



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

**A report on**

**Ysgol Penrhyn-coch  
Penrhyn-coch  
Aberystwyth  
Ceredigion  
SY23 3EH**

**Date of inspection: May 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:

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

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

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**Publication date: 06/07/2017**

## Context

Ysgol Gynradd Gymunedol Penrhyn-coch is situated in the village of Penrhyn-coch, near Aberystwyth, in Ceredigion local authority. The school serves pupils from the village and the wider area of the parish of Trefeurig. The headteacher is in charge of another nearby school and both schools work together frequently as an informal federation.

Welsh is the main medium of the school's life and work, and English is introduced as a subject at the beginning of key stage 2. There are 92 pupils between 4 and 11 years old on roll, including three full-time nursery-age pupils. Pupils are divided into four mixed-age classes.

Approximately 6% of pupils are eligible for free school meals. This is much lower than the national percentage of 19%. Approximately half of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. The school has identified that approximately 33% of pupils have additional learning needs.

The headteacher was appointed to the post in April 2016 and the school was last inspected in May 2012.

The individual school budget per pupil for Ysgol Gymraeg Gymunedol Penrhyn-coch in 2016-2017 is £3,428. The maximum per pupil in primary schools in Ceredigion is £8,440 and the minimum is £3,123. Ysgol Gymraeg Gymunedol Penrhyn-coch is in 37<sup>th</sup> place of the 47 primary schools in Ceredigion in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is adequate because:

- Most pupils make good progress or better from their starting points in the Foundation Phase
- Foundation Phase pupils develop their literacy and numeracy skills effectively
- Nearly all pupils understand that eating healthily and undertaking regular exercise are important for their health
- Provision for pupils' care, support and guidance is diligent and successful
- Assistants are used purposefully to support teaching and learning
- Staff use the indoor and outdoor learning environments creatively to improve provision

However:

- A majority of pupils achieve appropriately by the end of key stage 2
- The extended writing skills and use of numeracy across the curriculum of approximately half of pupils in key stage 2 are satisfactory
- There is a suitable range of relevant learning experiences available to challenge pupils and have an effect on their standards over time
- The quality of teaching fluctuates across the school
- Teachers' feedback has an inconsistent effect on attempting to improve pupils' work in key stage 2

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides a clear and robust direction for the school's work
- The senior management team has operated better recently in terms of the school's development needs
- The school's new strategic direction has created purposeful and significant improvements in a short period of time
- Quality improvement processes are beginning to have an effect on pupils' standards in key stage 2
- The governing body is beginning to embed efficient systems into school life to create accountability in relation to the effect of provision on pupils' outcomes
- Useful partnerships support provision effectively
- All staff are enthusiastic about improving their practice and participate actively in professional development and training

## Recommendations

- R1 Improve standards of literacy and numeracy in key stage 2
- R2 Improve short-term planning to create purposeful continuity in provision
- R3 Improve less effective teaching to ensure consistency and improvements in pupils' daily work across the school
- R4 Ensure that teachers' feedback on pupils' work is consistent and leads directly to the next steps in their learning
- R5 Embed the role of governors to develop as critical friends of the school
- R6 Refine quality improvement processes to ensure improvements in pupils' outcomes

### What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will review the school's progress.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Adequate</b>
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### Standards: Adequate

On entry to the school, many pupils have skills that correspond with their age. During their time at school, most make good progress or better from their starting points in the Foundation Phase. A majority of pupils achieve appropriately by the end of key stage 2.

In the Foundation Phase, most pupils speak confidently and listen attentively. Many respond enthusiastically to their teachers and other pupils in Welsh when discussing their work. They listen well to instructions and respond confidently to questions with increasingly complex vocabulary and syntax. They participate enthusiastically in purposeful discussions during stimulating activities, such as discussing the forest and the effect of litter on the environment.

