



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report on

**Ysgol Gynradd Peniel
Peniel
Carmarthen
Carmarthenshire
SA32 7AB**

Date of inspection: January 2015

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 Peniel is situated on the outskirts of the village and is maintained by Carmarthenshire local authority. There are 116 pupils between 3 and 11 years old on roll, and they are taught in four mixed-age classes. A very few pupils are eligible for free school meals.

About 14% of pupils are on the register of pupils who have additional learning needs, and a very few have a statement of special educational needs. Fifty-five per cent of pupils come from Welsh-speaking homes.

The current headteacher started in post in January 2008 and the deputy headteacher in September 2014. Since the last inspection in September 2009, the school has moved to a new purpose-built building.

The individual school budget per pupil for Ysgol Gynradd Peniel in 2014-2015 is £3,628. The maximum per pupil in primary schools in Carmarthenshire is £9,977 and the minimum is £3,325. Ysgol Gynradd Peniel is in 60th position of the 95 primary schools in Carmarthenshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's performance is adequate because:

- Many pupils make good progress during their time at the school
- From a very early age, many pupils speak easily and express an opinion clearly
- Older pupils use their thinking skills effectively in their programming work on the computer
- Many pupils' numeracy skills are effective across the school
- Pupils understand what they need to do to improve their work
- Pupils are very aware of the importance of physical exercise and provision for this is good
- Pupils are courteous and behave well
- Pupils like coming to school and attendance is very good
- Teachers plan activities that gain pupils' interest effectively and model oral language of a high standard

However:

- The school's performance over the last four years does not compare favourably with the performance of similar schools
- The gap between boys' performance and that of girls is too large
- More able pupils do not achieve as well as they could

Prospects for improvement

The school's prospects for improvement are good because:

- The leadership is based on a clear vision and objectives, which have been shared successfully with everyone who is involved with the school
- There is a strong focus on raising standards
- Good use of the expertise of various members of staff
- The school pays appropriate attention to national and local priorities
- There is a clear structure for evaluating its own performance and planning for improvement
- The school has fostered a wide range of useful partnerships that contribute effectively to enriching provision for pupils

Recommendations

- R1 Raise pupils' outcomes at the end of the Foundation Phase and the end of key stage 2 so that they compare better with those of similar schools
- R2 Ensure that more able pupils' outcomes compare better with those of similar schools
- R3 Ensure that teaching is consistently good in key stage 2
- R4 Ensure that assessment across the school reflects pupils' standards better
- R5 Develop the new senior leadership team's strategic role and focus on establishing robust arrangements for monitoring the range of provision
- R6 Ensure that success criteria in plans for improvement include performance in comparison with that of similar schools

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils' basic skills on entry to the school are varied and language skills are consistently lower than other skills. Many pupils make good progress during their time at the school. In general, they work productively in classes and make appropriate progress against lesson aims. Many pupils use their thinking skills purposefully across the curriculum, particularly in the top part of the school in developing programming skills on the computer. However, more able pupils do not always achieve as well as they could.

Most pupils' oral skills are developing successfully throughout the school. From a very early age, many speak easily and express an opinion clearly. Most are able to retell a story aloud confidently and listen effectively to other contributions. In key stage 2, pupils' oral skills in Welsh and English continue to develop effectively, in both formal and informal situations.

By the end of the Foundation Phase, many pupils are able to use strategies effectively when reading unfamiliar words or to find a meaning. Many identify and read basic words correctly and pay appropriate attention to punctuation marks. In key stage 2, most read confidently and vary voice intonation appropriately for their age. Many use a dictionary successfully and they are able to scan effectively when collecting information about cross-curricular topics. However, pupils in key stage 2 choose their own reading books, and a few choose books that are too easy or too difficult for them. As a result, not all of them make appropriate progress.

