A report on

**Ysgol Gynradd Llanbedr
Llanbedr
Gwynedd
LL45 2NW**

**Date of inspection:  September 2016**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

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

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

## Context

Ysgol Gynradd Llanbedr is in the village of Llanbedr in Meirionnydd, Gwynedd. Welsh is the school's main language. Many of the pupils come from the village itself, along with the surrounding rural area. There are 48 pupils between 4 and 11 years old on roll. The school has two mixed-age classes.

Approximately half of the pupils comes from Welsh-speaking homes. There are no pupils from an ethnic minority or mixed background.

Approximately 15% of pupils are eligible for free school meals. Twenty five per cent (25%) of pupils are on the school's additional learning needs register, and a very few pupils have a statement of special educational needs.

The strategic head and assistant headteacher took up their posts in September 2016. The school was last inspected in June 2011.

The individual school budget per pupil for Ysgol Gynradd Llanbedr in 2016-2017 is £4,945. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,089. Ysgol Gynradd Llanbedr is in 18th place of the primary schools in Gwynedd in terms of the school budget per pupil.

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However:

- Leaders have not addressed the shortcomings in schemes of work
- Until recently, the self-evaluation process has not identified areas for improvement rigorously enough
- The new leadership team's roles have not been developed fully and it is too early to measure the effect of these arrangements

## Recommendations

R1  Raise standards in Welsh across the school

R2  Improve the quality of planning in order to ensure that there is clear development and continuity in provision, particularly for pupils of higher ability

R3  Strengthen planning and provision for developing pupils' numeracy and ICT skills across the curriculum

R4  Offer regular opportunities for pupils to act independently in order for them to play a full role in their own learning

R5  Develop the roles of the new leadership team in ensuring quality and planning for improvement

**What happens next?**

The school will produce an action plan that shows how it will address the recommendations.  Estyn will review the school's progress.

## Main findings

| Key Question 1: How good are outcomes? | Adequate |
|---|---|

**Standards: Adequate**

Pupils' basic skills on entry to the school vary. However, during their time at the school, many make sound progress. Most pupils work purposefully in the classrooms and make appropriate progress against lesson aims. Many pupils are able to recall previous learning effectively and build upon it.

Considering their linguistic background, most pupils' oral skills in the Foundation Phase develop at an early stage. They respond appropriately to a range of instructions and questions in Welsh, using simple sentence patterns correctly. By the end of the stage, many pupils speak confidently with visitors about their work and express sensible opinions, although a minority use too much English in their responses. In key stage 2, a majority of pupils talk about their work with increasing confidence in Welsh, and express themselves clearly and correctly. However, the range of vocabulary and accuracy of expression in Welsh among pupils in key stage 2 vary significantly. A minority of pupils do not contribute extensively enough when answering questions in Welsh. In English, most pupils in key stage 2 discuss their learning intelligently and explain their knowledge and ideas clearly. At the top of the school, most pupils express themselves effectively and respond to speakers correctly and at length.

Most pupils in the Foundation Phase read aloud fluently and meaningfully at a level that is appropriate for their age and ability. They use appropriate strategies when reading unfamiliar words. By the end of the Foundation Phase, most pupils are able to discuss the content of text meaningfully and refer to events and characters in the books that they read. Many use their reading skills effectively across the areas of learning, for example when identifying place names on a map of the local area. The Welsh reading skills of a majority of pupils in key stage 2 are developing well and they respond appropriately to fictional and factual books. However, a lack of fluency and expression hinders the standard of reading of a minority of pupils. In English, most pupils read aloud accurately and with good expression. Most pupils in key stage 2 discuss the main events and characters in their books in both languages confidently and enjoy discussing their favourite authors. Many are able to search for factual information on the internet purposefully for theme work.

Most pupils in the Foundation Phase write an increasing range of simple sentences independently, and spell a majority of common words correctly and with purposeful punctuation. They use adjectives confidently to enrich their work. However, only a few write at length. Many pupils in key stage 2 make appropriate progress in their ability to write in various forms in Welsh. This is developed further across the curriculum, for example when they write a newspaper article about the strike at Penrhyn Quarry. At the top of the school, pupils of higher ability write clearly and interestingly, using paragraphs and correct punctuation. However, a minority of pupils' independent writing shows errors in syntax and expression. Pupils' work shows good progress in English, and punctuation, spelling and syntax correspond to pupils' age expectations. Many make good use of their extended writing skills across the curriculum, for example when writing about islands off the Welsh coast.

