A report on

**Ysgol Gynradd Gymraeg Y Castell
Heol Cilgant
Caerphilly
CF83 1WH**

Date of inspection: October 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 06/12/2016

Context

Ysgol Gynradd Gymraeg y Castell sits in the shadow of Caerphilly castle and is maintained by Caerphilly local authority. There are 444 pupils between 3 and 11 years old on roll, including 64 nursery children, and they are taught in 15 classes.

Approximately 20% of pupils are eligible for free school meals, and approximately 18% of pupils are on the additional learning needs register. Very few pupils have a statement of special educational needs. Approximately 23% of pupils come from Welsh-speaking homes. No pupils speak English as an additional language and very few pupils come from ethnic minority backgrounds.

The current headteacher took up the post in September 2009. The school was last inspected in June 2010.

The school is currently a pioneer school and is working with the Welsh Government and other schools to proceed with developments relating to the curriculum and/or professional learning.

The individual school budget per pupil for Ysgol Gynradd Gymraeg y Castell in 2016-2017 is £2,931. The maximum per pupil in primary schools in Caerphilly is £4,854 and the minimum is £2,696. The school is in 59th place of the 75 primary schools in Caerphilly in terms of the 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 beneficial progress during their time at the school
- Many pupils' speaking, listening, reading and writing skills are good in Welsh and English
- Many pupils use their literacy and numeracy skills effectively across the curriculum
- Pupils have a good understanding of the importance of eating and drinking healthily
- The school council is very active and their decisions have a positive effect on pupils' wellbeing
- Most pupils are polite and caring
- There is very effective co-operation between teachers and support staff, which succeeds in providing rich support, especially for vulnerable groups
- Pupils with additional learning needs make good progress against their targets
- The school is a very happy and caring community in which pupils are safe

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision based on ensuring high standards, rich learning experiences and all pupils' happiness and wellbeing
- There is a particular focus on raising the aspirations of vulnerable pupils and their parents, which has a positive effect on pupils' standards
- There is a supportive environment in which pupils and staff feel that they are valued
- All members of staff are aware of their roles and responsibilities
- Performance management arrangements are in place that set relevant and personal targets in order to develop teachers further
- Leaders have forged a wide range of very effective partnerships that contribute extensively towards improving the quality of provision for pupils and raising standards
- The school's self-evaluation identifies the school's strengths well along with what needs to be improved
- Leaders manage resources effectively

Recommendations

R1 Continue to close the gap between the attainment and attendance of pupils who are eligible for free school meals and their peers

R2 Ensure that more able pupils are challenged consistently throughout the school

R3 Disseminate the good and excellent practice in teaching throughout the school

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Many pupils start school with skills, knowledge and understanding that are close to the expected level for their age. By the end of their time at the school, most pupils make good progress and achieve well, including pupils with additional learning needs.

Considering their starting point, most pupils develop to communicate well in Welsh soon after they start school. They listen well to adults and each other and foster standardised language patterns increasingly. By the end of the Foundation Phase, a majority of pupils speak Welsh fluently and confidently. By the end of key stage 2, many are able to hold extended conversations and explain their work enthusiastically in Welsh and English, for example when discussing an entrepreneurship initiative for the Christmas fair or expressing an opinion when discussing their favourite book by Roald Dahl.

By the end of the Foundation Phase, many pupils are able to read in Welsh with meaningful expression, and pay attention to basic punctuation. In key stage 2, most pupils read fluently for a variety of purposes in both languages. They are able to discuss their reading well and can research and find information from factual books and the internet effectively. Most pupils are able to answer questions about the content of texts by referring to their favourite authors and books, and show an interest in what they have read. Many use appropriate vocabulary when referring to the blurb, author and title of the book. Most pupils read clearly with expression and fluency that correspond to their age and ability.

Across the school, overall, the quality of many pupils' writing is good. By the end of Year 2, most write interestingly in different forms for a range of purposes across the curriculum. In key stage 2, most pupils are able to create interesting work and use appropriate punctuation and robust syntax, and re-draft their work effectively in both languages; for example, when writing a persuasive letter to parents to stop smoking. This is developed further across the curriculum, for example when they write a newspaper report based on a visit to an adventure park. However, pupils do not write at length consistently enough throughout the school, and the standard of a few pupils' writing and presentation of work is inconsistent.