Many pupils' writing skills are developing well across the school. In the Foundation Phase, pupils use a mind map when planning a story that is the basis for comprehensive extended work in Welsh. Many pupils' handwriting is neat and they are confident when writing independently. By the end of key stage 2, many show a sound awareness of various forms of writing in both languages, and use these features confidently across a range of subjects. Many of these pupils in key stage 2 make good progress in their extended writing in Welsh and English.

In the Foundation Phase, most pupils develop numeracy skills effectively in various activities across the areas of learning. In key stage 2, most have a firm grasp of an appropriate range of numeracy skills. They are able to use a wide range of appropriate strategies to solve number problems successfully. Pupils apply the numeracy skills that they learn in mathematics lessons effectively in other subjects. For example, when studying a project on energy at the top end of the school, a comparison of electricity prices from a variety of providers led to developing a spreadsheet to calculate an electricity bill.

In the Foundation Phase, there has been a general trend of improvement in pupils' performance at the expected level in literacy and mathematical development over three years. However, in the same period, performance in terms of language skills

has placed the school consistently either in the lower 50% or the bottom 25% in comparison with similar schools. Having been in the lower 50% for two years, the school improved its performance in mathematical development, moving to the top 25% in 2014. Pupils' performance in literacy at the higher outcome has improved and places the school in the upper 50% in comparison with similar schools, following two years in the lower 50%. Performance in pupils' mathematical development at the higher outcome does not show the same progress and, in 2014, performance places the school in the lower 50%.

In key stage 2 in 2014, pupils' performance in terms of attaining the expected level (level 4) in Welsh, English and mathematics does not compare well with that in similar schools. Its performance in Welsh and English places the school in the lower 50% of similar schools, and mathematics places it in the bottom 25%. Performance in science has been better and places the school in the top 25%. In general, the trend in the school's performance in core subjects has been downward, except in science, in which it has been inconsistent. On the whole, the performance of pupils who attain the higher level than expected (level 5) over the same period has been below the median in comparison with performance levels in similar schools.

Although the number is very small, the achievement of pupils who are eligible for free school meals is generally better in comparison with their peers. Over time, girls perform consistently better than boys in terms of attaining the expected level, especially in Welsh and English. The gap between them is consistently higher than the gap for the family. Pupils who have additional learning needs achieve appropriately at a level that corresponds with their ability and they make good progress against their personal targets.

Wellbeing: Good

All children feel safe at the school and know to whom to turn if they are worried. Nearly all pupils behave in a responsible manner and show respect and care for each other. In general, they are diligent and enthusiastic and co-operate appropriately. Many pupils show an interest in their work and keep on task for specific periods. However, pupils' ability to work independently or to take responsibility for their own learning has not developed as well at the bottom of key stage 2.

Nearly all pupils understand the importance of eating and drinking healthily. They have very positive attitudes to the number of physical education opportunities that are available in the school during the day and through after-school clubs. Pupils who are sports ambassadors take their responsibilities seriously and arrange Fit Friends events regularly during break times. This is of great assistance in ensuring that fellow pupils' attitudes to keeping fit develop well and is one of the school's obvious strengths.

The school council and the eco committee are well established and pupils are aware of their responsibilities. They have contributed towards a number of aspects of the school's work such as the termly newsletter 'Llais y Plant' (the Children's Voice), the bullying policy and the anti-bullying agreement. Through the work of these councils, pupils make decisions that have a positive effect on school life. An example of this is their contribution to promoting the importance of fair trade. Pupils contribute effectively to the local community through a variety of activities such as raising money for local charities and taking part in services in the chapel.

Nearly all pupils are consistently punctual and enjoy coming to school, and attendance rates over the last four years have increased well. In 2014, the attendance rate is 98.1%, and over four years it has placed the school consistently in the top 25% in comparison with similar schools. The attendance rate is one of the school's strengths.

