A report on

**Ysgol Eifion Wyn
Porthmadog
Gwynedd
LL49 9NU**

Date of inspection: March 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 Eifion Wyn is a primary school in the town of Porthmadog. It is maintained by Gwynedd local authority. It provides education for pupils between 3 and 11 years old. Welsh is used as the medium of teaching in the Foundation Phase. From Year 3 upwards, pupils are taught through the medium of Welsh and English. There are currently 214 pupils on roll, which include 26 part-time nursery age pupils. Pupils are taught in eight classes.

Seventy-seven per cent (77%) of pupils come from Welsh-speaking homes. A few pupils speak English as an additional language and a very few are from ethnic minority backgrounds. The average number of pupils who are eligible for free school meals over a period of three years is approximately 14%, which is below the national average (19%). Twenty-one per cent (21%) of pupils are on the school's additional learning needs register, which is similar to the national average.

The school was last inspected in July 2010, and the headteacher was appointed to the post in 2012.

The individual school budget per pupil for Ysgol Eifion Wyn in 2016-2017 is £3,622. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,089. Ysgol Eifion Wyn is in 68th 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 current performance is good because:

- Most pupils make very good progress in their learning from their starting point
- Most pupils have good speaking and listening skills
- Many pupils across the school make good progress in their writing skills
- Most pupils' numeracy skills are developing well and they make consistent progress in acquiring their skills across the curriculum
- Standards of behaviour are very good in lessons and around the school, and nearly all pupils apply themselves well to their tasks
- The school provides a range of rich learning experiences by planning purposefully in order to meet pupils' personal and educational needs
- The quality of teaching is good in most classes
- Provision for pupils with additional learning needs is comprehensive and is a strong feature of its work

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides robust, effective leadership and has high expectations and a clear and purposeful vision for improving the school
- Members of the senior management team and staff support the headteacher skilfully, and there is an ethos of team work, which ensures that all pupils achieve well
- Members of the governing body provide beneficial support to the school's life and work
- A culture of self-evaluation is embedded firmly in the school's life, and there are robust procedures to ensure that leaders and staff have a comprehensive understanding of strengths and a majority of the areas for improvement
- The development plan identifies specific objectives, in addition to detailed action and measurable success criteria, which focus specifically on pupils' outcomes
- Leaders review progress against priorities regularly and effectively

Recommendations

R1 Continue to raise pupils' attendance rates

R2 Share good practice in teaching and assessment across the school in order to ensure that all teachers have high expectations for pupils

R3 Develop opportunities for pupils to become more independent learners

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

Many pupils' basic skills on entry to the school are appropriate for their age. During their time there, most make very good progress in their learning from their starting point. Most develop their thinking skills soundly and recall previous learning successfully. Nearly all pupils show an obvious interest in their work.

Across the school, most pupils' speaking and listening skills are good. Throughout the Foundation Phase, most are confident speakers and use an increasing range of vocabulary successfully. A good example of this is the clear way in which the youngest pupils discuss their birthdays and the months of the year among themselves. By the end of key stage 2, pupils discuss their work maturely and confidently in both languages. Most convey their ideas clearly and give good attention to what others have to say, for example when presenting comprehensive presentations about the European Union.

In the Foundation Phase, most develop their reading skills well. They are able to discuss and respond to questions about the content of reading books successfully. They read familiar words correctly and make good use of their voice to hold the reader's interest. In key stage 2, most pupils read clearly and meaningfully in both languages. When responding to a wide variety of texts, they show a mature understanding of the main ideas, events and characters. Most are able to gather information about a specific subject from various sources, and use it appropriately across the curriculum, for example when gathering information about Germany or their local area. The most confident readers read a variety of texts clearly and select the main points, and many pupils show a good awareness of texts by coming to reasonable conclusions.

