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

A report on

Ysgol Craig y Don
Clarence Drive
Craig Y Don
Llandudno
Conwy
LL30 1TR

Date of inspection: Tachwedd 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:

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.

Publication date: 06/01/2017

Context

Ysgol Craig y Don is in the seaside resort of Llandudno in Conwy. Nearly all pupils live locally, with a few coming from the surrounding area. There are 425 pupils on roll, including 53 in the part-time nursery class. The school has 15 single age classes, taught by 15 full-time and five part-time teachers.

About 11% of pupils are eligible for free school meals, which is well below the national average. The school identifies around 17% of pupils as having additional learning needs, which is just below the average for Wales. Very few pupils have a statement of special education needs. About 94% of the pupils are of white British origin. A few pupils have English as an additional language. No pupil speaks Welsh as their first language.

The headteacher took up his post in January 2014 and the last inspection was in January 2011.

The individual school budget per pupil for Ysgol Craig y Don in 2016-2017 means that the budget is £3,248 per pupil. The maximum per pupil in the primary schools in Conwy is £14,063 and the minimum is £3,225. Ysgol Craig y Don is 54th out of the 55 primary schools in Conwy in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils, including those with additional learning needs, make good progress in their learning during their time at the school
- Pupils' literacy, numeracy and information and communication technology (ICT) skills are good
- Standards of behaviour and self-discipline are exemplary
- Nearly all pupils show high levels of engagement in their work and are keen to learn
- Teaching across the school is consistently good
- Teachers provide an effective range of varied learning experiences that meet the needs of nearly all pupils successfully
- The good quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing
- The school is an inclusive and welcoming community, in which pupils feel safe and happy

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior management team have a strong vision for the future development of the school, based appropriately on raising standards and ensuring the wellbeing of all pupils
- The vision is conveyed successfully to staff, pupils, parents and governors
- Senior leaders have high expectations and challenge and support staff purposefully to improve their practice
- Members of staff work together effectively as a team
- Governors have developed a clear understanding of their role as strategic leaders
- The self-evaluation report is used well to move the school forward
- The school works effectively with a range of partners to extend learning experiences and improve pupils' standards and wellbeing

Recommendations

A1   Improve key stage 2 pupils' data handling skills in ICT

A2   Improve attendance

A3   Provide regular opportunities for pupils in the Foundation Phase to make independent choices about what and how they learn

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Nearly all pupils enter the nursery with skills at the expected level for their age and ability. Nearly all pupils, including those with additional learning needs and pupils with English as an additional language, make sound progress as they move through the school. In their lessons, and when discussing their work, most pupils recall previous learning well and show a good knowledge and understanding of what they have learnt across the curriculum. By the end of key stage 2, most pupils have developed their thinking skills well; they acquire information appropriately and apply it successfully to new situations.

In both key stages, pupils' speaking and listening skills develop well. By Year 2, most speak clearly and are eager to converse with adults. They explain their work well, using suitable language, for example when describing how they created a collage using 2D mathematical shapes or made rockets from clay. Most pupils in key stage 2 communicate clearly and confidently and are keen to provide answers or comments when talking about their work and displays around the school.

Most pupils in the Foundation Phase make good progress in learning to read. By Year 2, many read with fluency and expression. They use a wide range of strategies successfully to read unfamiliar words and establish meaning. More able pupils read complex words with ease and fluency. They pay due attention to punctuation and vary tone of voice and pace when reading aloud. In key stage 2, nearly all pupils read with accuracy and fluency. They discuss their favourite books and authors maturely and with interest. They use their skills appropriately when gleaning information in their investigative work.

By the end of the Foundation Phase, most pupils write an increasing range of simple sentences, spell correctly and punctuate appropriately. They develop proficiency in using varied vocabulary and language to write pieces across the curriculum. More able pupils write imaginatively, and choose words carefully to add interest, for example when writing a letter of apology from the wolf to the three little pigs.

In key stage 2, most pupils write confidently across the curriculum for different purposes and audiences. For example, they note take, record specific information, present both side of an argument and draw skilful conclusions on the life and times of Winston Churchill. Most pupils plan, draft and redraft their work successfully and produce final copies of high quality. Handwriting and presentation are exemplary in both key stages and nearly all pupils across the school take a great deal of pride in their work.

In the Foundation Phase, most pupils develop their number skills successfully in mathematics lessons. By Year 2, most have a secure knowledge of number bonds and solve addition and subtraction sums to 100 accurately. They gather information about their favourite pets and present their findings well in block graphs. Most apply

their understanding of simple symmetrical patterns purposefully to draw fairy tale castles. They sort objects using more than one criterion and present their work correctly in a Venn diagram. Most pupils use non-standard and standard units correctly to measure length, capacity and weight. They apply their measuring skills successfully in practical situations, for example when making Welsh cakes.

