



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

A report on

**Ysgol Gynradd Talysarn
Talysarn
Caernarfon
Gwynedd
LL54 6HR**

Date of inspection: January 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Gynradd Talysarn is in the rural village of Talysarn in Gwynedd. It provides education for pupils between 3 and 11 years old. Welsh is the school's everyday language and the main medium of teaching and learning. English is taught formally in key stage 2. Approximately 50% of pupils come from Welsh-speaking homes, and a very few pupils are from ethnic minority backgrounds.

Children are admitted to the school full-time during the term in which they turn four years old. During the inspection, there were 102 pupils on roll, including 15 in the nursery class. They are taught by three full-time and two part-time teachers.

Approximately 25% of pupils are eligible for free school meals, which is above the national average.

Twenty-five per cent (25%) of pupils are on the school's additional learning needs register. This figure is slightly higher than the percentage for Wales. Very few pupils have a statement of special educational needs.

The headteacher was appointed in September 2009. The school was last inspected in February 2010.

The individual school budget per pupil for Ysgol Gynradd Talysarn in 2016-2017 is £4,749. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,089. Ysgol Gynradd Talysarn is in 20th place of the 93 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:

- Most pupils make sound progress in their learning during their time at the school, and recall previous learning well
- The standard of pupils' key skills is good, and nearly all pupils are confidently bilingual by the end of key stage 2
- Standards of behaviour are high and most pupils are enthusiastic and eager to learn
- Pupils contribute intelligently to what they want to learn and discuss maturely how to improve their work
- Teachers plan imaginatively to ignite enthusiasm and motivate pupils
- Teaching is consistently good
- The school is a happy community with a homely and inclusive ethos in which pupils feel safe and happy and are treated with respect

Prospects for improvement

Prospects for improvement are excellent because:

- The headteacher has a robust vision and strong commitment to raising standards and providing stimulating experiences for all pupils
- The headteacher shares this vision very successfully with all staff, pupils, parents and governors
- Leaders and all members of staff show a strong commitment to developing and promoting continuous and sustainable improvements through detailed planning
- A culture of continuous self-evaluation, which focuses firmly on pupils' outcomes, is embedded deeply in the school's daily life
- Very effective co-operation with a range of partners has a positive effect on pupils' wellbeing and achievement
- Staff and financial resources are used effectively to support priorities for raising standards and expanding experiences

Recommendations

- R1 Raise standards of spelling in Welsh and English
- R2 Ensure consistency in the quality of handwriting and presentation of pupils' work across the school
- R3 Provide more opportunities for pupils in key stage 2 to develop their English skills across the curriculum

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study describing the best practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils' baseline assessments on entry to the school show that a majority have basic skills in numeracy that are appropriate for their age. However, the language skills of approximately half the pupils are lower than expected. Approximately half the pupils come from non-Welsh speaking homes; however, their spoken Welsh skills develop at a very early stage. Most pupils, including those with additional learning needs, make sound progress in their learning during their time at the school. Most pupils recall previous learning well and use and apply their skills in a variety of situations very successfully.

Most pupils in the Foundation Phase listen attentively, speak clearly and express their ideas confidently. Most pupils in key stage 2 communicate clearly in both languages and are keen to offer answers, comments and express an opinion when talking about their work. They show pride in the Welsh language and choose to use the language to socialise during playtime and in their lessons. At the top of the school, most reach a good standard of bilingualism and switch freely from one language to the other when discussing their work.

In the Foundation Phase, many read fluently with expression, and use suitable strategies to read unfamiliar words. Many show an interest in what they read and discuss the content of their book knowledgeably. In key stage 2, many read with accuracy and fluency in Welsh and English. They use their skills appropriately when gathering information in their investigative work, for example about national parks and bridges. However, pupils' knowledge in both key stages about different authors is not robust.

In the Foundation Phase, many pupils write an increasing range of simple sentences and use adjectives and basic punctuation correctly. By the end of the phase, many write at length when recording their learning experiences across the curriculum, for example when writing a story about the Little Red Hen. Many pupils in key stage 2 write intelligently for different purposes in Welsh and English, and show a sound awareness of different forms of writing, for example when writing a newspaper article and a portrayal of Owain Glyndŵr. Most choose interesting vocabulary and punctuate and begin paragraphs correctly. By the top of the school, most pupils write good quality extended pieces for a variety of purposes and audiences. They use adjectives, similes and idioms confidently to enrich work across the curriculum. However, the quality of spelling, handwriting and presentation of work is inconsistent across the school.

