



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

**A report on**

**Ysgol Maenofferen  
Blaenau Ffestiniog  
Gwynedd  
LL41 3DL**

**Date of inspection: October 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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## Context

Ysgol Maenofferen is a naturally bilingual community school that is maintained by Gwynedd local authority. It is situated in the centre of the town of Blaenau Ffestiniog. The school serves the town and the surrounding area.

There are 238 pupils between 3 and 11 years old on roll, and there is a class for each school year, except for one class that includes Nursery and Reception pupils. Pupils are admitted to the school on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday.

Approximately 16% of pupils are eligible for free school meals, which is below the national average. Twenty-two per cent (22%) of pupils have additional learning needs, and a very few pupils have a statement of special educational needs. Ninety-eight per cent (98%) of pupils are from a white British ethnic background. Approximately 87% of pupils come from Welsh-speaking homes. A very few pupils are learning English as an additional language.

The school was last inspected in May 2011. The current headteacher was appointed to the post in September 2015.

The individual school budget per pupil for Ysgol Maenofferen in 2016-2017 is £3,542. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,089. Ysgol Maenofferen is in 72<sup>nd</sup> place of the 93 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 good progress in their learning during their time at the school
- Most pupils' oracy skills throughout the school are good
- Most pupils write for different purposes successfully
- Most pupils' number skills are developing successfully and, by the end of their time at the school, most use their number skills well when solving problems
- Pupils' behaviour is one of the school's strengths, and nearly all pupils are polite and treat each other and adults with respect
- Most pupils show good levels of motivation, interest and pride in their work

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision and high expectations for the school and succeeds in creating a clear and robust strategic direction based on raising pupils' standards and wellbeing
- Skilful use of performance management procedures succeed in holding staff to account for their performance in relation to provision and pupils' outcomes very successfully
- Governors challenge the school and hold it to account for its performance effectively
- The school's arrangements for self-evaluation and planning for improvement are comprehensive, and each member of the school community contributes to the rigorous self-evaluation process
- Reports that derive from the self-evaluation process identify clearly the quality of provision and pupils' standards, and identify targets for improvement
- Leaders re-visit targets regularly in order to measure progress and ensure prompt improvements in provision and pupils' outcomes

## Recommendations

- R1 Ensure that Foundation Phase pupils use their numeracy skills at the appropriate level in their work across the curriculum
- R2 Ensure that the challenge of learning activities enables pupils of all abilities to make full progress
- R3 Address the safeguarding issues that were identified during the inspection
- R4 Refine monitoring reports to place a clearer focus on the specific aspects that need to be improved

### 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

Results of pupils' baseline assessments on entry to the school show that many of them have skills that are lower than expected for their age. During their time at the school, most pupils make good progress in their learning. Latecomers and pupils for whom Welsh is a new language develop their proficiency in the language very quickly at the school.

Most pupils' oracy skills across the school are good. In line with their age and ability, they speak confidently in a variety of contexts, and present information and talk about their experiences in an appropriate order and sequence. By the end of the Foundation Phase, many pupils show awareness of the audience's requirements, and begin to vary their tone of voice, intonation and pose. By the end of their time at the school, most pupils listen carefully and respond by asking purposeful questions and offer comments that are relevant to the contributions of other pupils and adults. They speak readily and coherently, and use an increasing variety of phrases and sentence patterns correctly.

In the Foundation Phase, many pupils develop their reading skills well. The more regular opportunities for Foundation Phase pupils to read through the medium of English are beginning to increase their proficiency in reading various materials in the English language. Most are able to discuss and respond to simple questions relating to the content of their reading books successfully. They read familiar words correctly and make good use of their voice to hold the listener's interest. In key stage 2, most pupils read clearly with appropriate expression. When responding to a wide variety of texts, they show an understanding of the main ideas, events and characters well. They gather information about a specific subject from different sources, and use them appropriately in their activities across the curriculum. The most confident readers understand a variety of texts, select the main points and show a good awareness of the texts by coming to reasonable conclusions.

In the Foundation Phase, most pupils write for different purposes, for example when arranging their comments about the similarities and differences between life in India and in Wales. Most are able to form capital letters and small letters, which are consistent in size, correctly, and use a capital letter, full stop and question mark correctly. Many use conjunctions to write clear, composite sentences in their work across the curriculum.

