A report on

**Ysgol Gynradd Aberteifi
Napier Street
Cardigan
Ceredigion
SA43 1EH**

Date of inspection: May 2017

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Publication date: 12/07/2017

Context

Ysgol Gynradd Aberteifi is situated in the historic town of Cardigan and is maintained by Ceredigion local authority. There are 445 pupils between 3 and 11 years old on roll, including 68 nursery children, and they are taught in 16 classes.

The school changed linguistic category in 2013, from being a school with two different linguistic streams to being a Welsh-medium school. However, there is still one class in the school that teaches 16 pupils in Years 5 and 6 bilingually, and these pupils are assessed as second language Welsh pupils.

Approximately 24% of pupils are eligible for free school meals and approximately 31% of pupils are on the additional learning needs register. Very few have a statement of special educational needs. Approximately 29% of pupils come from Welsh-speaking homes. Very few pupils speak English as an additional language, and very few come from ethnic minority backgrounds. In addition, very few pupils are in the care of the local authority.

The current headteacher took up the post in September 2015 following six years as deputy headteacher of the school. The school was last inspected in February 2010.

The school is currently a pioneer school and is working with the Welsh Government and other schools to proceed with developments relating to professional learning.

The individual school budget per pupil for Ysgol Gynradd Aberteifi in 2016-2017 is £3,323. The maximum per pupil in primary schools in Ceredigion is £8,440 and the minimum is £3,123. Ysgol Gynradd Aberteifi is in 40th place of the 47 primary schools in Ceredigion 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 valuable progress during their time there
- Most pupils' speaking and listening skills are effective
- Many pupils' reading and writing skills are good in both languages
- Many pupils have sound numeracy and information and communication technology (ICT) skills
- The pupil's voice is developing exceptionally well and has a significant effect on pupils' wellbeing
- Nearly all pupils are very aware of their rights as individuals based on the United Nations charter on the rights of the child and how to act as a global citizen
- Pupils' understanding of the importance of eating and drinking healthily is very sound
- Pupils across the school are polite and caring
- There is very effective co-operation between teachers and learning support staff, which succeeds in providing rich support for vulnerable pupils
- Pupils with additional learning needs make good progress against their targets
- There are comprehensive procedures to ensure care, support and guidance for pupils, which have a positive effect on their standards and wellbeing

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a very clear vision to promote the wellbeing of pupils and staff
- There is a very supportive environment in which pupils feel completely safe and valued
- The headteacher knows all pupils very well and ensures that the school's work develops happy and ambitious individuals
- Management structures within the school are very robust and support staff to fulfil their responsibilities effectively
- Its self-evaluation procedures identify its strengths well and most areas for improvement
- It has a wide range of effective partnerships, which have a beneficial effect on pupils' standards and wellbeing and extend their learning experiences effectively

- Leaders ensure accountability for all members of staff by ensuring effective leadership opportunities for all teachers
- Performance management arrangements set relevant targets that respond positively to the school's priorities for improvement and the staff's personal development needs
- Leaders ensure that the school makes the best use of staff expertise to realise strategic aims, plans and responsibilities successfully

Recommendations

R1 Provide more opportunities for pupils to write at length in both languages across the curriculum

R2 Ensure that the challenge meets the needs of all pupils across the school, particularly those who are more able

R3 Deepen the governors' understanding of their role so that they are able to operate more effectively when holding the school to account for its performance

R4 Refine self-evaluation processes so that they include the views of parents, identify all areas for improvement and ensure a more specific focus on pupils' standards

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

On entry to the school, many pupils have skills, knowledge and understanding that are below the expected level for their age. By the end of their time at the school, most pupils show valuable progress and achieve well, including pupils with additional learning needs. Many pupils across the school work purposefully in the classrooms and make strong progress against lesson aims. However, a few more able pupils do not always achieve as well as they could.

