



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

**A report on**

**Ysgol Borth-y-Gest  
Porthmadog  
Gwynedd  
LL49 9UF**

**Date of inspection: October 2016**

**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: 13/12/2016**

## Context

Ysgol Borth-y-Gest is situated in the village of Borth-y-Gest near Porthmadog in Gwynedd. It serves the village itself, Morfa Bychan nearby, and the surrounding rural area. Welsh is the school's main language. There are 66 pupils between 3 and 11 years old on roll, including four nursery-age children. The school has three mixed-age classes.

Approximately 40% of pupils come from Welsh-speaking homes. Very few pupils come from ethnic minority or mixed backgrounds.

Approximately 6% of pupils are eligible for free school meals, which is lower than the national average. Twenty-five per cent (25%) of pupils are on the school's additional learning needs register. No pupils have a statement of special educational needs.

The headteacher began in post in September 2015, but has been in charge of the school since Easter 2014. The school was last inspected in January 2012.

The individual school budget per pupil for Ysgol Gynradd Borth-y-Gest in 2016-2017 is £3,281. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,089. Ysgol Gynradd Borth-y-Gest is in 87<sup>th</sup> place of the 93 primary schools in Gwynedd in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- Most pupils make sound progress in their learning and achieve well
- Most pupils reach a good standard of bilingualism and change easily from one language to the other when discussing their work
- Most pupils apply their literacy and numeracy skill effectively across the curriculum
- Most pupils are well-behaved and show positive attitudes towards their work
- Teachers provide a rich range of interesting learning experiences that engage most pupils' interest effectively
- There is a good working relationship between staff and pupils in all classes that creates an inclusive and homely ethos in which pupils feel happy and safe

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision that is based on ensuring high standards and good wellbeing for pupils
- The headteacher has conveyed that vision successfully to staff, parents and governors
- Responsibilities have been defined clearly and there is an ethos of teamwork among the staff
- The governing body is knowledgeable and supportive, and holds the school to account for its performance effectively
- The school has developed robust self-evaluation procedures that ensure an accurate understanding of its strengths and areas for improvement
- The school development plan includes detailed strategies to address what needs to be achieved in relation to raising standards
- There are successful partnerships with parents, the local community and other organisations

## Recommendations

- R1 Improve attendance
- R2 Strengthen planning and provision for developing pupils' information and communication technology (ICT) skills across the curriculum
- R3 Stretch the level of challenge for pupils of higher ability across the curriculum
- R4 Ensure appropriate opportunities for members of the management team to familiarise themselves with their leadership roles and develop them further

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

On entry to the school, most pupils have basic skills that are appropriate for their age, except in Welsh, which is new to nearly half of the pupils. Most pupils make sound progress in their learning and achieve well.

Considering their linguistic background, the oral skills of most pupils in the Foundation Phase develop at an early stage. They respond appropriately to a range of instructions and questions in Welsh by using simple sentence patterns correctly. By Year 2, most pupils communicate clearly and confidently in Welsh, and use varied vocabulary that is appropriate for their age. This is developed successfully in key stage 2. Most pupils listen carefully to lesson introductions and to other pupils' contributions. They concentrate well during lessons and talk about their work with increasing confidence in Welsh and English by using appropriate vocabulary. By the end of the stage, many pupils join in with class discussions enthusiastically and express themselves clearly and correctly, for example when discussing how many spoonfuls of sugar are in their favourite drink in a science lesson. Most pupils attain a good standard of bilingualism and change easily from one language to the other when discussing their work.

Nearly all pupils in the Foundation Phase make good progress when learning to read. Most pupils enjoy reading aloud and do so with increasing confidence. They use appropriate strategies when reading unfamiliar words. By the end of the phase, many read correctly and fluently. Most are able to discuss the content of text meaningfully by referring to events and characters in the books that they are reading. In key stage 2, most pupils read correctly and confidently in Welsh. They apply their reading skills well to support their work in a range of subjects. At the top of the school, most pupils read meaningfully in Welsh and English. They express their opinion about books and describe the main characters and sequence of events within stories meaningfully. They use different reading strategies skilfully to find information to support their work across the curriculum, for example when studying the Second World War.

