



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

**A report on**

**Ysgol Gynradd y Manod  
Blaenau Ffestiniog  
Gwynedd  
LL41 3AF**

**Date of inspection: February 2016**

**by**

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

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

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

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

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

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

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

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

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

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**Publication date: 28/04/2016**

## Context

Ysgol Gynradd y Manod is situated on high ground on the southern outskirts of the town of Blaenau Ffestiniog in Gwynedd. Almost all pupils come from Manod. It provides education for pupils aged between three and 11 years. There are 106 pupils on roll, which includes 19 nursery-age pupils. There are four mixed-age classes at the school.

The school admits pupils on a part-time basis in the September following their third birthday and full-time in the September following their fourth birthday. About 85% of pupils come from Welsh-speaking homes. Very few pupils come from ethnic minority or mixed backgrounds.

Welsh is used as the medium of teaching in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English.

Twenty-eight per cent of pupils are eligible for free school meals. Twenty-three per cent of pupils are on the school's additional learning needs register and a very few pupils have a statement of special educational needs.

The school was last inspected in February 2009. Since the inspection, the staff has changed considerably. The headteacher has been in post since April 2012, and the deputy headteacher since January 2013.

The individual school budget per pupil in 2015-2016 for Ysgol Gynradd y Manod is £3,628. The maximum per pupil in primary schools in Gwynedd is £12,116 and the minimum is £2,981. Ysgol Gynradd y Manod is in 73<sup>rd</sup> place of the 98 primary schools in Gwynedd in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- Most pupils make sound progress in their learning and achieve well
- Most pupils' oral skills in Welsh are robust and they choose to use the language to socialise at play times as well as in their lessons
- Pupils apply their literacy skills in Welsh and English effectively across the curriculum
- Pupils understand well the success criteria for tasks, how to improve their work, and assess their own progress and their peers' work successfully
- Pupils' attendance levels and standards of behaviour are high, and pupils participate extensively in the school community and the local community
- Teachers provide a rich range of learning experiences, which promote pupils' interest and motivation successfully
- There is an inclusive and homely ethos in which pupils feel happy and safe

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision based on ensuring pupils' high standards, happiness and good wellbeing and has conveyed it successfully to staff, parents and governors
- Staff co-operate closely as a team and promote a homely and close ethos for all pupils
- The school has a clear understanding of its strengths and the areas that need to be developed
- There are detailed strategies to address what needs to be achieved in relation to raising standards
- The governing body holds the school to account effectively
- There is effective co-operation with a good range of partners to extend pupils' learning experiences successfully

## Recommendations

- R1 Improve pupils' extended writing skills in the Foundation Phase
- R2 Provide more opportunities for pupils to apply their numeracy skills across the curriculum
- R3 Provide a consistent challenge for pupils of higher ability
- R4 Extend opportunities for teachers to exchange good practice beyond the local area

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

On entry to the school, a minority of pupils have basic skills that are appropriate to their age. Welsh is a second language for a few pupils. During their period at the school, most pupils make sound progress in their learning and achieve well. They concentrate well in lessons and take an interest in their work.

Most pupils' oral skills in the Foundation Phase are developing well. The oral skills of pupils from non-Welsh speaking homes develop very quickly. By the end of the phase, most converse confidently in Welsh about their experiences and interests, using vocabulary that is appropriate to their age and ability. This is developed successfully in key stage 2. Most pupils communicate clearly and confidently in Welsh and English and join in class discussions enthusiastically. By the end of the key stage, most express an opinion in a mature way on a range of topics and listen attentively to the contributions of others and consider their views, for example when discussing aspects of how to keep themselves safe. Nearly all pupils attain a high standard of bilingualism and change easily from one language to the other when discussing their work.

Most pupils' reading skills are good. In the Foundation Phase, pupils' standard of reading is mostly appropriate to their age and ability. They read fluently and at a suitable pace. They have sound knowledge of the content of their books and express an opinion confidently about their favourite part or character. Many pupils use various strategies to help them to read unfamiliar words. In key stage 2, most pupils read correctly and confidently in Welsh. They apply their reading skills well to support their work in a range of subjects. By the end of key stage 2, most pupils read meaningfully in Welsh and English. They express an opinion about books and describe the main characters and sequence of events within the stories meaningfully. They use various reading strategies skilfully in order to find information to support their work across the curriculum, for example when researching aspects of Fair Trade.

