



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

**A report on**

**Ysgol Gymuned Garreglefn  
Garreglefn  
Amlwch  
Anglesey  
LL68 0PH**

**Date of inspection: October 2015**

**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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

**This document has been translated by Trosol (Welsh to English).**

**© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 08/12/2015**

## Context

Ysgol Gymuned Garreglefn is situated in the north of Anglesey and serves the village and the nearby rural area. Nearly half of the pupils come from the wider area. Children are admitted to the school at the beginning of the term before their fourth birthday. During the inspection, there were 41 pupils aged between 4 and 11 years on roll, and five part-time nursery children. They are divided into two classes, namely the Foundation Phase class and the key stage 2 class.

Fifty-eight per cent of pupils come from Welsh-speaking homes. All pupils are from white British backgrounds. Nearly 27% of pupils are eligible for free school meals, which is higher than the national average. Twenty-six per cent of pupils are on the school's additional learning needs register, which is close to the national average. A very few pupils are looked after by the local authority.

A headteacher from a nearby school is acting as the headteacher for the equivalent of two and a half days a week. She began this work in September 2015. The school was last inspected in March 2012.

The individual school budget per pupil for Ysgol Garreglefn in 2015-2016 is £4,795. The maximum per pupil in primary schools on Anglesey is £6,763 and the minimum is £2,889. Ysgol Garreglefn is in 17<sup>th</sup> position of the 47 primary schools in Anglesey in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- On the whole, the majority of pupils make appropriate progress from their starting point at the school
- Most pupils speak and listen to each other well
- Most pupils' reading skills correspond to their age and ability
- Many pupils write appropriately for a number of purposes and demonstrate increasing fluency and accuracy in their work
- Many pupils make appropriate progress in their grasp of basic number skills
- The behaviour of nearly all pupils is good and they show respect and care for each other and for others

However:

- In general over recent years, there has been a downward trend in pupils' standards of achievement and attainment across the school
- Across the ability range, a minority of pupils do not achieve as well as they could in their literacy and numeracy skills
- In key stage 2, a minority of pupils do not make enough progress across the key stage in their use of numeracy skills to reason and solve problems, or when collecting, recording and analysing data
- Planning is not detailed and co-ordinated enough in order to deliver the National Curriculum fully; as a result, there is no progression and continuity in learning for pupils
- Where teaching is not as good, presentations are too long, the pace of lessons is too slow, and activities do not challenge pupils successfully enough
- Teachers' use of the findings of procedures to track pupils' progress is not thorough enough to identify and plan for the specific needs of groups of pupils

### Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- Leaders have not had enough of an effect on aspects that need to be improved
- Governors do not have a good enough understanding of its performance; as a result, members of the governing body are not able to challenge the school or act effectively enough as critical friends
- Members of the governing body have not played a part in the self-evaluation and quality improvement processes; they have not held the school to account on standards, provision and leadership, or ensured that recommendations from the

previous inspection have been fulfilled

- The school has not made appropriate progress in introducing initiatives that meet local and national priorities, such as the Literacy and Numeracy Framework or planning in the Foundation Phase
- It does not have robust enough self-evaluation procedures; as a result, they have not led to significant improvements or had an effect on pupils' standards of work
- The lack of action on the priorities in the school development plan and the recommendations of the previous inspection has led to failings to ensure the necessary improvements to raise standards and improve provision

However:

- Very recently, the new headteacher has ensured an accurate understanding of the school's strengths and weaknesses, based on robust evidence, and she is aware of what must be done to raise standards; as a result, she has put many procedures in place to raise standards of learning and teaching in addition to developing the role of governors
- The governing body is supportive of the school and is beginning to develop its role and understand its responsibilities; very recently, governors have begun to visit the school to scrutinise books and to see pupils' standards of work

## Recommendations

- R1 Ensure that pupils achieve to the best of their ability in their literacy and numeracy skills
- R2 Ensure that schemes of work across the school provide progression and continuity in learning for pupils
- R3 Ensure that planning and teaching provide an appropriate challenge for all pupils to achieve to the best of their ability
- R4 Ensure that arrangements for supporting pupils who have additional learning needs meet requirements
- R5 Stabilise the school's leadership arrangements
- R6 Ensure that governors challenge the school appropriately
- R7 Strengthen the self-evaluation processes in order to identify better the school's strengths and issues that need to be improved
- R8 Ensure that the school's improvement plans lead to improvements in standards, provision and leadership

### **What happens next?**

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are needed in relation to this school. The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress every term.

