



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

**A report on**

**Ysgol Cynddelw  
Glynceiriog  
New Road  
Glynceiriog  
Wrexham  
LL20 7HH**

**Date of inspection: February 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: 28/04/2016**

## Context

Ysgol Cynddelw is a community school in the village of Glyn Ceiriog near Llangollen. In September 2012, Ysgol Cynddelw federated with two other local schools within the Ceiriog Valley. There are five mixed-age classes that include a part time nursery. In the Foundation Phase, there are two classes where pupils learn solely through the medium of Welsh and one class where pupils are taught mainly in English. In key stage 2, there are two mixed-age classes. In one class, teaching is in English and in the other, predominately in Welsh.

There are 104 pupils on roll aged between 3 and 11 years. The school identifies around 16% of pupils as having additional learning needs. This is below the national average. Around 11% of pupils are eligible for free school meals. This is also well below the national average. Approximately 10% of pupils come from homes where Welsh is the main language. There are very few pupils from ethnic minority backgrounds or who speak English as an additional language.

The school's last inspection was in March 2010. The headteacher took up her post in September 2005, and became the headteacher of the federated schools in 2012.

The individual school budget per pupil for Ysgol Cynddelw in 2015-2016 means that the budget is £4,238 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,199 and the minimum is £2,778. Ysgol Cynddelw is School is eighth out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- By the end of the Foundation Phase, most pupils speak clearly and engage confidently in interesting conversations with their peers and adults
- Most pupils in key stage 2 have a secure understanding of number and they apply their knowledge successfully to calculate real-life problems
- Most pupils have a good understanding of e-safety and know how to keep safe when using the internet
- Attendance is good and has placed school in the top 25% of similar schools for three of the past four years
- The school provides a broad and balanced curriculum with many interesting learning experiences

However:

- A minority of key stage 2 pupils' reading and writing skills in Welsh first language are underdeveloped
- Pupils in key stage 2 do not have regular opportunities to apply their extended writing skills regularly across all areas of the curriculum
- The majority of pupils in the English stream make limited progress in their Welsh literacy skills
- Assessments procedures at end of key stage 2 are not always consistent and accurate

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a purposeful vision, which is shared successfully with the whole school community
- A joint federation senior management team is beginning to have a positive impact on the quality of provision
- The governors are conscientious and supportive and have a growing understanding about the school's performance
- Strong partnerships with parents improve pupils' levels of wellbeing

However:

- The self-evaluation report is not always evaluative and overall it lacks rigour and clarity

- Processes to collect first-hand evidence to inform self-evaluation are not robust enough
- The governors' involvement in the school's strategic direction and self-evaluation procedures is relatively underdeveloped
- The priorities in the federated school development plan are not always relevant to the needs of the school

## **Recommendations**

R1 Raise standards in Welsh first language reading and writing in key stage 2

R2 Continue to improve standards in Welsh second language across the school

R3 Ensure consistency in teaching and assessment across key stage 2

R4 Develop the strategic role of the governing body

R5 Put in place rigorous monitoring processes to identify more accurately areas requiring improvement

R6 Ensure that all targets in the school development plan prioritise needs that are pertinent to the school

### **What happens next?**

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

Adequate

#### Standards: Adequate

Teachers' assessment of pupils when they start in the reception class indicates that the majority have literacy skills below those expected for their age. From their starting point, many pupils across the school make sound progress by the time they reach Year 6. Most pupils with additional learning needs make suitable progress against their individual targets.

Across the school, nearly all pupils have good listening skills. From an early age most pupils in the Welsh class make very good progress in their literacy skills. This is a particular strength in the Foundation Phase. By the end of the phase, most speak clearly about various topics and can engage confidently in interesting conversations with their peers and adults alike, for example when discussing their work based on 'The Three Little Pigs' in Welsh. Many pupils in the English class use extended vocabulary confidently, for example when comparing different kinds of bridges. In key stage 2, most pupils become confident speakers in either English or Welsh. By the end of the key stage, most pupils are confident in voicing their opinions clearly and they discuss aspects of their work using subject specific vocabulary with increased confidence. Nearly all pupils contribute consistently to group and class discussions, for example when discussing different bank accounts and giving reasons for and against investing money in this way. Nearly all listen well to the views of others and show respect for different points of view.