Many pupils across the school make good progress in their writing skills. In the Foundation Phase, most form letters and familiar words correctly. Many pupils write simple sentences to convey meaning, for example when writing about the life of Betsi Cadwaladr. By the end of the Foundation Phase, many are able to write at length for different purposes. They create constructive sentences effectively, punctuate appropriately and use a range of rich vocabulary, for example when retelling the story of the birth of Jesus. Most pupils in key stage 2 use their writing skills effectively for different purposes in both languages, for example when garnering support for immigrants who are fleeing from war. Nearly all pupils write to the same standard across the curriculum in Welsh and English as they do in language lessons. A majority plan and draft their work effectively and, as a result, many create polished extended pieces, for example the biography of a pilot during the Second World War. A majority of pupils of higher ability use extended terminology confidently to analyse the results of a scientific experiment when dropping a vehicle and measuring the distance travelled.

Most pupils' numeracy skills are developing well and they make consistent progress in acquiring them in various contexts across the curriculum. In the Foundation Phase, most apply their numeracy skills successfully when dealing with practical tasks, for example when weighing ingredients for cooking. By the end of the Foundation Phase, most use their numeracy skills effectively when solving problems, for example when calculating the profit in a project based on fair trade bananas. By the end of key stage 2, most are able to apply their numeracy skills well across the curriculum, for example when calculating measurements and angles on a 'Spitfire' aeroplane. A majority solve number problems successfully, for example when calculating how to store bombs and bullets during the war in Dinorwic quarry.

Most pupils make purposeful use of their information and communication technology (ICT) skills to support their work across the curriculum. In the Foundation Phase, most use a range of software and apps to support their literacy work when mark-making and writing. By the end of the Foundation Phase, they begin to present graphs correctly and independently in order to record their favourite pancake filling. In key stage 2, most pupils have sound ICT skills, for example when gathering and presenting a database to compare footballers' salaries with their height. Most succeed in presenting information effectively through video clips to explain their research work on the features of magnets. They have a suitable understanding of simple spreadsheets in order to organise data appropriately. Across the school, most have a broad and sound understanding of how to stay safe on the internet.

At the end of the Foundation Phase, in comparison with that of similar schools, the school's performance at the expected outcome 5 in literacy and mathematical development has varied, but has been above the median in three of the last four years. In general, pupils' performance at outcome 6 has varied, moving the school between the upper 50% and the top 25% of similar schools in literacy, and between the lower 50% and top 25% in mathematical development over the same period.

At the end of key stage 2, the school's performance at the expected level in Welsh has placed the school in the upper 50% consistently in comparison with similar schools over the last four years. At the expected level in English, performance has placed the school in the lower 50% consistently for three years, and rose to the upper 50% in 2016. There has been a general upward trend in the school's performance in mathematics and science over four years and it has placed the school in the top 25% in 2016. During the same period, pupils' performance at the higher than expected levels has shown an overall increase in the four core subjects. This has placed the school above the median consistently, and often in the top 25% in three of the last four years. Most pupils with additional learning needs make good progress in relation to the targets in their individual education plans.

In general, there is no significant difference between the performance of girls in comparison with boys in the Foundation Phase at the expected or higher outcomes. At the end of key stage 2, on the whole, boys do not perform as well as girls at the expected level in Welsh or English, and girls perform better at the higher levels consistently in the four core subjects.

The number of pupils who are eligible for free school meals is fairly low, so comparing their performance with that of other pupils is not wholly reliable. However, in general, there is no difference between the performance of this group of pupils in comparison with the remainder at the expected outcomes or levels. In general, pupils who are eligible for free school meals do not perform as well at their peers at the higher than expected outcomes or levels.

Wellbeing: Good

Nearly all pupils are very well-behaved in lessons and around the school. They apply themselves well to their tasks. They treat adults with respect and treat each other with particular care and concern. There is a strong sense of belonging to a happy and friendly community across the school, and this makes a valuable contribution to creating an ethos that promotes effective learning.

Nearly all pupils feel safe at school and know whom to approach if they have any concerns. Most have a sound understanding of how to stay safe when using the internet. Nearly all pupils are aware of the importance of eating and drinking healthily and keeping fit. They participate enthusiastically in curricular and extra-curricular physical activities, for example the lunch time swimming club.

Most pupils arrive at school punctually. Attendance rates over the last four years have increased gradually. However, in comparison with those of similar schools, pupils' attendance levels remain below the median over this period.

