



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

A report on

**Ysgol Bro Tegid
Bala
Gwynedd
LL23 7BN**

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:

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 Bro Tegid is situated in the town of Bala in Gwynedd. It serves the town itself and the surrounding rural area. Welsh is the school's main language. There are 120 pupils between 4 and 11 years old on roll. The school has five mixed-age classes.

Approximately 10% of pupils are eligible for free school meals. This is below the national percentage (19%). Approximately 75% of pupils speak Welsh at home. Very few pupils are from ethnic minority backgrounds. The school has identified that approximately 12% of pupils have additional learning needs. Very few have a statement of special educational needs.

The headteacher began in the post in April 2016. She is also the headteacher of two nearby schools that work within a partnership. The school is part of the authority's arrangements to merge Ysgol Bro Tegid and Ysgol Beuno Sant with Ysgol y Berwyn by 2018. Ysgol Bro Tegid was last inspected in February 2011.

The individual school budget per pupil for Ysgol Gynradd Bro Tegid in 2016-2017 is £3,260. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,089. Ysgol Gynradd Bro Tegid is in 89th 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	Good

Current performance

The school's performance is good because:

- Most pupils make sound progress in their learning and achieve well
- Most pupils' spoken Welsh skills are sound and they choose to use the language to socialise during break time in addition to in their lessons
- Most pupils apply their literacy skills effectively for different purposes and across a range of subjects and contexts
- Nearly all pupils are very well behaved and most pupils show good levels of motivation, interest and pride in their work
- Teachers provide a rich range of interesting learning experiences, which ignite pupils' curiosity and their desire to learn
- There is a very good working relationship between staff and pupils in all classes, which creates an inclusive and homely ethos in which pupils feel happy and safe

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision and high expectations for the school, which are based on ensuring high standards and good wellbeing for pupils, and she has conveyed that vision successfully to staff, parents and governors
- The assistant headteacher and staff support the headteacher effectively and work together as a team to provide stimulating learning opportunities for pupils
- Members of the governing body are knowledgeable and supportive, and they hold the school to account for its performance effectively
- The school has developed robust self-evaluation procedures, which 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, which contribute effectively to raising pupils' standards and wellbeing

Recommendations

- R1 Improve pupils' information and communication technology (ICT) skills, particularly their data handling and modelling skills
- R2 Ensure that teachers plan more purposeful opportunities for pupils to use their numeracy skills across the curriculum
- R3 Ensure that teachers provide a consistent challenge for pupils of higher ability

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 literacy and numeracy skills that are similar to those expected for their age, except in Welsh, where the language is new to approximately a quarter of pupils. During their time at the school, most pupils make sound progress and achieve well.

Nearly all pupils' speaking and listening skills are developing well. The oral skills of pupils from non-Welsh speaking homes develop at a very early stage. By the end of Year 2, most pupils speak confidently about their experiences. By the end of key stage 2, they respond eagerly to teachers' questioning correctly and confidently in both languages. Most have natural and rich language in Welsh and, by the end of the stage, they discuss their work very intelligently. They show pride towards the Welsh language and choose to use the language to socialise during play time in addition to in their lessons. At the top of the school, most pupils attain a good standard of bilingualism and change freely from one language to the other when discussing their work.

Pupils' reading skills are developing well across the school. In the Foundation Phase, most pupils enjoy reading aloud, in line with their age and ability. They use appropriate strategies when reading unfamiliar words and, by the end of the phase, most read correctly and fluently. Most are able to discuss the content of text meaningfully and refer to events and characters in the books that they read. In key stage 2, most pupils read correctly and confidently in Welsh. At the top of the school, most read meaningfully in Welsh and English. They express an opinion about books and describe the main characters and the pace of events within stories meaningfully. They practise their higher order reading skills regularly and maturely to gather information from different sources, including reference books and the internet, for example when learning about the first landing on the moon.

In the Foundation Phase, most pupils make sound progress in their Welsh writing skills. By the end of the phase, most write independent pieces in a variety of texts, and vary their sentences and punctuate their work consistently, for example when writing about the characteristics of solids and liquids. The best write interesting extended pieces, for example when writing a diary about a balloon race. In key stage 2, most pupils use their Welsh and English writing skills effectively for different purposes and audiences. At the top of the school, most write good quality extended pieces, for example when writing a newspaper article about an incident on the Berwyn mountains in 1973. They choose interesting vocabulary and spell, punctuate and paragraph correctly. Most pupils' handwriting and presentation of work are neat.