Most pupils in the Foundation Phase make sound progress in their writing skills in Welsh. By Year 2, most use their literacy skills successfully, and vary sentences and punctuate their work correctly. Most write appropriately for their age and ability across the areas of learning. However, only a few pupils write at length independently. Most pupils in key stage 2 use their writing skills in Welsh and English for various purposes effectively. They use various sources to collect information in order to present written pieces of a good standard, for example when creating a newspaper article about the start of the Second World War. They write in an ordered manner and present ideas and information logically and effectively. They know the difference between fact and opinion and use the information skilfully when writing a letter about the importance of homework.

In the Foundation Phase, most pupils have appropriate mathematical skills. By the end of the phase, many have a firm grasp of number facts. However, only a minority use this information effectively to solve number problems in their activities. Many apply their understanding of standard and non-standard units of measurement well, for example when measuring and comparing parts of the body. Most collect, present and analyse simple information by creating a table and producing a simple bar graph, for example when recording how many birds visit the garden. In key stage 2, most pupils have a sound understanding of numeracy strategies. By the end of the key stage, many identify the steps that are needed to solve problems and develop appropriate strategies correctly, for example when discovering how much money adults could save if they gave up smoking. They collect and present information systematically and correctly in the form of tables and graphs when investigating which group of pupils is the most energetic. However, although most pupils' mathematical skills are sound, they do not transfer them regularly enough to other areas across the curriculum.

Most pupils who have additional learning needs make good progress in relation to the targets in their individual education plan. Pupils who are eligible for free school meals make sound progress in line with their ability. There is no pattern of difference between the achievements of these pupils and those of their peers. At times, pupils of higher ability do not achieve as well as they could.

Over the last few years, there has been a comparatively small number of pupils in year groups at the end of the Foundation Phase and key stage 2. This can have a considerable effect on the school's benchmarking performance in comparison with that of 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 and mathematical development at the expected outcome has declined, moving the school from the top 25% to the bottom 25% in comparison with similar schools. At the higher outcome, pupils' performance in literacy and mathematical development has mostly placed the school in the top 25% in comparison with similar schools over the same period.

At the end of key stage 2, over a period of four years, pupils' performance at the expected level in English and Welsh, mathematics and science has varied greatly and there is no overall pattern. At the higher level, over the same period, pupils' performance in Welsh and English has placed the school mostly in the top 25% in comparison with similar schools. Performance in mathematics and science places it mostly in the upper 50%.

### **Wellbeing: Good**

Nearly all pupils enjoy the life and work of the school and feel safe there. They are aware of the importance of taking regular physical exercise and have a positive attitude towards eating and drinking healthily. They have a clear understanding of elements that are likely to affect their health.

Nearly all pupils' behaviour is very good and they are courteous and welcoming towards visitors. Pupils are very caring towards each other and show respect

towards children, staff and visitors. Nearly all of them have positive attitudes towards their work. Most are able to work diligently for extended periods. Across the school, pupils understand well the success criteria for tasks, how to improve their work, and assess their own progress and the work of their peers successfully.

Pupils play an important role in the life and work of the school through their roles in the school council and the green council. They feel that they are appreciated. The pupil's voice is important and has a prominent place through various initiatives, for example when they arrange fundraising activities for a number of charities. This has a positive effect on their understanding of the needs of others. Pupils contribute extensively in the community and play a prominent part in local social events by holding concerts and competing in eisteddfodau. As a result, pupils have a strong awareness of the local community.

Pupils' attendance rates are consistently high and have placed the school among the top 25% of similar schools over the last four years. Nearly all pupils arrive at school punctually.

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

The school provides a rich range of interesting learning experiences that meet most pupils' needs successfully. Teachers plan the curriculum purposefully in order to ensure that learning experiences meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Interesting experiences are provided to promote learning in the Foundation Phase in a variety of situations inside and outside the classroom. There is a wide range of extra-curricular activities along with contributions from members of the community, which contribute well to developing pupils' wellbeing and fitness.