Members of the school council and eco committee play an active part in decision-making and have introduced a number of appropriate activities, which have a positive effect on pupils' health and wellbeing. One example of this work is the way in which pupils plan and provide specific activities for their fellow pupils during play time, and plan and set-up specific areas for physical activities. They organise fundraising activities for a number of charities, and this has a positive effect on their awareness of other people's needs.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a range of rich learning experiences, which are often based on pupils' ideas, and meet the requirements of the National Curriculum, the Foundation Phase and the agreed syllabus for religious education.

Staff apply the requirements of the Literacy and Numeracy Framework purposefully to their schemes of work in order to enable most pupils to make good progress in their literacy and numeracy skills over a period of time. They provide specialist and effective programmes to develop the literacy and numeracy skills of pupils with additional learning needs, when appropriate.

Staff plan successfully to ensure that pupils have appropriate access to activities that develop their information and communication technology skills successfully.

Provision to develop the Welsh language and the Welsh dimension across the curriculum is central to all of the school's life and work. The school implements the Gwynedd Welsh Language Charter effectively and, as a result, most pupils use the Welsh language confidently in formal and informal situations. The school provides a wide range of exciting opportunities for pupils to learn about Wales and aspects of its history, geography and culture successfully. It ensures that pupils are given opportunities to broaden their knowledge of their local community and the wider area by attending appropriate trips to places such as the slate museum, Harlech Castle and the Urdd centre in Cardiff. It organises workshops by local artists, which raise pupils' awareness of Welsh art, and encourages pupils to compete regularly in Eisteddfodau and take part in concerts and other arts activities.

Provision for eco projects and healthy schools projects permeates a number of areas of the curriculum naturally and encourages pupils to learn about sustainable developments effectively. As a result, pupils have a sound awareness of the importance of saving energy, recycling and reducing waste. Charitable activities and studies associated with Fair Trade contribute positively to developing pupils' sound understanding of issues relating to global citizenship.

Teaching: Good

The quality of teaching is effective in most classes across the school. A majority of teachers have good subject knowledge, and they link their lessons clearly with elements of previous learning. Most plan interesting tasks for pupils and make skilful use of appropriate equipment and resources to make learning exciting for them. There is a robust working relationship between teachers, assistants and pupils in all classes. As a result, support staff play an effective part in supporting learning. Encouragement and praise are used successfully to manage behaviour, and this creates a friendly and caring ethos throughout the school. In the few examples in which teaching is less effective, teachers do not have high enough expectations to ensure that all pupils achieve to the best of their ability. Teachers in a few classes direct activities too much and limit pupils' ability to become independent learners. All staff model language well and use effective questioning methods regularly.

Teachers provide pupils across the school with valuable oral feedback. They mark work regularly and, in many books, they write constructive comments for pupils on how they can improve their work. In the classes in which this practice is most effective, pupils understand clearly what they need to do in order to improve their work. However, this best practice is not implemented consistently enough and, as a result, pupils in all classes do not understand clearly enough what they need to do in order to improve their work.

The school has effective procedures to assess, moderate and track pupils' progress. These helps teachers to understand what pupils understand, in addition to what they need to do to develop in specific areas. Teachers use these procedures effectively to arrange additional support for specific pupils, which contributes well to improving their standards.

Parents receive good information about their children's progress, and annual reports meet statutory requirements.

Care, support and guidance: Good

The school is a happy community that gives a strong priority to pupils' wellbeing and safety. Staff provide good opportunities for pupils to express an opinion on how to improve the school's environment and make it safer. Pupils' spiritual, moral, social and cultural development is promoted successfully through regular collective worship activities, in addition to opportunities for them to reflect quietly on current affairs that are relevant to them.

The school provides very effective individual support to meet the specific needs of most pupils. It has strong links with a number of specialist agencies, and staff make successful use of them; for example, they work effectively with the educational psychologist, social services and the health service to ensure that pupils with specific needs have full access to appropriate support, when necessary. Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils with additional learning needs is comprehensive and is a strong feature of the school's work. The school has effective procedures to track pupils' progress and to identify any individuals with additional learning needs at an early stage. Staff provide very effective intervention programmes to support these pupils. This has a positive effect on the progress that they make in their social, numeracy and literacy skills as they move through the school. A team of learning assistants support this work very effectively. The school provides child-centred individual development plans for pupils who need them, and update them regularly in co-operation with pupils and parents. As a result, pupils with additional learning needs make good progress against their targets.