In the Foundation Phase, most pupils' mathematical development is developing very robustly. Most are able to gather information successfully and transfer that information effectively to graph form. By the end of the phase, most read, understand and write numbers correctly up to 100. Most use and apply their skills effectively across the areas of learning, for example when solving money problems

up to a pound when selling flowers. They use standardised units to measure the length of objects in centimetres and recognise half past, quarter past and quarter to on an analogue and digital clock. They have a good understanding of the properties of two-dimensional and three-dimensional shapes.

In key stage 2, most pupils have a sound understanding of number strategies and use them confidently to solve problems. In Years 3 and 4, they guess the weight of goods, record and then solve correctly the difference between their estimate and the reading on a digital scale. In Years 5 and 6, they solve complex numeracy problems, and show a good understanding of multiplication tables, fractions and percentages in order to open locks. Most are able to analyse data, and measure capacity and area correctly. They apply their numeracy skills effectively across a range of subjects; for example, in science, they record skilfully in a table and form a line graph to show how many seconds it takes for different weights of sugar to dissolve.

Many pupils in the Foundation Phase use information and communication technology (ICT) confidently and independently for different purposes. They use software effectively to create block graphs, for example to show how many children like Italian food, and use word processing programs purposefully to add a picture and information about the graph. Most control a moving vehicle skilfully to travel to the king's castle in the story of St Dwynwen. Many are able to use QR codes intelligently to solve problems in a mathematics game. Most have a good level of competence in using a keyboard.

In key stage 2, most pupils develop their knowledge, understanding and ICT skills well. They present information in interesting ways by using a good variety of programs. For example, many pupils use software to give presentations of the principles of good behaviour and about the life of Ann Frank. Older pupils create spreadsheets very skilfully to arrange prices and sales in a shop, and analyse the information skilfully. Most search the internet skilfully for information about space and astronauts. This contributes effectively to developing pupils' investigative and literacy skills. Pupils' understanding of the importance of e-safety is clear.

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

At the end of the Foundation Phase, over a period of four years, the school's performance in literacy at the expected outcome in comparison with that of similar schools has been above the median in three of the last four years. Performance in mathematics has varied between the upper 50% and lower 50%. Over the same period, performance at the higher outcome in literacy and mathematics has been above the median in three of the last four years.

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 of the last four years. Over the same period, performance at the higher level in Welsh and English has been consistently higher than the median, but lower in mathematics and science.

In the Foundation Phase and key stage 2, there is no notable difference between the performance of pupils who are eligible for free school meals and others, or between boys and girls.

Wellbeing: Excellent

Nearly all pupils feel safe and appreciate that they are given high quality support from adults at the school. They feel confident about approaching any member of staff if they have concerns. Most have a sound understanding of the importance of eating healthily and keeping fit.

The work of the school council to produce a policy on awareness and understanding of acceptable behaviour has contributed very effectively to high standards of behaviour from fellow pupils. Most pupils across the school are polite and courteous. They treat their peers with respect and concern, and work very happily and conscientiously together from a young age. Across the school, most pupils have good levels of interest, enthusiasm and dedication. The way in which pupils contribute intelligently to what they learn and discuss maturely how to improve their work is an excellent feature.

Members of the school council and eco council are very enthusiastic and understand that they represent the views of other pupils within the school community. They show clear pride in their contribution to several aspects of school life. A good example of this is the council's response to the expectations of the Welsh language charter, particularly in encouraging playing together and organising games, such as 'Mr Crab', through the medium of Welsh during break time.

By taking part in several activities enthusiastically, such as community wardens, pupils develop as well-rounded and responsible members of their community and take pride in their area.

Pupils' attendance rates have placed the school among the top 25% of similar schools in three of the last four years. Punctuality is also consistently good.

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

The school has imaginative schemes of work that ignite enthusiasm and motivate most pupils. Within theme work, pupils are given regular opportunities to contribute their ideas about what they would like to learn. They respond fully to the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Teachers have incorporated the requirements of the Literacy and Numeracy Framework successfully in planning by providing regular opportunities to reinforce these skills and ICT skills successfully. However, there are very few opportunities to develop English writing skills across the curriculum.