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

The school has appropriate procedures for planning the curriculum in order to ensure achievement over time. This includes planning a wide range of rich learning experiences that gain the interest of most pupils successfully. Planning responds appropriately to the requirements of the National Curriculum and the principles of the Foundation Phase. The school ensures that learners of all ages contribute successfully to the process of planning the theme and taking ownership of their learning.

Learning activities are enriched purposefully through extra-curricular activities such as a visit to a wind farm or residential visits. The school provides regular opportunities for pupils to take part in activities and sports clubs that promote these activities very effectively. This is one of the school's obvious strengths.

Organising the curriculum into cross-curricular themes provides effective teaching opportunities to ensure progress and progression in literacy and numeracy skills. This responds well to the requirements of the Literacy and Numeracy Framework, which is planned appropriately through the school. The school provides practical opportunities successfully to develop pupils' thinking skills across the curriculum and relate them to everyday life. However, there are not enough opportunities for pupils to write at length in key stage 2, particularly when studying religious education.

Support to improve the numeracy and literacy skills of particular groups of pupils is effective. This has a positive effect on these pupils' ability to reach their personal targets in these areas. The Cwricwlwm Cymreig has a prominent place at the school, and pupils study and celebrate the work of a number of prominent Welsh people, including Tudur Dylan, Dylan Thomas and Kyffin Williams. The school promotes the Welsh language effectively, and staff are good language models, who encourage pupils to emulate them and use appropriate language patterns and vocabulary effectively and confidently. The Cymraeg Cŵl (Cool Welsh) reward system promotes the Welsh language further successfully within the school.

Through the work of the eco committee and the Llais y Plant (Children's Voice) newsletter, the school provides regular and appropriate opportunities for pupils to have a prominent voice in the school's environmental decisions. The school has ensured appropriate opportunities to promote pupils' understanding of how to act sustainably by recycling and saving energy. Pupils enjoy the responsibilities that are given to them and they have a positive effect on a number of aspects of school life. The school has enriched pupils' education through a number of international links. Through these, pupils learn about the way of life in other countries through direct information from pupils who live there.

Teaching: Good

The school's teachers plan exciting lessons and tasks that gain most pupils' interest across the school effectively. They model oral language of a high standard. The effect of teaching on the school's current work is good.

In most lessons, teaching is successful. In these lessons, teachers ensure a suitable pace and give lively presentations that ignite pupils' enthusiasm. They provide work that corresponds appropriately to pupils' attainment levels and challenges them appropriately. In these successful lessons, teachers question pupils probingly and encourage them to think in order to deepen their understanding. Teachers manage classes effectively and ensure that pupils are on task consistently during lessons.

In the exceptions where teaching is less effective, teaching does not ensure that all pupils are on task or are developing into sufficiently independent learners. Here, the pace of presentation is slow, and expectations are not high enough to meet all pupils' requirements.

Nearly all teachers use effective strategies to assess pupils' progress in lessons and provide valuable oral feedback for them. Teachers mark effectively, follow the success criteria and provide constructive comments for pupils on how to improve their work. Pupils have occasional opportunities to respond in writing to these comments. In this way, pupils become aware of how well they are achieving, and what they need to do in order to improve.

Teachers use assessment information purposefully in order to identify and target individuals and groups effectively. Levelling and moderating procedures are in place and, in most cases, assessment is accurate. However, in a few cases, assessment is too severe and has a detrimental effect on the data that is based on end of key stage outcomes and levels. Reports to parents meet requirements and include useful information for them about their children's achievements and development.

Care, support and guidance: Good

The school has appropriate arrangements to promote eating and drinking healthily and pupils have a daily opportunity to buy fruit. Staff promote pupils' health and wellbeing very effectively, and provide a very wide range of sports activities during the day and through extra-curricular activities and after-school clubs. They encourage all pupils to take part by making use of sports ambassadors. This is an obvious strength.

Staff support pupils' spiritual, moral, social and cultural development successfully through a variety of appropriate activities, and the school is a core part of the local community. The school's expectations in terms of pupils' behaviour are identified clearly within the school rules, and its values and policies. Good behaviour is promoted and rewarded in all classes.