Learning environment: Good

There is a happy, busy and Welsh ethos in the school, which encourages respect towards children and adults. It is a lively community with a warm, familial atmosphere, which encourages all pupils to take responsibility and treat others fairly. The school's policies and procedures are implemented effectively and promote equality and equal access to provision.

Good use is made of the building and the school grounds to promote the principles of the Foundation Phase and to encourage pupils to keep healthy and be sustainable. The building offers enough space for the number of pupils, and the site is safe and secure. The building are grounds are well-maintained. Attractive displays in the classrooms and across the school support teaching, display pupils' work effectively and celebrate their successes appropriately.

The school has a good supply of high quality resources to deliver lessons and activities across the curriculum. A good example of this is the recent investment in resources to develop pupils' ICT skills. As a result, most pupils use their skills confidently across the curriculum.

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

Leadership: Good

The headteacher provides the school with robust and effective leadership, and she has high expectations and a clear and purposeful vision to improve the school. Members of the senior management team and the rest of the staff support the headteacher skilfully, and there is an ethos of team work to ensure that all pupils achieve well. Under the headteacher's guidance, staff are very willing to share expertise among themselves and with other teachers and schools within the local authority and beyond.

Staff meetings are held regularly and they focus clearly on priorities for improvement and relevant issues that relate to teaching and learning. Staff have clear job descriptions and fulfil their responsibilities effectively. Leadership is distributed very effectively among the staff. Subject co-ordinators take responsibility for specific aspects of the school's work, and members of the support staff contribute significantly to improving the standards and wellbeing of groups of pupils. As a result, they play an active role in developing the school further in order to meet the priorities for improvement.

Performance management arrangements support staff development well and ensure fair accountability towards meeting the priorities for improvement. The school addresses local and national priorities effectively, for example by introducing the Welsh Language Charter successfully to promote the Welsh language, and implementing the Literacy and Numeracy Framework effectively.

Members of the governing body provide beneficial support to the school's life and work. They evaluate the school's effectiveness by visiting to monitor provision and pupils' achievement, for example by increasing their understanding of curricular issues by meeting with subject leaders, receiving presentations and completing evaluative reports. They have sound knowledge of the school's strengths and priorities for improvement, and consider thorough information about the school's performance in comparison with similar schools. As a result, their role in motivating the school and holding it to account as critical friends is developing effectively.

Improving quality: Good

A culture of self-evaluation is embedded firmly in school life, and its robust procedures ensure that leaders and staff have a comprehensive understanding of its strength and a majority of areas for improvement. By gathering extensive first-hand evidence, the self-evaluation process means that the school identifies, monitors and evaluates its performance continuously and successfully. They include analysing pupil performance data in great detail, rigorous monitoring evaluations, scrutinising pupils' work books, considering the views of parents and governors regularly, and termly reviews by external education advisers.

The self-evaluation report is comprehensive and is a useful reference document to record strengths and areas for improvement. There is a clear link between the outcomes of the self-evaluation report and priorities in the school development plan.

The plan identifies specific objectives, in addition to detailed actions and measureable success criteria that focus specifically on pupils' outcomes. Leaders review progress against the priorities regularly and effectively, and tailor improvement activities or resources sensibly during the year, if necessary.

Actions are already having a positive effect on pupils' outcomes, for example in improving standards of writing. However, a few recommendations from the last inspection continue to require attention, for example the need to improve attendance and share best practice within the school.

Partnership working: Good

The school works successfully with a wide range of partners. This has a positive effect on pupils' standards and wellbeing, and extends their learning experiences effectively. There is a valuable partnership between the school and parents. The school communicates appropriately with parents through a range of different ways, which ensures that they have relevant information continuously. Friends of the school are active and raise significant amounts of money each year to help the school to purchase additional resources for the benefit of pupils; for example, recently, they have contributed towards beneficial ICT equipment, which extends pupils' learning experiences and attainment well.