Many pupils' oral skills develop effectively in Welsh once they have started at the school. They listen carefully and respond suitably to adults by using an increasing range of vocabulary. By the end of key stage 2, many pupils speak confidently in both languages. They discuss their work enthusiastically and express their opinion clearly. However, a minority of pupils do not use the Welsh language when working independently or in informal situations around the school.

Across the school, many pupils' reading skills are developing well. By the end of the Foundation Phase, many read meaningfully and change their intonation effectively when reading aloud. However, a few pupils do not have appropriate strategies in order to discover the meaning of unfamiliar words. By Year 6, most pupils discuss their books confidently. They discuss the characters and plot effectively and express their reasons clearly. More able pupils have a sound awareness of the style of different authors and how they create effect in their stories. Many pupils' higher order reading skills are developing successfully, for example when gathering information about an author's life in order to write a biography.

In the Reception class, many pupils' early writing skills are developing successfully. They are beginning to form letters correctly and write simple sentences to convey meaning, for example when writing freely in the writing area. By the end of the Foundation Phase, many write sensible sentences for different purposes, and spell words in line with their age and ability. In general, they write competently in a suitable range of writing forms and develop their skills appropriately across the curriculum, for example when writing a newspaper article about Africa. By the end of Year 6, many pupils write clearly and interestingly, and use paragraphs and punctuation correctly in both languages. More able pupils write creatively in order to make their work interesting for the reader. A good example of this is the formal letter to complain about the quality of the new cafe. Many use their writing skills competently when writing across the curriculum.

Pupils' oral skills in Welsh as a second language are good. They speak fairly confidently and use an increasing range of language patterns and vocabulary correctly. They read fluently and discuss the content of their books enthusiastically. Many write competently in a range of writing forms, for example when writing a script about sports.

In the Foundation Phase, most pupils' mathematical development is developing very soundly. Most are able to gather information successfully and transfer that information skilfully into the form of a graph. By the end of the phase, most identify multiples correctly and are able to sort them in a Venn diagram. Many are beginning to use number strategies to solve simple problems successfully. Most use their numeracy skills effectively across the areas of learning, for example when solving problems that include money following a visit to local shops.

Many pupils' numeracy skills in key stage 2 are sound. Many use a range of data handling skills thoroughly when gathering information and presenting it in tables, bar graphs, line graphs and conversion graphs. By the end of key stage 2, many pupils foster effective mental mathematics skills and strategies. This enables them to solve problems skilfully, for example when discovering the cost of a ticket for a bus journey in order to get the best value for money. Most apply their numeracy skills successfully across the curriculum. An example of this is the work to convert imperial units to metric units when calculating the restrictions of rationing during the Second World War.

Pupils' standards when using ICT across the areas of learning in the Foundation Phase are good. Most pupils' skills are developing soundly in creating pictures, for example when emulating the work of the artist Matisse. Most pupils are able to create interesting electronic reading books to accompany the theme of Brazil. Most create block and bar graphs and program toys or screen images successfully. Nearly all pupils are able to log into the computer system independently.

By the end of key stage 2, nearly all pupils use word processing programs to create the front page of a newspaper on the legend of Nant Gwrtheyrn. Many develop their skills in producing and finding information from databases when undertaking work on the world's continents. Most pupils develop a very good understanding of how to use a spreadsheet to produce graphs to show the difference between the highest and lowest temperature in Cardigan. By the end of Year 6, many are beginning to develop their modelling skills when calculating the cost of making a birthday cake. They develop their skills by using formulae to analyse the results of the six nations rugby matches. Many are beginning to develop their coding skills purposefully.

Across the school, nearly all pupils are confident, knowledgeable and careful when researching on the internet. They are very aware of how to stay safe when doing so, and what to do should a problem arise.

Over the last four years, an overall trend in the school's performance at the end of the Foundation Phase in literacy and mathematical development at the expected outcome, and mathematical development at the higher outcome, has placed the school above the median in comparison with similar schools. However, performance at the higher outcome has varied in literacy.