Most pupils in the Foundation Phase make sound progress in their writing skills in Welsh. By the end of the phase, most pupils use their literacy skills successfully and vary sentences and punctuation in their work regularly. Most write appropriately for their age across the areas of learning, for example when writing about different parts of the body. Most pupils in key stage 2 make good progress in their literacy skills and use their writing skills in Welsh and English effectively for different purposes. At the top of the school, they write good quality extended pieces, for example when writing an imaginary newspaper article following a volcano eruption in Pompeii. Most pupils choose interesting vocabulary and spell, punctuate and paragraph correctly. They apply a variety of sources to gather information, for example when writing about the slate industry. Most pupils' work is presented neatly.

Most pupils in the Foundation Phase show a secure grasp of number facts that are appropriate for their age, and use the knowledge effectively to solve number problems in their activities. By Year 2, many pupils use a range of measuring skills correctly, for example when measuring different parts of the body. Most pupils use money confidently when paying for items in a fruit shop. They gather, analyse and present information effectively, for example when creating a graph of different creatures that live in the school garden. Most pupils in key stage 2 have a sound understanding of number strategies. At the top of the school, they are confident when using a wide range of methods to calculate mentally and on paper. They apply their skills across the curriculum with good accuracy, for example when solving problems relating to their study of the slate industry. They gather information and results systematically. A good example of this is the way in which pupils in Year 6 present their findings correctly in the form of tables and graphs when comparing which material insulates best in a science lesson.

Most pupils develop their ICT skills appropriately in areas of learning and across the curriculum. They use ICT packages confidently to make presentations of their work, for example when Foundation Phase pupils combine pictures and text to support their work about the home. Most pupils in key stage 2 use word processing programs effectively, for example when presenting information about the effect of the Blitz on Swansea. They use the internet safely and effectively, for example when creating a fact file about the planets. Many pupils in the Foundation Phase use a simple database package effectively, for example when creating a block graph to record the hair colours of pupils in the class. Many pupils in key stage 2 gain a competent understanding of how to use spreadsheets to create graphs and charts. At the top of the school, most pupils are able to feed a database correctly in order to create graphs to support their work, for example when recording an investigation into the effect that exercise has on the heart rate. However, only a few more able pupils develop a clear understanding of how to handle and create spreadsheets to model real life interactions.

Most pupils with additional learning needs make good progress in relation to the targets in their individual education plans. However, at times, pupils of higher ability do not achieve as well as they could.

Over recent years, there has been a relatively small number of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a significant effect of the school's benchmark performance in comparison with similar schools, and in comparison with national averages.

At the end of the Foundation Phase, over a period of four years, pupils' performance in literacy and mathematical development at the expected outcome has varied, but has usually placed the school in the bottom 25% in comparison with similar schools. At the higher outcome, pupils' performance in literacy has usually placed the school in the upper 50%, but in the lower 50% in mathematical development.

At the end of key stage 2, over a period of four years, pupils' performance at the expected level in Welsh, English, mathematics and science has usually placed the school in the upper 25% in comparison with similar schools. At the higher level, performance in all four subjects has varied greatly and there is no overall pattern.

## **Wellbeing: Adequate**

Nearly all pupils enjoy the school's life and work and feel safe there. They are aware of the importance of exercising regularly and have a positive attitude towards eating and drinking healthily. They have a clear understanding of elements that are likely to affect their health.

Most pupils are well-behaved and are polite and welcoming towards visitors. They are caring towards each other and treat children, staff and visitors with respect. Most pupils have positive attitudes towards their work and they work diligently for extended periods of time. Throughout the school, pupils understand the success criteria for their tasks well. At the top of the school, many assess their own progress and their peers' work successfully.

The school respects the voice and opinion of pupils. Members of the school council and the green group have a positive influence on the school's work through various initiatives, for example when improving the provision in the breakfast club. They are diligent in arranging regular activities to raise money for a number of charities, and this has a positive effect on their understanding of the needs of less fortunate people. Pupils contribute extensively to the community and often take a prominent part in social events in the local area by conducting concerts and competing in Eisteddfodau. As a result, pupils have a strong awareness of the local community.

Pupils' attendance rates have been among the bottom 25% of similar schools over the last two years. Nearly all pupils arrive at school punctually.

