



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

**A report on**

**Ysgol Gynradd Bodedern  
Bodedern  
Holyhead  
Isle of Anglesey  
LL65 3TZ**

**Date of inspection: November 2016**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

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

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

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**Publication date: 13/01/2017**

## Context

Ysgol Gynradd Bodedern is a naturally bilingual primary school that admits children between 3 and 11 years old. It is situated in the village of Bodedern, in Anglesey local authority, and serves the village and the surrounding rural area.

There are 114 pupils between 3 and 11 years old on roll, including 15 part-time nursery children. They are taught in 4 mixed-age classes. Pupils are admitted to the school on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday.

Approximately 16% of pupils are eligible for free school meals, which is lower than the county and national averages. Approximately 13% of pupils have additional learning needs, and a very few pupils have a statement of special educational needs. A very few pupils are looked after by the local authority.

Nearly all pupils are from a white British ethnic background, and approximately 75% come from Welsh-speaking homes.

The school was last inspected in November 2009. The current headteacher was appointed in January 2000.

The individual school budget per pupil for Ysgol Gynradd Bodedern in 2016-2017 is £3,920. The maximum per pupil in primary schools in Anglesey is £6,763 and the minimum is £2,889. Ysgol Gynradd Bodedern is in 36<sup>th</sup> place of the 47 primary schools in Anglesey in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school's current performance is adequate because:

- Most pupils make suitable progress as they move through the school
- Most pupils have good speaking and listening skills
- Many pupils in the Foundation Phase make good progress in their writing skills
- Most pupils have sound numeracy skills
- Many pupils' information and communication technology (ICT) skills are developing robustly
- The standard of most pupils' behaviour is good, and they are courteous towards each other and adults, and treat each other with respect, care and concern

However:

- Across the school, only a few pupils use specific strategies when reading unfamiliar words and determine a suitable meaning and, in key stage 2, only a minority of pupils use higher order reading skills confidently
- In key stage 2, the linguistic accuracy and syntax of a minority of pupils are erroneous, and there are times when over-use of worksheets hinders pupils' free and extended writing, which impedes their progress

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision for developing the school, which is based on developing life skills, and maintaining the school's caring ethos and its place within the local community
- Leaders and staff are focussing increasingly on raising standards and ensuring that they consistent across all classes
- Governors question the school and hold it to account for its performance increasingly effectively
- The development plan is an appropriate document that guides the school's work usefully; it includes a manageable number of priorities with clear success criteria, and identifies responsibilities for achieving them, and the resources that are needed
- It has a number of partnerships that contribute beneficially to provision and support pupils' achievement and wellbeing well

However:

- Leaders do not focus specifically enough on setting an effective strategic direction for the school
- There is not enough emphasis on seeking the views of learners and parents, nor including support staff in the self-evaluation procedures
- Although the self-evaluation report includes evaluative comments, these are not supported sufficiently by direct evidence
- It is not clear how the priorities in the development plan derive directly from the self-evaluation procedures

## Recommendations

R1 Improve pupils' reading skills

R2 Improve pupils' writing skills in key stage 2, particularly their extended writing skills across the curriculum

R3 Share best practice in teaching across all classes and ensure that teaching and planning challenge pupils to achieve to the best of their ability

R4 Ensure that teachers' feedback enables pupils to know what they need to do in order to improve the standard of their work

R5 Ensure that leadership is effective in giving the school a strategic direction

R6 Ensure that the self-evaluation procedure is robust and based on appropriate evidence, and that outcomes link clearly with priorities and strategies for improvement

### 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

On entry to the school, most pupils have skills that are appropriate for their age, or slightly lower than those expected. Most make suitable progress as they move through the school. Pupils with additional learning needs make steady and appropriate progress from their starting points.

In the Foundation Phase, most pupils listen attentively. They express an opinion clearly and provide appropriate answers to questions. By the end of key stage 2, most pupils have good speaking and listening skills, and they discuss confidently with adults and each other voluntarily in both languages. For example, they role-play sensibly and voice an opinion about an imaginary local bypass, and discuss the experiences of people during the Second World War in pairs or groups.