The school has very effective links with a number of local primary schools. Effective moderation work is undertaken and experiences are shared in order to develop staff and improve provision. These procedures help teachers to understand better the expected standards at the end of key stages. Working on a creative schools project with another local school contributes effectively to improving pupils' literacy standards by using ICT. The school uses resources jointly with other schools effectively, for example when arranging and conducting specific training in order to improve pupils' literacy and numeracy skills. The headteacher, staff and governors share their good practice very effectively with other schools and benefit from it. For example, recently, the school led a group of headteachers and chairs of the governing bodies of local schools to develop a handbook to support the role of governors in self-evaluation and holding schools to account. As a result, governors' skills in holding the school to account as critical friends are developing effectively.

Transition arrangements with the secondary school and the local playgroup are beneficial and ensure that pupils transfer confidently to the next stage in their education. Pupils benefit from regular visits and activities, which are a core part of the transition plans. The close working relationship between the leaders and staff at the school and the playgroup has led to improving pupils' standards and creating an attractive learning environment.

The school works very effectively with a range of external agencies to strengthen pupils' wellbeing. For example, good use is made of the local authority's services, health services, welfare officers, specialist teachers and the police to support pupils' wellbeing. A very close relationship between the school, the health service and the local special school contributes effectively to meeting pupils' specific needs.

The school makes good use of local facilities to promote its pupils' health, wellbeing and social skills effectively; for example, pupils use the town's leisure centre and playing fields for lessons and sports competitions. There are beneficial links with local businesses, which contribute well to fostering pupils' understanding of the world of business and work, for example by visiting the local supermarket and taking advantage of their links with the Ffestiniog and Snowdonia railways.

Resource management: Good

The school has enough experienced staff with suitable qualifications to teach all aspects of the curriculum. Teachers and assistants work together successfully to support pupils effectively. Support staff are an asset to the school and provide valuable support to pupils and staff. Leaders make good use of staff expertise to raise standards. A good example of this is the effective arrangements that exist to develop pupils' ICT skills and to support specific groups of pupils.

Teachers make purposeful use of their planning, preparation and assessment time, and arrangements are managed effectively. Rigorous performance management processes contribute to improvements in teaching and learning, and provide valuable opportunities to promote staff's professional development.

The school is an effective learning community. There are successful networks with other schools, which provide opportunities for teachers and classroom assistants to develop professionally, and enrich provision and share good practice; for example, teachers contribute beneficially to a network of primary and secondary schools to develop pupils' numeracy skills.

The headteacher and governors monitor and control expenditure carefully, and ensure that financial resources are used effectively to support priorities for improvement. This ensures an extensive supply of resources that respond to pupils' needs. Effective use of the Pupil Deprivation Grant, for example by employing an assistant to work with pupils to improve their personal and social skills, has a positive effect on pupils' confidence and self-image.

Considering pupils' standards of achievement and the quality of provision in the school, the school provides good value for money.

Appendix 1: Commentary on performance data

6612104 - Ysgol Eifion Wyn

Number of pupils on roll	206
Pupils eligible for free school meals (FSM) - 3 year average	11.1
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	30	24	27	24
Achieving the Foundation Phase indicator (FPI) (%)	93.3	95.8	92.6	95.8
Benchmark quartile	2	1	2	2
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	30	24	27	24
Achieving outcome 5+ (%)	93.3	95.8	92.6	95.8
Benchmark quartile	2	2	3	2
Achieving outcome 6+ (%)	36.7	45.8	51.9	41.7
Benchmark quartile	2	2	1	2
Mathematical development (MDT)				
Number of pupils in cohort	30	24	27	24
Achieving outcome 5+ (%)	96.7	95.8	92.6	95.8
Benchmark quartile	2	1	3	2
Achieving outcome 6+ (%)	30.0	41.7	51.9	41.7
Benchmark quartile	3	1	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	30	24	27	24
Achieving outcome 5+ (%)	100.0	95.8	92.6	95.8
Benchmark quartile	1	3	4	3
Achieving outcome 6+ (%)	70.0	54.2	59.3	79.2
Benchmark quartile	1	2	3	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.