## Main findings

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

Adequate

#### Standards: Adequate

On the whole, the majority of pupils make appropriate progress from their starting point at the school. However, in general over recent years, there has been a downward trend in pupils' standards of achievement and attainment. Across the ability range, a minority of pupils do not achieve as well as they could in their literacy and numeracy skills. Because of the shortcomings in planning in terms of providing clear progression and continuity in learning, a few pupils' achievement is not as good as expected, in terms of their age and their stage in the school. On the whole, shortcomings in planning mean that not all pupils receive the expected range of learning experiences in line with the National Curriculum.

Most pupils' speaking and listening skills are developing well. By the end of the Foundation Phase, the majority are able to converse clearly, using the Welsh language naturally. They discuss experiences and events confidently and express simple opinions. In key stage 2, most pupils listen to others carefully, and adapt their conversations appropriately. They ask questions and respond to the views of the speaker skilfully.

In the Foundation Phase, the standard of reading of the majority of pupils is appropriate to their age. They read aloud with an increasing level of accuracy and fluency. The majority are familiar with a range of reading strategies and understand the text fairly accurately.

In key stage 2, most pupils' reading skills are equivalent to their age and ability in Welsh and English. They read aloud clearly and use an understanding of sentence syntax and punctuation to understand the meaning correctly. Many older pupils use their reading skills in work across the curriculum effectively. For example, in history and geography, they search on the internet carefully and decide which sources to read and believe. On the whole, the majority of pupils in key stage 2 use a range of strategies in order to find information skilfully, for example by skim reading for the general content and scan reading for details.

Many pupils in the Foundation Phase write successfully for a variety of purposes in complete sentences, using punctuation appropriately. The majority of pupils spell common words correctly and make a good attempt to spell unfamiliar words. By the end of the phase, many are able to use a range of relevant adjectives to create effect in extended pieces of writing. Writing skills in other areas of the curriculum are developing appropriately, for example in reports and research work on Wylfa.

In key stage 2, many pupils make appropriate progress in their writing skills in Welsh and English across the curriculum. They consider the audience successfully, choosing suitable words, descriptive language and including appropriate facts to support the written pieces, for example when expressing an opinion on horse racing. The majority of pupils are able to begin sentences in a variety of ways with

appropriate word order, phrases and clauses. They use an increasing range of punctuation suitably and their spelling in both languages is developing strongly. However, a minority of pupils do not use paragraphs effectively enough. Across the school, neither the presentation of work nor the handwriting of a few pupils are polished enough.

Many pupils make appropriate progress when using their basic number skills. In the Foundation Phase, many of them use their numeracy skills successfully in relation to their work across the areas of learning. In key stage 2, most pupils develop a firm understanding of number facts and use measuring skills, such as length, width, area and time, accurately. However, a minority of pupils do not make enough progress in their use of numeracy skills to reason and solve problems or when collecting, recording and analysing data.

Many pupils who have additional learning needs make appropriate progress in relation to their targets.

In recent years, there has been a comparatively small number of pupils (10 or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a significant effect on the school's benchmarked performance in comparison with that of similar schools and in comparison with national averages.

In the Foundation Phase, over the last four years, the school's performance at the expected outcome 5 in literacy skills and mathematical development has mostly placed the school in the bottom 25% in comparison with similar schools. Overall, the school's performance at the higher outcome (outcome 6) in literacy during the same period has placed the school in the top 25%. Performance in mathematical development has varied, moving the school between the top 25% and the lower 50%.

In key stage 2, over the last four years, the school's performance in the four core subjects has varied. At the expected level (level 4) in English, mathematics and science, performance tends to place the school in the bottom 25% in comparison with similar schools. In Welsh, performance has varied, moving the school between the top 25% and the bottom 25%. During the same period, pupils' performance at the higher level (level 5) has varied every year and there is no obvious pattern.

There is no significant pattern of difference over time between boys' and girls' achievement or between the pupils who are eligible for free school meals in comparison with their peers.

### **Wellbeing: Good**

Most pupils are aware of the importance of keeping healthy through what they eat and drink and by taking physical exercise. Nearly all pupils feel safe at school and know that they can turn to any member of staff for help.

Nearly all pupils' behaviour is good. They show respect and care towards each other, staff and visitors.

Most pupils participate enthusiastically in their work and are keen to learn. They concentrate well, and are able to work together on a task for appropriate periods. However, pupils do not always take enough responsibility for their own learning.

