the Celts, travel and the sea. Many pupils have a sound knowledge of different authors.

Many pupils in the Foundation Phase write skilfully for a variety of purposes and audiences, and use full sentences, punctuate correctly and use an increasing range of rich vocabulary and good syntax. A good example of this is the effective way in which they write detailed reports on the class 'wedding' at the local chapel. In key stage 2, most pupils plan their work carefully in Welsh and English, and make appropriate improvements when re-drafting. Most pupils' work shows a good awareness of various forms of writing, using a range of suitable sources. Most write interesting texts by using a wide range of vocabulary, such as verbs and similes, effectively to enrich their work. Good examples of this include the effective way in which they write a news programme about the Gwyrfai river flooding and the history of a famous author. Pupils' extended writing skills, across the curriculum, are sound, and most use paragraphs skilfully. Good examples include the way in which many have written an effective piece about the 'Royal Charter' and created an interesting fact file about Remembrance Day. Most pupils write neatly and present high quality work to a good standard across the school.

Most pupils make good progress in their mathematical and numeracy skills as they move through the school. By the end of the Foundation Phase, most add and subtract correctly using tens and units. They show a good awareness of the value of different coins when using them correctly up to a pound. They measure in detail when using standard and non-standard measurements to solve simple problems. Most are able to choose appropriate equipment to present information that has been collected skilfully, and explain their findings correctly, for example when measuring the bones of dinosaurs and the growth of a baby giraffe over a period of time, and recording this clearly and coherently in the form of a block graph.

In key stage 2, nearly all pupils have a sound understanding of place value to multiply and divide whole numbers by 10 and 100, and of decimals when adding and subtracting correctly up to two decimal places. Most use an appropriate range of time-measuring skills effectively. By the end of key stage 2, most develop good, relevant numerical strategies to solve problems and present their results systematically. Good examples of this are the work of recording carefully in a table how high a ball bounces after dropping it from different heights, and when discovering how many spectators, on average, attend international rugby matches. They explain their findings intelligently.

Pupils' ICT skills in the Foundation Phase are developing well. Many of the phase's younger pupils use a keyboard effectively to create a picture and a sentence, and they are able to access programs and websites fairly independently. They explain and discuss their work confidently. By the end of the phase, most use various programs to make block graphs, create pictures of dinosaurs, and also to download a program to create a suitable border to accompany their story. Most are able to control a moving toy successfully to identify mathematical shapes and use 'QR' codes with increasing confidence.

By the end of key stage 2, most pupils develop their ICT skills effectively. They present information in interesting ways by using a wide variety of programs. They use a communication program skilfully to write a creative story about a pretend island. They handle data effectively by presenting a graph that shows the frequency of different types of transport that travel through the village, and when recording different birds that can be seen on the school grounds over a period of time. Nearly all pupils search the internet confidently for appropriate information that is linked to the themes that they are studying. This contributes effectively to developing pupils' investigative and literacy skills. However, pupils' modelling skills have not been developed sufficiently. Pupils' understanding of the importance of e-safety is obvious across the school.

At the end of the Foundation Phase, over a period of four years, the school's performance at the expected outcome in language and mathematical skills, in comparison with that of similar schools, has been below the median in three of the last four years. Over the same period, the school's performance at the higher outcome in language and mathematical skills has been consistently lower in comparison with levels in similar schools.

At the end of key stage 2, in comparison with similar schools, the school's performance at the expected level in Welsh, English and science has varied, moving it between the upper 50% and lower 50%. Its performance in mathematics has been below the median consistently. The school's performance at the higher level in Welsh and science has been above the median consistently. In mathematics, performance has varied, moving the school between the upper 50% and lower 50% of similar schools. The school's performance in English has been below the median consistently.

In the Foundation Phase, there is no notable difference between the performance of boys and girls at the expected outcome in language or mathematics. However, at the higher outcome, girls tend to perform better than boys in both areas. In key stage 2, there is no notable difference between the performance of boys and girls at the expected level in any subject. At the higher than expected level, although there is no notable difference in Welsh or English, performance in mathematics and science has varied.

In the Foundation Phase and key stage 2, the number of pupils who have been eligible for free school meals is small, and therefore any sensible comparison between them and other pupils is unreliable.

Wellbeing: Good

Nearly all pupils feel safe at school and appreciate that they receive high quality support from adults. They are confident that they can approach any member of staff if they have concerns. Standards of most pupils' behaviour and self-discipline are high in lessons and during break time. Most have a sound understanding of the importance of eating healthily and what they need to do to keep fit.