In key stage 2, most pupils have a firm grasp of numeracy skills. They are confident in using addition, subtraction, division and multiplication strategies to solve oral problems and numerical-reasoning problems. Many handle fractions, decimals and percentages intelligently. They apply their skills well across the curriculum, for example when calculating the quantity of various foods on the ration list in their study of the Second World War. By the time they reach Year 6, most pupils use a good range of mental and written methods confidently and accurately to solve problems. They record and present their findings systematically and explain their reasoning articulately, for example when investigating temperature changes in Cardiff and the effect of materials as thermal insulators.

In the Foundation Phase, most pupils make good progress in ICT. Nearly all use appropriate software and show a good level of competence in using the mouse and keyboard. Most use tablet devices and computers effectively to take pictures and change the size of words on a page. They use word processing programmes confidently to record and create simple poems, making changes to improve expression or check errors. By the end of the Foundation Phase, most pupils create and interpret databases and bar graphs linked to fairy tales and favourite fruits. Most use a variety of programs to draw pictograms, block graphs and bar charts. They use modelling programmes confidently to simulate and solve real life problems, for example when controlling a programmable toy.

By the end of key stage 2, most pupils develop their knowledge, understanding and skills in ICT effectively and they present information in interesting ways. Many pupils in Years 3 and 4 use programmes and software to write interesting diaries, and instructions on how to brush teeth. Most Year 5 and 6 pupils use technology confidently to word process and make presentations. Most pupils use videos skilfully to create and present information on their summer holidays, Jewish festivals and the Second World War. Many use spreadsheets effectively to gather information about Cardiff, including sea pollution and variations in temperature. Most pupils use modelling programmes to a high standard. For example, by completing the Formula 1 Challenge, pupils design their own 3D car on a laptop, advertise their product and create a logo. Most pupils use coding programs effectively to develop their problem-solving and creative skills. However, pupils' data handling skills to produce appropriate databases and interpret them are underdeveloped. Pupils' understanding of the importance of e-safety is secure. In the Foundation Phase, many pupils make good progress in gaining skills in the Welsh language. They respond competently to instructions and questions and use a familiar range of phrases appropriately. In key stage 2, many pupils build successfully on the work in the Foundation Phase and use basic vocabulary and sentence patterns well, for example when answering questions about their reading book.

Most pupils' Welsh reading and writing skills develop well as they move through the school. By the end of the Foundation Phase, most pupils write simple sentences correctly to describe characters from familiar books and use the present and past tense appropriately. By the end of key stage 2, many pupils produce extended pieces of writing to a good standard, for example, when creating a dialogue about a birthday party and describing their trip to Cardiff.

At the end of the Foundation Phase over the last four years, pupils' performance in literacy and numeracy at the expected outcome has varied, moving the school between the higher 50% and the lower 50% when compared to similar schools. Over the same period, performance at the higher level in literacy has been above the average for similar schools every year, but generally below in mathematical development.

In key stage 2, pupils' performance at the expected level in English, mathematics and science places the school consistently in the lower 50% and bottom 25% when compared with similar schools. However, performance at the higher level in all subjects usually places the school above the average for similar schools. Overall, pupils' performance at both key stages over the last two years shows steady improvement.

In the Foundation Phase and key stage 2 overall, there is no notable difference in the performance of pupils eligible for free school meals and others at the expected and the higher outcome and level. In the Foundation phase overall, there is no notable difference between the performance of boys and girls. In key stage 2 overall, girls tend to perform better than the boys.

Wellbeing: Adequate

Nearly all pupils show high levels of engagement in their work and are keen to learn. They enjoy school, work hard and take pride in what they do. They feel valued by staff and this increases their self-confidence and supports their progress as they move through the school. By the end of key stage 2, most pupils know how to improve their work.

Nearly all pupils say that they feel safe in school and value the care, support and guidance the staff provide. Behaviour is exemplary in lessons and around the school, with most pupils showing care and kindness towards others. Nearly all pupils are courteous, polite and well-mannered. They speak confidently to adults and are happy to approach any member of staff if they have any concerns or worries. Most understand how and why they should follow a healthy lifestyle and many take part in the wide range of extra-curricular activities on offer.

Most pupils across the school develop their independent learning skills well. However, in a few classes in the Foundation Phase, pupils do not always develop the ability to make independent choices about what and how they learn.