6612104 - Ysgol Eifion Wyn

Number of pupils on roll	206
Pupils eligible for free school meals (FSM) - 3 year average	11.1
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	28	31	27	25
Achieving the core subject indicator (CSI) (%)	82.1	87.1	96.3	96.0
Benchmark quartile	4	3	2	2
English				
Number of pupils in cohort	28	31	27	25
Achieving level 4+ (%)	89.3	90.3	92.6	96.0
Benchmark quartile	3	3	3	2
Achieving level 5+ (%)	28.6	48.4	51.9	52.0
Benchmark quartile	3	1	2	1
Welsh first language				
Number of pupils in cohort	28	31	27	25
Achieving level 4+ (%)	89.3	90.3	96.3	96.0
Benchmark quartile	2	2	2	2
Achieving level 5+ (%)	32.1	45.2	48.1	52.0
Benchmark quartile	2	1	1	1
Mathematics				
Number of pupils in cohort	28	31	27	25
Achieving level 4+ (%)	82.1	93.5	96.3	100.0
Benchmark quartile	4	2	2	1
Achieving level 5+ (%)	28.6	48.4	48.1	52.0
Benchmark quartile	4	1	2	2
Science				
Number of pupils in cohort	28	31	27	25
Achieving level 4+ (%)	92.9	96.8	96.3	100.0
Benchmark quartile	3	2	3	1
Achieving level 5+ (%)	32.1	48.4	48.1	60.0
Benchmark quartile	3	1	2	1

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.

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.	98	98	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
		100%	0%		
		98%	2%		
The school deals well with any bullying.	98	91	7		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		93%	7%		
		92%	8%		
I know who to talk to if I am worried or upset.	98	94	4		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		96%	4%		
		97%	3%		
The school teaches me how to keep healthy	97	93	4		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		96%	4%		
		97%	3%		
There are lots of chances at school for me to get regular exercise.	98	93	5		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		95%	5%		
		96%	4%		
I am doing well at school	98	94	4		Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%		
		96%	4%		
The teachers and other adults in the school help me to learn and make progress.	98	98	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		100%	0%		
		99%	1%		
I know what to do and who to ask if I find my work hard.	98	94	4		Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
		96%	4%		
		98%	2%		
My homework helps me to understand and improve my work in school.	98	96	2		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		98%	2%		
		90%	10%		
I have enough books, equipment, and computers to do my work.	98	97	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		99%	1%		
		95%	5%		
Other children behave well and I can get my work done.	96	77	19		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		80%	20%		
		77%	23%		
Nearly all children behave well at playtime and lunch time	97	77	20		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		79%	21%		
		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.	48	25 52%	20 42%	0 0%	1 2%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	48	31 65%	17 35%	0 0%	0 0%	0	Mae fy mhlentyn 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.	48	28 58%	17 35%	2 4%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	48	28 58%	16 33%	2 4%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	48	17 35%	21 44%	3 6%	0 0%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	48	21 44%	23 48%	1 2%	0 0%	3	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	48	25 52%	21 44%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn 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.	48	18 38%	23 48%	4 8%	0 0%	3	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.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	48	17 35%	20 42%	3 6%	1 2%	7	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.	48	17 35%	29 60%	0 0%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	47	26 55%	20 43%	1 2%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	48	19 40%	20 42%	4 8%	0 0%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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.	48	14 / 29%	25 / 52%	7 / 15%	1 / 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	48	21 / 44%	23 / 48%	3 / 6%	1 / 2%	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.	48	16 / 33%	22 / 46%	4 / 8%	1 / 2%	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.	48	21 / 44%	24 / 50%	2 / 4%	0 / 0%	1	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.	47	13 / 28%	20 / 43%	2 / 4%	1 / 2%	11	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.	48	17 / 35%	22 / 46%	6 / 12%	0 / 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	48	24 / 50%	19 / 40%	2 / 4%	0 / 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Vanessa Bowen	Reporting Inspector
Tony Bate	Team Inspector
David Owen Jenkins	Lay Inspector
Anita Tucknutt	Peer Inspector
Carys 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.