Nearly all pupils treat their peers with respect and care, and work very happily and conscientiously together from a young age. Across the school, pupils have good levels of interest, enthusiasm and commitment. The way in which they contribute intelligently to what they are learning and discuss how to improve their work maturely are strong features. However, pupils' attendance rates have varied over a period of time, but have been higher than those for similar schools in two of the last four years. Nearly all pupils arrive at school punctually.

Pupils take full advantage of extensive opportunities to influence the school's life and work. The work of all councils is very effective and has an excellent influence on the school's life and work. Members of the school council, the eco council, the healthy schools council and the Welsh Language Charter council are very enthusiastic and understand that they represent the views of other pupils within the school community. They work particularly effectively with staff to ensure that the school is a safe, healthy and happy place, and they have planned and developed the school grounds very creatively. The nature reserve, for example, is a useful asset and good use is made of it to develop pupils' understanding of nature. The work of the Welsh Language Charter council is very effective in encouraging pupils and parents to speak Welsh.

By participating enthusiastically in several community activities, such as performing in residential homes and taking part in variety shows and concerts, pupils develop as well-rounded and responsible members of their community, and take pride in their area and their Welshness.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide range of rich and stimulating learning experiences for pupils, which meet all requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Teachers have incorporated the requirements of the Literacy and Numeracy Framework successfully into planning, and provide valuable opportunities for pupils to reinforce these skills and a majority of their ICT skills in their daily activities. However, there are few opportunities for pupils in key stage 2 to develop their ICT modelling skills.

Through detailed planning at several levels of challenge, teachers ensure that tasks are suitable for the range of ability and that there are good opportunities in plans to ensure that pupils build purposefully on previous learning. Pupils are given regular opportunities at the beginning of each theme to plan jointly with teachers and suggest aspects that are of particular interest to them. This has a positive effect on pupils' attitudes towards their work. Learning experiences are enriched further through beneficial educational visits and by inviting visitors to the school to speak with pupils.

The school has a natural Welsh ethos, and all staff create an extremely positive atmosphere that promotes this successfully and ignites pupils' enthusiasm towards the language. Provision for the Welsh dimension is exciting and imaginative. Experiences are reinforced effectively by providing regular opportunities for pupils to compete in Eisteddfodau, historical visits and 'Cymru Cŵl' activities. This raises pupils' awareness and increases their interest in the traditions, culture and history of the local area and the whole of Wales successfully.

Through a wide range of various activities, pupils are given valuable opportunities to learn how to live sustainably. The eco council provides pupils across the school with excellent guidance on this. They have produced priorities and an interesting work programme for them, which includes diligent and daily work to ensure that the whole school recycles as much as possible, and creates natural habitats on the school grounds to attract birds and insects.

There are good opportunities for pupils to develop their awareness and knowledge of other parts of the world and different cultures. This ensures that pupils are able to show empathy towards the lives of others, for example by supporting Operation Christmas Child and sponsoring children in Africa.

Teaching: Good

Standards of teaching are good or better across the school, and are a significant factor in the good progress and sound achievements and wellbeing that are achieved by pupils. Teachers and other adults have an effective working relationship with each other and with pupils. This enables them to provide suitable support for individuals and specific groups. They have good subject knowledge and base their lessons clearly on pupils' previous learning, and use a range of learning methods skilfully to engage their interest and encourage them to make good progress. Teachers explain new concepts clearly, ensure that sessions have a good pace and question pupils effectively in a way that encourages them to give extended answers.

All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to developing their oral skills. Assistants contribute effectively to the quality of teaching and provide good support in line with pupils' needs in order for them to succeed in their work.

Best practice in assessment for learning is implemented effectively across the school. Teachers provide pupils with useful oral feedback during lessons. There are good examples of purposeful marking, and teachers' comments respond to individual targets and often refer to improving pupils' skills. This encourages pupils to take advantage of all opportunities to improve their work by responding to teachers' comments. There are good procedures to provide opportunities for pupils to evaluate their own work and that of others. This ensures, at a very early stage, that pupils understand how well they are doing and what they need to do to improve their work.

The school has rigorous procedures for tracking pupils' progress, including very effective use of the outcomes of standardised tests and teachers' assessments. As a result, teachers understand pupils' needs very clearly, and they use this information to set challenging tasks in order for them to proceed to the next stage in their learning.

Parents receive good information about their children's progress, and annual reports to them meet statutory requirements.