The school has responded purposefully to the requirements of the Literacy and Numeracy Framework. The curriculum provides a beneficial range of activities that develop literacy and information technology skills well. Teachers provide a good range of opportunities for pupils to develop their number skills in mathematics lessons. However, plans do not always provide sufficient regular opportunities for pupils to apply their numeracy skills across the curriculum.

The school's curriculum promotes pupils' understanding of the Welsh language and culture very robustly. The school's commitment to the Gwynedd Language Charter promotes pupils' use of Welsh successfully. There is a rich range of valuable experiences to promote pupils' awareness of Welsh culture and traditions. Good use is made of visits in the local area, such as the Rhyd Ddu Outdoor Centre and Harlech Castle, and visits by Welsh artists and a local musician support the experiences.

Experiences to promote sustainable development are good. The school provides valuable experiences to promote pupils' awareness of how to live sustainably, for example through the work of the green council on collecting and recycling various resources. There are interesting opportunities to learn about global citizenship, which fosters pupils' understanding of people's lives in other countries effectively. A good example of this is pupils' activities to compare their life in Wales with the life of a child in Africa.



## **Teaching: Good**

Teachers have good subject knowledge. They use a good variety of learning methods and interesting activities to gain pupils' participation and interest. All staff take advantage of all opportunities to enrich pupils' language, which contributes successfully to their oracy skills. In most classes, where teaching is at its best, teachers link their lessons clearly to previous learning and use a range of methods skilfully. They provide purposeful opportunities for pupils to work in pairs and small groups. Assistants contribute significantly to the quality of teaching and provide good support according to pupils' needs so that they can complete their tasks. In the few examples where teaching is less effective, over-direction limits pupils' ability to be independent learners. As a result, there is not always enough of a challenge to ensure that pupils of higher ability make sufficiently good progress.

Teachers across the school have adopted useful assessment for learning strategies in order to provide suitable opportunities for pupils to assess their own work and that of their peers. Teachers set objectives and discuss success criteria with pupils effectively. They provide useful oral feedback during lessons. Teachers mark pupils' work regularly and provide constructive comments, to help pupils to know how to improve their work.

The school has thorough procedures for assessing and tracking pupils' progress. Through this, pupils' needs are identified at an early stage. Teachers make purposeful use of all assessments in order to plan for groups and individuals and ensure progress.

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

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

The school is a homely, caring and inclusive community. The emphasis and effect of promoting pupils' wellbeing are effective and contribute well to high attendance levels and pupils' obvious enthusiasm towards their learning. The school's activities within the community and collective worship periods contribute successfully to pupils' spiritual, social, moral and cultural development. The school has appropriate arrangements to promote eating and drinking healthily. Staff promote pupils' understanding of the importance of physical exercise successfully. This is enriched by extra-curricular clubs and the use of external agencies.

The close co-operation that exists between the school and specialist services ensures good quality support and guidance for pupils and their families. The school works effectively with various agencies to ensure support, including the welfare officer, language therapist and social agencies. As a result, the vulnerable pupils who receive additional support through intervention programmes make good progress.

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

Provision for pupils who have additional learning needs is effective. The school identifies individuals' needs at an early stage and acts promptly to provide purposeful support for them. Provision for pupils who have emotional needs ensures that they make good progress in their social skills. Teachers use information that arises from observations and tests to track these pupils' progress skilfully to ensure that they make good progress. Suitable targets are identified in the individual education plans and parents and pupils are included in the process of producing and reviewing them.

### **Learning environment: Good**

The school is a happy community, with a homely and inclusive ethos. All pupils have full access to the curriculum. Clear policies and procedures ensure equal opportunities for all and promote equality and understanding of diversity and fairness successfully. The school encourages co-operation, care and respect between adults and pupils and between pupils and each other successfully. As a result, pupils take pride in the happy and supportive community that exists.

The school is situated on a pleasant site. The site is safe and robust. The building provides sufficient space, and purposeful use is made of all parts of it and of the outdoor resources, in order to meet the requirements of the Foundation Phase. The grounds and building are well-maintained with a high standard of cleanliness. Staff have created a safe and attractive learning environment and purposeful displays in all parts of the school celebrate pupils' work. Various stimulating outdoor areas, including a vegetable garden and a nature area, encourage pupils to stay healthy and appreciate the environment around them. There is an extensive supply of resources to deliver lessons and activities across the curriculum.