In the Foundation Phase, most pupils' mathematical development is developing very robustly. Most are able to gather information successfully and transfer that information effectively to graph form. By the end of the Foundation Phase, most pupils read, understand and write numbers up to 100 and above correctly. Most use and apply their numeracy skills confidently and effectively across areas of learning, for example when solving money problems up to a pound in Rala Rwdins' shop. They use standard units to measure the length of objects in centimetres and recognise 'half past', 'quarter past' and 'quarter to' on an analogue and digital clock.

In key stage 2, most pupils have a sound understanding of number strategies. They are confident when using a wide range of strategies to solve mathematical problems skilfully when estimating, and reason their answers maturely. Most are able to analyse data, solve fraction and percentage problems and measure capacity and area appropriately for their age and ability. Most pupils apply their numeracy skills effectively across a range of subjects, for example when comparing the speed of water in the middle and along the bank of a river.

Many pupils develop their information and communication technology (ICT) skills appropriately in the areas of learning and across the curriculum. Their communication skills increase steadily from the Foundation Phase to the end of key stage 2. Through this, pupils are able to combine a picture and simple text in the Foundation Phase and, by the end of key stage 2, they use their thinking skills very successfully to create interesting videos and animations. Many older pupils gain a competent understanding of how to use spreadsheets when modelling a shop sale. In general, pupils do not produce or use databases to analyse data and follow specific lines of enquiry.

In the Foundation Phase over the last four years, pupils' performance at the expected outcome in mathematics and literacy have mostly placed the school in the upper 50% in comparison with similar schools. Trends are not as good as similar schools in terms of the higher outcome, and the school has been in the bottom 25% or the lower 50% for much of the period.

During the same period, at the end of key stage 2, performance at the expected level in both languages and science have mostly placed the school above the median in comparison with similar schools. Mathematics shows a significant variation, moving the school between the bottom 25% and the top 25% of similar schools. However, in general, performance at the higher than expected level in these subjects has been below the median in comparison with levels in similar schools in the last two years.

In general, over time, pupils who are eligible for free school meals do not perform as well as their peers. Very recently, the gap between these pupils at the expected outcome and the expected level has narrowed. However, there is a consistent gap in terms of attaining the higher outcome or the higher level.

In the Foundation Phase, girls generally outperform boys at the expected outcome in literacy and mathematical development. The same pattern can also be seen in performance in literacy at the higher outcome. In key stage 2, in terms of attaining the expected level, girls have tended to outperform boys during the last two years in Welsh and mathematics. In terms of attaining the higher levels, girls have generally outperformed boys in all subjects over the last two years.

Wellbeing: Good

Most pupils feel very safe at school and feel comfortable approaching any member of staff or another pupil in Year 6 for support, when necessary. They are very aware of the importance of keeping healthy and eating healthily. Many pupils keep fit regularly through a variety of extra-curricular activities, such as dancing, table tennis, hockey and football.

Most pupils are very well-behaved. They are caring of each other and treat others and their fellow pupils with respect. On the whole, all pupils are amiable and are happy to talk to peers, staff and visitors. However, the behaviour of a very few pupils means that they do not make the expected progress during lessons.

Most pupils work together effectively and show a good level of perseverance in lessons. A very few pupils' ability to work independently is still developing. By being aware of their targets, many pupils know how well they are achieving and what they need to do to improve.

Most pupils at the school are very willing to shoulder responsibility and offer ideas on issues relating to the school. The school council is very active and its decisions have a positive effect on pupils' wellbeing. An example of this is the range of activities that pupils undertake during their lunch hour, such as table tennis and crochet.

Pupils play an important part in the local community. By taking part and contributing to a range of events, concerts and social activities, pupils have a strong awareness of their area and the local community; for example, they support activities by community initiatives to promote use of the Welsh language through the 'Miners' Hospital Ambassadors' project.