Care, support and guidance: Excellent

The quality of care, support and guidance is extremely effective and has a very positive effect on pupils' standards and wellbeing. The school has very robust arrangements for promoting eating and drinking healthily, and to ensure that pupils understand how to stay safe. The school's commitment to promoting extra-curricular activities, such as Dragon Sports and 'Dal i Fynd', ensures valuable opportunities to develop all pupils' fitness.

The school promotes pupils' spiritual, moral and cultural development very successfully by providing regular collective worship assemblies and through curricular activities. Provision for personal and social education is of a high quality and means that pupils develop a sound understanding of values such as honesty, fairness and respect towards others. This is highlighted clearly in the kind way in which they treat each other. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

An excellent feature of the school's work is the provision for pupils with additional learning needs. Staff make very effective use of information from teachers' formal and informal assessments to identify pupils' specific needs at an early stage, and provide them with extremely successful support programmes. Staff ensure that individual education plans are detailed and rigorous, and they provide very effective strategies to support these pupils, by overcoming any obstacles to learning very successfully. The procedure for tracking progress is robust and thorough and ensures that most pupils who are identified as having additional learning needs make progress that is better than expected over time. Intervention sessions provide them with particular support and contribute significantly to the very good progress that they make. The school has already shared its experience in this area as excellent practice with other schools within the local authority.

The school has very strong and supportive links with a number of specialist agencies, such as the psychology service and social services, and language therapists, who ensure high quality support and guidance for pupils and parents. As a result, individuals receive the best quality care and guidance.

Learning environment: Good

The school is a homely and inclusive community in which pupils feel happy and safe. The school encourages co-operation, care and respect between adults and pupils, and between the pupils, successfully. As a result, pupils take pride in the happy and supportive community that exists there.

A clear emphasis is placed on ensuring equal opportunities and full access to a wide curriculum for all pupils. Respect for diversity and racial equality is promoted through a variety of work studying foreign countries such as Africa and contributing to charities such as Awyr Las and Save the Children.

Teachers provide a good range of learning resources that meet pupils' needs and interests purposefully. All resources are used very effectively in order to enrich learning and teaching, including significant investment in establishing a library in each classroom and in ICT equipment.

Displays in the classrooms and across the school reflect pupils' work and wider activities very imaginatively. The exhibition in the art gallery is very creative and displays work of the highest standard.

The quality of the site is very good. It is well-maintained and provides a stimulating environment that promotes successful learning. Outdoor learning areas have been developed in an interesting way to make very effective use of the space that is available, and to improve learning and play opportunities for pupils. These include the vegetable garden, the orchard and areas to attract wild birds.

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

The innovative and robust leadership of the headteacher and deputy headteacher sets a clear strategic direction for developing the school. The headteacher has high expectations and a robust vision, and she shares these successfully with all staff, governors and pupils. She allocates responsibilities effectively and successfully, and promotes staff's professional development very successfully. She has a key role in promoting purposeful co-operation and sharing good practice within the school and other local schools. For example, teachers from other schools visit regularly to observe procedures for conducting interventions and strengths in teaching.

Members of the senior management team are very aware of their roles and responsibilities, and they fulfil these very effectively and conscientiously. Teachers are committed and enthusiastic, and all staff work together closely as a team. They meet regularly to discuss, plan jointly and track pupils' progress. This has a very positive effect on the extensive and stimulating experiences that are provided to address individuals' specific needs and raise the standard of all pupils' work.

Rigorous performance management arrangements contribute very effectively to improvements in teaching and learning, and offer numerous and exciting opportunities to promote staff's professional development through a relevant training programme. It is very significant that leaders are able to arrange a great deal of this training internally, because the expertise and qualifications of members of the senior management team and staff enable them to do so successfully.

The way in which the senior management team delivers initiatives that meet local and national priorities, such as the Welsh Language Charter and the Digital Competency Framework, is a strength. The dedication and initiative of pupils and individuals who are involved with the Welsh Language Charter, in addition to other councils, include excellent features, which have a very positive effect on all pupils' standards and wellbeing.

Governors have a sound understanding of the school's strengths and areas for improvement. This is based on innovative arrangements, which include sharing and gathering information from staff and playing an active part in rigorous and comprehensive monitoring procedures. This includes visiting classes regularly and scrutinising performance data probingly, which enables them to form a clear judgement on pupils' standards of work and attainment. As a result of their consistent commitment to all of these arrangements, they hold the school to account successfully and support it very effectively.