At the end of key stage 2 over the same period, the school's performance at the expected levels in Welsh and English has generally placed it between the upper 50% and top 25% of schools. However, performance has varied in mathematics and science, moving the school between the top 25% and the bottom 25%. Performance at the higher levels in Welsh and science has also varied. In general, performance in English and mathematics is usually below the median.

Over a period of four years, girls in the Foundation Phase, in general, have performed better than boys in terms of attaining the expected outcome in literacy and mathematical development. During the same period, girls have performed much better than boys in terms of attaining the expected level and the higher level in Welsh, English and science in key stage 2.

In general, the performance of pupils who are eligible for free school meals has been below that of their peers over the last four years. However, current work in the books of pupils who are eligible for free school means does not seem to be of a lower standard than that of their peers, and the gap is now closing.

Wellbeing: Excellent

Nearly all pupils feel completely safe at school and know whom to approach for help or advice. Nearly all pupils are very well-behaved during lessons and around the school, and are consistently polite. They treat their peers, familiar adults and visitors with genuine respect. This is one of the school's strengths and contributes very effectively to pupils' wellbeing.

Most pupils have very positive attitudes towards learning. They work effectively with their peers and concentrate on tasks for extended periods of time. Most work independently without much intervention from adults and show an interest in their work. Many pupils in the Foundation Phase use their thinking skills successfully when composing a piece of music to accompany a poem. In key stage 2, most pupils develop their thinking skills when solving problems when developing their coding skills.

When evaluating their own work and that of their peers, most pupils across the school have a clear understanding of how well they are succeeding in their tasks and what they need to do in order to improve. Nearly all pupils are aware of their targets for improving their work and have played an active part in setting them.

Through the work of the school council and the eco committee, the pupils' voice is developing exceptionally well and has a significant effect on school life. Members of the school council and the eco committee visit Westminster every year. This deepens their understanding of democracy and how to act on behalf of, and for the benefit of, others particularly well. Pupils take pride in this responsibility and benefit from the experience. A notable example of acting effectively on behalf of their peers is their contribution to improving the area around the school gate. As a result, they have succeeded in working with the traffic department of the county's highways services to improve safety around the school. This has helped to increase the number of pupils who cycle or ride a scooter to school significantly.

Nearly all pupils are very aware of their rights as individuals, in line with the guidelines in the United Nations charter on the rights of the child. The charter is prominent in the school's life, and pupils are able to link it with a great deal of their work, for example children's rights during war and children's general rights. As a result, nearly all pupils have an excellent understanding of how to act as global citizens.

Pupils have contributed effectively to the local community through a variety of activities, such as Gŵyl Fawr Aberteifi and the official opening of the castle, in addition to a variety of fundraising activities. Pupils benefit from their visits to homes for the elderly in the area, and this helps them to understand the needs and feelings of older people.

Most pupils have a very sound awareness of eating healthily. They enjoy taking part in physical education lessons, extra-curricular activities and activities that are arranged by their peers on the playground.

The school's attendance percentage over the last four years has been above the median in comparison with the average for similar schools. Most pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of rich learning experiences that meet pupils' needs, including pupils with additional learning needs, effectively. The school has embedded the principles of the Foundation Phase firmly in all classes. This means that pupils are given practical and stimulating learning experiences that maintain their interest successfully. Valuable and balanced educational experiences throughout the school meet the needs of the National Curriculum and religious education in full. The school implements the Literacy and Numeracy Framework purposefully.

In general, teachers plan beneficial opportunities to develop pupils' literacy and numeracy skills increasingly across the curriculum. However, there are not enough opportunities for pupils to write across the curriculum or at length. ICT provision contributes to enriching pupils' work across the curriculum. One of the school's strengths is the provision to develop pupils' creative skills across the school. Studying the work of prominent artists from Ceredigion and Welsh musicians enriches this particularly well. As a result, most pupils' creative skills are developing very soundly.