The school enriches pupils' learning experiences successfully by arranging visits and inviting visitors to the school. Extra-curricular activities, such as visiting a local farm, the nearby valley and Caernarfon castle, contribute well to pupils' experiences.

Provision to develop the Welsh language is of a high standard. By creating an extremely positive ethos and through regular promotion by all staff, provision engages all pupils' interest and enthusiasm towards the language. The consistent and effective emphasis on ensuring that pupils' spoken language is of a high quality is a strong feature, and this is reflected in the classrooms and on the playground. There is a rich range of valuable experiences in order to promote pupils' awareness of Welsh history and traditions in their theme work; for example, older pupils study a book about Owain Glyndŵr.

Through a range of activities, pupils are given an opportunity to learn how to live sustainably. The eco council provides appropriate opportunities to work with pupils across the school and, through their daily work, they ensure that the whole school recycles as much as possible and saves energy.

Pupils are given good opportunities to develop their awareness and expand their knowledge of other parts of the world and different cultures. This ensures that pupils are able to show empathy towards the lives of people in other countries, such as Lesotho and Botswana.

Teaching: Good

There is an effective working relationship between adults and pupils, which fosters a successful learning environment. Teachers have good subject knowledge and link their lessons clearly with previous learning, and use a range of learning methods skilfully to engage pupils' interest and participation. They share learning objectives clearly and discuss success criteria with pupils regularly during lessons. Lessons are lively and have a good pace.

Teachers ask pupils probing questions and encourage them to use their thinking skills regularly across the curriculum. This contributes effectively to pupils taking responsibility for their own learning. Assistants contribute effectively to the quality of teaching and offer good support in line with pupils' needs in order for them to complete their tasks. All members of staff model language very effectively.

Teachers make 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 good procedures in place to provide opportunities for pupils to evaluate their own work and the work of others. This ensures that pupils, at an 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 purposeful use of the outcomes of standardised tests and teachers' assessments. As a result, teachers understand pupils' needs well and use this information to set appropriate tasks in order for them to move forward to the next stage in their learning.

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

Care, support and guidance: Excellent

The exceptional quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing. Provision for the social development of vulnerable pupils is an excellent feature and is extremely successful. The support programme for them is particularly effective and makes a valuable contribution towards raising these pupils' self-confidence and developing their social skills.

Provision for pupils with additional learning needs is excellent. The school makes very effective use of formal assessments and teachers' assessment to identify pupils at an early stage, and extremely successful support programmes are provided for them. Staff ensure that individual education plans are detailed and rigorous, and include parents' views when they are reviewed. The school's thorough progress-tracking system shows that most pupils make progress above what is expected over time.

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 a high quality and means that pupils develop a sound understanding of values such as honesty, fairness and respect towards others. This is highlighted clearly in the way in which they treat each other.

The school has very strong and supportive links with a number of specialist agencies, such as the counselling, social and psychological service, which ensures high quality support and guidance for pupils and parents.

The school has appropriate arrangements for promoting eating and drinking healthily, and these are supported well by selling a variety of fruit during break time.

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. 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 children, and among children, successfully. As a result, pupils take pride in the happy and supportive community that exists.

The school has a varied range of high quality equipment and resources, particularly equipment for ICT. They are used purposefully to ensure that pupils' skills are developing well. Displays in the classrooms and around the school create an interesting environment that supports learning effectively and elicits pupils' pride in their efforts.

Although the school building is old, full and effective use is made of every space. The outdoor learning areas have been developed in a very creative way in order to make effective use of the space that is available and to improve pupils' learning and play experiences. The standard of cleanliness is high and the school building and grounds are maintained appropriately.

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

The headteacher has a robust vision and a strong commitment to raising standards and providing stimulating experiences for all pupils. She believes passionately in the words of the school's official vision 'that all pupils have a right to shine forever'. There is an element of excellence in the way in which she shares this vision successfully with all staff, pupils, parents and governors. She ensures a clear and robust direction and, as a result, pupils across the school benefit from imaginative learning experiences that have a positive effect on standards and wellbeing.

Leaders and all members of staff show a strong commitment to developing and promoting continuous and sustainable improvements through detailed planning. They have arranged especially good plans to target vulnerable pupils, which have a positive effect on the development of individuals, respond to their emotional problems and promote their self-worth.