In key stage 2, a majority of pupils listen attentively to discussions and speak sensibly with adults and other pupils. They use a wide range of vocabulary when discussing in English. A minority use sophisticated vocabulary to elaborate eloquently on their discussions in Welsh. These pupils participate effectively in debates and a few express thought-provoking opinions, for example on whether zoos should be closed and banned for the benefit of animals. However, a minority of pupils across key stage 2 lose interest in discussions quickly. They also ignore teachers when they try to keep this minority on task.

The reading skills of nearly all pupils in the Foundation Phase are developing soundly. By Year 2, most pupils read a wide range of texts with increasing confidence and accuracy in Welsh. They build familiar words successfully and begin to read with clear expression. Most pupils show a sound understanding of the context, characters and plots in stories. They express mature views about stories, predict characters' actions sensibly and enjoy recounting, acting out the events and remember details accurately.

In key stage 2, a majority of pupils read to a standard that is at least appropriate for their age and ability. More able pupils read robustly well. By Year 6, many pupils use factual books and the internet effectively to search for relevant and reliable information about the topics they are studying in the classroom. A majority answer questions about their work and their books sensibly, including fictional stories and biographies of famous authors and inventors. These pupils share their views successfully during discussions, for example when conducting a scientific experiment on the effect of forces and air resistance on paper helicopters.

In the Foundation Phase, most pupils write successfully. By the end of the phase, many use similes, idioms and a wide range of adjectives to enrich their work. This can be seen when responding to the story of Jack and the Beanstalk, and when recording various activities during Fair Trade fortnight. They have a sound understanding of how to recount stories in a factually correct way and how to record

imaginary events. They use story maps and role-play confidently in order to create a purposeful structure for their creative writing electronically and on paper. On the whole, the quality of handwriting and presentation of work is neat and organised.

There are clear improvements in pupils' standards of writing when comparing last year's books with this year's books. However, only around half of pupils in key stage 2 succeed in writing in a variety of different forms, such as a script on Rebecca's Daughters, an opinion on the advantages of cars and a plan for a holiday in Aberystwyth. Across the key stage, a minority of pupils extend their writing in interesting ways. A majority do not apply their literacy skills effectively or extensively enough when writing across curriculum areas and subjects. A majority of pupils' spelling and punctuation is correct and consistent. However, the quality of a majority of pupils' handwriting and presentation of work is untidy and disorganised.

Most younger pupils in the Foundation Phase count confidently and classify objects or match a number to an object successfully by using appropriate equipment. They recognise 2D shapes correctly when preparing pizza in the role-play kitchen. By the end of the Foundation Phase, many pupils tell the time correctly, measure the growth of beans and create 2D and 3D shapes with twigs. Their understanding of simple fractions is developing soundly and many place objects in order according to their length. As a result, many pupils apply their numeracy skills effectively to analyse and solve problems across the areas of learning.

Many pupils in key stage 2 use mathematical language correctly in a range of contexts. For example, older pupils use percentages of quantities correctly and explain clearly how they formulated their answers. Most pupils have a sound understanding of how to present and interpret a range of data. A majority choose their own methods of recording numerical data and explain their decisions appropriately. Many solve problems sensibly and consider what they already know in order to find an answer. However, only a few more able pupils complete extended tasks at levels that are higher than expected, and older pupils' use of numeracy in other subjects across the curriculum is limited.

Most pupils' information and communication technology (ICT) skills are developing soundly across the school. Nearly all pupils in the Foundation Phase use tablet computers and other equipment confidently for different purposes. Many input directions to program a route for electronic toys correctly, and record their work at a level that is suitable for their age and ability. Most pupils in key stage 2 use word processing programs, produce digital presentations on a screen, formulate graphs and search the internet confidently in a variety of contexts across the curriculum. Older pupils are beginning to use and interrogate spreadsheets appropriately.

Over the years, there have been very few pupils in the year groups at the end of the Foundation Phase and key stage 2. This can have an effect on the school's performance in comparison with the benchmarks of similar schools and national averages. This means that benchmark data is not wholly reliable.