Across the school, many pupils use reading materials independently and give reasons for their choices, but the choice does not always correspond fully to their ability. In the Foundation Phase, many pupils explain the content of the reading texts and express an opinion about information by using relevant details. A majority are able to read aloud appropriately, giving attention to punctuation and varying their tone of voice and speed appropriately. However, across the school, only a few pupils use specific strategies when reading unfamiliar words and determine meaning suitably. In key stage 2, many pupils read with increasing accuracy in both languages, including reading texts that do not contain many visual clues. However, only a minority use higher order reading skills confidently, for example when using strategies such as scanning to find specific information quickly.

In the Foundation Phase, many pupils make good progress in their writing skills. By the end of the phase, they use their literacy skills successfully, present imaginative pieces, and develop and extend their ideas appropriately. They are able to write an increasing range of simple sentences, spell correctly and punctuate purposefully, in the main. By the end of the phase, most pupils make good progress in their proficiency in using varied vocabulary and language to write pieces across the curriculum.

In key stage 2, the quality of many pupils' writing is developing appropriately in both languages. On the whole, they write intelligently in a range of written forms, and show a suitable awareness of punctuation and paragraphing, and spell familiar words correctly, in the main. However, the linguistic accuracy and syntax of a minority of pupils are erroneous. By the end of their time at the school, many pupils write imaginative pieces in work across the curriculum, for example when writing a diary about a person's experience during the Second World War. However, there are a few occasions when over-use of worksheets hinders pupils' free and extended writing, which impedes their progress.

In the Foundation Phase, most pupils use their numeracy skills successfully to solve mathematical problems in a wide range of activities across the curriculum. By the end of the phase, they use their measuring and calculation skills confidently in scientific investigations, for example when calculating which material is best to make an umbrella to keep astronauts dry. In key stage 2, most pupils' numeracy skills during mathematics lessons are sound. They use an appropriate range of strategies to solve number problems. Many older pupils undertake problem-solving activities systematically and at an appropriate level across the curriculum.

Many pupils' ICT skills are developing robustly. By the end of the Foundation Phase, many pupils create and present information by using software to create a story in the form of an attractive cartoon. They create simple graphs correctly in order to record their favourite fruit, and collect and interpret simple data about insects in the form of a pictogram. Many are becoming more familiar with printing and saving their work confidently. In key stage 2, many pupils develop their ability to use ICT to present data in the form of different graphs well. They present their written work methodically and attractively by using a word processor, for example when producing a formal letter. By the end of the stage, they use spreadsheets to produce tables and graphs to reinforce their work across the curriculum effectively. A notable example of this includes scientific investigations and researching the types of aeroplanes that were manufactured during the Second World War in history work.

In the Foundation Phase over the last four years, the school's performance in literacy at the expected outcome has usually placed it in the upper 50% in comparison with similar schools. The school's performance in mathematical development has usually placed it in the lower 50% over the same period. The school's performance at the higher outcome, over the last four years, has varied in literacy, but has usually been above the median. In mathematical development, performance has been consistently above the median in comparison with levels in similar schools over the last four years.

At the end of key stage 2, the school's performance at the expected level and above over the last four years has varied. In general, at the expected level, the school's performance has been below the median in Welsh and science. The school's performance in English and mathematics has varied, moving it between the bottom 25% and top 25% in comparison with similar schools. At the higher levels, the school's performance in Welsh and English has been above the median over the period, while performance in mathematics and science has been more varied, and has placed the school between the lower 50% and top 25%.

There is no pattern of significant difference between the performance of boys and girls in the Foundation Phase over time. However, boys underperform in comparison with girls in science and mathematics over time in key stage 2. There is no clear and consistent pattern of notable difference in the performance of pupils who are eligible for free school meals in comparison with their peers.