Most pupils in the Foundation Phase show a secure grasp of number facts and use this information effectively to solve number problems in their activities. They apply their skills in measuring, shape and data-handling tasks with increasing accuracy. Most pupils gather, analyse and present information effectively in the form of graphs, for example when researching the favourite fruit of pupils in the class. Most pupils in key stage 2 use a good variety of mental calculations and written calculations correctly in mathematics lessons. They use mathematical language with increasing accuracy. Many pupils make appropriate use of their data-handling skills in science when recording the results of scientific investigations, for example when discovering what happens to a shadow's size over a period of time. However, pupils do not use and apply their numeracy skills often enough or effectively enough in other subjects across the curriculum.

Most pupils develop their ICT skills appropriately in areas of learning and across the curriculum. They use ICT packages to present their work well, for example when Foundation Phase pupils combine pictures and text to re-tell the story of Jack and the Beanstalk. Most pupils in key stage 2 use the internet safely and effectively to research information, for example when creating a fact file about Patagonia. Most pupils' knowledge of e-safety is sound. Many pupils in key stage 2 gain competent knowledge of how to populate a database to create graphs and charts, for example when recording a scientific experiment on which sugar dissolves the quickest. However, very few pupils develop an understanding of how to handle or create spreadsheets to model real life interactions.

Most pupils with additional learning needs make good progress in relation to the targets in their individual education plans. However, at times, pupils of higher ability do not achieve as well as they could. As the number of pupils is so small, comparisons of the performance of boys and girls, and pupils who are eligible for free school meals, are not reliable.

Over recent years, there has been a relatively small number of pupils (ten 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 benchmark performance in comparison with similar schools and in comparison with national averages.

At the end of the Foundation Phase, over a period of four years, pupils' performance in literacy at the expected outcome has varied, and there has been no overall pattern. Performance in mathematical development has placed the school in the top 25% over the last three years. At the higher outcome, pupils' performance in literacy has varied, moving the school between the upper 50% and bottom 25% in comparison with similar schools. In mathematical development, performance has usually placed the school in the upper 50%.

At the end of key stage 2, over a period of four years, pupils' performance at the expected level in Welsh, English, mathematics and science has usually placed the school in the bottom 25% of similar schools. At the higher level, performance in the four subjects has usually placed the school in the lower 50%.

**Wellbeing:  Good**

Nearly all pupils enjoy the school's life and work and feel safe there.  They have a strong awareness of the importance of eating healthily, drinking water and keeping healthy.  Most pupils take part in a good range of physical exercise activities that contribute effectively to their fitness.

Most pupils are well-behaved and are polite and welcoming towards visitors.  Pupils are very caring towards each other and respect others in lessons and during playtime.  Most pupils show positive attitudes towards their work and work diligently for extended periods.  However, pupils' skills in improving their own learning are only just starting to develop.

The pupil's voice is strong.  Members of the school council are an enthusiastic group of pupils who feel that they are appreciated.  They are active in the school, for example when arranging to celebrate the Urdd's 'Shw mae!  Sut mae?' day, by training each other to play playground games through the medium of Welsh.  Members arrange fundraising activities for a number of charities, and this has a positive effect on their awareness of other people's needs.  Pupils contribute extensively to the community and play a leading part in local social events.

Pupils' attendance rates have increased annually over a period of three years.  This has placed the school among the top 25% of similar schools in two of the last four years.  Nearly all pupils arrive at school punctually.

| Key Question 2:  How good is provision? | Adequate |
| --- | --- |

**Learning experiences:  Adequate**

The school provides a rich variety of interesting learning experiences both indoors and outdoors that engage pupils' interest well.  Teachers provide appropriate schemes of work that meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education.  Schemes of work ensure suitable activities for most pupils, but they are not planned thoroughly enough to ensure continuity and progression for the range of ages and abilities within the classes.

The school has responded appropriately to the requirements of the Literacy and Numeracy Framework.  Teachers plan a beneficial range of activities that develop literacy skills across the school carefully.  This has a positive effect on the standard of pupils' extended writing across the curriculum.  However, the school does not plan effectively enough to develop pupils' numeracy or ICT skills across the curriculum.  As a result, there are few opportunities for pupils to apply their numeracy skills effectively across the curriculum.  ICT provision does not provide pupils with regular opportunities to develop their data-handling or modelling skills.