Most pupils in both key stages develop their number skills soundly to a standard that is appropriate for their age. By the end of the Foundation Phase, they show a firm grasp of number facts and use their knowledge skilfully to solve problems. Most use a range of number and measuring skills confidently, for example when measuring

different parts of the body or when calculating the cost of a recipe to make shortbread. They collect data and apply it effectively, for example when creating a graph of the eye colour of children in the class. In key stage 2, most pupils have a sound understanding of number strategies. By Year 6, most are confident in using a wide range of problem-solving methods, for example when calculating the cost of travelling to the Urdd Eisteddfod. In science, most pupils use their numeracy skills suitably when recording the results of scientific investigations. A good example of this is the data that is recorded when comparing the height of pupils in Year 5 and 6. However, only a few more able pupils complete extended tasks at levels that are higher than expected, and pupils' use of numeracy in other subjects across the curriculum is limited.

Most pupils' ICT skills are developing appropriately across the school. By the end of the Foundation Phase, most pupils use word processing problems suitably to present information; for example, they place an image and text confidently to create a poster about different countries. Most control a toy confidently to follow a specific path. In key stage 2, most pupils present information in interesting ways through a variety of programs, for example when presenting their work on the planets. They have a sound knowledge of e-safety and use the internet safely and effectively to search for information, for example about the life of children in the Victorian era. However, very few develop a good understanding of how to handle data or create spreadsheets to model real-life situations.

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

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, and there is no overall pattern. At the higher outcome, pupils' performance usually places the school in the lower 50% or the bottom 25%.

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

Because pupil numbers are so small, comparisons of the performance of boys and girls, or pupils who are eligible for free school meals, are not reliable.

Wellbeing: Good

Nearly all pupils enjoy the school's life and work and feel safe there. They are very aware of the importance of eating healthily, drinking water regularly and the need to exercise.

Nearly all pupils are very well behaved and are polite and welcoming towards visitors. Pupils are very caring towards each other and take their responsibilities as playground game leaders seriously. Nearly all pupils have good social skills and life skills. They are active and enthusiastic learners, who work together harmoniously and stay on task diligently for extended periods. Most show good levels of motivation, interest and pride in their work. Most understand the success criteria for tasks well. At the top of the school, most know how to improve their work, and assess their own progress and the work of their peers successfully.

The school respect pupils' opinion and their voice. The school council and eco committee undertake their work conscientiously and members have an influential voice in the school through various initiatives, for example when conducting the weekly 'dal i fynd' ('keep going') club to promote pupils' fitness. Members arrange regular fundraising activities to raise money for a number of charities, and this has a positive effect on their awareness of others' needs.

Pupils' attendance rates have placed the school among the upper 50% of similar schools over the last three years. Nearly all pupils arrive at school punctually.

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

Teachers provide a rich range of interesting learning experiences, which ignite pupils' curiosity and desire to learn. They plan the curriculum purposefully in order to ensure that learning experiences meet the requirements of the National Curriculum, the Foundation Phase, and the agreed syllabus for religious education. Regular opportunities are provided in the classrooms and the outdoor areas for pupils in the Foundation Phase to choose their own activities. This has a good effect on fostering pupils' independence. As a result, they are confident and adventurous learners. A good range of extra-curricular activities, which include various visits in the local area, for example to Plas Tan y Bwlch and Mary Jones World, enrich pupils' learning experiences successfully.

The school has adapted the planning system recently in order to ensure better consistency in delivering the principles of the Literacy and Numeracy Framework. Pupils are given valuable experiences to develop their extended writing skills across a range of subjects in both languages and, as a result, they make good progress. However, planning to develop all pupils' numeracy and ICT skills across the curriculum has not been developed in full.

Provision for the Welsh language and the Welsh dimension is of a high standard. The consistent and effective emphasis on ensuring that pupils' spoken language is of a high quality is a strong feature, and this is reflected in the classrooms and on the playground. There is a rich range of valuable experiences to promote pupils' awareness of local and Welsh history and traditions in their theme work, for example as they study the history of Owain Glyndŵr and Hedd Wyn. Pupils are given valuable opportunities to take part in local Eisteddfodau and to benefit from visits by local poets and authors. This engages pupils' interest and enthusiasm towards the Welsh language and develops their awareness and understanding of their heritage and Welsh culture very effectively.

