



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

A report on

**Ysgol Comins Coch
Comins Coch
Aberystwyth
Ceredigion
SY23 3BQ**

Date of inspection: March 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Ysgol Comins Coch is in the village of Comins Coch two miles north east of Aberystwyth, in Ceredigion. About a third of the pupils live in the village, with others coming from the village of Waunfawr and the surrounding area. There are 184 pupils on roll, including 10 full-time nursery pupils. There are seven classes at the school, of which six are of mixed-age. They are taught by six full-time and two part-time teachers.

About 6% of pupils are eligible for free school meals, which is significantly below the national average. The school identifies around 22% of pupils as having additional learning needs, which is similar to the average for Wales. Very few pupils have a statement of special education needs. Most pupils are of white British origin. About 11% of pupils have English as an additional language. Very few pupils speak Welsh at home.

The school is currently managed by an acting headteacher who was appointed in January 2016 following the secondment of the headteacher to the local authority. The last inspection was in October 2011.

The individual school budget per pupil for Ysgol Comins Coch in 2016-2017 means that the budget is £3,123 per pupil. The maximum per pupil in the primary schools in Ceredigion is £8,440 and the minimum is £3,123. Ysgol Comins Coch is 47th out of the 47 primary schools in Ceredigion in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is excellent because:

- By the end of key stage 2, nearly all pupils make very good progress relative to their starting point
- By the end of key stage 2, nearly all pupils have developed their thinking skills well; they acquire information purposefully and apply them successfully to new situations
- Nearly all pupils across the school achieve very good standards in Welsh
- Nearly all pupils are enthusiastic learners who co-operate very effectively
- Most pupils throughout the school have developed a secure understanding of how well they are doing and know what to do to improve their work
- The school provides a wide range of interesting learning experiences that engage nearly all pupils successfully
- The quality of teaching is consistently good or better and there is a very positive working relationship between pupils and adults in all classes
- The good quality of care, support and guidance has a positive effect on pupils' standards and wellbeing

Prospects for improvement

The prospects for improvement are excellent because:

- The acting headteacher's strong leadership along with the valuable support of the senior management team sets a clear strategic direction for the school's development
- All members of staff have very high expectations and a vision that is based on providing education of the highest quality in order to ensure that every pupil attains his or her full potential
- There is an effective process of self evaluation that enables the school to identify, monitor and evaluate its performance successfully
- All staff have a clear and accurate picture of the school's strengths and areas that need to be improved
- The school has a proven track record of maintaining high standards
- The school works effectively with a range of partners in a way that has a positive effect on pupils' standards and wellbeing and extends learning experiences successfully
- The wide and varied range of resources is managed effectively

Recommendations

R1 Improve attendance

R2 Strengthen the governing body's strategic role in the selfevaluation and planning for improvement process

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Nearly all pupils start school with skills at the expected level for their age and ability. Nearly all pupils, including those with additional learning needs and pupils with English as an additional language, make very good progress as they move through the school. In their lessons, and when discussing their work, most pupils recall previous learning well and show a good knowledge and understanding of what they have learnt across the curriculum. By the end of key stage 2, nearly all pupils have developed their thinking skills well; they acquire information purposefully and apply them successfully to new situations.

In the Foundation Phase, most pupils develop their speaking and listening skills effectively and use an increasing range of vocabulary competently in various situations. They listen well and converse with their peers and adults very confidently. In key stage 2, most pupils develop speaking and listening skills to a very high standard. They speak in a polished language and use a range of vocabulary very skilfully. Most pupils are very confident in their ability to speak in front of their peers and contribute well to class discussions, by expressing their opinion clearly and maturely.