The school invites experts to visit the school regularly in order to enrich pupils' educational experiences. Very purposeful use is made of the support of the music service through the wide range of music lessons that are provided. The school also

co-operates very successfully with Sport Wales. It makes good use of specialist services that ensure that pupils receive professional information and help, including support when necessary. An example of this is the close co-operation with the county's hearing impairment service.

The school has robust policies and procedures for dealing with discrimination, harassment and bullying. The school has ensured pupils' commitment by including them successfully in the process of creating the anti-bullying policy. As a result, every pupil, class by class, signed an anti-bullying agreement. The school's arrangements for safeguarding meet requirements and are not a cause for concern.

There is good provision for pupils who have additional learning needs. Teachers identify pupils' needs at an early stage and ensure that they receive appropriate support. The individual education plans for pupils include clear targets, and there are regular arrangements to discuss progress with parents. The school monitors these pupils' progress against their targets carefully in order to provide purposeful and timely support.

Learning environment: Good

The school is a happy, inclusive and caring community in which all pupils have full access to the curriculum. This community co-operates purposefully in order to reflect the school's mission, namely 'Llwyddo gyda'n Gilydd' (Succeeding Together) successfully. The school's objectives lead to appreciating and celebrating diversity effectively through a number of international links.

The school has a wide range of good quality resources and suitable use is made of them to support learning. There are rich displays of pupils' work along the corridors and in classrooms, which fosters pride in them about their work. In addition, the school celebrates pupils' success by displaying evidence of their successes inside and outside the school.

There is a beneficial range of physical education resources, and sports fields and the changing rooms for boys and girls are well maintained. The building is of good quality inside and outside and is adequate at present for the number of pupils. The school makes effective use of what is available. The standard of cleanliness, maintenance and safety at the school and its grounds is good.

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

The headteacher has a clear vision for developing the school, which is based on co-operating to raise standards and ensure pupils' wellbeing. The headteacher shares the vision successfully with staff and everyone else associated with the school. These high expectations have a positive effect on the school's current standards.

The deputy headteacher is new to the post, and has begun to take some responsibilities for leading the school appropriately jointly with the headteacher. However, senior leadership team's strategic role does not focus sufficiently on

establishing powerful arrangements for monitoring the range of provision. For example, although the headteacher and deputy headteacher monitor teachers' plans regularly, they do not ensure that these plans are also in action in the classroom or reflected in pupils' books in religious education.

Staff job descriptions are in place and identify their roles and responsibilities appropriately. The school pays due attention to the staff's continuous development, which is linked to the school's priorities and performance management targets. Regular staff meetings are held in which there are opportunities for the school's staff to share information about lesson observations and scrutinising books together. In these meetings, the school's leaders focus appropriately on raising standards of pupils' work. As a result, outcomes at the end of the Foundation Phase now show progress and compare favourably with those of similar schools.

The school pays appropriate attention to national and local priorities. The Foundation Phase has now been established successfully and staff use the Literacy and Numeracy Framework in their planning effectively.

Members of the governing body take a strategic and appropriate role in the school's life and work. They receive regular reports from the headteacher on pupils' attainment and the school's performance. Their role when visiting the school has developed appropriately over time. This helps them to monitor provision and understand how well pupils are achieving. As a result, they have a better understanding to begin to challenge the school and hold staff to account for its performance. However, this challenge has not yet had enough effect on raising standards at the end of key stage 2 in comparison with those of similar schools.

Improving quality: Good

The school's self-evaluation report is comprehensive and identifies its strengths and most areas that need to be developed accurately.

The self-evaluation process is based on appropriate evidence, which includes analysing data, observing lessons, discussing with pupils and scrutinising their books. The school has effective arrangements for collecting the views of parents and pupils through questionnaires and it gives suitable consideration to their comments and suggestions. This has led to including pupils in the process of creating an anti-bullying policy.