The school promotes pupils' sustainable development very well. The eco committee promotes recycling and saving energy successfully and, by planting flowers and vegetables around the school and working with the town council, they contribute effectively towards improving the environment. Provision to promote pupils' understanding of global citizenship is effective; for example, by studying foreign countries, their ways of life and the importance of Fair Trade, pupils' understanding of other cultures is developing well.

Teaching: Good

Teachers have good subject knowledge and lead effective and interesting learning sessions that motivate pupils to learn. There is a very good working relationship between adults and pupils, which creates a relaxed, friendly and industrious learning environment. Assistants contribute effectively to the quality of teaching and provide good support in line with pupils' needs, in order for them to complete their tasks successfully. All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their oral skills. In most classes in which teaching is at its best, teachers link their lessons clearly with previous learning and use a range of methods skilfully. They 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. In the few examples in which teaching is less effective, there is not always enough challenge to ensure that pupils of higher ability make full progress.

Teachers make skilful use of a range of assessment strategies. They ensure that pupils are aware of the learning aims of lessons and provide them with valuable feedback in a timely manner. Teachers mark pupils' work regularly and provide constructive comments to help pupils to know how to improve their work. They provide valuable opportunities for pupils to assess their own work and that of their peers. As a result, by the end of key stage 2, most pupils understand how well they are doing and know how to improve their work.

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

Care, support and guidance: Good

The school is a caring, inclusive and supportive 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. It has appropriate policies and arrangements to promote eating and drinking healthily.

Provision for pupils' spiritual, moral, social and cultural development is good. Collective worship sessions support pupils' spiritual and moral development effectively, and they are given appropriate opportunities to reflect on relevant issues. The contribution of local ministers and staff from Coleg y Bala strengthens provision

successfully. This means that pupils develop a sound understanding of values such as honesty, fairness and treating others with respect. This is shown clearly in the way in which they treat each other. There are very successful procedures to promote positive behaviour and consistent attendance.

Good use is made of the support of external specialist services, including medical, social, psychological and counselling services, to support individuals' needs. This ensures high quality support and guidance for pupils and parents, when necessary. This has a positive effect on pupils' wellbeing and attitudes. Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils with additional learning needs is sound. Teachers identify pupils' needs at an early stage and provide them with very successful support programmes. Staff ensure that individual education plans are detailed and rigorous, and include the views of parents when they are reviewed. Teachers track pupils' progress skilfully. This has a positive effect on most pupils' confidence and achievements.

Learning environment: Good

The school is a welcoming, inclusive community in which pupils feel happy and safe. All members of staff know the pupils well and treat them fairly and with respect. There are comprehensive policies and procedures to deal effectively with any prejudice or cases of bullying, should they arise. There is a co-operative and positive atmosphere at the school, which fosters a mature and responsible attitude among pupils.

The building and grounds are kept clean and tidy. 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 environment. Quiet areas have been created recently in order to improve the learning environment, which promotes pupils' emotional wellbeing successfully. The school displays pupils' work artistically in the classrooms and public areas, which honours their achievements. These add to the school's homely and welcoming ethos.

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

The headteacher provides very robust and effective leadership, which ensures a clear strategic direction for the school and a culture that promotes continuous improvement. She has high expectations and a very clear vision that is based on ensuring pupils' high standards, happiness and wellbeing. She succeeds in conveying this vision effectively to staff, pupils, governors and parents.

The headteacher is supported effectively by the assistant headteacher and other members of staff. The school's management procedures are well organised and regular meetings ensure that leaders and staff discuss important issues relating to raising pupils' standards and wellbeing. As a result, staff understand their responsibilities and work successfully as a team to provide effective opportunities for pupils to learn. This has led to ensuring consistency in the planning system across the school and establishing robust and detailed procedures to assess pupils' progress.

Procedures for managing staff performance are sound. Objectives are appropriate and link clearly with the school's priorities for development, in addition to the staff's individual professional requirements.