Over the last four years, pupils' attendance levels have been inconsistent, but have recently increased, placing the school in the upper 50% of similar schools. However, the attendance of pupils who are eligible for free school meals is not as good as that of their peers. In general, pupils' punctuality levels are good.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school meets the requirements of the Foundation Phase, the National Curriculum and the Literacy and Numeracy Framework effectively. Plans provide a range of interesting and rich learning experiences that engage pupils' interest well, for example by including plenty of opportunities for pupils to develop their literacy and numeracy skills outdoors. Teachers have enriched a commercial plan by giving it a local and Welsh feel, for example by adding Welsh idioms and phrases for all themes. This has a very positive effect on pupils' oral standards. In addition, the school has begun to address the issue of providing for the new 'Successful Futures' curriculum by establishing teams of teachers to focus on the areas of learning.

There are regular opportunities for pupils to enjoy residential courses and work closely with the cluster of Welsh-medium schools in the valley. This expands their experiences, provides practical experiences to develop thinking skills through adventure activities, and develops important social skills.

The school provides regular opportunities for pupils to develop their literacy and numeracy skills in purposeful contexts across the curriculum. On the whole, the school ensures that most ICT skills are developed well. However, pupils are not given opportunities to create and use databases.

The school provides a very wide range of rich experiences in order for all pupils to have appropriate opportunities to develop their Welsh language skills. Nearly all members of staff reinforce this by using polished Welsh. The school has a natural Welsh ethos that ignites pupils' pride in the Welsh language and Welsh heritage. The school takes advantage of many local and national resources in order to expand pupils' understanding of Wales and its culture. These experiences are a core part of school life.

Provision for developing pupils' awareness of sustainability and protecting the environment is very effective. Through regular recycling projects, stimulating activities in the garden and working closely with parents, pupils are given very valuable opportunities to learn how to respect and use the environment. Provision for global citizenship is beneficial and includes studying religious practices throughout the world and an international numeracy project.

Teaching: Good

Throughout the school, many teachers provide interesting experiences that motivate pupils to learn successfully and that build suitably on pupils' previous learning. In the very few examples of excellent teaching, teachers have very high expectations of their pupils. They encourage pupils to challenge themselves and take responsibility for their learning, in addition to improving it continuously. As a result, all pupils are on task, are able to discuss their learning very sensibly and are keen to improve. In these cases, pupils achieve very good work in lessons.

There is an effective working relationship between most staff and pupils. This supports behaviour and very good attitudes towards learning among most pupils. In general, teachers give lively presentations that engage pupils' interest. All teachers in the Foundation Phase provide a practical curriculum, both inside and outside the classroom, that engages pupils' curiosity as they enjoy learning through play. However, overuse of worksheets limits opportunities excessively to stretch more able pupils.

There is very effective co-operation between teachers and learning support staff, who succeed in providing rich support to vulnerable groups and most individuals. This ensures that those pupils make purposeful progress in lessons and intervention groups. However, the tasks that are set do not challenge more able pupils consistently enough.

The school has established robust systems to track all pupils' progress and target support, where appropriate. This means that teachers area able to identify groups of pupils who are underperforming and tailor provision for them. Following training, most teachers use the lesson aim and success criteria effectively. A majority question skilfully in order to encourage pupils to think and take responsibility for their learning. They show the work of individuals to the class in order to exemplify good work and give formative feedback orally during lessons. Teachers offer useful oral feedback during lessons and mark pupils' work regularly, offering constructive comments on how to improve the work. However, there are few opportunities for pupils to respond to written feedback.

Annual reports to parents include comprehensive information about each pupil's progress and show them the way forward clearly.

Care, support and guidance: Good

The school is a happy and extremely caring community in which pupils feel safe. There is a strong emphasis on promoting values, and this promotes pupils' spiritual, moral, social and cultural development effectively. The school promotes eating and drinking healthily, along with pupils' health and wellbeing, successfully. Health and fitness are promoted daily through a variety of lunchtime activities and extra-curricular clubs. This also contributes to good behaviour during lunchtime.