### **Wellbeing: Good**

Nearly all pupils feel safe at school and know whom to approach if they are concerned. The standard of most pupils' behaviour is good. They are courteous

towards each other and adults, and show respect, care and concern. Many pupils' social skills and life skills are developing well. Most concentrate for appropriate periods and contribute sensibly in lessons. Pupils work together appropriately in order to solve problems, and the ability of many of them to work independently and take responsibility for their own learning is developing gradually. Pupils make increasingly valuable choices about what and how they learn.

Most pupils have a sound awareness of eating and drinking healthily and the importance of physical exercise.

The school council and eco committee have a beneficial influence on school life. Members of the school council are very enthusiastic and keen to contribute more to developing the school. They are proud of their contribution and responsibility to the local community, and to improving the school's learning environment, for example when picking up litter in the village and contributing their views on developing the outdoor area and improving the presentation of the building. Pupils take part in activities such as concerts and services in the village and the surrounding community, and they arrange beneficial activities in order to raise money for charities. This enriches their awareness of their habitat, and of others who are less fortunate than themselves.

Over the last four years, pupils' attendance has usually compared favourably with that in other schools. On the whole, pupils' punctuality is good.

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

The school offers a range of beneficial experiences by providing a broad and balanced curriculum that meets pupils' needs, including those with additional learning needs. These valuable experiences fulfil the requirements of the Foundation Phase, the National Curriculum and religious education effectively.

The school has appropriate plans to incorporate the requirements of the Literacy and Numeracy Framework. Tasks across the Foundation Phase provide valuable opportunities for pupils to develop their speaking and writing skills successfully, but opportunities to develop reading skills are not as rigorous. In key stage 2, there are effective plans in place, which lead to a variety of robust opportunities to develop pupils' literacy and numeracy skills. However, where some of the planning is less successful, there are not enough opportunities for pupils to develop their extended writing skills across the curriculum, and for more able pupils to extend their writing skills further.

Various technology resources are used effectively to promote many pupils' ICT skills, which enriches and supports their theme work.

The Welsh language is central to the school's life and work, and is developed successfully. All of the school's staff use the Welsh language regularly both inside and outside the classroom. As a result, most pupils use the Welsh language naturally when speaking with each other or discussing with visitors. Through the



Urdd's activities and visits to residential camps, provision develops pupils' understanding of their Welsh heritage and supports the work of the Welsh Language Charter skilfully. Project work with residential artists, and pupils' artwork that is based on Welsh artists, enrich pupils' understanding of living in Wales successfully.

The school provides appropriate opportunities to develop pupils' understanding of sustainable aspects, for example through a cycling and walking to school scheme. It ensures that pupils are given appropriate opportunities to learn about other countries, and develops their understanding of global citizenship. The work in each class to create a shoebox to send to a foreign country each Christmas raises pupils' awareness of children who are in need around the world, and develops their understanding of the work of international charities beneficially.

### **Teaching: Adequate**

The standard of teaching is generally robust across the school, but is strongest in the Foundation Phase. Teachers have comprehensive subject knowledge and there is an effective working relationship between adults and pupils, which fosters respect and good behaviour. Across the school, successful co-operation between teachers and learning assistants provides effective support for individuals and specific groups of pupils. Teachers and staff model the Welsh language well, and this contributes successfully to pupils' standards of spoken language. Teachers ask probing questions in most lessons, and offer purposeful opportunities for pupils to work in pairs and small groups. In a few lessons and tasks in which teaching is less effective, over-use of ready-made worksheets hinders pupils' ability to work independently. In addition, tasks do not always challenge pupils to achieve to the best of their ability

Teachers give consistent and constructive feedback orally and mark pupils' work regularly, and offer comments at the end of the work. Where marking is most effective, comments refer to success criteria and teachers encourage pupils regularly to consider the feedback and amend their work. However, this practice is not consistent enough across the school. A minority of teachers' comments do not give clear enough guidance to enable pupils to know what to do in order to improve the standard of their work.