Over the last four years, pupils' performance at the expected outcome at the end of the Foundation Phase has varied, moving the school between the top 25% and the bottom 25% for literacy and mathematical development, in comparison with similar schools. At the higher outcome, the school's position has varied between the lower 50% and the upper 50%.

At the end of key stage 2, in all core subjects in terms of the expected outcome, the school's position has varied between the top 25% and the lower 50% in comparison with similar schools. During the same period, performance at the higher level in mathematics and science has placed the school in the upper 50% or the lower 50%, and between the top 25% and the bottom 25% in Welsh and English.

Pupils with additional learning needs make appropriate progress against their personal targets. Very small numbers are eligible for free school meals, therefore there is no reliable pattern of difference between their performance and the performance of other pupils.

**Wellbeing: Good**

Nearly all pupils are aware of the importance of health and fitness, and they achieve well in terms of their personal, social and cultural development. They feel safe at school and know how to stay healthy by eating sensibly and exercising through regular sports activities.

Many pupils enjoy their lessons. Many are knowledgeable when discussing the need to care for the environment and the diverse world in which they live. Many behave responsibly, are polite and respond respectfully to adults and their peers. Pupils' attendance rates over a period of four years have usually placed the school in the upper 50% in comparison with similar schools. Nearly all pupils arrive at school punctually.

Members of the school council and the eco committee participate very actively in school life and make sensible decisions, for example when developing the toilets and improving traffic problems around the school. They understand that they have rights as individuals. This is clear throughout the school through the work of the council and through very robust links with the local community.

Pupils organise fundraising activities for a number of charities, and this has a positive effect on pupils' awareness of others' needs. Many pupils contribute extensively to the community and play a prominent part in local social events.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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**Learning experiences: Adequate**

The school provides a range of appropriate learning experiences, which meet the needs and interests of many pupils successfully. Long-term plans encompass the requirements of the National Curriculum and build systematically on pupils' knowledge. Planning of activities in the Foundation Phase is consistently robust. However, short-term planning in key stage 2 does not provide challenging opportunities for pupils consistently enough.

The school is responding appropriately to the requirements of the Literacy and Numeracy Framework by beginning the process of mapping provision across the school. In the best practice, teachers plan a beneficial range of activities that develop pupils' literacy, numeracy and information and communication technology skills effectively. However, planning in key stage 2 does not develop and apply pupils' literacy and numeracy skills consistently across the curriculum.

Provision to develop the Welsh language is efficient and most staff use the Welsh language correctly and regularly. This has a positive effect on many pupils' development in Welsh. There are beneficial opportunities for pupils to learn about their area and Welsh history and culture through extra-curricular activities in the local community, such as visiting and investigating Gogerddan forest. Therefore, a wide range of extra-curricular activities, in addition to contributions by members of the community, enrich pupils' experiences effectively.

Experiences to promote sustainable development are good. The school offers valuable experiences to promote pupils' awareness of how to live sustainably, for example through the activity of the eco committee. Teachers provide interesting opportunities to raise pupils' awareness of global citizenship by studying ways of life in villages in other countries. An effective example of this is adopting a goat to support a community in the continent of Africa.

### **Teaching: Adequate**

There is a working relationship based on trust and courtesy, between teachers, assistants and most pupils in all classes. This promotes a beneficial learning environment. The most effective staff manage challenging behaviour purposefully by setting clear expectations. Most teachers are good language models and assistants enrich the experiences of groups and individuals purposefully.

The most effective teachers ask open-ended questions regularly, before sharing new information and concepts with pupils. However, the standard and effect of teaching are uneven across the school.

During successful lessons, teachers' good subject knowledge, variety of teaching methods and skilful questioning engage many pupils' interests purposefully. In less stimulating lessons, teachers' presentations are too long and pupils wait passively for extended periods. This has a detrimental effect on pupils' learning, the momentum of lessons and the behaviour of a minority of children.