Members of the school and eco council are developing their role appropriately. The school council takes an active role in raising funds for the school and charities such as Children in Need and McMillan nurses. The eco-committee is active in raising

awareness of the importance of conserving energy and recycling waste. They have taken an active role in the care and development of outdoor areas and this year the school received a Silver award for horticultural excellence in the Llandudno in bloom contest.

Many pupils take an active role in community activities and take pride in the opportunity to participate in local events. A good example is the school's involvement with the local senior citizens' group and churches. This helps pupils to gain a greater awareness of what goes on in their community.

Over the last four years, attendance has been below that of similar schools in three of the four years. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a varied range of effective learning experiences that meet the needs of all pupils successfully. They fulfil the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. In nearly all Foundation Phase and key stage 2 classes, teachers' planning ensures that there is an appropriate balance of adult-led and pupil-led activities.

The Literacy and Numeracy Framework has been embedded firmly in the school's plans. This is a strong feature, which leads to rich opportunities to develop literacy, numeracy, ICT and pupils' thinking skills across the curriculum. Effective numeracy and literacy intervention programmes support targeted pupils well. Teachers are beginning to plan for and implement aspects of the new Digital Competence Framework appropriately.

The school provides a wide range of interesting experiences inside and outside the classroom. Educational visits, visitors and extra-curricular activities support pupils' wellbeing and social skills effectively. These include sporting activities, cookery and beneficial visits to the Urdd centres in Cardiff and Glanllyn.

Provision for developing the Welsh language is of a high standard. Staff create an extremely positive Welsh ethos and promote the language constantly. This gains the interest and enthusiasm of nearly all pupils towards the language. Through cross-curricular work, visits and opportunities to compete in eisteddfodau, pupils receive interesting experiences to learn about their area and about Welsh history and culture. For example, pupils study popular Welsh folk tales such as Cantre'r Gwaelod and Santes Dwynwen, as well as Welsh artists such as Kyffin Williams.

The school's personal and social education curriculum is successful in developing a harmonious environment where pupils learn together to understand the importance of tolerance and respect for each other's cultures. The school promotes pupils' awareness of the importance of recycling and saving energy appropriately.

Teaching: Good

Teaching across the school is consistently good. Teachers have a detailed knowledge of the areas of learning and the subjects they teach and use a suitable range of methods to stimulate the interest of pupils. Very good working relationships exist between teachers, support staff and pupils. All staff manage pupils' behaviour in classes and around the school very well.

Teachers set clear learning objectives for their lessons and share these well with pupils to provide a clear purpose to the learning that takes place. They sequence activities well and ensure that learning proceeds at an appropriate pace. They ask purposeful questions to consolidate and extend pupils' understanding. However, there is occasionally a tendency for teachers and support staff in the Foundation Phase to over-direct pupils. This limits opportunities for pupils to make choices and take responsibility for their own learning.

Teachers across the school make accurate and reliable judgements on pupils' performance. They provide pupils with clear and constructive verbal feedback and intervene sensitively when necessary to support pupils' learning. Teachers mark pupils' work appropriately and comment positively on their achievements. This enables pupils to have a good understanding of what they need to do to improve their work.

All teachers track pupil performance effectively. As a result, teachers understand pupils' needs well and use the information to set appropriate tasks in order for them to move forward to the next stage in their learning.

The school keeps parents well informed about their children's progress. Annual reports to parents are detailed and informative and set pupils clear targets for improvement.

Care, support and guidance: Good

The good quality of care, support and guidance has a positive effect on pupils' standards and wellbeing. The school has appropriate arrangements for promoting healthy eating and drinking and for ensuring that pupils understand how to be safe. The early morning fruit shop organised by members of the eco committee is very popular with pupils. Pupils have regular opportunities to take part in physical education lessons as well as an extensive after school sports programme.

The school has very strong and supportive links with a range of relevant specialist agencies, including social services and educational psychologists. They support the needs of vulnerable pupils successfully and provide effective guidance for parents.

The school promotes pupils' spiritual, moral and cultural development successfully by providing regular collective worship and through curriculum activities such as religious education and the personal and social education programme. Provision for personal and social education is of high quality and means that pupils develop a sound understanding of values such as honesty, fairness and respect for others. This is demonstrated clearly in the caring way in which pupils treat each other.