The school responds successfully to local and national priorities, for example when implementing Gwynedd's Welsh Language Charter successfully. As a result, pupils show appreciation of Welsh culture and speak polished Welsh around the school.

Members of the governing body are knowledgeable and supportive, and they discharge their strategic duties conscientiously. They have a thorough understanding of the school's standards and how they compare with those of similar schools. They visit the school regularly to conduct learning walks, scrutinise pupils' work and discuss priorities with members of staff. As a result, they have a valuable awareness of the school's strengths and areas for improvement. This enables them to challenge the school and hold it to account for its performance.

Improving quality: Good

Self-evaluation and planning for improvement procedures are robust and effective. They ensure that leaders identify the school's strengths and areas for development well. The timetable of self-evaluation activities is comprehensive and includes regular opportunities to consider and analyse a wide range of evidence of pupils' achievement effectively. This includes a detailed analysis of performance data, lesson observations and scrutinising books. Leaders gather the views of pupils, staff, governors and parents regularly, consider any suggestions and respond to them appropriately. A good example of how teachers have responded to suggestions by pupils and parents is the recent changes in provision to promote pupils' mental mathematics skills and the nature of homework.

The self-evaluation report, which is based on the outcomes of monitoring procedures, is evaluative and identifies the school's strengths in addition to areas for improvement.

There is a clear link between the outcomes of the self-evaluation report and the priorities in the school development plan. The plan is comprehensive and focuses clearly on improving provision and raising standards. Actions are detailed and link with measurable success criteria. Leaders evaluate the effect of the plan regularly and adapt and act appropriately, as necessary. The school has made good progress against the priorities, for example in improving the quality of pupils' writing and their understanding of how to improve their work.

Partnership working: Good

The school has a number of valuable strategic partnerships, which contribute effectively to raising pupils' standards and wellbeing.

The school works very successfully with parents. The headteacher's focus on promoting an open, co-operative culture succeeds in ensuring strong commitment and support from parents. Teachers convey information to parents about different aspects of the school's work regularly, and provide them with valuable opportunities

to discuss their children's progress. This enables them to support their children's learning successfully. The parents' association is active and raises significant amount of money each year to help the school buy additional resources for the benefit of pupils.

There is very effective co-operation between the teachers of the three schools that work in partnership to share good practice. This has led to improving planning to promote pupils' skills and strengthening the assessment procedure. This has a positive effect on provision and improving the quality of pupils' writing across the curriculum.

There are valuable links with the playgroup. This ensures that new pupils settle quickly on entry to the school. Teachers work effectively with local schools and the secondary school to standardise and moderate pupils' work. This has had a positive effect on the school's procedures in order to ensure consistency when levelling pupils' attainment at the end of key stages. Transition arrangements with the secondary school are robust and help pupils to settle quickly when they move to the secondary school.

The school makes effective use of specialist agencies and the local authority's various support services in order to improve the quality of provision for pupils and families who need it.

The school works successfully with the community, local businesses and national organisations to improve pupils' learning experiences. A number of volunteers from the area come to contribute to different activities, for example by offering art lessons and conducting after-school sports sessions. This contributes well to fostering positive attitudes towards wellbeing among pupils and leads to pupils' appreciation of, and pride in, their community.

Resource management: Good

Leaders use the school's resources purposefully to ensure an effective learning environment. The school has an appropriate complement of teachers and support staff with suitable qualifications to deliver the curriculum effectively. The headteacher has deployed staff sensibly and allocated responsibilities suitably to meet the school's specific needs. Assistants support teachers and pupils effectively and have a positive influence on pupils' standards, wellbeing and social skills.

Teachers use their non-contact time effectively in order to improve the quality of provision regularly. This leads to improvements in teaching and has a positive effect on pupils' standards and attainment. The school's performance management processes lead effectively to staff development and provide them with valuable opportunities to attend relevant courses, for example on how to improve pupils' standards of reading at the top of the school.

The school is developing as an effective learning community. Good co-operation with other schools ensures valuable opportunities for teachers to plan jointly and share good practice, for example in improving the assessment for learning procedure.

The headteacher and governors monitor and manage expenditure carefully and thoroughly. The school's expenditure links well with the priorities in the school development plan. The Pupil Deprivation Grant is used effectively to raise the standards of literacy, numeracy and wellbeing of specific groups of pupils.