In the Foundation Phase, many pupils read well in either English or Welsh in line with their age and ability. They take good account of punctuation when they read aloud and they generally read with fluency and good intonation. Many use a range of strategies effectively when reading unfamiliar words. In key stage 2, many pupils show good understanding of the text when reading in English. Many pupils are confident when discussing their favourite authors and give specific reasons for their choices. However, a minority of pupils' reading skills in the Welsh class are underdeveloped. At times, they have limited understanding of the text. Most pupils use higher-order reading skills effectively when retrieving information from a range of texts in either English or Welsh, for example when writing an explanation text about the rain forest.

Most pupils in the Foundation Phase develop good writing skills for a range of purposes, for example when they write letters, recounts, diaries and instructions. Most pupils write simple sentences accurately using the appropriate punctuation and vocabulary learnt in their topic work. By the end of the Foundation Phase, many write extended pieces of writing successfully. Many pupils in key stage 2 develop appropriate writing skills in either English or Welsh. Many have a sound understanding of different writing styles and adapt their writing well for different purposes, for example when they write a balanced argument for and against the use of animals in circuses. However, pupils' writing skills are less developed in Welsh first language. A minority of pupils have limited Welsh vocabulary and syntax is

unclear at times. A majority of key stage 2 pupils do not write to their full potential in a wider context across the curriculum in either Welsh or English second language. Overall, the quality of spelling and punctuation of most pupils' work is appropriate. However, across the school presentation of work varies and at times is untidy.

Generally, the attitude of pupils in the English stream towards learning Welsh is appropriate. Most pupils across the school listen and respond appropriately to a range of simple instructions, greetings and questions in Welsh. Most Foundation Phase pupils use Welsh phrases appropriately when responding to simple questions, but their ability to write in Welsh is limited to a few basic phrases. Around a half of the pupils' reading skills are weak and, by the end of the phase, a minority show limited understanding of the texts they read. Around a half of pupils make only limited progress in their ability to speak and read in Welsh as a second language as they move through key stage 2. By the end of the key stage, a majority write short pieces of text independently but use only a limited range of sentences, for example when they write a simple dialogue between friends.

In the Foundation Phase, most pupils work confidently with numbers to 100, correctly adding and subtract two and three-digit numbers. They use standard measurements correctly and compare readings well. Many pupils have an increasing understanding of simple fractions and three dimensional shapes. Most pupils work accurately using money and time and many collect and use data confidently to create bar graphs. Most pupils apply their numeracy skills confidently across all areas of learning. Most pupils develop their problem-solving skills consistently as they move through the Foundation Phase and apply these to real-life situations.

In key stage 2, many pupils' numeracy skills are developing well. Many have a sound understanding of place value. A few more able pupils multiply and divide decimals with accuracy. Many have a good understanding of fractions with a few more able pupils calculating percentages confidently. Most pupils have a secure understanding of number and apply their knowledge successfully to calculate real-life problems, for example when they plan a camping holiday within a specific budget. By the end of key stage 2, many pupils apply their numeracy skills well in a range of subjects. Many pupils extract and interpret information from graphs successfully when discussing the monthly average of rainfall in the rainforest.

Over the years, the comparatively small number of pupils at the end of the Foundation Phase can have a notable effect on the school's benchmark performance in comparison with that of similar schools.

At the end of the Foundation Phase over the last four years in both English and Welsh literacy and mathematical development, performance at the expected outcome has been generally below the average for similar schools. At the end of key stage 2, over the same period, the school's performance in science has placed the school consistently in the top 25% of similar schools, while performance in English, Welsh and mathematics has been more variable.

At the higher than expected outcome in the Foundation Phase, performance in literacy in both English and Welsh has been variable over recent years. Performance in mathematical development has been, however, consistently below the average for that of similar schools. At the end of key stage 2, at the higher than expected levels, performance generally shows a downward trend in all three subjects.

The number of pupils eligible for free school meals is very low. This makes comparisons of their performance against that of other pupils unreliable.

**Wellbeing: Good**

Nearly all pupils feel safe and happy in school and know whom to approach for help and support if they have concerns. Nearly all pupils have a good understanding of how to live healthily by eating a balanced diet and leading an active life. Many pupils eat fruit at break-times and participate enthusiastically in sporting activities such as netball, tag rugby and dodge-ball.

Nearly all pupils behave well both within the classroom and around the school. They are friendly, polite and courteous to each other and adults alike. They collaborate and co-operate well in group situations. Many pupils are developing good independent learning skills. They assess and evaluate their own work and know what they need to do in order to improve. Most pupils have a good understanding of e-safety, and know how to keep safe when they use the internet.