Provision for pupils who have additional learning needs is a strong feature of the school's work. Teaches identify additional learning needs quickly, provide appropriate support and monitor pupils' progress regularly and effectively. Staff ensure that individual education plans are detailed and thorough and include parents' views when they are reviewed. The school's thorough tracking system shows that nearly all pupils make good progress over time.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is a happy and caring community, where staff treat pupils fairly. It is a very inclusive and welcoming community, in which pupils feel safe and happy. It places a strong emphasis on its core values that are the cornerstones of its mission statement; respect, friendship and effort. The school has comprehensive policies and procedures in place to deal effectively with prejudice of any kind and any bullying, should it arise. Respect for diversity is promoted successfully through varied work, including studying other countries.

The school's accommodation meets the needs of its pupils appropriately. There is sufficient space within classrooms to deliver all aspects of the curriculum. Resources of good quality for all areas of learning support teaching and learning very effectively. The school is particularly well resourced for the development of ICT. Staff have developed outdoor learning areas creatively to make effective use of the space available. Teachers make full use of these to stimulate and support the development of pupils' literacy, numeracy and problem-solving skills.

Displays celebrate pupils' achievements well and contribute considerably to a vibrant, inclusive and welcoming learning environment. Staff encourage pupils to feel proud of their achievements.

Standards of cleanliness are high and the school building and grounds are maintained appropriately. The school site is safe for pupils.

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

Leadership: Good

The headteacher has a strong vision for the future development of the school, based appropriately on raising standards and ensuring the wellbeing of all pupils. Within a relatively short time, he has shared his vision successfully with staff, pupils, governors and parents. The headteacher and the effective newly-established leadership team provide strong strategic direction for the school.

Senior leaders have high expectations and challenge and support staff purposefully to improve their practice through a well-structured and robust monitoring programme. All members of staff have clear job descriptions that reflect their responsibilities accurately and they have a good understanding of their role in ensuring continuous improvement. They work together effectively as a team. There are effective arrangements in place for managing the performance of teachers, who receive suitably challenging targets linked with school development plan priorities.

The governing body is supportive of the school and it knows the community it serves well. Since the appointment of the current headteacher, governors have developed a clearer understanding of their role as strategic leaders. They now know the school's strengths and areas for development and are beginning to hold the school to account for its performance robustly.

The school addresses local and national priorities well. For example, planning for the literacy and numeracy framework is well embedded and is having positive impact on standards throughout the school, particularly the performance of more able pupils.

Improving quality: Good

Over the past two years, the headteacher and staff have established a culture of open and honest self-evaluation that focuses well on pupils' outcomes. It is an effective process that enables the school to identify, monitor and evaluate its performance successfully. The self-evaluation report is concise and evaluative, and it provides an accurate picture of the school.

There are robust systems to review progress, identify areas for improvement and take effective steps to act on them. These include careful analysis of the school's comparative performance data and teacher assessments, as well as the scrutiny of books and regular lesson observations. As a result, the school knows itself well and addresses improvements quickly and successfully. Teachers and support staff all take an active part in the process of monitoring, evaluating and planning for improvement and, as a result, have a clear understanding of the school's strengths and areas for development. Information is used well to move the school forward. For example, the outcomes of actions taken as a result of previous evaluations demonstrate that the school has made measurable progress in targeted areas, such as ensuring consistently good quality teaching throughout the school.

Parents and pupils contribute to the self-evaluation process by completing questionnaires and governors are kept fully informed through detailed headteacher reports.

The school development plan arises directly from the self-evaluation process. It is a clear and concise document with a suitable number of priorities to implement over three years. The plan allocates responsibilities for actions, and monitoring and evaluating effectiveness, clearly. Recent plans have resulted in clear improvements in standards in literacy, numeracy and ICT.

Partnership working: Good

The school works effectively with a range of partners in a way that has a positive effect on pupils' standards and wellbeing and extends learning experiences successfully. Leaders and staff communicate effectively with parents using social networking, the school website, newsletters, and electronic mail. The parent-teacher association makes valuable financial contributions to enrich pupils' learning experiences, by funding outdoor storage resources, for example. As a result, many parents become important partners in the life and work of the school.

By establishing an open and welcoming ethos, the school has developed effective partnerships with the local community. Pupils take part regularly in concerts, eisteddfodau and activities at the local home for the elderly and local churches. These experiences reinforce their understanding of the importance of acting appropriately within their community.

The school makes effective use of volunteers who listen to pupils read. They contribute effectively to developing pupils' self-confidence and interest in books. The police and health professionals support the school's personal and social education programme well, particularly in relation to personal safety and hygiene.

An effective system of moderation has been established with other schools to produce purposeful and useful profiles to help teachers as they standardise pupils work. There are beneficial links with the local secondary school. These are effective in helping pupils to transfer smoothly between one sector and another and in preparing pupils appropriately for the next stage in their education.