In key stage 2, many pupils write imaginatively and show a secure grasp of different forms of writing. They are able to express an opinion effectively and develop their ideas interestingly, for example when considering whether NASA should send astronauts to Mars. They often select words, phrases and syntax carefully to create effect. They consider the subject, purpose and nature of the audience, for example when choosing appropriate subject vocabulary in history in their work on the Second World War. Most use paragraphs to present their work in an orderly way and in a

sensible sequence. Many spell familiar words and mutate correctly, on the whole. Many have clear, legible handwriting and present their work neatly, overall. However, at the top of the Foundation Phase and the beginning of key stage 2, in the few cases in which there is overuse of ready-made worksheets, pupils do not stretch their writing skills effectively enough across the curriculum.

In the Foundation Phase, most pupils develop number skills successfully in mathematics lessons. They use addition, subtraction, division and multiplication strategies correctly and they have good knowledge of the features of different shapes and time. Many pupils begin to use their numeracy skills appropriately in other areas, such as science and history; for example, they create correct charts and graphs to record the colours of cars that travel through Blaenau Ffestiniog. However, they do not apply their numeracy skills in enough varied contexts to solve problems that are relevant to real life.

In key stage 2, many pupils use suitable strategies to solve numeracy problems, and present results systematically. Most use their understanding of place value to multiply and divide whole numbers by 10 and 100. They collect data in their work across the curriculum, and draw and interpret frequency diagrams and correct bar and line graphs. By Year 6, most pupils use their number skills well when solving money problems, for example when calculating the cost of watching a football match in London.

Many pupils' ICT skills are developing appropriately. By the end of the Foundation Phase, many are able to use drawing software to present their ideas and drawings effectively. Most pupils display data in the form of simple bar graphs in an eye colour survey. By the end of their time at the school, many are able to produce and use databases to ask and answer questions about local rivers. Many are able to present information and ideas effectively by combining text, images and graphs, for example when considering a disaster in Nepal. Most know how to use ICT safely and consider the dangers and risks in their activities; for example, they share information safely with other people, including using e-mail, and understand the importance of not disclosing personal details to strangers.

In the Foundation Phase over the last four years, pupils' performance at the expected outcome in literacy has placed the school below the median, in comparison with similar schools. In mathematics over the same period, performance has varied, moving the school between the upper 50% and lower 50% of similar schools. At the higher outcome, performance has varied over the same period.

In key stage 2 over the last four years, performance in the core subjects at the expected levels has usually varied, moving the school between the lower 50% and upper 50%, in comparison with similar schools. At the higher level, there has been a downward trend over the same period.

A majority of pupils with additional learning needs make good progress against their personal targets. There is no clear pattern of difference between the performance of boys and girls. Most pupils who are eligible for free school meals make good progress in line with their targets.

## **Wellbeing: Good**

Nearly all pupils feel safe at school and are confident that staff will deal effectively with any threats to their health and wellbeing. Most pupils are very aware of the importance of eating healthily, drinking water regularly and the need to exercise.

One of the school's strengths is the good behaviour of nearly all pupils. They are polite and treat each other and adults with respect. Pupils are very caring towards each other, and take their responsibility as playground buddies seriously. Nearly all pupils have good social skills and life skills. They are active and enthusiastic learners who work together in harmony and stay on task tirelessly over extended periods of time. Most pupils show good levels of motivation, interest and pride in their work.

All pupils have a strong attachment to the school and the staff and, as they mature, they are willing to shoulder additional responsibilities through a number of different school committees. The school council and eco committee fulfil their work conscientiously and members have an influential voice in the school. Pupils contribute their ideas sensibly about the content of their class's current theme. The practice of taking part in concerts and sports in the village strengthens pupils' involvement in their local community beneficially. They arrange fundraising activities to purchase equipment for the school and to support various charities.

Most pupils at the school have good attendance and arrive punctually at the beginning of the day. Over the last four years, the school's average attendance has usually placed it in the top 25% in comparison with similar schools.

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

The school offers a wide range of rich learning experiences that engage pupils' interest and respond to the requirements of the Foundation Phase, the National Curriculum and religious education. The school arranges and plans successfully, so that pupils visit the local and wider community regularly. This enriches the curriculum well and makes an effective contribution to pupils' learning experiences.

On the whole, teachers have incorporated the Literacy and Numeracy Framework successfully into the school's schemes of work. Termly schemes of work are comprehensive and promote continuity and progression in learning. The school provides valuable opportunities for pupils to apply a range of language skills and information technology skills in a variety of different contexts across the curriculum. In key stage 2, there are successful opportunities for pupils to apply their literacy and numeracy skills in interesting contexts, for example when collecting data about the world's volcanoes. In the Foundation Phase, there are appropriate opportunities for pupils to use their literacy skills across the curriculum. However, in general, there are not enough opportunities for pupils to apply their numeracy skills across the curriculum in the Foundation Phase.