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

The headteacher has a clear vision based on ensuring pupils' high standards, happiness and good wellbeing. She provides robust leadership and co-operates effectively with pupils, staff, governors and parents to create a successful school. She has skilful support from the deputy headteacher and there is an ethos of co-operating as a team among all staff to achieve the school's objectives effectively.

Regular staff meetings focus clearly on the school's priorities for improvement. As a result, all members of staff understand their roles and responsibilities well in relation to the school's strategic plans. Performance management arrangements are effective. They are linked to the school's priorities and provide good opportunities to promote staff's professional development. A good example of this is the way in which the headteacher ensures opportunities for all teachers to lead and conduct formal discussions that focus on the effectiveness of provision along with pupils' standards and outcomes. This gives the staff confidence and good experience and contributes effectively to provision and standards at the school.

The school responds well to local and national priorities, for example in implementing the Gwynedd Language Charter successfully. As a result, nearly all pupils show pride in the Welsh language and use the language naturally when socialising as well as in their lessons.

The governing body supports the school well and fulfils its responsibilities thoroughly. Members of the body respond conscientiously to their strategic role, by analysing data carefully and monitoring progress against priorities for improvement thoroughly. Their visits to the school give them a clear focus on various aspects, including a sound understanding of the school's performance along with those aspects that need to be improved. As a result, they hold the school to account for its performance effectively.

### **Improving quality: Good**

The school has robust self-evaluation procedures that are based on a wide range of direct evidence. They include analysing data, observing lessons, scrutinising books and collecting the views of pupils, parents and governors and considering advisers' reports. All members of staff and governors understand their roles and responsibilities in the self-evaluation process and consider intelligently the effect of provision on standards. The outcomes of self-evaluation provide a clear and accurate identification of the school's strengths and areas to be developed. As a result, leaders and staff know the school well and are aware of what needs to be achieved in relation to raising standards and ensuring pupils' good wellbeing, for example ensuring that there is no pattern of difference between the achievements of pupils who are eligible for free school meals and their peers.

Leaders use the information that is collected through the self-evaluation process effectively to determine key priorities and focus areas for the future. The school's development plan is detailed and identifies relevant and specific targets, and it includes success criteria that focus well on pupils' outcomes. It gives a clear outline of staff's responsibilities, financial requirements and methods for monitoring progress. The school's effective monitoring arrangements ensure that leaders measure the effectiveness of the priorities in the development plan regularly and continuously. Actions are already having a positive effect, for example by ensuring that assessment for learning strategies have been established firmly across the school and in ensuring pupils' motivation towards their learning.

### **Partnership working: Good**

The school co-operates effectively with a wide range of partners to extend pupils' learning experiences successfully. There is a valuable relationship between the school and parents. Parents are very supportive and support all the activities enthusiastically. The school informs parents regularly about the school's procedures, for example by using social websites and sending regular letters. The headteacher's focus on co-operating with parents in order to improve pupils' wellbeing and motivation to learn is a strength. This is reflected in the high attendance rates.

The school responds well to the recommendations of partners, such as the local authority, and the headteacher has contributed to training courses in order to respond to promoting pupils' wellbeing. This has strengthened staff's ability to foster effective methods and strategies to respond to pupils' wellbeing and emotional intelligence needs.

Successful co-operation with the nursery group ensures that pupils settle well in the nursery class. A positive relationship with the local secondary school ensures that transition arrangements are effective in order to ensure smooth transfer. Teachers co-operate purposefully with schools in the cluster and the secondary school to moderate pupils' work in the core subjects in order to ensure the validity of assessments at the end of key stage 2.

There is a robust partnership with the local community. Visits to the community and the use of local individuals contribute to pupils' experiences, for example co-operating with a local artist to create attractive artwork on the local area. This also promotes pupils' sense of the importance of community and their pride in their environment.