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

The school provides a rich variety of interesting learning experiences that meet the needs of most pupils successfully. Teachers plan the curriculum purposefully in order to ensure that learning experiences meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Interesting experiences are provided to promote learning in the Foundation Phase in a variety of situations both inside and outside the classroom. There is a good range of extra-curricular activities, which include various visits in the local area, for example to the town of Porthmadog, which enrich pupils' learning experiences successfully. As a result, pupils have a good awareness of their surroundings and of the marine and industrial heritage of the local area.

The school ensures that the Literacy and Numeracy Framework is planned and woven effectively into schemes of work. This provides beneficial opportunities to develop pupils' literacy and numeracy skills across the curriculum in both key stages. However, planning to develop pupils' ICT skills is not rigorous enough. As a result, the provision does not provide regular enough opportunities for pupils to develop their ICT skills across the curriculum.

Provision for the Welsh language and the Welsh dimension is effective throughout the school. The curriculum promotes understanding of the Welsh language and



culture successfully. Teachers provide a rich range of valuable experiences to promote pupils' awareness of Welsh culture and traditions, for example by studying legends and studying the effect of the tourist industry on the National Park.

Teachers provide beneficial experiences that promote pupils' awareness of sustainability issues. A good example of this is the green group's work in developing the outdoor area. There are interesting opportunities to learn about global citizenship, which foster pupils' understanding of the lives of people in other countries effectively. A good example of this is pupils' activities in comparing their life in Wales with the life of a child in India.

### **Teaching: Good**

Teachers succeed in fostering and maintaining a good working relationship between themselves and pupils, and create a supportive learning environment in lessons. Throughout the school, they plan lessons that engage pupils' interest and enthusiasm successfully. Teachers have sound subject knowledge and link their lessons clearly with previous learning. In most lessons, where teaching is most effective, there is a clear focus on reinforcing pupils' skills. Teachers ask probing questions and offer purposeful opportunities for pupils to work in pairs and small groups. Classroom assistants contribute significantly to the quality of pupils' learning and offer good support in line with individual pupils' needs, in order to them to complete their tasks. All members of staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their oracy skills. In the few examples where teaching is less effective, over-direction limits pupils' ability, particularly those of higher ability, to play an active role in their own learning. As a result, there is not enough of a challenge to ensure that pupils of higher ability make full progress each time.

Teachers ensure that pupils are aware of learning aims and discuss success criteria effectively. They offer useful oral feedback during lessons. Teachers mark pupils' work regularly and offer constructive comments, which help pupils know how to improve their work. Opportunities for pupils to assess their own work and that of their peers are developing well.

The school has clear procedures for recording pupils' progress. Teachers use assessment results effectively to arrange additional support for specific pupils, which contributes to improving outcomes. Parents receive good information about their children's progress, and annual reports meet statutory requirements.

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

The school is a happy, safe and inclusive community that promotes pupils' health and wellbeing successfully. Teachers promote pupils' understanding of the importance of exercise effectively and provide a variety of valuable extra-curricular activities. The school has appropriate arrangements to promote eating and drinking healthily. The school provides effectively for pupils' spiritual, moral, social and cultural development. Recently, the school has adopted robust procedures to raise attendance, which have led to improvement. However, they have not yet had enough of an effect on long-term attendance rates.

The school works effectively with various agencies to ensure beneficial support for pupils on educational, social and personal issues, including close link with the educational psychology service, which ensures good support for specific pupils.

Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils with additional learning needs is effective. Teachers identify pupils' learning needs at an early stage and provide purposeful support for them. Teachers track these pupils' progress skilfully to ensure that they make good progress. Clear and achievable targets are identified in individual education plans, and parents and pupils are included in the process of setting and reviewing these targets.

### **Learning environment: Good**

The school is an inclusive and homely community in which pupils feel happy and safe. The school's policies promote equality and equal access to provision effectively. The school encourages co-operation, care and tolerance between adults and children, and between the children, successfully and gives attention to the contribution and views of each individual.

The building and grounds are clean and well-maintained. The grounds provide a stimulating and safe environment for pupils. Teachers use the school's resources and grounds effectively to encourage pupils to keep healthy and appreciate their surrounding environment. Purposeful use is made of the stimulating outdoor area to promote the principles of the Foundation Phase, which extend pupils' learning experiences effectively. A variety of tasteful displays of pupils' activities and work on the classroom walls honour their achievements and add to the school's homely and welcoming ethos.