Nearly all pupils contribute effectively to school life through their involvement in school's fundraising activities. The school council and the eco committee take their roles and responsibilities seriously, for example through organising a 'Green Day' to raise pupils' awareness of the importance of recycling and energy saving activities. This develops pupils' awareness of the importance of sustainability successfully. Fair trade weeks help to increase pupils' understanding of issues in the wider world.

Nearly all pupils contribute regularly and effectively to various activities at the school and in the community. Pupils play a prominent part in a local community through litter picking and participating in the local eisteddfod and carnival.

Over the last four years, pupils' attendance compares consistently well with that in similar schools, and has placed the school generally in the top 25%. Nearly all pupils arrive punctually for school.

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

The school provides a broad, balanced curriculum, which meets statutory requirements. Well-organised and stimulating experiences engage pupils' interests effectively and promote independent learning successfully, especially in the Foundation Phase. Teachers in both key stages plan purposeful activities in the outside area that develop pupils' thinking skills well. The school provides a wide range of extra-curricular clubs and activities that enrich pupils' learning successfully.

Teachers provide appropriate opportunities for pupils to apply their numeracy skills in other subjects. For example, pupils use their measuring skills successfully when designing moveable toys in their design and technology topic. However, pupils in key stage 2 do not have sufficient opportunities to apply their extended writing skills across all areas of the curriculum.



Generally, the school develops Welsh first language provision and the Welsh dimension well through a majority of curriculum areas, but provision for Welsh as a second language is less well developed, especially in Foundation Phase. The provision for the Welsh dimension is effective, for example when pupils learn about Victorian building within the locality and visit local castles. This develops their understanding of their community and Welsh heritage successfully.

Teachers' plans outline suitable opportunities for pupils to develop their information and communication technology (ICT) skills, using a range of programmes, for example through recording a diary extract of a sailor on his journey on the Mimoso.

The eco committee contributes effectively to reducing waste, for example through recycling plastic and conserving water. The school building has solar panels, successfully enhancing pupils' knowledge of renewable energy and the importance of energy conservation.

### **Teaching: Adequate**

Most teachers plan interesting activities that motivate and engage pupils in their learning. Where teaching is effective in a most classes, teachers use skilful questioning to develop pupils' understanding. They use a wide variety of resources and make particularly effective use of the outdoor environment to enhance pupils' learning experiences. Many teachers plan interesting lessons that encourage pupils to use their literacy and numeracy skills purposefully. However where teaching is less effective, tasks do not always challenge pupils well enough and this means that older pupils do not write well enough at length in Welsh or in English. Teachers and learning support assistants work well together to enable most pupils to achieve appropriate outcomes in their tasks and activities. These relationships also support pupils' independent learning skills well especially in the Foundation Phase.

All teachers mark pupils' work regularly and constructively. Where marking is at its best in a few classes, teachers' written comments relate appropriately to the focus of learning activities. This helps pupils to see how well they are doing, and what they need to do to improve. The effective use of peer and self-assessment across the school develops pupils' awareness of their strengths and areas for development appropriately. Pupils have regular opportunities to improve their work accordingly.

The school undertakes a range of relevant assessment procedures that generally provide an accurate picture of pupils' progress. However, assessments procedures at end of key stage 2 are not consistent and accurate across both classes. The school has an appropriate system to track the progress of individuals and teachers use the information well to provide additional support for pupils when needed. However, the school does not track the progress of these pupils robustly enough and, as a result, their progress is not always clear.

Parents and carers receive valuable information about their child's progress and achievement through regular parents' meetings and annual reports.

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

The school is a happy and caring community. All staff have high expectations of pupils' behaviour. There are regular opportunities for pupils to participate in physical

activities through regular lessons and extra-curriculum activities, such as football and netball, that improve their health and fitness levels. The school makes suitable arrangements for promoting healthy eating and drinking. Staff provide valuable experiences that include a range of visitors to promote pupils' social, moral, spiritual and cultural development effectively. The school is an important part of the community and provides good opportunities for pupils to support local cultural and social events, such as visits to the local church.

Valuable information and advice on e-safety is available to pupils and parents through social media, newsletters and pamphlets. The arrangements for safeguarding pupils meet requirements and give no cause for concern. The school works effectively with a wide number of external agencies and support services to offer guidance, support and information to pupils and parents. This is having a positive effect on pupils' wellbeing.

The school identifies pupils who have additional learning needs early and provides detailed and purposeful individual education plans with clear targets against which to measure progress. Targeted pupils receive appropriate additional support. The additional learning needs co-ordinator arranges regular review meetings with parents to discuss their child's progress. Most pupils make appropriate progress against their personal targets.