Provision for the Welsh dimension and the Welsh language is robust and weaves through all aspects of the curriculum. A wide range of local and national visits, visitors and taking part in the Urdd's extra-curricular activities enrich pupils' experiences beneficially. An example of this is the journey to the top of Snowdon, which contributed to developing their understanding of Wales' varied landscape successfully.

The school ensures that there are valuable opportunities for the eco council to contribute effectively to developing pupils' understanding of recycling, saving energy and sustainability. Provision to develop all pupils' understanding of global citizenship is excellent. A particular feature of this is the clear and consistent focus on the rights of children around the world. As a result, pupils support several international charities to support less fortunate children. The school provides beneficial opportunities for pupils to visit European countries and the school has received recognition and an award for its international work.

Teaching: Good

The quality of teaching is robust across the school. Teachers have good subject knowledge and link their lessons purposefully with previous learning. In the main, they plan interesting lessons that engage most pupils' interest effectively. In a minority of classes, in which teaching is at its best, teachers provide creative opportunities in order to extend pupils' skills successfully, for example when developing oracy skills through performances on the class stages in the Foundation Phase. In general, across the school, teachers plan suitable activities that meet the needs of many pupils. However, at times, the level of challenge in many classes does not respond fully to the needs of all pupils.

The caring relationship between staff and pupils ensures a safe working environment, which enables pupils to learn successfully. Nearly all members of staff manage behaviour skilfully and sensitively. As a result, most pupils are very well-behaved and are willing to learn.

Teachers provide written feedback on pupils' work very thoroughly. They give pupils constructive comments on how to refine their efforts in relation to the lessons' success criteria. Feedback between the teacher and the pupils has a positive effect on improving their work and enables individuals to contribute to setting their personal targets. Teachers provide beneficial opportunities for pupils to assess their own work and that of their peers effectively. All of these processes lead to clear improvements in pupils' work.

There are robust arrangements for tracking pupils' progress. Information is analysed and used effectively to monitor progress and provide pupils with additional support, as required.

Written annual reports for parents are comprehensive and provide a useful picture of their children's standards and attainment.

Care, support and guidance: Excellent

The school is a welcoming, pleasant and caring community, which places a particular emphasis on developing pupils' health and wellbeing. It makes effective arrangements to promote eating and drinking healthily and offers a variety of extra-curricular fitness activities.

Staff identify pupils' wellbeing needs particularly well, and the school has a very effective programme of support for vulnerable pupils. The support that is provided by the Pupil Pastoral Worker is extremely effective in resolving pupils' behavioural and emotional problems. This has a very positive effect on pupils' self-respect and their attitude towards their work and their contribution to school life.

There is very high quality provision for pupils' moral and social development, which stems from whole-school work on 'The Rights of the Child'. Pupils develop a clear understanding of living and working together in a local community and as part of the world's wider community. Spiritual development is given appropriate attention in collective worship sessions and through visits to the local chapel and the local church.

The school's procedures for identifying pupils with additional learning needs are robust. Staff work closely with a number of agencies and specialist services to provide strong support. Intervention groups have a beneficial effect on many pupils' literacy and numeracy skills. The school has robust arrangements for producing individual education plans, which include staff and the pupil's voice, where appropriate. The co-ordinator works effectively with pupils, staff, parents, agencies and external services. As a result, these partnerships have a positive effect on many pupils' confidence and achievement, and enable them to overcome barriers to learning successfully.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Excellent

The school provides a particularly caring and safe environment for all pupils, parents and visitors. There is an exceptional emphasis on acknowledging, respect and celebrating diversity, which creates an ethos that fosters care and tolerance. The school has a very inclusive ethos and staff value the input of all pupils. They ensure full access to all of the school's activities. A notable feature of this is the valuable contribution of the 'Caban Cŵl', which provides very beneficial nurturing support for specific pupils. As a result, there have been no exclusions and most pupils' attendance and behaviour are very good.