The school's procedures for supporting pupils with additional learning needs are effective. Teachers identify pupils' needs at an early stage, and leaders provide robust support quickly. This contributes to improving pupils' standards of achievement. Individual education plans and 'play plans' include clear targets and these are discussed regularly with parents and pupils. Additional learning needs leaders monitor pupils' plans and progress regularly. As a result, these pupils make good progress against their individual targets.

The school works well with many specialist agencies, such as Caerphilly youth service. As a result, vulnerable families receive valuable support. This contributes to pupils' wellbeing and has a positive effect on their confidence and achievement.

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

Learning environment: Good

There is an inclusive, warm, welcoming and caring ethos in the school, and pupils welcome visitors with a smile and are happy to talk. There is a valuable emphasis on the right to be happy and leading by example. Clear policies and procedures ensure equal opportunities for all, and promote equality and understanding of diversity and fairness successfully. Staff ensure equal opportunities for pupils, and both girls and boys are able to play football, netball and rugby together.

The school's extensive buildings are in good condition and are suitable for the number of pupils. The buildings and grounds are clean, well-maintained and safe. Purposeful use is made of the outdoor area, including the garden and theatre, to promote the principles of the Foundation Phase and develop pupils' literacy and numeracy skills. The school provides a purposeful learning environment that motivates pupils to succeed. Staff make good use of the space and resources that are available, and displays create a colourful learning environment that celebrates pupils' work and supports them to work independently.

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

Leadership: Good

The headteacher fosters effective team spirit among the school's staff. She has a clear vision that is based on ensuring high standards, rich learning experiences and the happiness and wellbeing of all pupils. She shares that vision with staff, pupils, parents and governors successfully. There is a particular focus on raising the aspirations of vulnerable pupils and their parents, and this has a positive effect on pupils' standards. The headteacher has created a supporting environment in which pupils and staff feel that they are valued. As a result, there is an ethos of close co-operation for the benefit of pupils.

Staff are clear about their roles and duties and the headteacher shares responsibility among the senior management team effectively. However, the role of middle leaders has only just begun. The strengths and qualifications of individual members of staff are used purposefully, for example to share good practice in terms of assessment for learning. Performance management arrangements are effective and develop teachers further, by supporting pupils in line with the targets in the improvement plan.

The school responds successfully to local and national priorities, for example by using the Pupil Deprivation Grant to raise standards and wellbeing and beginning to respond to the recommendations of the new 'Successful Futures' curriculum.

The governing body is very conscientious and supportive, and takes its role seriously in terms of challenging the school. It ensures that priorities hold the school to account successfully in maintaining standards and ensuring good provision. This contributes effectively towards improving provision and ensuring that pupils make good progress.

Improving quality: Good

The headteacher has succeeded in establishing an effective self-evaluation process, and sharing responsibilities among other leaders. There is a rigorous monitoring programme that considers a wide range of direct evidence. This includes lesson observations, scrutinising pupils' work and teachers' plans, along with a detailed analysis of pupils' performance data. Monitoring activities are systematic, and include gathering parents' views and specific input from pupils through the school council. This is one of the school's strengths and ensures that pupils have a clear voice in improving provision and raising standards.

Leaders produce a series of useful monitoring reports that contribute to the final report. Although a little descriptive in parts, this report shows that leaders have a clear picture of the school's strengths and areas for improvement.

The school improvement plan is detailed and identifies relevant and specific targets to develop priorities and establish new processes. There is a clear link between the outcomes of the self-evaluation report and the priorities in the school development plan. The plan includes detailed actions and measurable success criteria that focus well on pupils' outcomes. Quality improvement processes have ensured that leaders

have responded well to the recommendations from the previous inspection. However, these processes have not yet succeeded in increasing the percentage of pupils who attain the higher outcomes and levels effectively enough.

Partnership working: Excellent

The school works very effectively in a good range of beneficial partnerships that extend pupils' learning experiences and wellbeing very successfully.