Resource management: Good

The school has sufficient well-qualified and experienced teachers to deliver all subjects and aspects of the curriculum successfully. Teaching assistants are an important part of the team and have a positive influence on the school's work, particularly when supporting pupils with additional learning needs in small groups. Leaders deploy staff effectively and make good use of individual strengths and expertise.

There are appropriate arrangements for teachers' planning, preparation and assessment time. The school provides good opportunities for staff to improve their professional skills. A notable example of success is the impact of the teachers' behaviour management training on pupils. As a result, nearly all pupils are very well behaved, courteous and respectful towards adults and each other throughout the day.

The school works effectively in developing and contributing to networks of professional learning with other schools. Recent initiatives include sharing good practice to improve provision for developing pupils' numeracy skills and developing digital classrooms. To date, the numeracy initiative has had positive impact on pupil outcomes. It is too early to measure the full impact of the digital classroom initiative on pupil achievement.

The headteacher and governing body monitor expenditure carefully and manage the budget successfully. This has enabled them to address a considerable shortfall that existed two years ago and to ensure that there is currently a balanced budget. They make good use of all available funding, and expenditure links well with the school's development plans. The pupil deprivation grant is used effectively and has resulted in significant improvements in standards and wellbeing of identified, vulnerable groups of pupils.

In view of the good standards that pupils achieve, the school offers good value for money.

Appendix 1: Commentary on performance data

6622121 - Ysgol Craig y Don

Number of pupils on roll	425
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	54	55	51	49
Achieving the Foundation Phase indicator (FPI) (%)	85.2	81.8	88.2	87.8
Benchmark quartile	2	3	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	54	55	51	49
Achieving outcome 5+ (%)	90.7	85.5	88.2	89.8
Benchmark quartile	2	3	4	3
Achieving outcome 6+ (%)	35.2	32.7	43.1	42.9
Benchmark quartile	1	2	2	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	54	55	51	49
Achieving outcome 5+ (%)	90.7	87.3	90.2	91.8
Benchmark quartile	2	3	3	3
Achieving outcome 6+ (%)	24.1	21.8	27.5	36.7
Benchmark quartile	3	3	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	54	55	51	49
Achieving outcome 5+ (%)	94.4	98.2	98.0	95.9
Benchmark quartile	3	2	3	3
Achieving outcome 6+ (%)	51.9	92.7	74.5	91.8
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.

6622121 - Ysgol Craig y Don

Number of pupils on roll   425
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	58	56	50	52
Achieving the core subject indicator (CSI) (%)	86.2	80.4	88.0	88.5
Benchmark quartile	3	4	4	4
English				
Number of pupils in cohort	58	56	50	52
Achieving level 4+ (%)	87.9	80.4	92.0	90.4
Benchmark quartile	3	4	3	4
Achieving level 5+ (%)	46.6	41.1	50.0	44.2
Benchmark quartile	1	2	2	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	58	56	50	52
Achieving level 4+ (%)	87.9	83.9	92.0	92.3
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	46.6	41.1	58.0	51.9
Benchmark quartile	1	2	1	2
Science				
Number of pupils in cohort	58	56	50	52
Achieving level 4+ (%)	93.1	85.7	96.0	90.4
Benchmark quartile	2	4	3	4
Achieving level 5+ (%)	43.1	46.4	50.0	46.2
Benchmark quartile	1	2	2	2

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

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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.

http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	98		95	3		Rwy'n teimlo'n ddiogel yn fy ysgol.
			97%	3%		
			98%	2%		
The school deals well with any bullying.	98		89	9		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			91%	9%		
			92%	8%		
I know who to talk to if I am worried or upset.	98		96	2		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	98		92	6		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			94%	6%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	98		90	8		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			92%	8%		
			96%	4%		
I am doing well at school	97		90	7		Rwy'n gwneud yn dda yn yr ysgol.
			93%	7%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	98		94	4		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			96%	4%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	98		93	5		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			95%	5%		
			98%	2%		
My homework helps me to understand and improve my work in school.	98		83	15		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			85%	15%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	98		91	7		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			93%	7%		
			95%	5%		
Other children behave well and I can get my work done.	98		55	43		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			56%	44%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	98		80	18		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			82%	18%		
			84%	16%		

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 3

The inspection team

Mr Mervyn Lloyd Jones	Reporting Inspector
Mr Roy James	Team Inspector
Mrs Rhian Jones	Team Inspector
Mr Jeremy George Turner	Lay Inspector
Mrs Gwenan Davies-Jones	Peer Inspector
Mr Iwan Jones (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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