



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

A report on

**Ysgol Bodfeurig
Tregarth
Gwynedd
LL57 4RH**

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.

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Context

Ysgol Gynradd Bodfeurig is on the outskirts of the villages of Mynydd Llandegai and Sling, in the Ogwen Valley, Gwynedd. It provides education for pupils between 3 and 11 years old. Approximately 25% of pupils come from Welsh-speaking homes. Welsh is the everyday language of the school and the main medium of teaching and learning. English is taught formally in key stage 2. Very few pupils are from ethnic minority backgrounds.

Children are admitted to the school full-time during the term in which they celebrate their fourth birthday. During the inspection, there were 67 pupils on roll, including eight pupils in the nursery class. They are taught by three full-time teachers and one part-time teacher in three mixed-age classes.

Very few pupils are eligible for free school meals, which is significantly lower than the national average.

Nineteen per cent of pupils are on the school's additional learning needs register. This figure is slightly lower than the percentage for Wales. No pupils have a statement of special educational needs.

The headteacher was appointed in September 2013. She is also the headteacher of a nearby school which works within a partnership with the school. Ysgol Bodfeurig was last inspected in April 2010.

The individual school budget per pupil for Ysgol Gynradd Bodfeurig in 2015-2016 is £3,581. The maximum per pupil in primary schools in Gwynedd is £12,116 and the minimum is £2,981. Ysgol Gynradd Bodfeurig is in 78th place of the 98 primary schools in Gwynedd in terms of the school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Excellent

Current performance

The school's current performance is good because:

- Nearly all pupils, including those with additional learning needs, make sound progress in their learning during their time at the school
- Pupils' key skills are good and nearly all pupils are confidently bilingual by the end of key stage 2
- Standards of behaviour and self-discipline are high and nearly all pupils are enthusiastic and work together very effectively
- Teachers provide a wide and balanced curriculum and adapt plans skilfully in order to meet pupils' needs very creatively
- Teaching is consistently good or better throughout the school
- The good quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing
- The school is a happy community and has a homely and inclusive ethos in which pupils feel happy and safe

Prospects for improvement

Prospects for improvement are excellent because:

- The headteacher provides very robust and effective leadership, which ensures a clear strategic direction and a culture that promotes continuous improvement
- The headteacher's clear vision that is based on ensuring high standards and pupils' happiness and wellbeing
- The headteacher succeeds in fostering high expectations among staff, governors, parents and pupils
- The headteacher and assistant headteachers at both schools that are part of the partnership work together very effectively as a professional learning community
- The governing body plays a key part in ensuring a strategic direction for the school and challenges the school and holds it to account for its performance
- A culture of continuous self-evaluation, which focuses in detail on pupils' outcomes, has become embedded deeply in the school's everyday life
- Effective co-operation with a range of partnerships has a positive effect on pupils' wellbeing and achievement

Recommendations

R1 Continue to improve standards of spoken Welsh across the school

R2 Improve attendance levels at the school

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Results of pupils' baseline assessments on entry to the school show that achievement varies naturally according to their age and ability. Only approximately 25% of pupils come from Welsh-speaking homes. However, the oral skills of pupils from non-Welsh speaking home develop very quickly. Nearly all pupils, including those with additional learning needs, achieve well and make sound progress in their learning during their time at the school.

Most pupils' listening and Welsh oral skills in the Foundation Phase are developing well. They listen attentively and discuss their work with adults and other pupils confidently and enthusiastically. Most pupils in key stage 2 communicate clearly in English and are keen to offer answers or comments when talking about their work. However, they are not as confident in Welsh, and a minority have difficulties with accuracy and fluency. By the end of the stage, many reach a good standard of bilingualism and switch easily from one language to the other when discussing their work.

Most pupils in the Foundation Phase make good progress when learning to read. By Year 2, many read with fluency and expression. Most are able to discuss their favourite books and characters confidently. In key stage 2, most pupils read with accuracy and fluency in Welsh and English. They discuss their favourite books maturely, in addition to their favourite authors. They use their skills appropriately when gathering information in their research work.

In the Foundation Phase, most pupils write an increasing range of simple sentences with correct spelling and purposeful punctuation. By the end of the stage, most pupils make good progress in their proficiency to use vocabulary and varied language to write pieces across the curriculum. A good example of this is the scientific reports on creating an electrical circuit.