Pupils enjoy the opportunity to undertake responsibilities through their contribution to the school council, and the pupil's voice is prominent in school life. Pupils have re-introduced the 'Dal i Fynd' (Still Going Strong) club and have developed a running course in order to promote more physical exercise successfully. They organise fund-raising events such as the Macmillan coffee morning, which encourage an awareness among the pupils of the importance of helping others in society.

There was a decline in pupils' attendance rates last year. However, mostly, over the last four years, attendance rates have placed the school in the top 25% in comparison with similar schools. Most pupils arrive at school punctually.

<b>Key Question 2: How good is provision?</b>
---

<b>Adequate</b>
-----------------

### **Learning experiences: Unsatisfactory**

The quality of learning experiences that teachers provide for pupils is very varied. Although schemes of work for pupils in key stage 2 provide varied learning experiences, the standard of planning is inconsistent. It is not detailed and co-ordinated enough in order to ensure that teachers deliver the National Curriculum in full. Nor does planning for pupils in the Foundation Phase ensure that the school meets the full requirements of the curriculum. As a result, there is no progression or continuity in the learning. Although there is evidence of religious education activities in pupils' books, there are no religious education plans in place for pupils in the Foundation Phase.

The school does not give sufficient consideration to the Literacy and Numeracy Framework. As a result, teachers are not able to plan appropriately for developing these skills across the curriculum, or to meet the needs of many pupils. Very recent improvements have ensured a greater focus on improving pupils' literacy and numeracy skills. However, these strategies have not yet been established firmly enough to have a full effect on raising standards.

Provision for developing the Welsh language and the Welsh dimension is suitable throughout the school and there are various opportunities for pupils to learn about the history and culture of Wales.

The school has procedures in place to ensure that pupils have an appropriate general awareness of issues relating to developing sustainability. The school provides valuable opportunities for all pupils to develop their awareness and expand their knowledge of other parts of the world, for example through fair trade activities and the 'Omwabini' charity.

### **Teaching: Adequate**

Teachers and support staff manage pupils' behaviour well. The interrelationship that exists between adults and pupils in all classrooms creates a friendly and caring ethos at the school. Although it is not consistent throughout the school, in the majority of lessons, teachers model the Welsh language appropriately.

In many lessons, teachers remind pupils of their previous learning effectively and present learning objectives clearly. They provide appropriate opportunities for pupils to discuss and they use open-ended questions to improve their understanding and to help them elaborate on their answers. Where the teaching is not as good, presentations are too long, the pace of lessons is too slow and activities do not challenge pupils successfully enough.

Some assessment for learning strategies are in place, but they are not always implemented consistently or effectively enough across the school. On the whole, teachers give clear oral and written feedback to pupils in order to ensure that they understand how well they are achieving and what they need to do to improve. There are initial arrangements in place for pupils to evaluate their own work and that of their peers, and this is beginning to foster pupils' independence in improving their work.

Recently, the school has introduced appropriate procedures to collect and evaluate information from assessments and the results of standardised tests in order to track pupils' progress. However, teachers' use of the findings of these procedures is not thorough enough to identify pupils' needs and set challenging enough targets for them.

Staff produce useful reports for parents about pupils' progress annually.

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

The school is a happy and caring community in which pupils are nurtured to become aware of the importance of caring for each other and showing respect for others. The school promotes pupils' spiritual, moral, social and cultural development well through assemblies and raising money in aid of charities. There are effective arrangements to promote eating and drinking healthily. Beneficial after-school clubs, such as rugby and cookery, teach pupils to keep fit and continue to eat healthily.

The school makes good use of specialist services and this ensures that pupils receive appropriate help and support. A police officer and a school nurse are examples of regular visitors to the school.

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

There are arrangements in place to identify and support pupils who have additional learning needs. The school responds in a timely manner to pupils' specific needs and ensures suitable provision for them through beneficial intervention programmes. Individual education plans are produced and reviewed on a termly basis. However, parents are not a full part of the process, in line with requirements.

### **Learning environment: Good**

The school is a welcoming and happy community, which encourages good behaviour and fosters a caring ethos. Pupils have equal access to all aspects of school life. Staff work well to ensure co-operation, care and respect between pupils and adults and between the pupils themselves.

The school site provides a robust and safe environment. The school's buildings, on the whole, are in good condition and purposeful use is made of the outdoor area to promote the principles of the Foundation Phase. Pupils make good use of the school's resources and grounds, which encourage them to keep healthy and appreciate the environment around them. Inside the school, the building is attractive and provides a purposeful learning environment for pupils. Attractive displays on the classroom walls give prominence to pupils' efforts.

