



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

A report on

**Ysgol San Sior
Church Walks
Llandudno
Conwy
LL30 2HL**

Date of inspection: May 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 San Sior is a voluntary aided Church in Wales primary school situated in the town of Llandudno, Conwy.

There are 245 pupils on roll, including 30 in the part-time nursery class. There are eight classes at the school and are taught by seven full-time and four part-time teachers.

About 6% of pupils are eligible for free school meals, which is significantly below the national average. The school identifies around 24% of pupils as having additional learning needs, which is similar to the average for Wales. Very few pupils have a statement of special education needs. Most pupils are of white British origin. Around 18% of pupils receive support for English as an additional language. Very few pupils speak Welsh at home.

The headteacher was appointed in September 1994 and the last inspection was in June 2009.

The individual school budget per pupil for Ysgol San Sior in 2016-2017 means that the budget is £3,385 per pupil. The maximum per pupil in the primary schools in Conwy is £14,063 and the minimum is £3,225. Ysgol San Sior is 49th out of the 55 primary schools in Conwy in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because

- Most pupils, make sound progress from their starting points as they move through the school and achieve expected standards
- Nearly all pupils with additional learning needs, including pupils with English as an additional language, make valuable gains against their personal targets
- Most pupils develop their literacy, numeracy and ICT skills effectively across the curriculum
- Standards of behaviour and self-discipline of almost all pupils in lessons and around the school are high
- The school provides a wide range of engaging indoor and outdoor learning experiences for pupils
- Teachers plan interesting lessons, with clear learning objectives, and nearly all lessons build upon previous learning experiences successfully
- The good quality of care, support and guidance has a positive effect on pupils' standards and wellbeing

Prospects for improvement

The school's prospects for improvement are good because:

- The robust leadership of the headteacher sets a clear strategic direction for developing the school
- Members of the senior management team are very aware of their roles and responsibilities, and they fulfil these very effectively and conscientiously
- The governors are very supportive of the school and recent initiatives have ensured that they have a growing understanding of the school's priorities for improvement
- The self-evaluation report is clear and identifies appropriate priorities well, all of which focus appropriately on standards and pupils' wellbeing
- The school sets realistic and challenging targets to improve standards
- The school has highly effective partnerships that greatly enhance pupils' learning experiences
- The school manages its resources well

Recommendations

- R1 Continue to improve attendance
- R2 Improve planning in key stage 2 to ensure better continuity and progression across classes
- R3 Ensure that the school's assessment information is used more effectively to plan for future learning
- R4 Further develop the role of the governing body in monitoring the school's performance and holding it to account

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils enter the school with skill levels that are expected for their age and ability. Most pupils, including those with additional learning needs and those who have English as an additional language, make sound progress from their starting points as they move through the school and achieve expected standards. In their lessons, and when discussing their work, most pupils recall previous learning well and show a good knowledge and understanding of what they have learnt.

In the Foundation Phase, most pupils develop their speaking and listening skills effectively and use an increasing range of vocabulary and sentence patterns correctly in different situations. They talk confidently about their work and are able to give clear opinions on characters in the class story. In key stage 2, most pupils communicate freely and confidently when discussing their work in a variety of contexts. They debate issues associated with deforestation maturely and knowledgeably to a high standard.

In the Foundation Phase, most pupils read at a level that is appropriate to their age and ability. They use successful strategies when reading unfamiliar words. Many pupils talk about characters and events in their favourite books as well as name the authors. In key stage 2, most pupils read with fluency and expression and, by the end of Year 6, most use their higher order reading skills purposefully. They discuss books they've read with clear understanding and have a wide knowledge about various authors. Nearly all pupils make effective use of their reading skills to glean information from books and from websites when researching their topic work.

By the end of the Foundation Phase, most pupils write independently and use basic punctuation with increasing accuracy. Many pupils write at length, both creatively and when recording their learning experiences across the curriculum, for example through a story based on the Greedy Pig and headline writing in the San Siôr Times. Throughout key stage 2, most pupils develop their writing skills well. By the end of the key stage, many pupils write at length using a wide range of vocabulary skilfully to enhance their writing. They use a wide range of media, for example when writing a letter to Sir David Attenborough about conservation and factual and creative work about the Second World War.

In the Foundation Phase, most pupils make good progress in their numeracy skills. They read, write and order numbers to a hundred, add and subtract two digit numbers and undertake simple addition and subtractions confidently. They know the names and properties of simple 2D shapes and use analogue and digital clocks to tell the time correctly. Most pupils use a range of appropriate measuring skills accurately such as centimetres, kilograms and grams with good understanding. Many pupils record simple information about their favourite fruit correctly and use this to create a simple bar graph. They apply their numeracy skills purposefully in a range of real life context such as when calculating ingredients required to bake a cake and when packaging eggs for marketing.