There is a robust link between the priorities in the school development plan and the main outcomes of the self-evaluation process. The form and structure of the school development plan are appropriate and the steps to be implemented are clear and practical. The document includes an appropriate number of quantitative targets that focus on raising standards and are beginning to have a positive effect on pupils' performance, especially in the Foundation Phase. However, these targets do not place a consistent enough focus on the comparisons with similar schools to ensure that they are incisive enough. Senior leaders review progress with the priorities of the previous year's development plan appropriately.

Partnership working: Good

The school works successfully with a range of partners in order to realise its vision. There is an effective relationship between the school and parents. Parents are very supportive of all the school's activities. The school shares information about its activities and classes' work effectively through regular letters and through information on the website. Through a varied range of events, the parents and friends association raised over £5,000 last year. This money has been used to contribute to the costs of pupils' educational visits. Parents and residents from the community come to the school on a weekly basis to read with pupils in the Foundation Phase. This is in addition to the literacy, numeracy and ICT curricular evenings for parents. The focus on co-operating with parents on raising standards of reading has increased parents' understanding of how to promote and develop their children's reading skills, and has a positive effect on standards.

There is a good partnership between the school and the local community. Pupils visit the nearby chapel regularly in order to conduct religious services and to help with the arrangements for the monthly lunch club for residents in the area. The community makes regular use of the school's resources and this contributes to ensuring that the school is a central part of the community. As a result, pupils' social skills and confidence when presenting and talking to adults have developed well. The school works effectively with many agencies in the community and local business to enrich the school curriculum and raise pupils' awareness of their area and their responsibility within their community.

The school works closely with nursery groups in the area to ensure that children settle quickly into the reception class. The range and quality of transfer arrangements for the older pupils into the secondary school are good. They are prepared thoroughly for the next stage in their education. The school co-operates successfully with primary schools in the catchment area and other primary schools to share good practice in aspects such as extended writing and entrepreneurship. On the whole, the effective co-operation to standardise and moderate levels of pupils' work jointly develops teachers' confidence. However, in a few cases, teachers' understanding of levelling is not accurate enough. As a result, assessment is too severe and has a detrimental effect on the end of key stage outcomes and levels.

The school has established a number of effective partnerships with external agencies and the local authority. This has a positive effect on pupils' wellbeing. An example of this is the provision for safety on the internet for the older pupils at the school and parents from the police liaison officer. As a result of the effective partnership with the county's music service, over half of pupils in key stage 2 receive instrumental lessons in school. Many of them are making very good progress.

Resource management: Adequate

The school has a sufficient number of teachers and support staff to meet its current needs. Leaders make beneficial use of staff's expertise and interests in order to enrich the curriculum for pupils. Specific examples of this are the effective provision for physical education and ICT.

The school respond appropriately to statutory requirements to reduce teachers' workload. Teachers use their planning, preparation and assessment time effectively in order to gain most pupils' interest successfully in lessons. Effective procedures are in place to manage staff performance. As a result, they receive a range of purposeful training that responds appropriately to the school's priorities and personal professional needs.

The school has taken part in a number of professional networks jointly with other schools in the past. It is part of a network that develops understanding and resources for more able pupils with four other schools at present. There is another network within the school that leads to strengthening the use of assessment for learning techniques purposefully. The school's current standards along with teaching show that these are having a positive effect.

There is a suitable range of resources at the school, which are managed and used effectively to ensure that all pupils have full access to the curriculum.

The school's expenditure decisions link appropriately with the priorities for the development plan for raising pupils' standards and wellbeing and they are monitored appropriately. As only a few pupils are eligible for free school meals, it has not received a pupil deprivation grant this year.