Most pupils in key stage 2 write intelligently for different purposes in Welsh and English, and show a robust awareness of different forms of writing. Most pupils choose interesting vocabulary and spell, punctuate and paragraph correctly. By the top of the school, most pupils write extended pieces of a good quality for a variety of purposes and audiences. They use adjectives, similes and idioms confidently to enrich their work. More able pupils in key stage 2 review books such as 'Feel the Fear' by Laura Child, and review a biography of the Beatle, George Harrison, to a high standard. Most pupils' handwriting and presentation of work are neat.

In the Foundation Phase, most pupils develop number skills successfully in mathematics lessons. They use simple strategies for addition, subtraction, multiplication and division well. Most pupils develop a sound understanding of analogue time to the hour, half-hour and quarter-hour. They have a good knowledge of the characteristics of different shapes and many use mathematical vocabulary

correctly when discussing their work. They are able to gather and present information and create charts and graphs correctly to record information about different trees that were discussed.

In key stage 2, most pupils have a sound grasp of numeracy skills. They are confident in using addition, subtraction, division and multiplication strategies when solving work and logic problems, for example when comparing the costs of posting parcels or goods of different sizes. Many pupils handle fractions, decimals and percentages intelligently. They are willing to offer answers and check their work, and to share their findings with each other. They gather and represent data in research tasks very effectively, particularly in scientific experiments.

In the Foundation Phase, most pupils develop their information and communication technology (ICT) skills well. They use word processing programs purposefully to record and create simple poetry and make changes, where necessary, in order to improve expression or check errors. They use software skilfully to create a diary and record progress in a caterpillar's growth. Following a visit to the beach, a purposeful art package was used to make interesting and relevant pictures of a shark. They show a good level of competence when using a mouse and keyboard.

By the end of key stage 2, most pupils develop their knowledge, understanding and ICT skills to a high standard. They present information in interesting ways by using a wide variety of programs; for example, many pupils in Years 3 and 4 use software to improve their reading skills either at school or at home. They use programs to create a puppet show successfully, and create characters, backgrounds and events that develop their oral skills successfully. Older pupils are very skilful in creating audio programmes for Cymru FM. This means scripting, practising, recording and editing their work to a high standard. They are confident when searching databases or creating a spreadsheet to calculate the cost of ingredients for a recipe. Pupils' understanding of the importance of e-safety is prominent at the school.

Over recent years, there have often been relatively small numbers of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2 at the school. This can have a significant effect on the school's benchmark performance in comparison with that of similar schools and in comparison with national averages.

At the end of the Foundation Phase over the last four years, the school's performance at the expected level in comparison with that of similar schools has been higher than the median in three of the last four years in language and mathematics skills. Over the same period, performance at the higher outcome in language has been below the median each year, and performance in mathematics has been below the median each year except 2012, when performance was in the top 25%.

At the end of key stage 2, the school's performance at the expected level in Welsh, English, mathematics and science has been above the median in three out of the last four years. Performance at the higher level has varied between being above the median in some years and below in others.

Wellbeing: Adequate

Nearly all pupils feel happy and safe at school, and are confident to approach any member of staff if they have any concerns. Nearly all pupils have a sound understanding of the importance of eating healthily and keeping fit, and take part in regular physical education lessons and extra-curricular activities such as the 'Dal i Fynd' (Keep Going) club, rugby and 'Kick It'.

The standard of nearly all pupils' behaviour and self-discipline is high. They treat each other and adults with great respect. They are all enthusiastic learners who co-operate very effectively. They show enjoyment and pride in their work and persevere with their tasks for extended periods. An excellent feature is the understanding of pupils' across the school of their strengths and the ability to explain confidently what they need to do to improve their work. In key stage 2, pupils' ability to choose independently the level of challenge for each activity is an excellent feature.

Most pupils take full advantage of appropriate opportunities to express an opinion and voice their concerns. Members of the school council and eco council meet regularly and take their responsibility seriously. They give appropriate consideration to their fellow pupils' comments and are proud of their efforts. A good example of this the co-operation with the friends of the school and local businesses to create an attractive sensory garden.

Many pupils contribute well to the wider community. Visits around the area and to the local farm foster a sense of belonging to their community. They take pride in the opportunity to service and entertain the residents of nearby villages by taking part in activities, for example 'Cawl a Chân' (Soup and Song) to celebrate St David's Day.

Last year's attendance level shows clear improvement. However, the attendance rate over the last four years has not compared well with that of similar school and has been below the median. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good
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Learning experiences: Excellent

The school provides a wide and balanced curriculum and adapts plans skilfully in order to meet pupils' needs very creatively. They respond in full to the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education.