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

The headteacher provides robust leadership and a clear strategic direction for the school. She has a vision that is based on high standards, happiness and pupils' wellbeing. She shares this vision effectively with staff, parents and governors. The school is an orderly and caring community, and it has clear structures and policies that contribute successfully towards realising its objectives. Recently, leaders have restructured the management team, and new members are beginning to familiarise themselves with their roles appropriately. This has already begun to lead to ensuring better consistency in the planning for improvement system. However, it is too early to see the effect of this on standards of pupils' work and the school's procedures.

Staff responsibilities are defined clearly and there is an ethos of teamwork among the staff. They have a strong commitment to developing and promoting improvements by working together positively. The headteacher is effective in identifying the competence and expertise of individual teachers and, as a result, she allocates responsibilities sensibly. Effective use is made of regular staff meetings to discuss

planning, priorities and pupils' progress. As a result, all members of staff understand their roles and responsibilities well in relation to the school's strategic plans. Performance management arrangements are effective. They are linked to the school's priorities and offer good opportunities to promote staff's professional development.

The school responds well to local and national priorities, for example in implementing the Gwynedd Welsh Language Charter successfully. As a result, pupils speak more Welsh around the school and the standard of their oral skills has improved.

Members of the governing body are supportive of the school's work, meet regularly and fulfil their duties conscientiously. They have a clear understanding of the school's strengths and areas for improvement. Their regular visits to classes help them play an active part in monitoring and setting priorities for development. This enables them to hold the school to account for its performance successfully.

### **Improving quality: Good**

The headteacher has developed robust self-evaluation procedures that use a wide range of direct evidence. They include analysing performance data, lesson observations, scrutinising books and evaluative discussions with staff and governors about standards and provision. Information is used effectively to identify the school's strengths and areas for improvement that need to be prioritised. The self-evaluation report is rigorous and offers an accurate picture of the school. It identifies clearly the aspects that require specific attention in order to improve.

There is a close link between the outcomes of self-evaluation and priorities in the school development plan. The plan is detailed, identifies a reasonable number of relevant and achievable priorities, and includes suitable success criteria that focus on pupils' outcomes. It is funded suitably and set within a practical timescale. The plan is monitored effectively by the headteacher and staff, and this ensures that good progress is made against the priorities. Development in the quality of pupils' extended writing and consistency in assessment for learning practice are good examples of this.

### **Partnership working: Good**

The school has a range of beneficial partnerships that extend pupils' learning experiences successfully. There is a good relationship between the school and parents. Parents are very supportive of the school, and the headteacher's focus on promoting co-operation succeeds in ensuring consistent commitment and support from parents.

The school has established effective partnerships with specialist agencies and the local authority, which have a positive effect on pupils' wellbeing and attainment.

There are appropriate arrangements for admitting pupils to the nursery class, including beneficial links with pre-school providers. This ensures that they settle quickly in the nursery class. There are robust links and effective transfer arrangements with the secondary school, and there is a variety of successful

transition activities for pupils. This enables older pupils to prepare suitably for the next step in their education.

The school has a healthy culture of co-operation with other schools to share good practice. This contributes effectively towards improving provision and raising standards, for example in ensuring consistent practice in assessment for learning and improving pupils' extended writing skills. Teachers work purposefully with other schools in the catchment area, and the secondary school, to moderate pupils' work in the core subjects. This strengthens their understanding of correct assessment requirements and ensures that their assessments are reliable.

There is a robust partnership with the local community. Visits to the community, for example by conducting services in a local chapel, promote pupils' sense of the importance of community and their pride in their local area. Strong links with the Urdd movement strengthen pupils' awareness of their Welshness.

### **Resource management: Good**

The school has an appropriate number of teachers and support staff who have suitable qualifications to teach the curriculum. Assistants support staff and pupils effectively and have a positive effect on pupils' standards, wellbeing and social skills.

Arrangements to provide planning, preparation and assessment time for teachers are suitable. These arrangements are managed carefully in order to ensure that teachers discuss plans to improve the quality of teaching jointly. This has led to improving the quality of pupils' extended writing.