The school usually uses standardised tests and teachers' assessments appropriately when assessing pupils' work. In general, teachers use information that derives from their assessments successfully to track pupils' progress in order to plan the next step in their learning. They make suitable use of the findings of these procedures to identify and plan for the needs of specific groups and individuals.

Teachers provide beneficial reports for parents about their children's progress, and suitable parents' evenings are held annually.

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

The school is a friendly and caring community. The school's familial atmosphere, and the close relationship between staff and pupils, promote the pupils' consistently good behaviour. There is a strong emphasis on developing pupils' health and wellbeing, and the 'playground buddies' ('bydis buarth') system plays a valuable role in reinforcing the sense of a happy and caring community.

The school has beneficial arrangements to promote eating and drinking healthily, and most pupils bring a fruit snack to school each day. A variety of purposeful opportunities enrich pupils' spiritual, moral and cultural development successfully; for example, pupils are given valuable opportunities to become involved in the arts, sports and various musical activities. They are given regular opportunities to compete at county and national level in various fields. Purposeful classroom assemblies provide pupils with beneficial opportunities to reflect on their own values and foster values such as respect, fairness and honesty.

There are useful links with a variety of specialist services and external agencies, such as the speech and language service and the school nurse. These links ensure valuable support and guidance for pupils and parents, which contribute well to pupils' wellbeing and development.

Provision for pupils with additional learning needs is comprehensive. The school make skilful use of effective procedures in order to identify pupils' additional learning needs at an early stage. Purposeful intervention and support programmes meet these pupils' needs effectively. Individual education plans are produced and reviewed rigorously in consultation with parents and pupils.

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

### **Learning environment: Good**

The school offers equal access to the curriculum and extra-curricular activities for all pupils. It is an inclusive and friendly community in which pupils are treated equally. This is based on values that promote respect and care.

There is a good supply of resources to deliver lessons and activities across the curriculum, including a beneficial range of ICT equipment. Classrooms and walls around the school are colourful and attractive, and include a variety of displays that celebrate pupils' successes.

The learning space within the building is used effectively, and the outdoor area for the Foundation Phase is developing suitably to meet teaching and learning needs. The school is on a pleasant site and appropriate use is made of the extensive space. The building, playground and school fields are in good condition, are safe and well-maintained.

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

The headteacher has a clear vision for developing the school, which is based on developing life skills and maintaining the school's caring ethos and its place within the local community. The headteacher receives beneficial support from the deputy headteacher, which creates an increasingly effective working climate. However, leaders do not focus specifically enough on setting a strategic direction for the school so that self-evaluation and planning for improvement procedures lead more effectively to improvements across the school.

Job descriptions are reviewed annually. They are suitable and identify responsibilities clearly. The school has recently revised its arrangements for managing teachers' performance to ensure a stronger link between objectives and the school's priorities.

Leaders and staff focus increasingly on raising standards and ensuring that they are consistent across the classes. Staff meetings are held regularly and place an appropriate emphasis on discussing the school's priorities, in addition to issues relating to raising pupils' standards of achievement and improving provision. However, a few of the procedures that have been put in place recently have not become embedded firmly, and therefore it is not possible to measure their effect on the quality of learning or teaching in full.

The school responds appropriately to national priorities, which include introducing the Literacy and Numeracy Framework and eliminating the effects of poverty. This has an increasing effect on pupils' standards and wellbeing.

Members of the governing body are very supportive of the school's life and work, and are developing their role as critical friends and strategic leaders. They receive information from the headteacher about performance data and pupils' achievement, which enables them to question and challenge to the school about its performance increasingly effectively.

### **Improving quality: Adequate**

The school has appropriate self-evaluation arrangements, which use a range of suitable evidence, including analysing pupils' performance data, scrutinising their work, and observing lessons. Teachers and governors are given increasingly valuable opportunities to take part in some of these activities, and to consider relevant issues in terms of improving provision and raising standards. However, there is not enough emphasis on seeking the views of learners or parents, nor to include support staff in these procedures.