There is a valuable partnership between the school and parents. The school communicates with parents appropriately through a range of different methods. In order to enable the parents to know how to support their children's learning, the school conducts a variety of sessions, such as promoting reading at home and e-Safety. This has a positive effect on pupils' achievement and wellbeing and parents' understanding. Parents' commitment to supporting the school is a strong feature, for example by running various recycling projects regularly which increase pupils' understanding of its importance. The parents association is very active and raises money for the benefit of pupils, for example by purchasing equipment to improve outdoor play opportunities.

The school works very effectively and in a caring manner with vulnerable families. Regular meetings are held to support individual families and promote pupils' physical and emotional wellbeing. The school works very closely with social services, the team around the child, health, Barnardo's and the police. This contributes to pupils' wellbeing and has a positive effect on their confidence and achievements.

There is a special partnership between the school and the local community. This increases pupils' pride in their local area and their heritage successfully. An example of this is supporting the activities of community initiatives to promote use of the Welsh language through the Miners' Hospital Ambassadors project. The school makes very good use of the castle opposite the school to promote pupils' creative development in poetry and art. Members of the community visit the school regularly and the school supports local food banks. There is a strong partnership between the school and local chapels. The school's choirs visit other local centres regularly, and benefit from opportunities to perform and compete, and to conduct concerts with national choirs.

The school works closely with playgroups in the area to ensure that children settle quickly in the nursery class. Following a visit from the Early Years Centre of Excellence in England, the school has adopted robust principles when inducting nursery children. By getting to know learners and their families very well, the school ensures care and nurture of a very high quality. As a result, young learners settle confidently at the beginning of their educational journey. This practice has been disseminated across the Caerphilly Welsh Language Initiative's childcare organisation, which is held on the school grounds. Sharing experiences with others has strengthened provision on entry to the school to a very high standard, and has contributed to ensuring that the ethos of the Foundation Phase continues robustly until the end of Year 2.

The school has excellent pedagogic partnerships with Welsh-medium schools in south-east Wales. By leading the 'Aiming for Excellence' project through the medium of Welsh, the school succeeds in disseminating good practice in pedagogy across the counties in the consortium and beyond. This has a positive effect on standards of teaching and learning in the school and beyond. As a result, pupils speak knowledgeably about their learning journey and what they need to do to improve. The school is developing the project further this year to include a professional development programme for teaching assistants across the consortium.

The range and quality of transfer arrangements for older pupils to the secondary school are good, and there are particular additional arrangements for vulnerable pupils. They are prepared thoroughly for the next step in their education. Teachers work closely with the secondary school and primary schools in the catchment area to standardise and moderate teachers' assessments jointly.

Resource management: Good

Leaders manage resources successfully to support pupils and ensure improvement. The school has a beneficial number of teachers and learning assistants to cover all aspects of the curriculum. The whole staff support each other well and work together regularly to support pupils. Learning assistants use their expertise to support specific groups of pupils successfully. The school has comprehensive procedures that offer valuable opportunities for the continuous professional development of teachers and assistants. Purposeful and clear performance management objectives target attention well on whole-school requirements, raising pupils' standards and staff's professional needs.

Arrangements for planning, preparation and assessment meet statutory requirements, and teachers use the time effectively to give good consideration to pupils' progress. The school also fosters effective co-operation with other schools in the cluster of Welsh-medium schools. By doing so, there are beneficial opportunities to share experiences and good practice to improve provision and raise standards.

The headteacher and governing body manage the budget and monitor the effect of expenditure rigorously. The school's expenditure links well with its plans for improvement. The school makes good use of the Pupil Deprivation Grant to raise pupils' standards and wellbeing. An imaginative example of this is the arrangement for families to visit a local university in order to raise aspirations.

Considering pupils' outcomes, the school ensures good value for money.