A particularly excellent feature is the effective co-operation to plan jointly with the other school in the partnership. By sharing expertise, teachers ensure a wide range of imaginative and stimulating learning experiences that meet pupils' needs very successfully. An excellent aspect of this is preparing imaginative criteria that are based on three levels of challenge for each lesson. This has developed pupils' skills successfully in deciding for themselves what level of challenge is most suitable for them in each lesson. This practice has already been shared and acknowledged locally as innovative practice.

There is effective planning throughout the school to develop communication, numeracy and information technology skills. Continuity and progression in planning has a very positive effect on pupils' progress and achievement, for example in their writing and ICT skills, particularly with more able pupils in key stage 2.

Provision for developing the Welsh language is good. Through an extremely positive ethos and regular promotion by all staff, provision engages pupils' interest and enthusiasm towards the language. Provision for the Welsh dimension is imaginative. Experiences are reinforced very effectively through activities such as Cymru Cŵl (Cool Wales), where artists and poets work with pupils to improve their awareness and interest in the traditions, culture and the history of the area and of Wales.

Through a wide range of valuable opportunities, pupils are given good opportunities to learn how to live sustainably. Recycling and saving energy and water are daily activities at the school. There are very good opportunities for pupils to develop their awareness and expand their knowledge of other parts of the world and other cultures through curricular activities.

Teaching: Good

The quality of teaching is good or better across the school. All teachers use an interesting variety of teaching methods that engage pupils' participation and interest well. They share the purpose of lessons clearly and discuss success criteria with pupils regularly during lessons. Teachers question pupils probingly and encourage them to use their literacy, numeracy and thinking skills regularly across the curriculum. Lesson presentations are lively and well-paced.

Staff establish an excellent working relationship with pupils, which fosters successful learning. Teachers have high expectations and all pupils understand this. As a result, they achieve good standards. Support staff contribute significantly to the quality of pupils' learning, and all members of staff model language very effectively.

Teachers make very skilful use of a range of assessment strategies. They offer useful oral feedback during lessons. There are good examples of purposeful marking, and teachers' comments respond to individual targets, and often refer to improving pupils' skills. Teachers encourage pupils to take advantage of the opportunity to improve their work by responding to the teacher's comments. There are regular opportunities for pupils to reflect on their own learning and that of their peers, which are based on three levels of sensible challenge. This ensures that pupils, at a very early stage, understand how well they are doing and what they need to do to improve their work.

The school has rigorous procedures for tracking pupils' progress, including effective use of the outcomes of standardised tests and teachers' assessments. As a result, teachers understand pupils' needs well and use the information to set challenging activities in order for them to move forward to the next stage in their learning.

The school arranges various meetings for parents regularly in order to raise their awareness of the nature of teaching and learning and enable them to support their children. Parents receive good information about their children's progress and annual reports are comprehensive.

Care, support and guidance: Good

The good quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing. The school has appropriate arrangements to promote eating and drinking healthily, and to ensure that pupils understand how to be safe. This is supported well by events such as the breaktime fruit shop and sports clubs.

The school promotes pupils' spiritual, moral and cultural development successfully by providing regular collective worship assemblies and through curricular activities. Provision for personal and social education is of high quality and means that pupils develop a sound understanding of values such as honesty, fairness and respect for others. This is highlighted clearly in the way in which they treat each other.

Provision for pupils with additional learning needs is good. Teachers identify any additional learning needs at an early stage, provide appropriate support and monitor pupils' progress regularly and effectively. Staff ensure that individual education plans are detailed and rigorous and include parents' views when they are reviewed.

The school has very strong and supportive links with a number of specialist agencies that ensure high quality support and guidance for pupils and parents. As a result, individuals receive high quality care.

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

Learning environment: Good

The school is a happy community with a homely and inclusive ethos in which pupils feel happy and safe. There is a clear emphasis on ensuring equal opportunities and full access to the wide curriculum for all pupils. Respect towards diversity and racial equality is promoted successfully through a variety of work, including studying foreign countries.

The accommodation is of good quality. The outdoor learning areas have been developed creatively in order to make very effective use of the space that is available and to improve pupils' learning and play experiences.

The school has a wide range of high quality equipment and resources, which are used very effectively. Significant investment has been made recently to improve the hardware for ICT.

Staff produce stimulating displays in the classrooms which support learning effectively. In addition, pupils' achievement and successes in the classrooms and around the school create an interesting learning environment and foster pupils' pride in their work.

There is a high standard of hygiene and the school building and grounds are safe and well-maintained.

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

Leadership: Excellent

The headteacher provides robust and very effective leadership that ensures a clear strategic direction for the school and a culture that promotes continuous improvement. She has a very clear vision based on ensuring high standards and pupils' happiness and wellbeing. She succeeds in fostering high expectations among staff, governors, parents and pupils, which ensure that all aspects of school life have a clear and positive influence on the standards that are achieved.