In key stage 2, most pupils' numeracy skills are secure. They apply these successfully across the curriculum, particularly in their environmental work, for example when they compare the number of eggs laid every year and calculating the profit made from the sale of chutney. Nearly all pupils have a good understanding of number and place value. They use a good range of mental and written methods confidently and accurately to solve problems and explain the strategies they use clearly. Many work out simple fractions and percentages and are confident when explaining their reasoning. They have appropriate data handling skills and record data on a bar chart and line graph accurately, for example when investigating the life span of different animals.

Most pupils across the school use information and communication technology (ICT) with confidence and for a range of purposes. In the Foundation Phase, most pupils use tablets effectively to practice their literacy and numeracy skills. Many use publishing programs confidently to produce a pictogram and a block graph about different types of pancakes. They create, store and receive digital content successfully, for example to design the front page for the school newspaper. Most pupils use modelling programmes accurately by following instructions to direct a programmable toy. Most pupils use a 'QR' scanner independently and correctly to solve problems.

In key stage 2, nearly all pupils communicate information clearly on screen and present their work in a variety of ways to suit the audience. In Years 3 and 4, most pupils interrogate data effectively, to present, for example, information on the flow of traffic in the town. In Year 5 and 6, pupils confidently develop their skills to make presentations for different purposes such as information about fashion through the ages. Pupils' understanding of the importance of e-safety is secure throughout the school.

Nearly all pupils have a very positive attitude towards learning Welsh. As they move through the school, most pupils make good progress in developing their speaking and listening skills. By the end of the Foundation Phase, most respond well to questions about characters in the story they've read. In key stage 2, most pupils build successfully on the work in the Foundation Phase and use a good range of basic vocabulary and sentence patterns well, for example, when answering questions about their written work. Many pupils across the school use Welsh regularly and confidently outside the classroom.

Most pupils' Welsh reading and writing skills develop well as they move through the school. By the end of the Foundation Phase, most pupils write simple sentences correctly about characters in the book 'Sanau Newydd Sali'. By the end of key stage 2, many pupils show clear progression and use of a wide range of phrases and sentences written accurately using familiar patterns to communicate factual and personal information that is within their experience, for example when writing personal profiles for a new teacher and writing a blog about a visit to a hotel.

At the end of the Foundation Phase over the last four years, pupils' performance in literacy and numeracy at the expected outcome has regularly been above the median compared to that of similar schools. Performance at the higher outcome over the same period has been below that of similar schools.

In key stage 2, pupils' performance at the expected level in English, mathematics and science has generally placed the school above the median compared to similar schools. Performance at the higher level in all subjects over the same period has been below that of similar schools. However, overall there has been a steady improvement year on year.

In the Foundation Phase and key stage 2, very few pupils have been eligible for free school meals in the last four years, so comparisons between their performance and that of others is not meaningful.

In the Foundation phase overall, there is no notable difference between the performance of boys and girls at the expected and the higher outcome. In key stage 2, there is no notable difference at the expected level between the performance of boys and girls in mathematics and science but girls tend to do better in English. At the higher level, girls tend to perform better than the boys in all subjects.

Wellbeing: Good

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

Standards of behaviour and self-discipline of most pupils in lessons and around the school are high. They are extremely courteous and welcoming towards visitors. They are proud of their school and their attitude towards learning is praiseworthy. By Year 6, most pupils demonstrate a developing understanding of how well they are doing and what they need to do to improve their work.

Pupils take full advantage of a wide range of opportunities to voice an opinion and to influence the school's life and work. Members of the school council and the eco council are very enthusiastic and understand that they are representing the views of other pupils in the school community. They co-operate particularly effectively with staff to ensure that the school is a safe, healthy and happy place, for example when investing the profit they make to improve outdoor play equipment and establish a reading den. Pupils describe enthusiastically how they've been successful in lobbying the local authority to lower the speed limit outside the school.

An outstanding feature is pupils' entrepreneurial skills. Many discuss with great confidence and maturity how they sell the honey, chutney and eggs they produce. They are very knowledgeable and describe in detail how they carry out research, work out cost, control quality and sell their produce to different outlets. This innovative work is recognised widely beyond the school.

Many pupils take an active role in community activities and take pride in the opportunity to work with local businesses. All pupils take an active role in raising funds for charities such as Children in Need and local hospices. This helps pupils to gain a greater awareness of what goes on in their community.