### **Learning environment: Good**

The school has a happy and caring ethos, which promotes its aims and values well. There is a strong emphasis on positive values such as equality, mutual respect and friendship and pupils are encouraged to think of others. An example of this is the introduction of 'yard buddies' where pupils support one another.

The environment is vibrant and exciting and supports pupils well to develop into confident and successful learners. All pupils have equal access to the curriculum and to the wide range of extra-curricular activities on offer.

The school has sufficient resources to support pupils' learning successfully. Corridors and classroom walls display colourful and creative examples of pupils' work. Throughout the school, there are examples of bilingual displays, which celebrate pupils' work and their local heritage successfully.

The extensive grounds enhance pupils' learning and physical development successfully, for example through their regular use of the willow tunnel, gardening plot and forest area. The Foundation Phase external area has good quality resources and staff use this extensively for teaching and learning. This provides pupils with engaging learning experiences.

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

The headteacher has a purposeful vision, which is shared successfully with the whole school community. She allocates responsibilities effectively and has a positive role in promoting co-operation and teamwork. A joint federation senior management team is beginning to have a positive effect on the quality of provision and planning.

All members of staff have clear roles and responsibilities and undertake their responsibilities diligently. They work closely together as a team. The senior management team meet together regularly and formally to discuss both day-to-day matters and issues concerning school improvement. However, leaders do not focus clearly enough on areas that need to be improved. As a result, they do not always have a clear overview of standards across the school.

The governors are conscientious and supportive and have a growing understanding about the school's performance, but their involvement in the school's strategic direction and self-evaluation procedures is relatively underdeveloped. Since the appointment of the new chair of governors, the governing body are more effective and meetings are more focused. Many governors attend training events and this is beginning to improve their ability to carry out their strategic role within the school.

The school is making appropriate progress in introducing initiatives, which meet local and national priorities, such as developing literacy and numeracy across the curriculum. These initiatives have a positive effect on most pupils' learning outcomes and experiences, particularly in numeracy and standards of wellbeing. Performance management systems are appropriate and encourage teachers and teaching assistants to challenge their own performance and to take an active part in planning for their personal professional development.

### **Improving quality: Adequate**

There are appropriate self-evaluation procedures, which focus on raising standards and improving attainment. These draw on an appropriate range of first-hand evidence and gather the opinions of pupils, parents and other stakeholders effectively. However, monitoring reports are not always evaluative enough and do not highlight clearly the areas requiring improvement. This means that it is difficult for the school to measure accurately its own performance. The self-evaluation report is not always evaluative and overall it lacks rigour and clarity. As a result, leaders do not identify all key areas that need improving, such as standards in Welsh first and second language and inconsistencies in the school assessment procedures at the end of key stage 2.

The joint federation senior management team uses the information from the self-evaluation report appropriately to determine priorities in the school development plan. There are a large number of identified targets and these include relevant success criteria, areas of responsibilities, timescales and funding. Members of the federated schools have delegated responsibilities for improvement. This ensures that all staff have clear ownership in respect of planning for improvement. However, these are priorities for the three schools in the federation and a minority are not relevant to the school. As a result, the school does not have clear priorities for improvement, especially in relation to standards.

The school has addressed most of the recommendations from the last inspection. However standards in Welsh first and second language remain areas for improvement.

### **Partnership working: Good**

The school has a wide range of working partnerships that enrich and support pupils' learning and wellbeing effectively. There is a strong partnership with parents, who play an important part in the life of the school. The active parent-teacher association raises considerable sums of money, for example to purchase literacy resources. Parents receive regular information about school life and pupils' learning through a range of appropriate channels, including newsletters and social media.

Pupils' contribution to community activities enriches their learning experiences successfully. Supporting and taking part in local events, such as the Glyn Ceiriog Eisteddfod and Carnival, develop pupils' understanding of their role as citizens well.

The school has a good partnership with a local nursery group, who meet at the school. This ensures that pupils settle quickly when they enter the Foundation Phase. The school works well with the federated schools and beyond, to share good practice and to develop portfolios for the moderation and standardisation of pupils' work. Well-established transition arrangements ensure that pupils are confident to move on to their next stage of learning.

### **Resource management: Adequate**

The school deploys teachers and teaching assistants well to meet the needs of pupils. Leaders generally make effective use of their particular skills and expertise, for example in delivering physical education to all three schools within the federation. The school uses support staff well to focus on areas of improvement and to raise standards effectively.