Most pupils' reading skills in the Foundation Phase are developing well. The youngest pupils identify letters and sounds and are beginning to extend their vocabulary effectively. By the end of the phase, most pupils develop to become confident readers, and read with accuracy and fluency. They discuss their favourite stories enthusiastically and are able to describe the features of books knowledgeably. In key stage 2, most pupils' reading skills are of a very high standard. They read intelligently, with accuracy and expression, and discuss favourite books and authors confidently. More able pupils read a wide range of literature from the classics to present day popular novels. They develop their higher-order reading skills well to glean information from a range of texts and to research various topics in detail, such as the Victorian age and the Second World War.

In the Foundation Phase, most pupils write an increasing range of sentences independently. They punctuate correctly and use various adjectives and idioms to enrich their work successfully. Most pupils make good progress in their proficiency to write a range of texts across the curriculum purposefully and for different audiences, for example when writing a fact file on hedgehogs and an article on Remembrance Day. In key stage 2, nearly all pupils develop their writing skills very well. They vary sentences successfully and arrange their work neatly using sensible and skilled paragraphs. By the end of key stage 2, most pupils write clearly and interestingly in a range of forms across the curriculum. They are able to adapt their writing styles for different topics very competently, for example when writing about Victorian homes and Gwyn's Monologue. Most pupils use similes, idioms and adjectives well to enrich their work.

In the Foundation Phase, nearly all pupils select and use appropriate number operation to solve number problems accurately. By Year 2, most pupils reliably use mental recall of numbers to 10 to add and subtract larger numbers, halve and double numbers and solve a range of problems correctly. They order numbers up to 100 and effectively recognise increasingly complex sequences. More able pupils confidently use numbers up to 200. Nearly all pupils apply their numeracy skills successfully across the curriculum, for example, when measuring the heights of daffodils. They use their data handling skills to very good effect.

By the end of key stage 2, a notable strength is most pupils' ability to solve increasingly complex problems using a range of mathematical techniques and reasoning skills. These skills develop progressively from the Foundation Phase. They transfer their problem-solving skills effectively to a variety of everyday contexts and situations, for example when calculating the cheapest flight between two airlines taking into account a number of factors such as taxes, baggage, meals and priority check-in. They check confidently if their results make sense in the context of the problem. Nearly all pupils can explain their reasoning sensibly. Most pupils use their understanding of place value to multiply and divide whole numbers and decimals successfully. Nearly all pupils present their work systematically and explain the strategies they use very clearly. Nearly all pupils interpret and draw line graphs accurately, for example when looking at the depth of a stream during a year or plotting the height of an aeroplane during a test flight. They use their data handling skills very well, for example when interpreting a pie chart showing survey results of favourite shops.

In the Foundation Phase, most pupils have a wide range of information and communication technology (ICT) skills, which they use successfully in different contexts across the curriculum. Most use data programs effectively to gather and present information well for different purposes, for example when creating a block graph about autumn leaves. Nearly all pupils programme a toy to send it in different directions around the forest to find Grandmother's House in the story of Little Red Riding Hood. Many pupils use relevant programs to create, organise, store and receive digital content competently. Nearly all pupils have good word processing skills to write sentences about themselves and incorporate a self-portrait. Most pupils use the 'QR' scanner independently and successfully.

By the end of key stage 2, nearly all pupils develop their ICT skills well to support their work across the curriculum. They create graphs effectively and use packages well to present their work and communicate information for different purposes and audiences. They present their work in interesting formats by using multi-media applications skilfully. Most pupils use the internet well to search for information and to check the validity of data. Many pupils develop a valuable understanding of how to use spreadsheets to display information and explore patterns and relationships. Most pupils add to, interrogate and analyse a class database accurately to follow a particular line of enquiry, for example to discover which seeds must be planted 30cm apart and can be harvested in March. Pupils' understanding of the importance of e-safety is secure throughout the school.

Nearly all pupils across the school achieve excellent standards in Welsh. They enjoy learning Welsh in a range of subjects across the curriculum. In the Foundation Phase, pupils respond well to instructions and, by the end of Year 2, they hold simple conversations confidently with adults and each other. In key stage 2, nearly all pupils develop a wide range of vocabulary and speak confidently in and out of the classroom. By the end of key stage 2, the pronunciation and intonation of many pupils are good overall.