Improving quality: Excellent

The school has continuous and rigorous self-evaluation procedures that focus clearly on pupils' outcomes. They are central to all of the school's life and work and promote the senior management team's genuine vision to raise standards and ensure pupils' wellbeing. They enable the school to identify, monitor and evaluate its performance very effectively. These procedures are based on information from a wide range of direct evidence. This includes analysing pupils' performance data, scrutinising books, lesson observations and evaluating rigorous monitoring activities by staff and governors.

The headteacher includes the views of all stakeholders in the school's life and arrangements. These include staff, governors, pupils and parents. The school has a firm commitment to including pupil participation in all of its decisions. A strong feature of its work is the emphasis on the pupil's voice in the self-evaluation procedure and in priorities for improvement. Leaders do this through meetings of the school council, the eco council and the council to promote the Welsh Language Charter. Each council sets priorities that lead to achievable improvements, such as creating specific areas for football during breaktime to enable pupils to play together easily, or monitoring class absences in order to promote better attendance. Leaders arrange regular opportunities for parents to respond to the school's arrangements by distributing questionnaires and arranging purposeful visits for them to express their views.

The innovative arrangements for developing the governing body's strategic role in the school's self-evaluation procedures and monitoring the school's priorities are excellent features. As a result, members of the governing body now have a sound

understanding of performance data, planning and assessment procedures, and the requirements of the Literacy and Numeracy Framework, which enables them to hold the school to account effectively for its performance.

The school improvement plan links closely with the outcomes of the self-evaluation report, and priorities focus clearly on raising pupils' standards. The school's ability to plan to ensure improvement is excellent. Progress in pupils' attainment from their starting point is sound evidence of this. Plans identify improvement activities, measurable targets, an appropriate timetable and monitoring arrangements, and the name of the member of staff who is responsible. Actions have already begun to have a positive effect on improving standards such as, for example, raising pupils' standards of reading and improving their mathematical reasoning skills.

Partnership working: Excellent

The school has a wide range of extremely effective partnerships that have a positive effect on pupils' standards and wellbeing.

The very strong relationship that exists between the school and parents contributes very effectively to improving pupils' standards and wellbeing. The exceptional features include the 'Ready to Learn Scheme' and the scheme that encourages parents to speak Welsh at home.

The 'Ready to Learn Scheme' is an agreement with families to improve pupils' personal and social skills on entry to the school. This has led to successful actions, such as purchasing resources for the 'Lending Library' and mathematical activities. Following training by the school's staff, many parents now feel more confident about supporting their children. Under the guidance of members of the council to promote the Welsh Language Charter, a 'weekly discussion topic' is set to encourage parents to speak about a specific issue with their children at home. Parents' feedback, the evaluation of the initiative and the council's reports show that this initiative is given due attention in many homes and contributes effectively to improving and respecting the Welsh language.

Parents are given regular and effective information about the school's life and work through regular newsletters. Informative workshops about the curriculum raise their awareness of learning methods and enable them to support their children's learning more effectively in aspects of literacy and numeracy. Through the activities of the Parent Teacher Association, the school benefits significantly from receiving financial donations, which have ensured a wide range of resources such as books and ICT equipment. This contributes successfully to pupils' education.

There is a very good partnership between the school and a local special school. A unit has been established at the school and full advantage is taken of every opportunity to integrate pupils from the special school with mainstream pupils. This is very evident during breaktimes and in physical education and art lessons. Pupils from both schools benefit well from these experiences, both socially and educationally.

The school works closely with the local authority and officers from the regional consortium to provide training for staff from other schools on methods of targeting and tracking progress and provision for pupils with additional learning needs. This helps to promote good practice in teaching and learning in a wide area.

Good links and beneficial arrangements between the school and the local playgroup ensure that pupils settle quickly on entry. The school has a beneficial culture of working with other schools to raise pupils' standards, for example by arranging guidelines to improve number skills. The school works closely with the local secondary school to ensure good support for pupils as they transfer there.

Teachers in the catchment area work together effectively in standardising and moderation meetings to ensure that they have a sound understanding of the expected outcomes and pupils' attainment.

Resource management: Good

The school has an appropriate number of teachers and support staff with suitable qualifications to teach the curriculum effectively. The sense of a teaching team is a strong feature in the school. Support staff provide robust support and have a significant effect on raising pupils' standard of work and attainment.

There are suitable arrangements for providing planning, preparation and assessment time for teachers.

The headteacher and governors monitor and manage expenditure carefully in order to ensure that financial resources are used effectively to support priorities for improvement. The school takes full advantage of several sources to support pupils. A good example of this is the prudent use of the Pupil Deprivation Grant to improve and develop the literacy and numeracy skills of pupils who are eligible for free school meals.