Appendix 1: Commentary on performance data

6762374 - Y G G Y Castell

Number of pupils on roll	454
Pupils eligible for free school meals (FSM) - 3 year average	20.7
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	55	61	58	59
Achieving the Foundation Phase indicator (FPI) (%)	78.2	83.6	87.9	86.4
Benchmark quartile	3	3	3	3
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	55	61	58	59
Achieving outcome 5+ (%)	87.3	91.8	93.1	91.5
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	16.4	32.8	24.1	30.5
Benchmark quartile	4	3	4	2
Mathematical development (MDT)				
Number of pupils in cohort	55	61	58	59
Achieving outcome 5+ (%)	89.1	85.2	91.4	94.9
Benchmark quartile	2	3	2	2
Achieving outcome 6+ (%)	18.2	29.5	24.1	30.5
Benchmark quartile	3	2	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	55	61	58	59
Achieving outcome 5+ (%)	87.3	96.7	96.6	94.9
Benchmark quartile	4	3	3	3
Achieving outcome 6+ (%)	12.7	41.0	43.1	30.5
Benchmark quartile	4	3	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.

6762374 - Y G G Y Castell

Number of pupils on roll	454
Pupils eligible for free school meals (FSM) - 3 year average	20.7
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	26	29	43	43
Achieving the core subject indicator (CSI) (%)	76.9	93.1	88.4	90.7
Benchmark quartile	4	2	3	2
English				
Number of pupils in cohort	26	29	43	43
Achieving level 4+ (%)	92.3	93.1	88.4	100.0
Benchmark quartile	2	2	3	1
Achieving level 5+ (%)	34.6	51.7	32.6	23.3
Benchmark quartile	2	1	4	4
Welsh first language				
Number of pupils in cohort	26	29	43	43
Achieving level 4+ (%)	92.3	93.1	90.7	97.7
Benchmark quartile	2	2	2	1
Achieving level 5+ (%)	23.1	41.4	34.9	27.9
Benchmark quartile	3	2	2	3
Mathematics				
Number of pupils in cohort	26	29	43	43
Achieving level 4+ (%)	80.8	100.0	93.0	90.7
Benchmark quartile	4	1	2	3
Achieving level 5+ (%)	34.6	55.2	34.9	37.2
Benchmark quartile	2	1	3	3
Science				
Number of pupils in cohort	26	29	43	43
Achieving level 4+ (%)	96.2	100.0	90.7	100.0
Benchmark quartile	2	1	3	1
Achieving level 5+ (%)	26.9	48.3	32.6	34.9
Benchmark quartile	3	1	3	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.

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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.	103		101 98%	2 2%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	103		81 79%	22 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.	103		101 98%	2 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	103		94 91%	9 9%		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.	103		101 98%	2 2%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	103		97 94%	6 6%		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.	103		102 99%	1 1%		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.	103		96 93%	7 7%		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.	102		80 78%	22 22%		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.	103		95 92%	8 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.	102		53 52%	49 48%		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	103		75 73%	28 27%		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.	131	66 50%	61 47%	4 3%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	130	85 65%	43 33%	2 2%	0 0%	1	Mae fy mhlentyn 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.	130	88 68%	38 29%	3 2%	1 1%	2	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	127	67 53%	59 46%	1 1%	0 0%	5	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	115	47 41%	62 54%	6 5%	0 0%	17	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	123	58 47%	62 50%	3 2%	0 0%	8	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	130	77 59%	51 39%	2 2%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	112	42 38%	61 54%	7 6%	2 2%	20	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	117	53 45%	58 50%	6 5%	0 0%	15	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.	126	81 64%	43 34%	1 1%	1 1%	6	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	127	68 54%	57 45%	1 1%	1 1%	5	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	97	43 44%	49 51%	3 3%	2 2%	33	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	126	32 25%	63 50%	25 20%	6 5%	6	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	130	57 44%	54 42%	11 8%	8 6%	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.	117	42 36%	54 46%	16 14%	5 4%	15	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.	124	57 46%	63 51%	4 3%	0 0%	8	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.	70	41 59%	24 34%	4 6%	1 1%	59	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.	129	65 50%	56 43%	8 6%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	127	60 47%	59 46%	7 6%	1 1%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Maldwyn Pryse	Reporting Inspector
Buddug Bates	Team Inspector
Nia Vaughan	Team Inspector
Robert Williams	Team Inspector
Michaela Leyshon	Lay Inspector
Gareth Owen	Peer Inspector
Helen Nuttall	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.