The self-evaluation report produced by leaders is comprehensive. It identifies useful issues for action, which relate to raising standards and improving the quality of provision and leadership. On the whole, although the report includes evaluative comments, these are not supported enough by direct evidence.

The development plan is an appropriate document, which guides the school's work usefully. It includes a manageable number of priorities, which clear success criteria. The effect of the school's previous priorities is measured appropriately which leads, where appropriate, to setting new targets. However, it is not clear how the priorities in the school development plan derive directly from self-evaluation procedures.

### **Partnership working: Good**

The school has a number of partnerships that contribute beneficially to provision and support pupils' standards of achievement and wellbeing.

The parent and teacher association offers valuable support to the school and arranges fundraising activities regularly, for example in order to purchase resources and contribute towards transport for educational visits and the Urdd Eisteddfod. A beneficial curriculum event is held for parents and pupils each year, for example by working with an external agency in the 'Family Challenge' evenings, with a focus on science and technology. This increases pupils' enthusiasm towards the sciences effectively.

There is an effective partnership between the school and the local playgroup, which is located on the same site. Teachers work together closely and share resources to ensure good experiences for pupils, and to facilitate the transition process to the school. There is an established transition scheme between the school and the secondary school. There is a range of useful sessions for Year 6 pupils, which focus on curricular aspects, for example science, technology, sports and modern languages, that are a valuable support for pupils in preparing for the next stage in their education. The arrangements for inducting pupils with additional learning needs are successful and offer beneficial support to those individuals.

The school has benefitted from the beneficial working relationship with schools in the area. As a result of this co-operation, useful numeracy portfolios and reading packs have been produced in order to help staff to develop pupils' skills further. Processes for standardising work are effective and contribute satisfactorily towards ensuring the quality of assessing pupils' work at the school.

The school has an effective partnership with a university in order to welcome and train students on education courses. The school and students benefit from this by sharing experiences with each other and developing beneficial work programmes for pupils.

The school takes regular advantage of opportunities to take part in activities in the community, for example the Thanksgiving Service in the local chapel. The school takes advantage of the expertise of members of the community, for example when visiting the nearby stately home under the guidance of a local historian. These links promote pupils' understanding of their community and develop them as responsible citizens.

### **Resource management: Adequate**

The school has a sufficient number of teachers with appropriate qualifications to meet the requirements of the curriculum. Teachers are supported well both inside and outside lessons by caring support staff. All teachers are given appropriate planning, preparation and assessment time.

The school is developing suitably as a learning community and there is a culture of co-operation. A majority of teachers have visited other schools and co-operated on specific projects; for example, the school has co-operated with a cluster of other primary schools to create valuable Welsh reading resources. However, there are very few opportunities for staff to take part in formal professional learning networks with other schools.

There are appropriate arrangements in place for the professional development of all members of staff. A good example of this is the support for support staff to qualify further and gain professional qualifications. The school has strengthened arrangements for performance management. However, until recently, there has not been a strong enough link between performance management objectives and the school's priorities to ensure improvements in learning and teaching.

The headteacher and governors monitor and manage the budget effectively. The school now has reserves following a period of deficit in the budget. This surplus is used appropriately to improve the quality of resources and support the school's priorities.

Purposeful use is made of the Pupil Deprivation Grant, for example by employing support staff to provide literacy and numeracy support for appropriate pupils. This contributes valuably towards ensuring progress in the skills of pupils who are eligible for free school meals.