Around half of teachers have high expectations of pupils in terms of their standards of literacy and numeracy. They promote pupils' independent learning successfully, for example in continuous provision and areas to enrich learning in the Foundation Phase. However, not all teachers have high enough expectations for developing pupils' language and mathematical skills, particularly pupils of higher ability in key stage 2. In general, learning tasks do not provide them with sufficient challenge. Therefore, these pupils do not present their best work regularly at the end of tasks.

In general, teachers use assessment purposefully to identify pupils who need additional support. New practices now track pupils' progress appropriately. Teachers identify positive aspects in pupils' work and offer appropriate suggestions about how they can improve their work. In a majority of examples in which feedback on pupils' work is effective, comments identify the next steps in pupils' learning through agreed targets for improvement, but the direct effect on improving pupils' work in key stage 2 is inconsistent.

Annual reports for parents meet requirements and include suitable information about pupils' progress. They provide them with appropriate information about their children's progress.

### **Care, support and guidance: Good**

The school provides a safe and caring environment and there is an ethos of respect and support for pupils in the school community. The support and guidance that are offered to pupils ensure that they feel safe at school. They know with whom to speak if they are concerned or worried. This has a positive effect on their emotional and social skills. The school has comprehensive arrangements for promoting and encouraging eating and drinking healthily and regular exercise.

The personal and social education programme and collective worship sessions contribute well to pupils' spiritual, moral, social and cultural development. The quality of support and care for pupils is sound. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils with additional learning needs is effective. The school identifies pupils' additional learning needs at an early stage and enables pupils to gain appropriate access to the curriculum; for example, an alternative curriculum in key stage 2 enables individuals to develop appropriately in their learning and social skills. This includes outdoor activities in the forest and opportunities to learn about bicycle mechanics.

The school also works well with a variety of specialist agencies to ensure the best possible support, including educational psychologists, advisory teachers, speech and language therapists and the police liaison officer.

The school includes parents and carers in the process in order to create a constructive link between the home and the school. The school makes very effective use of teaching assistants. They support learning and provide valuable intervention programmes. As a result, the literacy and numeracy skills of specific pupils improve consistently in line with their ability.

### **Learning environment: Good**

The school is an inclusive community and all pupils have equal access to all learning experiences. Staff encourage pupils to treat others with care and respect. As a result, the school is a caring community with a familial atmosphere. The school's environment is clean and organised. There is a good range of resources in all areas of the building to support pupils' learning purposefully.

Attractive displays improve the learning environment and celebrate pupils' achievements effectively. Staff have improved the use of the space that is available, for example by developing a successful support and intervention area to support small groups of pupils.

There is a large outdoor area that is well maintained. Outdoor learning resources, such as the chicken coop and planting areas, enrich pupils' learning well. As a

result, they promote interesting and exciting activities. The staff's use of the outdoor areas broaden pupils' learning experiences purposefully. They provide flexible learning areas, which enable pupils to make independent and sensible choices in their own learning.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

In the short period of time since her appointment, the headteacher has given the school purposeful leadership. She has a clear vision to raise standards and include all stakeholders in the school's processes. She has put a number of new and robust procedures in place. However, it is far too early to see the effect of this on the standards of pupils' work and the school's arrangements.

Staff are aware of their roles and responsibilities, and there is now an arrangement in place to conduct regular joint meetings. This promotes successful co-operation between staff and the new headteacher. Effective performance management arrangements contribute to improvements in learning and teaching and provide opportunities to promote staff's professional development.

The governing body is very supportive and dedicated. The headteacher has recently established monitoring procedures in order to develop governors' strategic role and their ability to challenge the school. As a result, their understanding of pupils' performance and standards is developing and they have an increasing knowledge of areas in need of improvement. They have begun to visit the school to monitor standards by observing lessons and scrutinising pupils' work. This is a means of developing their role as critical friends of the school.

The school has made good progress in introducing initiatives that meet local and national priorities, such as developing leaders and preparing the Digital Competency Framework. These initiatives have a positive effect on staff development and pupils' experiences.

### **Improving quality: Adequate**

In a short period of time, the headteacher has implemented effective self-evaluation processes which enable the school to identify, monitor and evaluate its performance successfully.