There is a suitable supply of up-to-date resources for teaching and learning, and for developing pupils' information and communication technology (ICT) skills.

<b>Key Question 3: How good are leadership and management?</b>	<b>Unsatisfactory</b>
--	-----------------------

### **Leadership: Unsatisfactory**

In a very short time since her appointment, the new headteacher has put many appropriate procedures in place to try to raise standards of learning and teaching, in addition to developing the role of the governors. However, to date, they have not had enough time to embed and have a significant effect.

Although an ethos of purposeful co-operation is beginning to develop among leaders and the remainder of the staff, this has not had enough time to have a positive effect on important aspects of school life that need to be improved. For example, because schemes of work are not monitored appropriately, teachers are not aware of the important gaps that exist in learning experiences for pupils. Similarly, leaders have not ensured that provision extends pupils of all abilities fully, or ensured that more pupils achieve at the higher levels. The school has not introduced initiatives that meet local and national priorities effectively enough, such as the Literacy and Numeracy Framework and purposeful planning in order to promote the principles of the Foundation Phase.

Members of the governing body are supportive of the school and are beginning to develop their roles and understand their responsibilities. Very recently, they have begun to visit the school to scrutinise books and see pupils' standards of work. However, they do not have a good enough understanding of the school's performance to date. As a result, members of the governing body are not able to challenge the school or act effectively as enough as critical friends. They have not played a part in producing a self-evaluation report or setting priorities for improvement. Nor have they held the school to account about standards, provision and leadership, or ensured that recommendations from the previous inspection have been achieved.

### **Improving quality: Unsatisfactory**

Until very recently, there have not been robust enough self-evaluation procedures at the school, based on reliable evidence of teaching and learning, and nor have they considered the opinions and input of all stakeholders. As a result, they have not led to significant improvements or had an effect on pupils' standards of work.

The lack of action on priorities in the school development plan and the recommendations of the previous inspection has led to failings in ensuring the necessary improvements that are needed to raise standards and improve provision.

Since she was appointed, very recently, the new headteacher has ensured that she has a correct understanding of the school's strengths and weaknesses. She has based her findings on robust evidence, and is aware of what must be done to raise standards. In a short time, she has produced an accurate evaluation of the school's situation, in addition to setting attainable targets for improvement. The current self-evaluation report is a detailed document, which makes appropriate use of data analyses and evaluations of standards of work. Areas to be developed now link clearly to priorities in the school improvement plan. However, the effect of this recent work cannot be seen on pupils' achievement and the school's performance to date.

### **Partnership working: Adequate**

The school works closely with an appropriate range of strategic partnerships that have a positive effect on pupils' standards of wellbeing and extend learning experiences.

There is a successful partnership with parents. They are supportive of the school and contribute well towards a number of activities. This includes raising a considerable amount of money every year to add to resources and equipment, and to collect towards good causes.

The effective link that exists with the local place of worship gives pupils the opportunity to hold occasional services in the community and develop their spiritual and social skills.

The school has robust strategic partnerships with external and specialist agencies, which contribute to improving and promoting pupils' wellbeing. For example, the language therapist, the school doctor and the educational psychological visit the school as necessary in order to provide valuable expertise.

The effective link with the nursery group, which meets on the school site, ensures that pupils settle quickly in the Foundation Phase. Similarly, the school has a successful partnership with the local secondary school. A varied transition programme and regular visits ensure a smooth transfer for pupils to the secondary sector.

Over time, the school has co-operated purposefully with schools in the cluster and the secondary school as part of local arrangements to standardise and moderate pupils' work. However, teachers at the school do not always use this experience effectively enough to ensure that all teachers have a clear understanding of the standards that are expected of pupils at the end of key stages.

### **Resource management: Adequate**

The headteacher and governors keep a close eye on the budget and expenditure links appropriately to the priorities that the school identifies. The school makes suitable use of the Pupil Deprivation Grant in order to hold intervention programmes for specific pupils.

The school has purposeful procedures for providing planning, preparation and assessment time for teachers. Classroom assistants provide valuable support to teachers and have a positive influence on raising pupils' standards of work and attainment.

The school has appropriate arrangements to manage teachers' performance and all staff benefit from training that supports their continuous professional development. However, leaders do not ensure well enough that all staff have a part in implementing any strategies or in challenging them to achieve them.