Pupils' attendance rates have placed the school in the lower 50% of similar schools for the past four years. However, a gradual improvement has been made in the last three years. Punctuality is generally good.

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

The school provides a wide range of engaging indoor and outdoor learning experiences, which meet statutory requirements and successfully build upon prior learning. The highly creative outside learning environment is utilised innovatively and is used extensively in the planning of the school curriculum.

The Literacy and Numeracy Framework has been embedded firmly in the school's plans which leads to rich opportunities to develop literacy, numeracy, ICT and pupils' thinking skills across the curriculum. Effective numeracy and literacy intervention programmes support targeted pupils well. Teachers are beginning to plan for, and implement, aspects of the new Digital Competence Framework appropriately. However, planning to ensure continuity and progression is not as robust in key stage 2 as in the Foundation Phase.

The wide range of interesting extra-curricular sporting activities and educational visits enhance and enrich pupils' learning experiences successfully. Educational visits to Rhyd Ddu for example develop pupils' social skills well.

All staff promote the Welsh language effectively. The planned programmes of work ensure that most pupils build their skills purposefully as they move through the school and there is a strong Welsh ethos in the school. Studies of Welsh artists such as Kyffin Williams and of different areas in Wales feature well in developing pupils' understanding of the history and culture of Wales.

The school has many successful arrangements in place for the promotion of sustainable development and global citizenship. Opportunities for pupils to learn about the lives of others in different parts of the world are very well developed. Through the school's extensive Fair Trade activities, pupils are provided with worthwhile opportunities to compare in detail the life of a child in a tea plantation in Malawi with that of their own. Activities associated with recycling, solar energy and growing and producing a range of home grown produce have been widely recognised at a national level as being exemplary.

Teaching: Good

Staff know their pupils well and provide a stimulating range of activities that match the needs of most pupils purposefully. Teachers plan interesting lessons, with clear learning objectives. Presentations are lively and have a good pace, and this prompts most pupils to work conscientiously. Nearly all lessons build upon previous learning experiences successfully.

All adults in the school are good role models for pupils and promote very positive working relations. This is particularly evident in developing pupils' Welsh language

skills. Teachers and teaching assistants question pupils skilfully in order to extend their understanding and to develop their thinking and communication skills. They work together effectively to promote good standards and the good behaviour displayed by most pupils.

Teachers mark pupils' work regularly and comment positively on their achievements. In the best practice, marking helps pupils to understand what they need to do to improve their work. Teachers encourage pupils to evaluate their own work and that of others and, as a result, many pupils across the school are developing a good understanding of what they need to do to improve their work.

Teachers assess pupils' work regularly and record their progress in detail. However, not all teachers use the school's tracking system effectively to identify pupils' achievements and to plan for the next steps in their learning.

There are suitable arrangements for reporting to parents on their children's progress and achievement.

Care, support and guidance: Good

The good quality of care, support and guidance has a positive effect on pupils' standards and wellbeing. The school has appropriate arrangements for promoting healthy eating and drinking and for ensuring that pupils understand how to be safe. Pupils have regular opportunities to take part in physical education lessons as well as an extensive after school sports programme.

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 demonstrated clearly in the caring way in which pupils treat each other.

Support for pupils with additional learning needs is exemplary and a notable strength of the school. The school identifies pupils who require additional help at an early stage. Individual education plans contain detailed, practical targets. Skilled teaching assistants deliver a wide range of very specific interventions to support these targets and work well with parents to review pupils' progress at regular intervals. As a result, most pupils who receive support make good, and sometimes very good, progress in relation to their individual targets.

Staff make good use of a wide range of specialist agencies to support pupils' specific needs well, including an educational psychologist, speech therapists and specialist teachers. This is instrumental in providing support of high quality for targeted pupils and their parents.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Excellent

A particularly strong feature of the school is its close, family ethos. It is a very inclusive and caring community in which pupils feel happy and safe. It places a strong emphasis on moral values and pupils' care and respect for themselves and others.

There is an obvious emphasis on ensuring equal opportunities and full access to the wide curriculum for all pupils. Respect for diversity and racial equality is promoted successfully through varied work, which includes studying countries such as Malawi, Sri Lanka and Pakistan.

Although the current accommodation is rather cramped, full use is made of all the space available inside and outside to enrich pupils' learning experiences. The outside area has been developed to an exceptionally high standard. It includes housing for hens and pheasants, an apiary, orchard, wildlife garden and dipping pond. All pupils make full use of these and have developed their skills of caring for animals very effectively and in developing their entrepreneurial skills. Other outdoor spaces have been imaginatively organised into different zones and provide very good opportunities through well-organised play and learning activities for all pupils to develop their skills. The school is particularly proud of its Zoo, which houses a wide range of insects and reptiles. Older pupils regularly give presentations to pupils from other schools about their work.