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

## Appendix 1: Commentary on performance data

### 6602132 - Ysgol Gynradd Bodedern

Number of pupils on roll	118
Pupils eligible for free school meals (FSM) - 3 year average	18.8
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	12	13	17	11
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	83.3	92.3	88.2	90.9
Benchmark quartile	2	1	3	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	12	13	17	11
Achieving outcome 5+ (%)	91.7	92.3	88.2	90.9
Benchmark quartile	2	2	3	2
Achieving outcome 6+ (%)	33.3	30.8	17.6	45.5
Benchmark quartile	2	2	4	1
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	12	13	17	11
Achieving outcome 5+ (%)	83.3	92.3	88.2	90.9
Benchmark quartile	3	1	3	3
Achieving outcome 6+ (%)	33.3	30.8	35.3	45.5
Benchmark quartile	1	2	2	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	12	13	17	11
Achieving outcome 5+ (%)	100.0	92.3	100.0	100.0
Benchmark quartile	1	3	1	1
Achieving outcome 6+ (%)	75.0	38.5	41.2	81.8
Benchmark quartile	1	3	4	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

**6602132 - Ysgol Gynradd Bodedern**

Number of pupils on roll	118
Pupils eligible for free school meals (FSM) - 3 year average	18.8
FSM band	3 (16%<FSM<=24%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	10	13	9	15
<b>Achieving the core subject indicator (CSI) (%)</b>	90.0	92.3	88.9	86.7
Benchmark quartile	2	1	3	3
<b>English</b>				
Number of pupils in cohort	10	13	9	15
Achieving level 4+ (%)	80.0	92.3	100.0	86.7
Benchmark quartile	4	1	1	3
Achieving level 5+ (%)	40.0	46.2	44.4	40.0
Benchmark quartile	1	1	2	2
<b>Welsh first language</b>				
Number of pupils in cohort	10	13	9	15
Achieving level 4+ (%)	80.0	92.3	88.9	86.7
Benchmark quartile	3	1	3	3
Achieving level 5+ (%)	40.0	46.2	44.4	40.0
Benchmark quartile	1	1	1	2
<b>Mathematics</b>				
Number of pupils in cohort	10	13	9	15
Achieving level 4+ (%)	90.0	92.3	88.9	86.7
Benchmark quartile	2	1	3	4
Achieving level 5+ (%)	40.0	53.8	33.3	40.0
Benchmark quartile	2	1	3	3
<b>Science</b>				
Number of pupils in cohort	10	13	9	15
Achieving level 4+ (%)	90.0	92.3	88.9	86.7
Benchmark quartile	3	2	4	4
Achieving level 5+ (%)	30.0	46.2	44.4	33.3
Benchmark quartile	3	1	2	3

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.	52	51 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	53	50 94%	3 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	52	51 98%	1 2%	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	53	53 100%	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.	53	52 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	48	39 81%	9 19%	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.	53	53 100%	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.	53	52 98%	1 2%	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.	53	49 92%	4 8%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	53	51 96%	2 4%	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.	50	34 68%	16 32%	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	51	38 75%	13 25%	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.	15	4 27%	9 60%	2 13%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	15	9 60%	6 40%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	15	8 53%	6 40%	1 7%	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.	15	5 33%	8 53%	2 13%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	11	1 9%	8 73%	1 9%	1 9%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	13	3 23%	9 69%	1 8%	0 0%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	14	4 29%	8 57%	2 14%	0 0%	1	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.	12	3 25%	3 25%	5 42%	1 8%	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.	13	5 38%	5 38%	2 15%	1 8%	1	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.	14	4 29%	9 64%	1 7%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	13	5 38%	6 46%	2 15%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	10	3 30%	5 50%	2 20%	0 0%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	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.	15	3 20%	8 53%	4 27%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	15	6 40%	8 53%	1 7%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	12	3 25%	7 58%	2 17%	0 0%	3	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.	15	4 27%	10 67%	1 7%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	8	2 25%	5 62%	1 12%	0 0%	6	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.	14	2 14%	5 36%	7 50%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	13	4 31%	8 62%	1 8%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

## Appendix 3

### The inspection team

Tony Bate	Reporting Inspector
Susan Jones	Team Inspector
Jeremy Turner	Lay Inspector
Nia Daly	Peer Inspector
Eifion Lloyd Watkins	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

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

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

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

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

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

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

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

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

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

- English or Welsh first language
- mathematics
- science

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

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

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

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

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

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