There is an excellent emphasis on raising pupils' awareness of the rights of the child, in line with the guidelines of the United Nations charter on the rights of the child. This is at the heart of all of the school's work. It has been expanded very successfully across the school through careful planning, displays and the work of pupil councils; for example, work on the Aberfan disaster in key stage 2 ensures that pupils are fully aware of the rights of all children to be safe at school. In the Foundation Phase, by celebrating thanksgiving at the local chapel, pupils link the charity work of raising money for 'Water Aid' with the right to good food and water and to see a doctor, which is in the charter.

A wide range of resources in the classrooms enrich the learning environment successfully. The school makes exceptional use of all available space in the building to provide a motivating and stimulating environment for pupils; for example, the area for storing coats was changed into an imaginative reading area.

Displays of a very high standard honour pupils' work and celebrate their attainments and achievements. A notable example of this is the art work of a high standard that can be seen across the school. The school makes very good use of the outdoor areas to enrich teaching and learning in the Foundation Phase.

The buildings are clean and extremely well-maintained. The physical environment and use of resources respond to pupils' needs very effectively.

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

Leadership: Good

The headteacher has a very clear vision for the school. This is based on raising standards of attainment in addition to creating an ethos in which the wellbeing of pupils and staff is a central part of the school's life and work. She knows all pupils very well and ensures that the school's work develops happy and ambitious individuals. The headteacher is supported effectively by the senior management team. Together, they share this vision very successfully among staff, pupils, parents and governors.

All members of staff are very aware of their roles and responsibilities. The school's management structures are very robust and support the staff to fulfil their responsibilities effectively. They work very closely as a team and meet regularly to discuss and plan jointly. Meetings of the senior management team, staff and departments have a clear focus on improving provision and raising standards. This ensures consistency in strategies and leads to clear improvements in provision and pupils' standards across the school. For example, the strong focus on developing assessment for learning strategies across the school ensures that most pupils are aware of what they are learning and how to succeed in their work.

One of the leadership's strengths is the way in which they ensure accountability for all members of staff by ensuring effective leadership opportunities for all teachers. They use performance management systems beneficially in order to improve specific aspects of the school's work and to develop staff professionally.

The school responds well to local and national priorities, for example when implementing the principles of the Foundation Phase and preparing for the Digital Competency Framework.

The governing body is supportive of the school's work. Governors receive comprehensive information about performance data and progress against priorities for improvement through the headteacher's reports and presentations by leaders. A few members' understanding of the quality of provision and overall standards is developing appropriately through monitoring visits. However, they do not contribute strategically enough to the self-evaluation process, and they do not have sound enough knowledge of the school's strengths and areas for improvement in order to hold the school to account for its performance adequately.

Improving quality: Good

The school's self-evaluation arrangements are comprehensive and include a wide range of direct and appropriate evidence. These procedures are embedded firmly in the school's life and work, and include a detailed analysis of performance data, scrutinising work, lesson observations and gathering the views of staff and pupils. However, parents' views are not considered formally enough as part of the activities of the self-evaluation process.

Reports that derive from the self-evaluation process usually identify clearly the quality of provision, although there is not always enough of a focus on evaluating pupils' standards, particularly when scrutinising books. Self-evaluation reports identify relevant targets for improvement. Leaders re-visit these regularly in order to measure progress. This has led to improvements in provision and pupils' outcomes, for example in improving pupils' English spelling skills in key stage 2.

In general, leaders summarise the evidence that derives from self-evaluation activities appropriately. This ensures that leaders identify most of the strengths and areas for improvement successfully. However, leaders do not always link all of the information that derives from self-evaluation processes to the self-evaluation report effectively enough. As a result, they do not address all areas for improvement in a timely manner, such as extended writing.