There are robust systems to review progress, identify areas for improvement and take effective steps to address improvements purposefully. The self-evaluation report is based on first-hand evidence of lesson observations, scrutinising pupils' work, reviewing different aspects of provision and detailed data analysis. However, these procedures have not yet had enough time to become established or embedded, or to have an effect on outcomes in key stage 2.

The school development plan is comprehensive, and a large number of targets for improvement have been identified. The document derives from the findings of the self-evaluation report and focuses appropriately on improving the standards of pupils'

learning and wellbeing. However, the aims of each priority are not always clear enough. This has been a recommendation since the last inspection. In addition, there is no evidence that the school has ensured full progress against most of these recommendations.

Plans identify measurable targets with a timetable, staff responsibilities and short-term and long-term outcomes. In line with the headteacher's arrangements, there are already actions in place to develop the governing body's role in the process. All priorities are funded suitably and there is a clear focus on developing pupils' skills and enriching provision over a period of time.

### **Partnership working: Good**

The school has a wide range of partnerships that extend pupils' learning experiences successfully and have a positive effect on outcomes and experiences. The parents' association is very supportive of the school and contributes very significant amounts of money to support the school and purchase resources. For example, it has met the needs of the library, bought a water fountain and paid for buses for swimming lessons throughout the year. The headteacher's focus on promoting an open culture is also successful through the use of the association's meetings as a forum for parents.

There is a robust partnership with the local community. Visits to the community and use of local individuals make an important contribution to pupils' experiences. This also promotes pupils' sense of the importance of community and their pride in their local area. The school benefits from the support of local businesses, for example the support from one business for the fruit and vegetable co-operative for the elderly. Pupils also participate in community events, such as the Penrhyn-coch Show and the Eisteddfod each year, which support their understanding of their community successfully.

There is a good relationship with the non-maintained setting which meets nearby in a cabin on the school grounds. This strong link helps young pupils to settle well in the nursery class. A constructive series of successful opportunities for co-operation is responsible for this. There are robust links and effective transition arrangements with secondary schools. The variety of effective transition activities ensures that pupils familiarise themselves appropriately with the secondary schools' social and educational requirements.

The school works purposefully with the other school in the informal federation and with secondary schools to moderate pupils' work in the core subjects. These processes help teachers to better understand the expected standards at the end of the Foundation Phase and key stage 2.

### **Resource management: Adequate**

The school has a combination of experienced teachers, newly-qualified teachers and those who have been appointed fairly recently. Therefore, in a short period of time, the headteacher has succeeded in fostering good co-operation between all members of staff and teachers in the federated school for the benefit of pupils. Teaching assistants are an important part of the school's team and they support and foster pupils' skills effectively.

There are appropriate arrangements for teachers to work jointly during their planning, preparation and assessment time. The school has high quality resources in each class and some teachers prepare their own interesting and varied resources to accompany the themes. Staff use the outdoor area in the Foundation Phase effectively to motivate and stimulate pupils' work and experiences.

The school is beginning to develop as an effective learning community. There is a wide range of opportunities for staff to improve their skills and professional knowledge, and to share practice with other schools. Recent initiatives to develop literacy and numeracy skills with another school are beginning to have an effect on the standard of pupils' mental mathematics, but it is too early to measure the full effect of this co-operation.

The headteacher and governing body monitor expenditure carefully and manage the budget successfully. They make good use of all of the funding that is available, and expenditure links well with the priorities in the school development plan. The Pupil Deprivation Grant is used effectively and has led to successful improvements in the standards of reading and mathematical reasoning of specific groups of pupils. As a result, these pupils make appropriate progress against their targets.