Teachers develop their skills and professional knowledge by co-operating regularly with other schools in the cluster. However, the effect of this co-operation on teachers' understanding of what is expected of pupils by the end of the key stages is limited, as is their ability to improve provision at the school.

A varied range of appropriate learning resources is managed carefully to ensure that they are suitable for the needs of all pupils.

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

## Appendix 1: Commentary on performance data

### 6602141 - Ysgol Gynradd Garreglefn

Number of pupils on roll	50
Pupils eligible for free school meals (FSM) - 3 year average	19.4
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	6	*	7	10
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	83.3	*	71.4	80.0
Benchmark quartile	3	*	4	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	6	*	7	10
Achieving outcome 5+ (%)	83.3	*	71.4	80.0
Benchmark quartile	3	*	4	4
Achieving outcome 6+ (%)	33.3	*	14.3	50.0
Benchmark quartile	1	*	4	1
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	6	*	7	10
Achieving outcome 5+ (%)	83.3	*	71.4	80.0
Benchmark quartile	4	*	4	4
Achieving outcome 6+ (%)	33.3	*	28.6	30.0
Benchmark quartile	1	*	3	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	6	*	7	10
Achieving outcome 5+ (%)	100.0	*	100.0	80.0
Benchmark quartile	1	*	1	4
Achieving outcome 6+ (%)	83.3	*	57.1	50.0
Benchmark quartile	1	*	2	3

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.

**6602141 - Ysgol Gynradd Garreglefn**

Number of pupils on roll	50
Pupils eligible for free school meals (FSM) - 3 year average	19.4
FSM band	3 (16%<FSM<=24%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	*	5	*	6
<b>Achieving the core subject indicator (CSI) (%)</b>	*	80.0	*	83.3
Benchmark quartile	*	4	*	4
<b>English</b>				
Number of pupils in cohort	*	5	*	6
Achieving level 4+ (%)	*	80.0	*	66.7
Benchmark quartile	*	4	*	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Welsh first language</b>				
Number of pupils in cohort	*	5	*	6
Achieving level 4+ (%)	*	80.0	*	83.3
Benchmark quartile	*	3	*	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	*	5	*	6
Achieving level 4+ (%)	*	80.0	*	100.0
Benchmark quartile	*	4	*	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Science</b>				
Number of pupils in cohort	*	5	*	6
Achieving level 4+ (%)	*	80.0	*	83.3
Benchmark quartile	*	4	*	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

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 to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	24	24 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	24	21 88%	3 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	24	24 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	24	24 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	24	23 96%	1 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	24	23 96%	1 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.	24	24 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	23	22 96%	1 4%	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.	24	24 100%	0 0%	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.	24	24 100%	0 0%	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.	24	23 96%	1 4%	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	24	14 58%	10 42%	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 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.	16	10 62% 64%	6 38% 33%	0 0% 3%	0 0% 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	16	11 69% 73%	5 31% 25%	0 0% 1%	0 0% 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	16	12 75% 73%	4 25% 26%	0 0% 1%	0 0% 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	16	8 50% 63%	8 50% 34%	0 0% 3%	0 0% 1%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	16	8 50% 48%	7 44% 47%	1 6% 4%	0 0% 1%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	16	8 50% 62%	7 44% 35%	1 6% 2%	0 0% 0%	0	Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	16	10 62% 65%	6 38% 33%	0 0% 1%	0 0% 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	16	8 50% 50%	6 38% 42%	2 12% 6%	0 0% 2%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
Staff treat all children fairly and with respect.	15	7 47% 61%	6 40% 34%	2 13% 4%	0 0% 1%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	15	11 73% 61%	3 20% 37%	1 7% 2%	0 0% 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	16	10 62% 67%	6 38% 31%	0 0% 1%	0 0% 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	14	6 43% 56%	6 43% 38%	2 14% 4%	0 0% 1%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	14	7 50% 50%	4 29% 40%	3 21% 8%	0 0% 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.

	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.	16	9 56%	6 38%	1 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	16	8 50%	6 38%	2 12%	0 0%	0	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.	16	8 50%	8 50%	0 0%	0 0%	0	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.	12	7 58%	4 33%	1 8%	0 0%	4	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.	16	9 56%	7 44%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	16	7 44%	9 56%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

### Appendix 3

#### The inspection team

Tony John Bate	Reporting Inspector
Hazel Hughes	Team Inspector
David Owen Jenkins	Lay Inspector
Annwen Elinor Wigley Watkins	Peer Inspector
Meinir Roberts	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.