Effective communication systems and excellent time management ensure that staff at all levels work together very effectively to ensure that the school community is well-organised and is managed very successfully. The headteacher and assistant headteachers of both schools that are part of the partnership work together very effectively as a committed professional learning community. Excellent examples of this are the way in which both schools plan learning experiences, have developed assessment for learning structures and evaluate each other's work.

The school's staffing structure enables all teachers and support staff to take ownership of the school's policies and operating methods. The focus on raising standards through robust management systems is clear and ensures that the school's performance is challenged regularly. Under the headteacher's excellent leadership, all members of staff show a strong commitment to ensuring further improvements and develop new learning activities and teaching methods. As a result, pupils across the school benefit from imaginative and stimulating learning experiences.

Particularly effective use is made of performance data to analyse results and trends and plan for improvement. This enables teachers to identify the needs of specific groups of pupils rigorously and strengthen aspects of teaching and planning.

Governors play a key part in ensuring a strategic direction for the school. They have a sound understanding of performance data. As a result, their understanding of how the school is performing in comparison with schools in the family, and similar schools, is good. This enables them to challenge the school and hold it to account for its performance effectively.

The headteacher leads local and national priorities very successfully in order to develop specific aspects of school life. The school's literacy, numeracy and ICT strategies ensure that nearly all pupils attain good standards. The school's commitment to ensuring the success of the partnership is innovative and has been shared with other schools.

Improving quality: Excellent

A culture of continuous self-evaluation, which focuses in detail on pupils' outcomes, has become embedded deeply in the school's everyday life. It is a live and very effective process that enables the school to identify, monitor and evaluate its performance very successfully.

There are very robust systems for reviewing progress, identifying areas for improvement and taking effective steps to implement them. An excellent feature is the way in which the headteacher and assistant headteachers of both schools that are part of the partnership work together to contribute effectively to improvements at Ysgol Bodfeurig. The way in which members of staff all play an active part in the process of monitoring, evaluating and planning for improvement is a clear strength. This includes careful analysis of the school's comparative performance data, outcomes, internal assessment arrangements, scrutinising books and schemes of work, and regular lesson observations. This has led to a very strong learning community where staff learn from each other very effectively. Governors' contribution to the process of scrutinising books and schemes of work enables them to challenge the school effectively. The school's self-evaluation template and arrangements have been shared as good practice across the education authority and the local consortium area.

Listening to the pupil's voice is a strong feature. There are opportunities for pupils to make comments and suggestions about the school's life and work almost daily, either through committees or individually. A daily diary is kept that shows pupils of all ages making comments about what happens at the school. A very recent example is older pupils' opinions about the value of their visit to Caernarfon Castle at the beginning of the term. The work of 'Cymru Cŵl' officers on how to promote Welsh around the school has been implemented, with 'digital officers' advising and supporting other pupils effectively. Teachers give due attention to pupils' responses and this contributes well to pupils' understanding of the school's life and work.

The school development plan derives directly from the self-evaluation process and provides logical details about the main priorities. It is a concise and clear document with a suitable number of priorities for action over three years. Plans and actions allocate responsibilities clearly, including responsibility for monitoring and evaluating effectiveness. The school's ability to plan and ensure improvement is successful and has led to significant progress in several areas since the headteacher was appointed three years ago. Very good examples of this are the standard of pupils' presentation and handwriting across the school, and their ability to understand how well they are doing and what they need to do to improve.

Partnership working: Good

The school works effectively with a range of partnerships, which has a positive effect on pupils' wellbeing and achievement. The partnership with parents is a strength. Parents are very supportive of all of the school's activities and appreciate the staff's efforts. The parent and teacher association is very active and has contributed significantly to buying resources, for example to improve the library, the outdoor environment and ICT equipment.

Pupils take part in local concerts regularly. Links with the Cylch Meithrin are well established, which helps new pupils settle quickly when they start school. There are detailed transition plans with the local secondary schools, including useful curricular and pastoral links. These are effective in helping pupils to prepare for the next stage in their learning. There is a good partnership between the school's leaders, the local authority and the regional consortium, which ensures close working in order to realise the school's vision.

Teachers from the partnership's schools, and other primary schools in the cluster, work effectively with colleagues in secondary schools to ensure consistency in assessment. Teachers also work together across sectors in order to ensure continuity in learning in many subjects. This has a positive effect on standards and ensures consistency when moderating and standardising pupils' work. The school's commitment to ensuring the partnership's success is innovative and has been shared successfully with other schools.