Awareness of belonging to the community, and the Welsh dimension, are strong aspects of the school. There is a very strong Welsh ethos, and the provision encourages pupils to make full use of the Welsh language in all aspects of school life. Educational visits and use of the local community, and of Welsh painters and artists, enrich pupils' learning experiences very effectively.

Education for sustainable development and global citizenship is delivered well through the curriculum and through the activity of the school council and eco council. The school offers a range of valuable experiences that ensure that pupils have a valuable awareness of recycling issues. There are beneficial opportunities to raise pupils' awareness of global citizenship through work in the classroom and supporting a number of different charities, for example by raising money following the earthquake in Nepal.

### **Teaching: Good**

There is a productive working relationship between staff and pupils. All members of teaching staff use behaviour management strategies well, which creates an environment of respect and fosters learning effectively. Staff promote correct Welsh regularly, which contributes strongly to the school's Welsh ethos. Most teachers have up-to-date subject knowledge and use a good range of effective strategies. Most lessons are planned in detail, and there are purposeful opportunities to recall pupils' previous learning, along with tasks that engage their interest. However, in the few instances where teaching is less effective, teachers do not have high enough expectations, as learning activities do not challenge all pupils to achieve to the best of their ability. A very few lessons do not have a suitable pace.

There are good opportunities for pupils to assess their own work and that of their peers. Teachers give pupils useful feedback on their work. This includes intervening at appropriate times during lessons and giving effective support to all pupils by marking work sensibly. Where comments are most effective, teachers identify the work's strengths and identify clearly to pupils which element of the task should be improved. In the few marking comments that are less effective, although teachers suggest improvements, they do not direct their comments towards the lesson's criteria.

Teachers have a strong understanding of the standards of pupils in their class. Up-to-date portfolios of pupils' work help teachers to level and standardise work correctly. They use pupil-tracking information skilfully and tailor effective additional support for pupils, for example when providing support to improve reading skills and oracy skills.

Annual reports for parents provide them with beneficial information about their children's development and progress.

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

The school is a happy and caring community. It promotes pupils' health and wellbeing successfully and offers various opportunities to promote pupils' health and fitness both during and outside school hours. There are effective arrangements for encouraging pupils to eat and drink healthily.

Provision for pupils' social, moral, spiritual and cultural development is effective. This is reflected in the way in which they treat each other and adults with respect. There is a good range of activities that encourage pupils to reflect. Suitable curricular activities encourage them to develop a sense of curiosity by reflecting on their own lives and beliefs and those of others. School assemblies and circle time provide beneficial opportunities for pupils to foster values such as honesty, tolerance, fairness and respect for truth and justice effectively.

The school has strong and supportive links with a number of specialist services and external agencies, such as the police, psychologists and social services. Staff work successfully with these agencies in order to ensure high quality support and guidance for pupils and parents, and to support pupils' wellbeing well.

Provision for pupils with additional learning needs enables them to have full access to the National Curriculum. The school's procedures for supporting pupils with additional learning needs are thorough. Staff identify pupils' needs at an early stage and offer additional support and implement purposeful and effective support programmes. They identify clear and achievable targets in individual education plans, and parents and pupils are included in the process of producing and reviewing them.

Not all of the school's arrangements for safeguarding pupils meet requirements as some aspects are a cause of some concern.

### **Learning environment: Good**

A particular feature of Ysgol Maenofferen is its familial and welcoming ethos. The school is a friendly community with a clear emphasis on care and respect. The range of detailed policies and procedures promotes equality effectively and encourages equal access to the full provision for all pupils. The school provides good access arrangements for disabled pupils and strives to include all pupils in all activities, for example in a football tournament.

There is a varied range of good quality equipment and resources at the school, especially for ICT and to develop pupils' reading skills. There is a wide variety of beautiful displays of the pupils' handiwork on the corridors and in the classrooms, and noticeboards celebrate their successes well. The school celebrates diversity and honours pupils' successes, which supports teaching, adds to the homely ethos and promotes good behaviour.

The school is a dispersed building, which is a challenge to overcome. Some classrooms are restrictive, but every effort is made to cope with the nature of the building and offer acceptable facilities for the number of pupils, and to make purposeful use of them. The building and grounds provide a stimulating environment for learning and play, including various equipment for pupils during breaktime. Teachers have developed the Foundation Phase's outdoor area appropriately, and it contains interesting equipment that expands the learning experience beneficially.

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

The headteacher has a clear vision and high expectations for the school. He has shared this vision effectively with pupils, staff, parents and governors. Since his appointment, he has succeeded in creating a clear and robust strategic direction for the school that is based on raising standards and pupils' wellbeing. There is an ethos of close co-operation between the senior management team and all staff, who support the headteacher well. This has had a positive effect on provision and outcomes throughout the school.