The headteacher and governing body manage the school budget efficiently and ensure that funding matches the priorities identified in the school development plan. However, leaders do not always ensure that the school make appropriate use of the pupil deprivation grant to support vulnerable pupils.

There are purposeful performance management procedures to ensure that all staff access relevant programmes of continuing professional development, linked to their identified needs and school priorities. All teachers have appropriate planning, preparation and assessment time each week and this is having a positive impact on the outcomes achieved by many pupils.

The school works effectively within professional learning communities with various clusters of schools. This is contributing to improving pupils' handwriting and writing skills.

In view of the standards the school achieves and the outcomes achieved by pupils, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6652139 - Ysgol Cynddelw

Number of pupils on roll	103
Pupils eligible for free school meals (FSM) - 3 year average	12.3
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	9	7	14	20
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	77.8	71.4	71.4	85.0
Benchmark quartile	3	4	4	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	7	11
Achieving outcome 5+ (%)	*	*	85.7	81.8
Benchmark quartile	*	*	4	4
Achieving outcome 6+ (%)	*	*	42.9	45.5
Benchmark quartile	*	*	2	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	5	6	7	9
Achieving outcome 5+ (%)	80.0	66.7	71.4	88.9
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	20.0	50.0	0.0	22.2
Benchmark quartile	3	1	4	4
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	9	7	14	20
Achieving outcome 5+ (%)	88.9	71.4	85.7	90.0
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	11.1	28.6	28.6	30.0
Benchmark quartile	4	3	3	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	9	7	14	20
Achieving outcome 5+ (%)	88.9	100.0	92.9	95.0
Benchmark quartile	4	1	4	4
Achieving outcome 6+ (%)	44.4	57.1	42.9	30.0
Benchmark quartile	2	2	3	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.

**6652139 - Ysgol Cynddelw**

Number of pupils on roll	103
Pupils eligible for free school meals (FSM) - 3 year average	12.3
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	16	11	12	10
<b>Achieving the core subject indicator (CSI) (%)</b>	100.0	100.0	66.7	100.0
Benchmark quartile	1	1	4	1
<b>English</b>				
Number of pupils in cohort	16	11	12	10
Achieving level 4+ (%)	100.0	100.0	66.7	100.0
Benchmark quartile	1	1	4	1
Achieving level 5+ (%)	50.0	45.5	*	*
Benchmark quartile	1	2	*	*
<b>Welsh first language</b>				
Number of pupils in cohort	8	6	6	*
Achieving level 4+ (%)	100.0	100.0	66.7	*
Benchmark quartile	1	1	4	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	16	11	12	10
Achieving level 4+ (%)	100.0	100.0	83.3	100.0
Benchmark quartile	1	1	4	1
Achieving level 5+ (%)	37.5	45.5	41.7	*
Benchmark quartile	2	1	3	*
<b>Science</b>				
Number of pupils in cohort	16	11	12	10
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	43.8	72.7	50.0	*
Benchmark quartile	2	1	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 a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	50		49 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	50		48 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.	50		45 90%	5 10%	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	50		46 92%	4 8%	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.	50		49 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	50		48 96%	2 4%	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.	50		49 98%	1 2%	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.	50		50 100%	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.	50		32 64%	18 36%	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.	50		46 92%	4 8%	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.	50		44 88%	6 12%	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	49		46 94%	3 6%	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 a total of all responses 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.	13	7 54%	5 38%	0 0%	1 8%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	13	10 77%	2 15%	1 8%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	13	8 62%	5 38%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	13	7 54%	5 38%	0 0%	1 8%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	12	6 50%	4 33%	2 17%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	12	9 75%	3 25%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	13	8 62%	4 31%	1 8%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	13	7 54%	3 23%	3 23%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	12	6 50%	5 42%	1 8%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	13	7 54%	5 38%	0 0%	1 8%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	13	7 54%	6 46%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	13	5 38%	6 46%	2 15%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	13	5 38%	6 46%	1 8%	1 8%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	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.	13	8 62%	3 23%	1 8%	1 8%	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.	12	5 42%	4 33%	3 25%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	12	6 50%	5 42%	1 8%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	5	4 80%	1 20%	0 0%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	13	6 46%	5 38%	1 8%	1 8%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	13	6 46%	5 38%	1 8%	1 8%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

### Appendix 3

#### The inspection team

Anwen Eluned Griffith	Reporting Inspector
Hazel Hughes	Team Inspector
David Owen Jenkins	Lay Inspector
Bethan Bleddyn	Peer Inspector
Olwen Corben	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.