The Welsh dimension is very prominent in the school's thematic plans and ensures that themes include extensive information about Welsh culture and history.  They succeed in bringing a local legend to life and making it relevant by trying to decide who was to blame for drowning Cantre'r Gwaelod.  The school offers beneficial

opportunities for pupils to play an active part in activities such as the Eisteddfod, and when studying the work of the artist, Catrin Williams, in order to enrich their experiences.  This develops pupils' understanding of their culture and their local area effectively.

The school offers suitable opportunities to promote pupils' awareness of sustainability issues.  Teachers ensure that pupils are given good experiences of sustainability issues through their work in the garden and when studying the effect of pollution on the coast.  Work on fair trade ensures that pupils understand the importance of giving workers in foreign countries a fair deal.  However, planning to develop pupils' understanding of global citizenship has not been established effectively enough.

## Teaching:  Adequate

Teachers succeed in fostering and maintaining a good working relationship between themselves and the pupils, and create a supportive learning environment in lessons. Teachers have appropriate subject knowledge and explain new concepts to pupils clearly.  Learning activities engage and maintain most pupils' enthusiasm.  Pupils are supported effectively by the assistants.  Staff are robust language models and work conscientiously to try and immerse learners in the Welsh language, and succeed in ensuring that most pupils understand instructions at an early stage.

In a majority of lessons, where teaching is most effective, teachers' presentations engage pupils' interest well.  Teachers question skilfully, which enables pupils' to elaborate and explain their answers sensibly.  Tasks are prepared appropriately to respond to the specific needs of most pupils.  Where teaching is less effective, not enough consideration is given to the different ages and abilities in the class.  At times, over-direction limits pupils' ability, particularly those of higher ability, to become independent learners and play an active role in their own learning.  As a result, pupils do not foster independent learning skills or make full progress each time.

Although teachers use a number of assessment for learning strategies, their use is inconsistent across the school.  Teachers mark pupils' work regularly and offer them constructive comments on how to improve.  However, there are few examples of pupils being given an opportunity to respond to teachers' comments.  Recent procedures are in place to provide opportunities for pupils to evaluate their own work and that of their peers, but these have not yet been embedded fully.  Teachers use an appropriate range of assessment materials and standardised tests to assess pupils' development, and use an electronic system appropriately to track their progress.  Teachers use the information that derives from these assessments effectively to arrange additional support for specific pupils, which contributes to improving outcomes.

Annual reports for parents meet statutory requirements and include purposeful comments about their children's progress.

**Care, support and guidance:  Good**

The school is a happy and caring community where pupils are nurtured to be aware of the importance of caring for each other and treating others with respect, particularly those who are less fortunate than themselves.  There are appropriate arrangements to promote eating and drinking healthily.  The importance of keeping fit and eating healthily are emphasised effectively through the curriculum and extra-curricular activities, such as sports clubs and gardening.  Collective worship periods contribute effectively to promoting pupils' spiritual, moral, social and cultural development.

The school works effectively with a number of specialist services, such as language therapists, social services and counselling services, in addition to the local police, in order to support pupils' wellbeing.

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

Provision for pupils with additional learning needs is effective.  Staff identify those pupils who have additional learning needs at an early stage.  They offer them effective support through intervention groups, with particular attention to improving their literacy and numeracy skills and emotional needs.  Effective use of learning assistants ensures that these pupils have full access to the curriculum.  Individual education plans include clear targets and there are appropriate arrangements to review progress with parents regularly.

**Learning environment:  Good**

The school is a friendly, happy and close-knit community in which there is an emphasis on friendship and care between staff and pupils.  This is reflected in the beautiful friendship tree display that promotes values such as forgiveness and kindness effectively.  The school has a prominent inclusive ethos in which all pupils are treated equally and all pupils have full access to all activities.  The school values and supports all pupils well.  This is reflected in the good behaviour of most pupils.