The staffing structure is purposeful and effective, and all members of staff have a detailed job description. This enables them to take responsibility for specific aspects of the school's work. As a result, they play an active role in developing the school further. One of the leadership's strengths is the way in which the headteacher ensures the accountability of all members of staff. Through skilful use of performance management procedures, he succeeds in holding staff to account for their performance in relation to provision and pupils' outcomes very successfully. There is a clear link between these processes and the school's priorities.

The school responds well to local and national priorities; for example, use of the Literacy and Numeracy Framework is developing appropriately and development of the Welsh language is a clear strength throughout the school, which strengthens pupils' language skills well.

The governing body plays a prominent part in setting a clear strategic direction for the school. Members of the governing body have a thorough understanding of the school's standards and how it compares with similar schools. They visit the school regularly to conduct learning walks, scrutinise pupils' work and discuss priorities with members of staff. As a result, they have a valuable awareness of the school's strengths and areas for improvement. This enables them to challenge the school and hold it to account for its performance effectively.

### **Improving quality: Good**

The school's arrangements for self-evaluation and planning for improvement are comprehensive. All members of the school community contribute to the rigorous self-evaluation process. Leaders use a wide range of direct evidence skilfully to identify the school's strengths and areas for improvement. These include detailed data analysis, scrutinising pupils' work and lesson observations. Reports that derive from the process identify the quality of provision and pupils' standards clearly, and outline targets for improvement. Leaders re-visit these regularly in order to measure progress. This has led to prompt improvements in provision and pupils' outcomes; for example, the school has recently improved opportunities for pupils to write at length across the curriculum. As a result, many pupils write confidently in a range of forms. However, monitoring activities do not always have a sharp enough focus to lead to improvements in specific enough aspects of the school's work.

Valuable attention is given to the views of staff, parents, governors and pupils as part of the self-evaluation process. The school uses questionnaires beneficially to seek their opinion on specific aspects of school life, and acts on recommendations effectively. A good example of this is the way in which the school has included pupils in improving provision during playtime, which has improved behaviour.

There is a clear link between self-evaluation activities and priorities in the school development plan. The plan is an active document that focuses clearly on improving provision and raising standards. Actions are detailed and link appropriately with success criteria. The plan includes a detailed timetable for action and identifies staff responsibilities and costs clearly. Leaders evaluate progress against priorities regularly. This has a positive effect on improving provision.

### **Partnership working: Good**

The school has a wide range of successful partnerships that have a positive effect on pupils' standards and wellbeing, and extend their learning experiences beneficially.

The school has a close relationship with parents. Parents respond enthusiastically to the school's activities, which enables them to contribute to their children's learning. An effective example of this is the family learning project. This work has strengthened the relationship between the school and home and supports families to help their children with their learning. As a result, the school has established a homework club that enables pupils to obtain additional support, as necessary.

The school works effectively with a number of external agencies in order to improve pupils' wellbeing; for example, they work with a dietician in the community to conduct cooking lessons for parents at school. This helps parents to provide their children with healthy food and increases pupils' understanding of the importance of eating and drinking healthily.

There are beneficial links between the school and the secondary school. Effective transition arrangements ensure that pupils transfer smoothly from primary school to secondary school. Work to standardise and moderate teachers' assessments is rigorous. This ensures that teachers' assessments are accurate.

The school makes valuable use of the expertise that exists in the local community; for example, the school works with members of the village's allotments to develop a wild garden at the school. This work contributes successfully to pupils' understanding of how to care for the world around them.

### **Resource management: Good**

Leaders use the school's resources purposefully to ensure an effective learning environment. They identify the staff's strengths and expertise successfully and allocate responsibilities well. Skilful use is made of assistants to implement purposeful intervention programmes. These programmes have a positive effect on pupils' standards of reading and numeracy. Arrangements for teachers' planning, preparation and assessment time meet statutory requirements.

The school is developing as an effective learning community. A number of learning networks within the school and with other schools offer valuable opportunities for teachers to share good practice; for example, the project to develop strategic leadership has led to strengthening self-evaluation and planning for improvement procedures at the school, and across the cluster.

Leaders use performance management processes particularly well to identify staff's needs. As a result, they offer useful training that has a positive effect on pupils' outcomes, for example in improving pupils' extended writing skills across the school.

The school has a detailed plan for using the Pupil Deprivation Grant. The school uses the grant purposefully to raise the standards of literacy and numeracy of specific groups of pupils. These pupils make good progress towards their targets.