Staff's roles and responsibilities are defined clearly and promote high quality teamwork. Rigorous performance management arrangements contribute to improvements in teaching and learning and offer effective opportunities to promote staff's professional development.

The governing body is very conscientious and dedicated. Members have a sound understanding of the school's strengths and areas that need to be developed further. Their frequent visits to the school and their monitoring arrangements help to give support and strategic direction, and enable them to contribute more effectively to the self-evaluation process.

The school is making good progress in introducing initiatives that meet local and national priorities. The role of pupils in promoting the Welsh language charter is very robust and has a particular influence on the whole school. The school's ability to plan for skills across curricular themes is a very strong feature.

Improving quality: Excellent

A culture of continuous self-evaluation, which focuses firmly on pupils' outcomes, is embedded deeply in the school's daily life. It is a live and successful process that enables the school to identify, monitor and evaluate its performance very effectively. The school gathers and uses sound evidence from a wide range of sensible sources. These include the school's comparative performance data, outcomes from internal assessment arrangements, scrutinising books and regular lesson observations. As a result, staff and leaders have a very rigorous knowledge of the school and foster a climate of continuous and achievable improvement.

The school's arrangement for listening to, and including, the pupil's voice is a strong element of the process. A particular feature is the school council's work to evaluate outdoor provision and produce an improvement plan. Actions have led to clear improvements. Parents' views are paramount, and it is ensured that they are given regular opportunities to respond to the school's arrangements through questionnaires and purposeful visits.

The governing body's ability to challenge the school's performance data, in addition to the school council's innovative contribution to all self-evaluation processes and setting priorities for improvement, are excellent features. They ensure that all leaders have a rigorous awareness of the school's strengths and areas for development. This enables them to challenge the school and hold it to account for its performance.

The competence and ability of the headteacher and staff to plan in order to ensure improvement are excellent; for example, recent priorities have ensured standards of teaching that are consistently high. The development plan derives directly from the self-evaluation process and details the main priorities logically. Plans and actions allocate responsibilities clearly, including monitoring and evaluating consistent efficiency.

Partnership working: Excellent

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

The school has a strong relationship with parents and carers. They support the school practically and financially. This, for example, has led to a clear improvement in the outdoor area for Foundation Phase pupils. Particular features are the 'Family Learning Signature' ('Llofnod Dysgu Teulu') and 'Family Fun' ('Hwyl y Teulu') projects. The 'Family Signature' has meant negotiating and forming an agreement between the school and the home on how parents can overcome difficulties such as commitment, skills, the environment and culture, that can be frustrating when trying to support their children at home. This has led to successful actions that enable parents to support their children better. 'Family Fun' activities have led, for example, to increasing parents' confidence to speak Welsh with their children, and contribute successfully to pupils' bilingual skills.

The school is prominent in the joint planning process, and has worked successfully with schools in the catchment area to plan to promote pupils' skills. This has led to valuable experiences and good standards, and the work has now been shared with other schools in a local conference.

There are valuable links with the playgroup that feeds into the school. This ensures that pupils settle quickly on entry to the school. There is effective co-operation with schools in the catchment area and the local secondary school to standardise and moderate pupils' work in the core subjects jointly. This ensures a sound understanding of the standards that are expected at the end of key stage 2. There are effective transition programmes between the school and the nearby secondary school to ensure a smooth and seamless transition for pupils.

The school has worked successfully with the community, local businesses and national organisations to improve pupils' learning experiences. Work with the Community Warden is innovative, and these pupils take pride in their role as wardens and helping adults in the community, for example by collecting refuse, gardening, painting benches and running errands. This has led to pupils' appreciation and pride in their community.

Resource management: Good

There is an appropriate number of teachers and support staff with suitable qualifications to teach the curriculum, and the sense of a teaching team is a strong feature of the school. Support staff provide robust assistance and have a significant effect on pupils' development and attainment, for example by improving results in mathematical reasoning in key stage 2.

The school has rigorous financial arrangements and expenditure links well with the school's objectives, targets and plans. For example, use of the Pupil Deprivation Grant has a significant effect on improving standards of reading throughout the school, in addition to supporting more vulnerable pupils. The headteacher and governors monitor and manage expenditure carefully.

There are suitable arrangements to provide planning, preparation and assessment time for teachers.