Resource management: Good

The school is a successful learning community. It is staffed effectively by teachers and assistants who have appropriate qualifications and experience. The staff's prominent commitment to the success of the partnership ensures that full use is made of staff expertise at both schools.

The school's performance management processes lead effectively to staff development and are linked to the school's priorities and individuals' needs. A beneficial professional learning community has been established between the school and other schools in the catchment area to develop, for example, assessment for learning strategies and ICT. This has raised standards successfully.

The school responds fully to the statutory requirements on teachers' workload. Teachers use their non-contact time effectively for planning, preparation and assessment.

Decisions on expenditure relate directly to the school's priorities for improvement. Governors and the headteacher monitor expenditure carefully and make efficient funding decisions to meet the school's needs under the partnership arrangement. The school makes good use of the Pupil Deprivation Grant to improve provision further to develop the literacy and numeracy skills of pupils who are eligible for free school meals.

There is a good range of resources at the school and they are managed effectively in order to ensure full access for pupils to all aspects of the curriculum. This is very clear in the purposeful use that is made of the school hall, the outdoor area, the playing field and ICT equipment.

Considering the good outcomes, the school provides good value for money.

Appendix 1: Commentary on performance data

6612013 - Ysgol Bodfeurig

Number of pupils on roll	74
Pupils eligible for free school meals (FSM) - 3 year average	6.6
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	4	13	12	7
Achieving the Foundation Phase indicator (FPI) (%)	100.0	76.9	100.0	100.0
Benchmark quartile	1	4	1	1
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	4	13	12	7
Achieving outcome 5+ (%)	100.0	84.6	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving outcome 6+ (%)	0.0	7.7	25.0	42.9
Benchmark quartile	4	4	4	2
Mathematical development (MDT)				
Number of pupils in cohort	4	13	12	7
Achieving outcome 5+ (%)	100.0	76.9	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving outcome 6+ (%)	0.0	0.0	25.0	57.1
Benchmark quartile	4	4	4	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	4	13	12	7
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	100.0	38.5	100.0	100.0
Benchmark quartile	1	4	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.

6612013 - Ysgol Bodfeurig

Number of pupils on roll	74
Pupils eligible for free school meals (FSM) - 3 year average	6.6
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	5	8	7	11
Achieving the core subject indicator (CSI) (%)	80.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
English				
Number of pupils in cohort	5	8	7	11
Achieving level 4+ (%)	80.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	0.0	12.5	57.1	45.5
Benchmark quartile	4	4	2	3
Welsh first language				
Number of pupils in cohort	5	8	7	11
Achieving level 4+ (%)	80.0	100.0	100.0	90.9
Benchmark quartile	4	1	1	3
Achieving level 5+ (%)	20.0	0.0	57.1	36.4
Benchmark quartile	4	4	1	3
Mathematics				
Number of pupils in cohort	5	8	7	11
Achieving level 4+ (%)	80.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	80.0	12.5	57.1	54.5
Benchmark quartile	1	4	2	2
Science				
Number of pupils in cohort	5	8	7	11
Achieving level 4+ (%)	80.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	0.0	0.0	57.1	54.5
Benchmark quartile	4	4	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.	37	37 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	37	37 100%	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.	37	36 97%	1 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	37	37 100%	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.	37	37 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	37	37 100%	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.	37	37 100%	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.	37	37 100%	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.	37	34 92%	3 8%	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.	37	37 100%	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.	37	37 100%	0 0%	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	37	37 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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.	20	17 85%	3 15%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	16 80%	4 20%	0 0%	0 0%	0	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.	20	17 85%	3 15%	0 0%	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.	19	14 74%	5 26%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	19	9 47%	10 53%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	20	14 70%	6 30%	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.	19	14 74%	4 21%	1 5%	0 0%	1	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.	20	10 50%	10 50%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	18	14 78%	4 22%	0 0%	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.	20	12 60%	8 40%	0 0%	0 0%	0	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.	20	16 80%	4 20%	0 0%	0 0%	0	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'.	17	8 47%	9 53%	0 0%	0 0%	3	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.	20	12 60%	7 35%	1 5%	0 0%	0	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.	20	16 80%	3 15%	1 5%	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.	19	8 42%	9 47%	2 11%	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.	19	10 53%	9 47%	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.	14	6 43%	8 57%	0 0%	0 0%	5	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.	20	14 70%	6 30%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	20	15 75%	5 25%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mervyn Jones	Reporting Inspector
Gwilym Rees	Team Inspector
David Davies	Team Inspector
Owen Jenkins	Lay Inspector
Alison Halliday	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.