The headteacher and governing body monitor expenditure carefully and thoroughly. The school's expenditure links well with priorities in the school development plan.

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

## Appendix 1: Commentary on performance data

### 6612221 - Ysgol Maenofferen

Number of pupils on roll	226
Pupils eligible for free school meals (FSM) - 3 year average	21.0
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	23	29	30	29
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	78.3	79.3	73.3	82.8
Benchmark quartile	3	3	4	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	1	*	*
Achieving outcome 5+ (%)	*	100.0	*	*
Benchmark quartile	*	1	*	*
Achieving outcome 6+ (%)	*	0.0	*	*
Benchmark quartile	*	4	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	23	28	30	29
Achieving outcome 5+ (%)	78.3	78.6	76.7	82.8
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	26.1	32.1	30.0	17.2
Benchmark quartile	3	2	2	4
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	23	29	30	29
Achieving outcome 5+ (%)	82.6	89.7	83.3	93.1
Benchmark quartile	3	2	3	2
Achieving outcome 6+ (%)	39.1	24.1	26.7	24.1
Benchmark quartile	1	3	3	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	23	29	30	29
Achieving outcome 5+ (%)	87.0	86.2	100.0	100.0
Benchmark quartile	4	4	1	1
Achieving outcome 6+ (%)	47.8	41.4	60.0	34.5
Benchmark quartile	2	3	1	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.

**6612221 - Ysgol Maenofferen**

Number of pupils on roll	226
Pupils eligible for free school meals (FSM) - 3 year average	21.0
FSM band	3 (16%<FSM<=24%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	21	26	23	27
<b>Achieving the core subject indicator (CSI) (%)</b>	85.7	84.6	87.0	88.9
Benchmark quartile	3	2	2	3
<b>English</b>				
Number of pupils in cohort	21	26	23	27
Achieving level 4+ (%)	85.7	88.5	87.0	85.2
Benchmark quartile	3	2	3	4
Achieving level 5+ (%)	47.6	42.3	30.4	33.3
Benchmark quartile	1	1	3	3
<b>Welsh first language</b>				
Number of pupils in cohort	21	26	23	27
Achieving level 4+ (%)	85.7	88.5	87.0	88.9
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	47.6	42.3	39.1	33.3
Benchmark quartile	1	1	1	3
<b>Mathematics</b>				
Number of pupils in cohort	21	26	23	27
Achieving level 4+ (%)	85.7	88.5	87.0	88.9
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	47.6	38.5	39.1	40.7
Benchmark quartile	1	2	2	3
<b>Science</b>				
Number of pupils in cohort	21	26	23	27
Achieving level 4+ (%)	85.7	92.3	87.0	88.9
Benchmark quartile	4	2	3	3
Achieving level 5+ (%)	47.6	38.5	34.8	40.7
Benchmark quartile	1	2	2	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 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.	104	103 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	104	103 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	104	103 99%	1 1%	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	104	103 99%	1 1%	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.	104	103 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	104	100 96%	4 4%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	104	104 100%	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.	104	103 99%	1 1%	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.	104	102 98%	2 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.	104	103 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.	104	100 96%	4 4%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	104	102 98%	2 2%	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.	99	64 65%	34 34%	0 0%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	97	72 74%	24 25%	1 1%	0 0%	2	Mae fy mhentyn 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.	99	68 69%	29 29%	2 2%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	97	60 62%	35 36%	2 2%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	94	48 51%	44 47%	2 2%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	96	60 62%	35 36%	1 1%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	99	69 70%	28 28%	2 2%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	93	54 58%	37 40%	2 2%	0 0%	6	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	97	61 63%	33 34%	3 3%	0 0%	2	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.	97	66 68%	31 32%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	97	62 64%	34 35%	0 0%	1 1%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	89	58 65%	29 33%	2 2%	0 0%	8	Mae fy mhentyn 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.	98	53 54%	39 40%	3 3%	3 3%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	98	65 66%	30 31%	3 3%	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.	94	55 59%	36 38%	3 3%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	97	58 60%	38 39%	1 1%	0 0%	2	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.	80	44 55%	31 39%	3 4%	2 2%	17	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.	94	60 64%	32 34%	2 2%	0 0%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	97	66 68%	30 31%	1 1%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Tony Bate	Reporting Inspector
Jonathan Cooper	Team Inspector
Meleri Cray	Lay Inspector
Rosemarie Wallace	Peer Inspector
Gareth Roberts	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## Glossary of terms – Primary

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language
- mathematics
- science

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

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

### **All-Wales Core Data sets**

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

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

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