The school is a strong learning community. There is a wide range of valuable opportunities for staff to improve their skills and professional knowledge, and to share good practice with other schools. This has a positive effect on planning, teaching and useful and beneficial partnerships.

Considering pupils' outcomes, the extensive provision and the excellent quality of leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6612122 - Ysgol Bontnewydd

Number of pupils on roll	182
Pupils eligible for free school meals (FSM) - 3 year average	5.1
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	20	29	18	25
Achieving the Foundation Phase indicator (FPI) (%)	90.0	72.4	88.9	100.0
Benchmark quartile	3	4	3	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	20	29	18	25
Achieving outcome 5+ (%)	90.0	75.9	94.4	100.0
Benchmark quartile	3	4	3	1
Achieving outcome 6+ (%)	25.0	31.0	22.2	40.0
Benchmark quartile	3	3	4	2
Mathematical development (MDT)				
Number of pupils in cohort	20	29	18	25
Achieving outcome 5+ (%)	90.0	82.8	94.4	100.0
Benchmark quartile	3	4	3	1
Achieving outcome 6+ (%)	20.0	17.2	16.7	24.0
Benchmark quartile	4	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	20	29	18	25
Achieving outcome 5+ (%)	100.0	86.2	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving outcome 6+ (%)	55.0	34.5	44.4	56.0
Benchmark quartile	3	4	4	4

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

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

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

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

6612122 - Ysgol Bontnewydd

Number of pupils on roll	182
Pupils eligible for free school meals (FSM) - 3 year average	5.1
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	22	30	17	23
Achieving the core subject indicator (CSI) (%)	90.9	86.7	82.4	95.7
Benchmark quartile	3	4	4	3
English				
Number of pupils in cohort	22	30	17	23
Achieving level 4+ (%)	95.5	90.0	88.2	100.0
Benchmark quartile	2	4	4	1
Achieving level 5+ (%)	36.4	30.0	41.2	52.2
Benchmark quartile	3	4	3	2
Welsh first language				
Number of pupils in cohort	22	30	17	23
Achieving level 4+ (%)	100.0	90.0	88.2	100.0
Benchmark quartile	1	3	3	1
Achieving level 5+ (%)	45.5	40.0	58.8	47.8
Benchmark quartile	2	2	1	2
Mathematics				
Number of pupils in cohort	22	30	17	23
Achieving level 4+ (%)	90.9	86.7	82.4	95.7
Benchmark quartile	3	4	4	3
Achieving level 5+ (%)	50.0	43.3	52.9	43.5
Benchmark quartile	2	3	2	3
Science				
Number of pupils in cohort	22	30	17	23
Achieving level 4+ (%)	100.0	93.3	88.2	100.0
Benchmark quartile	1	3	4	1
Achieving level 5+ (%)	45.5	50.0	58.8	52.2
Benchmark quartile	3	2	2	2

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	96		96 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	96		95 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	96		96 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	96		96 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	96		96 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	96		95 99%	1 1%	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.	96		95 99%	1 1%	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.	96		96 100%	0 0%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	96		91 95%	5 5%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%	
I have enough books, equipment, and computers to do my work.	96		94 98%	2 2%	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		88 92%	8 8%	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	96		96 100%	0 0%	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 the total of all responses to date 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.	72	59 82%	11 15%	2 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	70	59 84%	10 14%	1 1%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	71	60 85%	10 14%	1 1%	0 0%	0	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.	72	46 64%	24 33%	1 1%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	72	38 53%	28 39%	1 1%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	72	50 69%	20 28%	0 0%	1 1%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	72	52 72%	19 26%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	72	42 58%	23 32%	2 3%	0 0%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	72	45 62%	20 28%	1 1%	1 1%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	71	48 68%	22 31%	1 1%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	71	55 77%	12 17%	3 4%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	70	43 61%	13 19%	1 1%	1 1%	12	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	72	29 40%	38 53%	5 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	72	51 71%	17 24%	2 3%	1 1%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	71	40 56%	26 37%	3 4%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	72	48 67%	21 29%	2 3%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	70	24 34%	24 34%	1 1%	0 0%	21	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	72	36 50%	29 40%	3 4%	1 1%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	72	57 79%	13 18%	1 1%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Mervyn Lloyd Jones	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mr David Owen Jenkins	Lay Inspector
Mr Glyn Griffiths	Peer Inspector
Mrs Janet Wyn George (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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