The building and grounds are well-maintained and clean.  The grounds provide a stimulating and safe environment for pupils.  Teachers use the school's resources and grounds effectively to encourage pupils to keep healthy and appreciate their surrounding environment.  Purposeful use is made of the outdoor area to promote the principles of the Foundation Phase, which expand pupils' learning experiences effectively.  A variety of tasteful displays of pupils' activities and work on the classroom walls honour their achievements and add to the school's homely and welcoming ethos.

| Key Question 3:  How good are leadership and management? | Adequate |
| --- | --- |

**Leadership:  Adequate**

Leaders have succeeded in creating a caring and inclusive learning community with a prominent emphasis on ensuring pupils' good wellbeing.  The strategic head has

shared a clear vision for developing the school with staff, pupils, governors and parents. Within a short period of time, she has implemented a number of robust strategies and has succeeded in creating an ethos of teamwork among the staff. She has implemented robust processes based on raising standards, and has begun to monitor these processes effectively. However, it is too early to measure the effect of these recent processes on the school's standards.

Job descriptions identify leadership responsibilities clearly. Minutes of recent staff meetings focus clearly on pupils' outcomes and priorities for improvement. As a result, staff are aware of the school's strengths and what they need to do to ensure improvement. However, the roles of the new leadership team have not been developed in full and it is too early to measure the effect of these arrangements.

The school responds successfully to some local and national priorities, for example when developing pupils' literacy skills, developing the language charter and giving due attention to addressing pupil deprivation. However, the school has not responded well enough to the requirements of the Numeracy Framework.

Members of the governing body undertake their duties conscientiously. They have a good knowledge of performance data and areas for development. Recently, their visits to the school have enabled them to understand better the effect of activities on pupils' outcomes. As a result, the governors' strategic role is developing purposefully, and they are now more willing to challenge the school about its performance.

**Improving quality: Adequate**

During the last year, leaders have worked conscientiously with challenge advisors to strengthen the self-evaluation process. The process is now based on an appropriate range of evidence, including lesson monitoring, scrutinising pupils' work and detailed data analysis, in addition to gathering the views of parents and pupils. Recent monitoring reports, following teaching observation and scrutinising books, provide an evaluative and accurate picture of the school's current situation. As a result, the school's self-evaluation report is a detailed document that offers balanced and clear evaluations of the school's strengths, along with areas for improvement. It highlights that there has not been enough of an impact until recently, in terms of addressing areas for improvement. A good example of this is the shortcomings in schemes of work. However, the document offers clear guidance to the new leadership team to try and improve areas that require attention.

There is a close link between the outcomes of the self-evaluation report and priorities in the school development plan. The plan focuses clearly on improving provision and raising standards. It includes appropriate strategies for action, along with suitable success criteria and monitoring arrangements. Use of measurable targets ensures that leaders are able to review progress effectively. The school has outlined an appropriate timetable to check the effect of its monitoring processes on pupils' outcomes. However, it is too early to measure the full effect of these procedures on standards.

**Partnership working:  Good**

The school has successful partnerships that have a positive effect on pupils' standards and learning experiences.  There is a constructive relationship between the school and parents.  The Friends and Parents Association supports the school enthusiastically by raising money which enables staff to purchase additional resources, such as ICT resources and reading books.  These contributions ensure improvement in the quality of resources and contribute to raising pupils' standards of achievement in skills such as literacy.  The school has conducted courses for parents on how staff teach literacy in lessons and offered them ideas on how they can support their children's learning at home.

Successful co-operation with the playgroup ensures that pupils' settle quickly at school.  There is also a good partnership with the local secondary school, for example by establishing effective transition arrangements that ensure a smooth transfer.

There are successful partnerships with specialist agencies and the local authority, which have a positive effect on pupils' wellbeing and progress.  Co-operation on a reading and writing project with another local school contributes effectively to improving pupils' standards of literacy.  Teachers work purposefully with schools in the catchment area and the secondary school to moderate pupils' work in the core subjects.  This strengthens teachers' understanding of correct assessment requirements and ensures that their assessments are reliable.

There are varied and robust links with the local community.  Many volunteers come from the community to the school, for example to conduct gardening and sewing sessions.  There is a beneficial partnership with the National Park to nurture pupils' understanding of conservation, for example by placing bird boxes in the trees.  There is a beneficial partnership with the Urdd, which promotes pupils' Welshness.

**Resource management:  Adequate**

Leaders manage resources effectively to support pupils' learning.  The school has an appropriate level of qualified staff who are committed and work together well. Assistants support teachers very effectively, model polished language and make a valuable contribution to pupils' outcomes throughout the school.