There is a clear link between self-evaluation activities and priorities in the school development plan. The plan is a working document that focuses clearly on raising standards and improving provision. Actions are relevant and link to success criteria appropriately. Leaders evaluate progress against priorities regularly. As a result, the school development plan is an effective tool for ensuring improvement in standards, provision and leadership. A notable example of this is the work on improving the wellbeing of vulnerable pupils, which has a positive effect on their standards.

Partnership working: Good

The school works successfully with a wide range of partners. This has a beneficial effect on pupils' standards and wellbeing and extends their learning experiences effectively.

The school has a sound relationship with parents and carers. An effective feature of this is the work of the 'Pupil Pastoral Worker', who forms a bridge for the school's relationship with parents from the playgroup. This means that pupils settle successfully at the school. Effective use of 'Clwb Cardis' fosters a beneficial link between the school and the home. This enables parents to support their children better with their basic skills of literacy and numeracy.

The school works skilfully with the secondary school to ensure effective transition arrangements. Valuable co-operation on educational projects enriches provision for numeracy and science.

Teachers work effectively in standardising and moderation meetings with the other primary schools in the cluster. As a result, they have a sound understanding of the expected outcomes and levels and pupils' attainment.

In its capacity as a pioneer school, the school works with a university to share good practice with students and mentors from other schools successfully. This has a very positive effect on provision for newly-qualified teachers at the school.

Beneficial co-operation with a range of external agencies, which focuses on health, relationships and counselling, means that the school responds skilfully to the varied needs of its pupils.

Resource management: Good

The headteacher has established a very valuable management structure that shares responsibilities effectively. This ensures that leaders make the best use of staff expertise to realise the school's strategic aims, plans and responsibilities successfully. This school has an appropriate number of qualified staff to provide a curriculum that engages nearly all pupils' interest successfully. It makes effective use of learning assistants to support learning and implement a number of beneficial intervention programmes. This contributes well to pupils' learning experiences and to improving the literacy and numeracy skills and wellbeing of specific groups of pupils. Arrangements for planning, preparation and assessment time meet statutory requirements, and staff use the time effectively to plan purposefully.

The school works successfully within learning networks, which contribute effectively to enriching the school's provision; for example, mentoring and joint observation schemes provide beneficial opportunities for pupils to work together in order to improve aspects of their practice. This has a positive effect on provision and pupils' standards.

Leaders make beneficial use of the Pupil Deprivation Grant to improve the wellbeing and standards of vulnerable pupils. An effective example of this is the pastoral work, which has a very positive effect on the wellbeing and behaviour of groups of pupils.

The headteacher and governors monitor expenditure regularly. The school currently has a very significant percentage of reserves that have been earmarked for a purpose.

In terms of the standards of pupils' work, the school provides good value for money.

Appendix 1: Commentary on performance data

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Number of pupils on roll	417
Pupils eligible for free school meals (FSM) - 3 year average	23.8
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	40	46	41	54
Achieving the Foundation Phase indicator (FPI) (%)	95.0	89.1	87.8	88.9
Benchmark quartile	1	1	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	2	9	*	*
Achieving outcome 5+ (%)	100.0	88.9	*	*
Benchmark quartile	1	2	*	*
Achieving outcome 6+ (%)	0.0	11.1	*	*
Benchmark quartile	4	4	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	38	37	41	54
Achieving outcome 5+ (%)	94.7	89.2	90.2	90.7
Benchmark quartile	1	2	2	2
Achieving outcome 6+ (%)	15.8	35.1	26.8	20.4
Benchmark quartile	3	1	2	4
Mathematical development (MDT)				
Number of pupils in cohort	40	46	41	54
Achieving outcome 5+ (%)	97.5	91.3	90.2	90.7
Benchmark quartile	1	2	2	3
Achieving outcome 6+ (%)	27.5	28.3	39.0	25.9
Benchmark quartile	2	2	1	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	40	46	41	54
Achieving outcome 5+ (%)	100.0	95.7	100.0	100.0
Benchmark quartile	1	2	1	1
Achieving outcome 6+ (%)	60.0	56.5	73.2	53.7
Benchmark quartile	1	2	1	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.