The school is a strong learning community. There is a wide range of good opportunities for staff to improve their skills and professional knowledge, and to share good practice with other schools. This has a positive effect on planning and teaching and also develops a valuable relationship with parents through the 'Family Fun' scheme.

Considering the good outcomes and prudent use of funding, the school provides good value for money.

Appendix 1: Commentary on performance data

6612108 - Ysgol Gynradd Talysarn

Number of pupils on roll	93
Pupils eligible for free school meals (FSM) - 3 year average	23.2
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	19	6	16	9
Achieving the Foundation Phase indicator (FPI) (%)	78.9	83.3	62.5	100.0
Benchmark quartile	2	2	4	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	19	6	16	9
Achieving outcome 5+ (%)	89.5	83.3	62.5	100.0
Benchmark quartile	1	2	4	1
Achieving outcome 6+ (%)	26.3	50.0	25.0	44.4
Benchmark quartile	1	1	3	1
Mathematical development (MDT)				
Number of pupils in cohort	19	6	16	9
Achieving outcome 5+ (%)	84.2	83.3	75.0	100.0
Benchmark quartile	2	3	4	1
Achieving outcome 6+ (%)	21.1	66.7	25.0	66.7
Benchmark quartile	2	1	3	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	19	6	16	9
Achieving outcome 5+ (%)	89.5	83.3	87.5	100.0
Benchmark quartile	3	4	4	1
Achieving outcome 6+ (%)	63.2	83.3	50.0	66.7
Benchmark quartile	1	1	2	2

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.

6612108 - Ysgol Gynradd Talysarn

Number of pupils on roll	93
Pupils eligible for free school meals (FSM) - 3 year average	23.2
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	6	8	8	9
Achieving the core subject indicator (CSI) (%)	100.0	100.0	100.0	88.9
Benchmark quartile	1	1	1	3
English				
Number of pupils in cohort	6	8	8	9
Achieving level 4+ (%)	100.0	100.0	100.0	88.9
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	50.0	37.5	50.0	11.1
Benchmark quartile	1	1	1	4
Welsh first language				
Number of pupils in cohort	6	8	8	9
Achieving level 4+ (%)	100.0	87.5	100.0	88.9
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	66.7	25.0	50.0	22.2
Benchmark quartile	1	1	1	4
Mathematics				
Number of pupils in cohort	6	8	8	9
Achieving level 4+ (%)	100.0	100.0	100.0	88.9
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	50.0	12.5	25.0	11.1
Benchmark quartile	1	4	4	4
Science				
Number of pupils in cohort	6	8	8	9
Achieving level 4+ (%)	100.0	100.0	100.0	88.9
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	33.3	12.5	25.0	0.0
Benchmark quartile	2	4	3	4

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

* 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.	46		46 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	46		46 100%	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.	46		46 100%	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	46		46 100%	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.	46		46 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	46		46 100%	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.	46		46 100%	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.	46		46 100%	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.	46		45 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.	46		46 100%	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.	46		44 96%	2 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	46		46 100%	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.	22	12 55%	8 36%	1 5%	1 5%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	22	18 82%	2 9%	1 5%	1 5%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	22	11 50%	9 41%	2 9%	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.	22	11 50%	9 41%	0 0%	1 5%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	22	9 41%	9 41%	1 5%	1 5%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	22	15 68%	5 23%	1 5%	1 5%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	22	11 50%	9 41%	2 9%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	22	6 27%	11 50%	2 9%	1 5%	2	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.	21	11 52%	6 29%	0 0%	2 10%	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.	22	12 55%	9 41%	1 5%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	22	16 73%	3 14%	0 0%	2 9%	1	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'.	22	11 50%	7 32%	0 0%	2 9%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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 am kept well informed about my child's progress.	22	9 41%	9 41%	2 9%	1 5%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	22	14 64%	5 23%	0 0%	3 14%	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.	22	8 36%	11 50%	0 0%	2 9%	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.	22	13 59%	7 32%	0 0%	2 9%	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.	22	7 32%	8 36%	0 0%	2 9%	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.	22	13 59%	7 32%	0 0%	2 9%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	22	12 55%	7 32%	1 5%	2 9%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Hazel Hughes	Team Inspector
David Owen Jenkins	Lay Inspector
Buddug Mai Bates	Peer Inspector
Glenda Evans	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.