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

Appendix 1: Commentary on performance data

6612180 - Ysgol Bro Tegid

Number of pupils on roll	114
Pupils eligible for free school meals (FSM) - 3 year average	13.0
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	9	17	19	12
Achieving the Foundation Phase indicator (FPI) (%)	66.7	94.1	100.0	66.7
Benchmark quartile	4	2	1	4
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	9	17	19	12
Achieving outcome 5+ (%)	100.0	94.1	100.0	75.0
Benchmark quartile	1	3	1	4
Achieving outcome 6+ (%)	44.4	29.4	31.6	25.0
Benchmark quartile	2	3	3	3
Mathematical development (MDT)				
Number of pupils in cohort	9	17	19	12
Achieving outcome 5+ (%)	66.7	94.1	100.0	66.7
Benchmark quartile	4	3	1	4
Achieving outcome 6+ (%)	22.2	23.5	15.8	25.0
Benchmark quartile	3	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	9	17	19	12
Achieving outcome 5+ (%)	100.0	100.0	100.0	91.7
Benchmark quartile	1	1	1	4
Achieving outcome 6+ (%)	100.0	94.1	47.4	50.0
Benchmark quartile	1	1	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.

6612180 - Ysgol Bro Tegid

Number of pupils on roll	114
Pupils eligible for free school meals (FSM) - 3 year average	13.0
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	16	14	19	18
Achieving the core subject indicator (CSI) (%)	87.5	92.9	94.7	88.9
Benchmark quartile	3	3	2	4
English				
Number of pupils in cohort	16	14	19	18
Achieving level 4+ (%)	87.5	100.0	94.7	100.0
Benchmark quartile	4	1	3	1
Achieving level 5+ (%)	43.8	57.1	42.1	61.1
Benchmark quartile	3	1	3	1
Welsh first language				
Number of pupils in cohort	16	14	18	18
Achieving level 4+ (%)	87.5	100.0	94.4	94.4
Benchmark quartile	3	1	2	2
Achieving level 5+ (%)	50.0	64.3	50.0	55.6
Benchmark quartile	1	1	1	1
Mathematics				
Number of pupils in cohort	16	14	19	18
Achieving level 4+ (%)	87.5	92.9	94.7	88.9
Benchmark quartile	4	3	3	4
Achieving level 5+ (%)	43.8	21.4	26.3	44.4
Benchmark quartile	3	4	4	3
Science				
Number of pupils in cohort	16	14	19	18
Achieving level 4+ (%)	93.8	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	37.5	64.3	26.3	50.0
Benchmark quartile	3	1	4	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.	52		51 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	52		50 96%	2 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	52		51 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	52		52 100%	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.	51		51 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	52		51 98%	1 2%	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.	52		52 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	52		52 100%	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.	52		45 87%	7 13%	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.	52		51 98%	1 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.	52		45 87%	7 13%	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	52		48 92%	4 8%	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.	63	43 68%	18 29%	2 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	63	52 83%	9 14%	2 3%	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.	63	47 75%	15 24%	0 0%	0 0%	1	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.	62	33 53%	24 39%	4 6%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	63	35 56%	22 35%	3 5%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	63	31 49%	29 46%	3 5%	0 0%	0	Mae'r addysgu yn dda.
		61%	37%	2%	0%		
Staff expect my child to work hard and do his or her best.	63	34 54%	25 40%	2 3%	0 0%	2	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.	63	22 35%	16 25%	8 13%	6 10%	11	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.	63	37 59%	19 30%	2 3%	1 2%	4	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.	63	40 63%	22 35%	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.	63	46 73%	14 22%	1 2%	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'.	63	30 48%	17 27%	4 6%	0 0%	12	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.	63	23 37%	30 48%	6 10%	1 2%	3	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.	63	38 60%	19 30%	3 5%	0 0%	3	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.	63	26 41%	30 48%	2 3%	0 0%	5	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.	63	31 49%	28 44%	1 2%	0 0%	3	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.	61	20 33%	20 33%	1 2%	0 0%	20	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.	62	23 37%	34 55%	3 5%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	63	29 46%	28 44%	2 3%	1 2%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Glyn Griffiths	Team Inspector
Glenda Jones	Lay Inspector
Sian Evans	Peer Inspector
Bethan Jones	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.