### **Resource management: Good**

The school has an appropriate number of teachers and support staff who have suitable qualifications to teach the curriculum. Assistants support staff and pupils effectively and have a positive influence on pupils' standards, wellbeing and social skills. Staff use the school's resources well and ensure full access for pupils to all aspects of the curriculum.

Provision for teachers' planning, preparation and assessment is organised well and they make purposeful use of their time. These arrangements are managed carefully in order to ensure that teachers discuss plans jointly to improve the quality of teaching.

Performance management processes lead effectively to staff development. The number of links with nearby schools provides beneficial opportunities for teachers to co-operate on specific aspects, such as responding to the needs of more able and talented pupils. However, there are few opportunities for teachers to exchange good practice with schools beyond the local area.

The headteacher and governors monitor and manage expenditure carefully. The school makes good use of the Pupil Deprivation Grant to improve pupils' social aspects and to hold sessions to improve literacy. This has a positive effect in ensuring the motivation and confidence of those pupils who have emotional needs in their learning.

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

## Appendix 1: Commentary on performance data

### 6612205 - Ysgol Manod

Number of pupils on roll	98
Pupils eligible for free school meals (FSM) - 3 year average	28.0
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	8	11	18	8
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	100.0	90.9	83.3	75.0
Benchmark quartile	1	1	3	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	8	10	18	8
Achieving outcome 5+ (%)	100.0	90.0	83.3	75.0
Benchmark quartile	1	1	3	4
Achieving outcome 6+ (%)	62.5	40.0	33.3	25.0
Benchmark quartile	1	1	1	3
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	8	11	18	8
Achieving outcome 5+ (%)	100.0	100.0	83.3	75.0
Benchmark quartile	1	1	3	4
Achieving outcome 6+ (%)	62.5	54.5	33.3	25.0
Benchmark quartile	1	1	1	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	8	11	18	8
Achieving outcome 5+ (%)	100.0	100.0	88.9	87.5
Benchmark quartile	1	1	4	4
Achieving outcome 6+ (%)	75.0	54.5	33.3	25.0
Benchmark quartile	1	2	3	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

**6612205 - Ysgol Manod**

Number of pupils on roll	98
Pupils eligible for free school meals (FSM) - 3 year average	28.0
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	14	11	12	16
<b>Achieving the core subject indicator (CSI) (%)</b>	92.9	81.8	100.0	75.0
Benchmark quartile	1	3	1	4
<b>English</b>				
Number of pupils in cohort	14	11	12	16
Achieving level 4+ (%)	92.9	81.8	100.0	81.3
Benchmark quartile	1	3	1	4
Achieving level 5+ (%)	35.7	45.5	41.7	43.8
Benchmark quartile	2	1	1	1
<b>Welsh first language</b>				
Number of pupils in cohort	14	11	12	16
Achieving level 4+ (%)	92.9	72.7	100.0	75.0
Benchmark quartile	1	4	1	4
Achieving level 5+ (%)	35.7	*	41.7	43.8
Benchmark quartile	1	*	1	1
<b>Mathematics</b>				
Number of pupils in cohort	14	11	12	16
Achieving level 4+ (%)	92.9	81.8	100.0	81.3
Benchmark quartile	1	3	1	4
Achieving level 5+ (%)	35.7	*	50.0	37.5
Benchmark quartile	2	*	1	2
<b>Science</b>				
Number of pupils in cohort	14	11	12	16
Achieving level 4+ (%)	92.9	81.8	100.0	87.5
Benchmark quartile	2	4	1	3
Achieving level 5+ (%)	35.7	45.5	50.0	37.5
Benchmark quartile	2	1	1	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Denotes the benchmark-this is a total of all response to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	43		43 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	42		42 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	43		43 100%	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	43		43 100%	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.	43		43 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	43		43 100%	0 0%	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.	43		43 100%	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.	43		43 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	40		39 98%	1 2%	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.	43		43 100%	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.	42		40 95%	2 5%	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	41		41 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

## Responses to parent questionnaires

Fewer than 10 responses were received. No data is shown.

### Appendix 3

#### The inspection team

Goronwy Morris	Reporting Inspector
Glyn Griffiths	Team Inspector
Jeffrey Davies	Lay Inspector
Nia Ward	Peer Inspector
Falmai Wyn Ellis	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.