The school's performance management processes lead effectively to the staff's professional development. A number of links with nearby schools offer beneficial opportunities for teachers to exchange good practice. A beneficial example of this is the recent visits to observe good practice with regards to planning for mixed-age classes.

The school has a wide range of good quality resources, and staff manage them purposefully to ensure full access to all aspects of the curriculum. This can be seen clearly in the effective and consistent use that is made of the outdoor area in the Foundation Phase.

The headteacher and governors monitor and manage the school's funding carefully. They make purposeful use of the Pupil Deprivation Grant to fund learning assistants, in the main, to support the development of pupils' basic skills in the classroom.

Considering pupils' standards of achievement, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6612015 - YSGOL GYNRADD BORTH-Y-GEST

Number of pupils on roll	67
Pupils eligible for free school meals (FSM) - 3 year average	3.8
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	10	4	4	8
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	80.0	100.0	75.0	87.5
Benchmark quartile	4	1	4	3
<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	10	4	4	8
Achieving outcome 5+ (%)	80.0	100.0	75.0	87.5
Benchmark quartile	4	1	4	3
Achieving outcome 6+ (%)	40.0	0.0	50.0	50.0
Benchmark quartile	2	4	1	1
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	10	4	4	8
Achieving outcome 5+ (%)	80.0	100.0	75.0	87.5
Benchmark quartile	4	1	4	4
Achieving outcome 6+ (%)	30.0	25.0	25.0	37.5
Benchmark quartile	3	4	4	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	10	4	4	8
Achieving outcome 5+ (%)	90.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving outcome 6+ (%)	60.0	100.0	75.0	87.5
Benchmark quartile	2	1	2	1

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

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

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

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

**6612015 - YSGOL GYNRADD BORTH-Y-GEST**

Number of pupils on roll	67
Pupils eligible for free school meals (FSM) - 3 year average	3.8
FSM band	1 (FSM<=8%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	8	11	2	10
<b>Achieving the core subject indicator (CSI) (%)</b>	87.5	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
<b>English</b>				
Number of pupils in cohort	8	11	2	10
Achieving level 4+ (%)	87.5	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	37.5	45.5	50.0	50.0
Benchmark quartile	3	3	2	3
<b>Welsh first language</b>				
Number of pupils in cohort	8	11	2	10
Achieving level 4+ (%)	87.5	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	37.5	45.5	50.0	30.0
Benchmark quartile	2	2	2	4
<b>Mathematics</b>				
Number of pupils in cohort	8	11	2	10
Achieving level 4+ (%)	87.5	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	37.5	45.5	50.0	30.0
Benchmark quartile	3	3	2	4
<b>Science</b>				
Number of pupils in cohort	8	11	2	10
Achieving level 4+ (%)	87.5	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	37.5	54.5	50.0	50.0
Benchmark quartile	3	2	3	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.	27	27 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	27	27 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	27	27 100%	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	27	27 100%	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.	27	27 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	27	27 100%	0 0%	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.	27	27 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	27	27 100%	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.	27	26 96%	1 4%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	27	26 96%	1 4%	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.	27	27 100%	0 0%	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	27	26 96%	1 4%	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.	20	11 55%	9 45%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	12 60%	8 40%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	20	15 75%	5 25%	0 0%	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.	20	14 70%	6 30%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	20	10 50%	8 40%	2 10%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	20	12 60%	8 40%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	20	13 65%	7 35%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	20	10 50%	9 45%	1 5%	0 0%	0	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.	20	13 65%	7 35%	0 0%	0 0%	0	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.	20	16 80%	4 20%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	20	14 70%	6 30%	0 0%	0 0%	0	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'.	17	10 59%	7 41%	0 0%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	20	11 55%	9 45%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	20	14 70%	6 30%	0 0%	0 0%	0	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.	18	10 56%	7 39%	1 6%	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.	20	11 55%	9 45%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	17	10 59%	6 35%	1 6%	0 0%	3	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.	20	10 50%	8 40%	2 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	20	9 45%	10 50%	1 5%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Goronwy Morris	Reporting Inspector
Glyn Griffiths	Team Inspector
Owen Jenkins	Lay Inspector
Rhodri Jones	Peer Inspector
Joanna Thomas	Nominee

## 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.