In light of the standards that are achieved by pupils and the quality of provision, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6672363 - YSGOL GYMUNEDOL PENRHYN-COCH

Number of pupils on roll	91
Pupils eligible for free school meals (FSM) - 3 year average	6.0
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	17	10	13	13
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	82.4	90.0	100.0	76.9
Benchmark quartile	4	3	1	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	17	10	13	13
Achieving outcome 5+ (%)	88.2	90.0	100.0	76.9
Benchmark quartile	3	3	1	4
Achieving outcome 6+ (%)	35.3	30.0	46.2	53.8
Benchmark quartile	2	3	2	1
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	17	10	13	13
Achieving outcome 5+ (%)	82.4	90.0	100.0	84.6
Benchmark quartile	4	3	1	4
Achieving outcome 6+ (%)	23.5	30.0	53.8	46.2
Benchmark quartile	3	3	1	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	17	10	13	13
Achieving outcome 5+ (%)	100.0	90.0	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving outcome 6+ (%)	70.6	50.0	76.9	76.9
Benchmark quartile	2	3	2	2

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.

**6672363 - YSGOL GYMUNEDOL PENRHYN-COCH**

Number of pupils on roll	91
Pupils eligible for free school meals (FSM) - 3 year average	6.0
FSM band	1 (FSM<=8%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	12	15	9	10
<b>Achieving the core subject indicator (CSI) (%)</b>	91.7	93.3	100.0	90.0
Benchmark quartile	3	3	1	4
<b>English</b>				
Number of pupils in cohort	12	15	9	10
Achieving level 4+ (%)	91.7	93.3	100.0	90.0
Benchmark quartile	3	3	1	4
Achieving level 5+ (%)	41.7	33.3	66.7	30.0
Benchmark quartile	3	4	1	4
<b>Welsh first language</b>				
Number of pupils in cohort	12	15	9	10
Achieving level 4+ (%)	83.3	86.7	100.0	90.0
Benchmark quartile	3	3	1	3
Achieving level 5+ (%)	41.7	26.7	66.7	20.0
Benchmark quartile	2	3	1	4
<b>Mathematics</b>				
Number of pupils in cohort	12	15	9	10
Achieving level 4+ (%)	91.7	93.3	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	41.7	33.3	55.6	40.0
Benchmark quartile	3	4	2	4
<b>Science</b>				
Number of pupils in cohort	12	15	9	10
Achieving level 4+ (%)	91.7	93.3	100.0	100.0
Benchmark quartile	4	3	1	1
Achieving level 5+ (%)	33.3	40.0	55.6	30.0
Benchmark quartile	4	3	2	4

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.	51	46 90%	5 10%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	51	37 73%	14 27%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	50	49 98%	1 2%	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	51	42 82%	9 18%	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.	51	35 69%	16 31%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	50	46 92%	4 8%	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.	51	48 94%	3 6%	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.	51	50 98%	1 2%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	51	34 67%	17 33%	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.	50	42 84%	8 16%	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.	51	23 45%	28 55%	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	50	19 38%	31 62%	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.	31	13 42%	14 45%	2 6%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	31	21 68%	9 29%	0 0%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	31	20 65%	10 32%	0 0%	1 3%	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.	31	17 55%	11 35%	2 6%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	31	8 26%	15 48%	4 13%	1 3%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	31	12 39%	17 55%	1 3%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	31	13 42%	18 58%	0 0%	0 0%	0	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.	31	10 32%	15 48%	4 13%	0 0%	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.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	31	17 55%	8 26%	3 10%	0 0%	3	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.	31	18 58%	12 39%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	31	16 52%	11 35%	2 6%	0 0%	2	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'.	31	14 45%	13 42%	0 0%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	31	11 35%	15 48%	5 16%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	30	16 53%	9 30%	3 10%	0 0%	2	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.	31	9 29%	14 45%	2 6%	0 0%	6	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.	31	17 55%	8 26%	1 3%	0 0%	5	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.	31	4 13%	12 39%	3 10%	0 0%	12	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.	31	12 39%	12 39%	6 19%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	31	12 39%	12 39%	2 6%	0 0%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Mr Nicholas Jones	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mr David Owen Jenkins	Lay Inspector
Mrs Lisa Mererid Mead	Peer Inspector

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.