Provision for teachers' planning, preparation and assessment is arranged well, and they make purposeful use of their time.  These arrangements are managed carefully by leaders.  As a result of the performance management process, leaders plan training sensibly in relation to the school's priorities and individuals' needs.  Although there are currently no official professional learning networks, staff work effectively with other schools to develop pupils' writing skills.

The good range of resources is managed effectively.  The recent investment in ICT equipment offers valuable opportunities to develop pupils' skills. Leaders, with the support and guidance of the authority's finance officer, manage funding carefully and ensure that there is a close link with the priorities in the school development plan.

The school makes appropriate use of the Pupil Deprivation Grant to develop their wellbeing by employing an assistant to support individuals and specific groups of pupils.  As a result, these pupils make good progress against their targets.

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

# Appendix 1: Commentary on performance data

**6612194 - Ysgol Gynradd Llanbedr**

| | |
|---|---|
| Number of pupils on roll | 51 |
| Pupils eligible for free school meals (FSM) - 3 year average | 10.4 |
| FSM band | 2 (8%<FSM<=16%) |

**Foundation Phase**

| | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|
| **Number of pupils in Year 2 cohort** | 7 | 5 | 6 | 8 |
| | | | | |
| **Achieving the Foundation Phase indicator (FPI) (%)** | 71.4 | 80.0 | 100.0 | 87.5 |
| Benchmark quartile | 4 | 4 | 1 | 3 |
| | | | | |
| **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 | 7 | 5 | 6 | 8 |
| | | | | |
| Achieving outcome 5+ (%) | 71.4 | 100.0 | 100.0 | 87.5 |
| Benchmark quartile | 4 | 1 | 1 | 3 |
| | | | | |
| Achieving outcome 6+ (%) | 28.6 | 20.0 | 33.3 | 0.0 |
| Benchmark quartile | 2 | 3 | 3 | 4 |
| | | | | |
| **Mathematical development (MDT)** | | | | |
| Number of pupils in cohort | 7 | 5 | 6 | 8 |
| | | | | |
| Achieving outcome 5+ (%) | 71.4 | 100.0 | 100.0 | 100.0 |
| Benchmark quartile | 4 | 1 | 1 | 1 |
| | | | | |
| Achieving outcome 6+ (%) | 42.9 | 40.0 | 50.0 | 25.0 |
| Benchmark quartile | 1 | 2 | 1 | 4 |
| | | | | |
| **Personal and social development, wellbeing and cultural diversity (PSD)** | | | | |
| Number of pupils in cohort | 7 | 5 | 6 | 8 |
| | | | | |
| Achieving outcome 5+ (%) | 85.7 | 80.0 | 100.0 | 100.0 |
| Benchmark quartile | 4 | 4 | 1 | 1 |
| | | | | |
| Achieving outcome 6+ (%) | 28.6 | 60.0 | 100.0 | 87.5 |
| Benchmark quartile | 3 | 2 | 1 | 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.

**6612194 - Ysgol Gynradd Llanbedr**

| | |
|---|---|
| Number of pupils on roll | 51 |
| Pupils eligible for free school meals (FSM) - 3 year average | 10.4 |
| FSM band | 2 (8%<FSM<=16%) |