Considering the standards that pupils achieve, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6692014 - Ysgol Gynradd Peniel

Number of pupils on roll	123
Pupils eligible for free school meals (FSM) - 3 year average	0.4
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	18	15	18
Achieving the Foundation Phase indicator (FPI) (%)	88.9	80.0	94.4
Benchmark quartile	3	4	2
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	18	15	18
Achieving outcome 5+ (%)	88.9	80.0	94.4
Benchmark quartile	3	4	3
Achieving outcome 6+ (%)	16.7	26.7	38.9
Benchmark quartile	3	3	2
Mathematical development (MDT)			
Number of pupils in cohort	18	15	18
Achieving outcome 5+ (%)	94.4	93.3	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	22.2	33.3	27.8
Benchmark quartile	3	2	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	18	15	18
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	33.3	46.7	72.2
Benchmark quartile	3	3	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.

6692014 - Ysgol Gynradd Peniel

Number of pupils on roll	123
Pupils eligible for free school meals (FSM) - 3 year average	0.4
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	13	15	15	15
Achieving the core subject indicator (CSI) (%)	84.6	100.0	93.3	86.7
Benchmark quartile	3	1	2	4
English				
Number of pupils in cohort	13	15	15	15
Achieving level 4+ (%)	84.6	100.0	93.3	93.3
Benchmark quartile	4	1	3	3
Achieving level 5+ (%)	15.4	33.3	33.3	33.3
Benchmark quartile	4	3	3	4
Welsh first language				
Number of pupils in cohort	13	15	15	15
Achieving level 4+ (%)	76.9	100.0	93.3	86.7
Benchmark quartile	4	1	2	3
Achieving level 5+ (%)	15.4	33.3	33.3	33.3
Benchmark quartile	4	2	3	3
Mathematics				
Number of pupils in cohort	13	15	15	15
Achieving level 4+ (%)	84.6	100.0	93.3	86.7
Benchmark quartile	4	1	3	4
Achieving level 5+ (%)	7.7	40.0	33.3	40.0
Benchmark quartile	4	3	4	3
Science				
Number of pupils in cohort	13	15	15	15
Achieving level 4+ (%)	84.6	100.0	93.3	100.0
Benchmark quartile	4	1	3	1
Achieving level 5+ (%)	15.4	33.3	33.3	33.3
Benchmark quartile	4	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 the learner questionnaire

Denotes the benchmark – this is a 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.	60	60 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	58	57 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	60	60 100%	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	60	60 100%	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.	60	60 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	59	57 97%	2 3%	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.	60	60 100%	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.	60	60 100%	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.	58	56 97%	2 3%	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.	59	59 100%	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.	58	42 72%	16 28%	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	58	48 83%	10 17%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to parent questionnaire

Denotes the benchmark – this is a 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.	33	19 58%	11 33%	1 3%	2 6%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	33	28 85%	3 9%	1 3%	1 3%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	33	24 73%	6 18%	0 0%	2 6%	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.	31	18 58%	10 32%	0 0%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	33	16 48%	12 36%	1 3%	2 6%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	31	17 55%	10 32%	1 3%	1 3%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	33	19 58%	12 36%	2 6%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	33	15 45%	13 39%	1 3%	2 6%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	33	17 52%	12 36%	2 6%	1 3%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	33	25 76%	6 18%	1 3%	1 3%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	32	21 66%	11 34%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	31	17 55%	5 16%	0 0%	2 6%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	33	11 33%	13 39%	6 18%	1 3%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	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.	33	20 61%	10 30%	1 3%	1 3%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	33	13 39%	10 30%	2 6%	1 3%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	33	19 58%	11 33%	2 6%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	28	9 32%	8 29%	2 7%	2 7%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	33	24 73%	7 21%	1 3%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	32	18 56%	12 38%	1 3%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Maldwyn Pryse	Reporting Inspector
Eifion Watkins	Team Inspector
Gwen Aubrey	Lay Inspector
Ceri Innes-Parry	Peer Inspector
Angharad Jones	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

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.