6672368 - YSGOL GYNRADD ABERTEIFI

Number of pupils on roll	417	
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FSM band	3 (16%<FSM<=24%)	

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	45	47	52	45
Achieving the core subject indicator (CSI) (%)	82.2	91.5	90.4	80.0
Benchmark quartile	3	1	2	4
English				
Number of pupils in cohort	45	47	52	45
Achieving level 4+ (%)	88.9	91.5	90.4	80.0
Benchmark quartile	2	2	2	4
Achieving level 5+ (%)	20.0	27.7	23.1	22.2
Benchmark quartile	4	3	4	4
Welsh first language				
Number of pupils in cohort	27	28	33	29
Achieving level 4+ (%)	81.5	96.4	90.9	79.3
Benchmark quartile	2	1	2	3
Achieving level 5+ (%)	29.6	25.0	15.2	20.7
Benchmark quartile	2	2	4	4
Mathematics				
Number of pupils in cohort	45	47	52	45
Achieving level 4+ (%)	84.4	97.9	90.4	82.2
Benchmark quartile	3	1	2	4
Achieving level 5+ (%)	22.2	34.0	30.8	15.6
Benchmark quartile	3	2	3	4
Science				
Number of pupils in cohort	45	47	52	45
Achieving level 4+ (%)	88.9	93.6	90.4	82.2
Benchmark quartile	2	2	3	4
Achieving level 5+ (%)	11.1	44.7	36.5	22.2
Benchmark quartile	4	1	2	4

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	98 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%		
The school deals well with any bullying.	98	96 98%	2 2%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%		
I know who to talk to if I am worried or upset.	98	95 97%	3 3%		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	98	98 100%	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.	98	95 97%	3 3%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%		
I am doing well at school	98	96 98%	2 2%		Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%		
The teachers and other adults in the school help me to learn and make progress.	98	98 100%	0 0%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%		
I know what to do and who to ask if I find my work hard.	98	95 97%	3 3%		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.	98	94 96%	4 4%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%		
I have enough books, equipment, and computers to do my work.	98	97 99%	1 1%		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.	98	82 84%	16 16%		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	98	95 97%	3 3%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%		

Responses to parent questionnaires

	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.	26	22 85%	3 12%	1 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	26	24 92%	1 4%	1 4%	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.	26	24 92%	1 4%	1 4%	0 0%	0	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.	26	20 77%	5 19%	1 4%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	26	6 23%	17 65%	1 4%	1 4%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	26	21 81%	4 15%	1 4%	0 0%	0	Mae'r addysgu yn dda.
		61%	37%	2%	0%		
Staff expect my child to work hard and do his or her best.	26	17 65%	8 31%	1 4%	0 0%	0	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.	26	9 35%	11 42%	4 15%	0 0%	2	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.	26	20 77%	5 19%	1 4%	0 0%	0	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.	26	17 65%	8 31%	1 4%	0 0%	0	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.	26	18 69%	7 27%	1 4%	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'.	25	15 60%	7 28%	1 4%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	26	15 58%	10 38%	1 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	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.	26	21 81%	4 15%	1 4%	0 0%	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.	26	13 50%	7 27%	2 8%	0 0%	4	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.	26	15 58%	10 38%	1 4%	0 0%	0	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.	25	11 44%	7 28%	1 4%	0 0%	6	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.	26	15 58%	9 35%	1 4%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	26	20 77%	5 19%	1 4%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Maldwyn Pryse	Reporting Inspector
Mr Llyr Jones	Team Inspector
Mr Jonathan Cooper	Team Inspector
Mrs Deris Davies Williams	Lay Inspector
Ms Nia Daly	Peer Inspector
Mrs Donna Hanly (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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