**Key stage 2**

| | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|
| **Number of pupils in Year 6 cohort** | 4 | 11 | 7 | 9 |
| | | | | |
| **Achieving the core subject indicator (CSI) (%)** | 100.0 | 63.6 | 71.4 | 66.7 |
| Benchmark quartile | 1 | 4 | 4 | 4 |
| | | | | |
| **English** | | | | |
| Number of pupils in cohort | 4 | 11 | 7 | 9 |
| | | | | |
| Achieving level 4+ (%) | 100.0 | 63.6 | 71.4 | 66.7 |
| Benchmark quartile | 1 | 4 | 4 | 4 |
| | | | | |
| Achieving level 5+ (%) | 50.0 | 27.3 | 28.6 | 44.4 |
| Benchmark quartile | 1 | 4 | 4 | 3 |
| | | | | |
| **Welsh first language** | | | | |
| Number of pupils in cohort | 4 | 11 | 6 | 9 |
| | | | | |
| Achieving level 4+ (%) | 100.0 | 63.6 | 66.7 | 66.7 |
| Benchmark quartile | 1 | 4 | 4 | 4 |
| | | | | |
| Achieving level 5+ (%) | 50.0 | 0.0 | 0.0 | 33.3 |
| Benchmark quartile | 1 | 4 | 4 | 3 |
| | | | | |
| **Mathematics** | | | | |
| Number of pupils in cohort | 4 | 11 | 7 | 9 |
| | | | | |
| Achieving level 4+ (%) | 100.0 | 72.7 | 85.7 | 77.8 |
| Benchmark quartile | 1 | 4 | 4 | 4 |
| | | | | |
| Achieving level 5+ (%) | 50.0 | 36.4 | 14.3 | 33.3 |
| Benchmark quartile | 1 | 3 | 4 | 4 |
| | | | | |
| **Science** | | | | |
| Number of pupils in cohort | 4 | 11 | 7 | 9 |
| | | | | |
| Achieving level 4+ (%) | 100.0 | 90.9 | 85.7 | 77.8 |
| Benchmark quartile | 1 | 3 | 4 | 4 |
| | | | | |
| Achieving level 5+ (%) | 50.0 | 18.2 | 42.9 | 55.6 |
| Benchmark quartile | 1 | 4 | 3 | 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.

\* 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 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. | 26 | | 25 96% | 1 4% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 26 | | 21 81% | 5 19% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 26 | | 24 92% | 2 8% | 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 | 26 | | 23 88% | 3 12% | 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. | 26 | | 26 100% | 0 0% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 26 | | 22 85% | 4 15% | 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. | 26 | | 26 100% | 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. | 26 | | 24 92% | 2 8% | 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. | 26 | | 18 69% | 8 31% | 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. | 26 | | 24 92% | 2 8% | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith. |
| | | | 95% | 5% | |
| Other children behave well and I can get my work done. | 26 | | 19 73% | 7 27% | 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 | 26 | | 20 77% | 6 23% | 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 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. | 15 | 9 60% | 6 40% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 15 | 9 60% | 5 33% | 1 7% | 0 0% | 0 | Mae fy mhlentyn yn hoffi'r ysgol hon. |
| | | 73% | 26% | 1% | 0% | | |
| My child was helped to settle in well when he or she started at the school. | 15 | 13 87% | 1 7% | 1 7% | 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. | 15 | 8 53% | 7 47% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 62% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 14 | 3 21% | 11 79% | 0 0% | 0 0% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 47% | 48% | 4% | 1% | | |
| Teaching is good. | 15 | 6 40% | 9 60% | 0 0% | 0 0% | 0 | Mae'r addysgu yn dda. |
| | | 61% | 36% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 15 | 9 60% | 6 40% | 0 0% | 0 0% | 0 | Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau. |
| | | 65% | 34% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 13 | 8 62% | 4 31% | 1 8% | 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% | 6% | 2% | | |
| Staff treat all children fairly and with respect. | 15 | 8 53% | 7 47% | 0 0% | 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. | 13 | 8 62% | 4 31% | 1 8% | 0 0% | 2 | Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 60% | 37% | 2% | 0% | | |
| My child is safe at school. | 15 | 11 73% | 4 27% | 0 0% | 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'. | 13 | 7 54% | 5 38% | 1 8% | 0 0% | 1 | Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 56% | 39% | 4% | 1% | | |
| I am kept well informed about my child's progress. | 15 | 9 60% | 6 40% | 0 0% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 49% | 41% | 8% | 2% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|---|---|---|---|---|---|---|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 13 | 9 69% | 4 31% | 0 0% | 0 0% | 2 | 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. | 14 | 7 50% | 7 50% | 0 0% | 0 0% | 1 | 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. | 15 | 5 33% | 10 67% | 0 0% | 0 0% | 0 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 58% | 40% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 11 | 5 45% | 5 45% | 1 9% | 0 0% | 4 | 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. | 15 | 4 27% | 11 73% | 0 0% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 54% | 39% | 6% | 1% | | |
| The school is well run. | 14 | 6 43% | 8 57% | 0 0% | 0 0% | 1 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 62% | 33% | 3% | 2% | | |

# Appendix 3

## The inspection team

| | |
|---|---|
| Edward Goronwy Morris | Reporting Inspector |
| William Glyn Griffiths | Team Inspector |
| Meleri Cray | Lay Inspector |
| Paul Thomas | Peer Inspector |
| Siân Williams | 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.