There are resources of good quality in all areas that support teaching and learning effectively. These include a wide selection of books of high quality and ample ICT resources.

Stimulating and attractive displays of teachers' work to promote pupils' learning and of pupils' achievements and successes in the classrooms and around the school create an interesting learning environment, and support learning effectively. They also engender pupils' pride in their work. The standard of cleanliness is high and the school building and grounds are well maintained and safe.

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

The robust leadership of the headteacher sets a clear strategic direction for developing the school. He has high expectations and shares these successfully with all staff, governors and pupils. Members of the senior management team are very aware of their roles and responsibilities, and they fulfil these very effectively and conscientiously. Teachers are committed and enthusiastic, and all staff work together closely as a team. They meet regularly to discuss provision and to track pupils' progress. This has a very positive effect on the extensive and stimulating experiences that are provided to address individuals' specific needs and raise the standard of pupils' work.

The school has effective performance management procedures for all members of staff and the head teacher ensures that the professional development of members of staff underpins the process well.

Governors are very supportive of the school. Recent initiatives have ensured that they have a growing understanding of the school priorities for development. They have started visiting the school as well as attending presentations on data and school performance. They have also taken part in book scrutiny with members of the staff in order to learn more about provision and standards.

The school responds successfully to national priorities such as Welsh and the Digital Competency Framework.

Improving quality: Good

There are robust and effective procedures for self-evaluation. The self-evaluation report is clear and identifies appropriate priorities well, all of which focus appropriately on standards and pupils' wellbeing. It draws on a suitable range of first-hand evidence, including classroom observations, a careful analysis of end of key stage performance data and national tests, the monitoring of provision and scrutiny of pupils' work. The outcomes of these activities determine the main priorities in the school development plan well.

The school seeks the views of pupils and parents regularly and takes action in line with their ideas and suggestions. This is very evident, for example, in the continuous improvements that are made to the school grounds. Frequent opportunities are afforded to parents to discuss their child's work and raise any issues of concern.

The school improvement plan includes a broad range of suitable actions, identifies staff responsible for their delivery and has realistic timescales. Senior leaders have thorough monitoring arrangements for evaluating progress towards priorities. However, the governing body's strategic role in the self-evaluation and planning for improvement process has not developed fully.

The school has a good track record in taking forward improvements to its provision. For example, recent actions to improve boys' reading have been successful.

Partnership working: Excellent

The school has highly effective partnerships that greatly enhance pupils' learning experiences very successfully. It works innovatively with a number of retailers, organisations, local sports clubs and places of worship. An outstanding example is the successful partnership with a local food outlet to sell the eggs it produces at its national award winning poultry enterprise. This experience contributes effectively to developing pupils' entrepreneurial skills as well as their numeracy and literacy skills.

The partnership with the local authority's education services is particularly strong and the school takes part in a wide range of initiatives, including providing support for other schools, speaking at conferences and welcoming other teachers to the school to share good practice, particularly in its approach to its unique entrepreneurial and environmental work.

The school has very effective partnerships with a number of training institutions, such as The University of Wales and Llandrillo College. Research students from Liverpool John Moores University visit the school annually in order to study the way sustainability issues are addressed in the school as part of a nationwide programme looking at 'Sustainability in the Early Years across the UK'.

The school has strong links with the local playgroup which helps pupils to settle quickly when they start school. Joint working with the local high schools supports pupils' successful transfer to Year 7. Arrangements include a well-planned weeklong

visit where pupils are immersed in the whole range of curricular and pastoral activities so that pupils become very familiar with the secondary school environment and routines.

Partnership working with the cluster of primary schools and the high school has resulted in very effective moderation and standardisation of assessments at the end of key stage 2 and the production of detailed portfolios of work. They add appropriate rigour to the process of assessment and inform all partners successfully about the standards that pupils should achieve.

Resource management: Good

The school has a suitable number of qualified and experienced staff who make a valuable contribution to pupils' learning and wellbeing. Teachers make purposeful use of their planning, preparation and assessment time and the arrangements are managed effectively. Teaching assistants provide comprehensive and dedicated support for pupils. They have a positive effect on improving pupils' standards of work and attainment, for example in mathematics and reading.

All staff participate in regular training events, linked to their individual targets and priorities. The school is developing well as a learning community and staff share good practice with other schools in the area as well as further afield, for example global learning and the Digital Competence Framework.

The school manages its resources well. The headteacher and governors monitor expenditure carefully in order to ensure the most effective use of financial resources. The 'Friends of San Siôr' group raise substantial funds each year, which is spent, for example, on the purchase a new mathematics resources and on improving ICT resources.

Current plans for allocating the Pupil Deprivation Grant focus appropriately on supporting vulnerable pupils and tackling underachievement in reading and mathematics. As a result, most targeted pupils make at least the expected progress.

Due to the good standards that pupils achieve and the effective quality of the provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6623307 - Ysgol San Sior

Number of pupils on roll	242
Pupils eligible for free school meals (FSM) - 3 year average	6.7
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	30	29	30	31
Achieving the Foundation Phase indicator (FPI) (%)	100.0	93.1	93.3	93.5
Benchmark quartile	1	2	3	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	30	29	30	31
Achieving outcome 5+ (%)	100.0	93.1	96.7	96.8
Benchmark quartile	1	2	2	2
Achieving outcome 6+ (%)	30.0	27.6	20.0	32.3
Benchmark quartile	3	3	4	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	30	29	30	31
Achieving outcome 5+ (%)	100.0	93.1	96.7	96.8
Benchmark quartile	1	3	2	2
Achieving outcome 6+ (%)	43.3	27.6	30.0	38.7
Benchmark quartile	1	3	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	30	29	30	31
Achieving outcome 5+ (%)	100.0	100.0	93.3	96.8
Benchmark quartile	1	1	4	4
Achieving outcome 6+ (%)	36.7	37.9	33.3	61.3
Benchmark quartile	3	4	4	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.

6623307 - Ysgol San Sior

Number of pupils on roll 242
 Pupils eligible for free school meals (FSM) - 3 year average 6.7
 FSM band 1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	27	30	29	30
Achieving the core subject indicator (CSI) (%)	92.6	86.7	89.7	100.0
Benchmark quartile	2	3	4	1
English				
Number of pupils in cohort	27	30	29	30
Achieving level 4+ (%)	92.6	86.7	93.1	100.0
Benchmark quartile	3	4	3	1
Achieving level 5+ (%)	33.3	36.7	41.4	50.0
Benchmark quartile	3	3	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	27	30	29	30
Achieving level 4+ (%)	100.0	100.0	93.1	100.0
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	29.6	36.7	31.0	56.7
Benchmark quartile	4	3	4	2
Science				
Number of pupils in cohort	27	30	29	30
Achieving level 4+ (%)	96.3	100.0	89.7	100.0
Benchmark quartile	2	1	4	1
Achieving level 5+ (%)	29.6	33.3	34.5	40.0
Benchmark quartile	3	3	4	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 a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	120		115 96%	5 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	120		95 79%	25 21%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	120		108 90%	12 10%	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	120		105 88%	15 12%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	119		95 80%	24 20%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	118		108 92%	10 8%	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.	120		116 97%	4 3%	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.	120		114 95%	6 5%	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.	119		95 80%	24 20%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%	
I have enough books, equipment, and computers to do my work.	120		110 92%	10 8%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	119		53 45%	66 55%	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	119		78 66%	41 34%	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 a total of all responses 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.	73	48 66%	24 33%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	73	54 74%	18 25%	1 1%	0 0%	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.	73	58 79%	13 18%	1 1%	0 0%	1	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.	73	41 56%	28 38%	1 1%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	73	34 47%	32 44%	4 5%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	73	44 60%	27 37%	1 1%	0 0%	1	Mae'r addysgu yn dda.
		61%	37%	2%	0%		
Staff expect my child to work hard and do his or her best.	73	41 56%	28 38%	1 1%	0 0%	3	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.	73	23 32%	39 53%	6 8%	1 1%	4	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%	7%	2%		
Staff treat all children fairly and with respect.	73	43 59%	18 25%	6 8%	0 0%	6	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.	73	41 56%	22 30%	3 4%	0 0%	7	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	73	50 68%	18 25%	2 3%	0 0%	3	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'.	73	35 48%	19 26%	5 7%	0 0%	14	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	73	30 41%	28 38%	12 16%	1 1%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	73	43 59%	22 30%	7 10%	0 0%	1	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.	73	33 45%	30 41%	2 3%	0 0%	8	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.	73	43 59%	26 36%	1 1%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	73	31 42%	15 21%	2 3%	0 0%	25	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.	73	52 71%	20 27%	1 1%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	73	43 59%	28 38%	2 3%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Hazel Hughes	Team Inspector
David Owen Jenkins	Lay Inspector
Gruffydd Dylan Roberts	Peer Inspector
Ian Keith Jones	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.