By the end of the Foundation Phase, most pupils make good progress in their Welsh reading skills, have a reasonable understanding of what they've read and are beginning to become independent readers. In key stage 2, most pupils read with increasing confidence and accuracy. By the end of the phase, most pupils read a wide range of texts such as the Urdd magazine and respond meaningfully to the text. They use their reading skills effectively to glean information and to present it in an interesting way. By the end of the Foundation Phase, many pupils are beginning to write meaningfully and independently. They use suitable and interesting vocabulary, and begin to vary sentences and punctuate correctly. By the end of key stage 2, many show a strong awareness of different forms of writing and use these features confidently for a number of purposes. A good example is the poem written about a storm in the local town a few years ago.

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

In key stage 2, pupils' performance at the expected and higher level in English, mathematics and science places the school consistently above the average for similar schools.

In the Foundation Phase and key stage 2 over the same period, there is no notable difference in the performance of pupils eligible for free school meals and others at the expected or higher outcomes.

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

Wellbeing: Adequate

Nearly all pupils feel happy and safe at school, and are confident to approach any member of staff if they have any concerns. Nearly all pupils have a sound understanding of the importance of eating healthily and keeping fit, and take part in regular physical education lessons and extra-curricular activities such as rugby, soccer and athletics.

The standard of nearly all pupils' behaviour and self-discipline is high. They treat each other and adults with great respect. Nearly all pupils are enthusiastic learners who co-operate very effectively. They show enjoyment and pride in their work and

persevere with their tasks for extended periods. A strong feature is pupils' developing understanding of how well they are doing and what they need to do to improve their work.

Most pupils take full advantage of appropriate opportunities to express an opinion and voice their concerns. Members of the school council, eco council and 'Criw Cymraeg' meet regularly and take their responsibility seriously. They give appropriate consideration to their fellow pupils' comments and are proud of their efforts. The school council has taken an active role in developing a behaviour and anti-bullying policy. It regularly raises funds for a range of charities such as the Local Food Bank, Children in Need and Mcmillan nurses. As a result, pupils understand that there are others less fortunate than themselves. The eco council is active in raising awareness of the importance of conserving energy, recycling waste and promoting Fairtrade. The 'Criw Cymraeg' is enthusiastic about the way it sets targets to promote the development of Welsh at the school.

Many pupils take an active role in community activities and take pride in the opportunity to participate in local events. A good example is the school's involvement in entertaining senior citizens at the local centre. They invite members of the community annually to a 'Welsh tea' and concert. This has a positive impact on developing pupils' appreciation of the community they live in.

Nearly all pupils arrive at school punctually. However, attendance rates over the last four years have not compared well with those of similar schools and have regularly been below the median.

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

The school provides a wide range of interesting learning experiences that engage all pupils successfully. Teachers plan well and provide an imaginative curriculum that builds on pupils' prior learning effectively, and sets high expectations for all learners. This is a notable feature throughout the school. A varied range of educational visits and visitors to school, together with a well-attended extra-curricular club, support pupils' learning well.

Teachers provide many purposeful opportunities for pupils to develop their literacy, numeracy and ICT skills as they move through the school. Detailed planning creates opportunities for pupils to apply these skills well in relevant contexts and as a result ensures very purposeful challenge for more able pupils. Teachers ensure that pupils develop their thinking skills well by providing a suitable range of problem-solving activities. All staff plan very successful intervention programmes for pupils with additional learning needs.

Throughout the school, the provision for Welsh is exemplary. All teaching staff and teaching assistants use Welsh regularly and effectively in the classroom and around the school. The staff integrate the language very successfully into a range of learning activities of good quality. Pupils have many interesting opportunities to learn about their locality and also about Wales, its history and culture.

The school provides valuable opportunities for pupils to learn about recycling, energy conservation and minimising waste. As a result, most pupils talk enthusiastically about the importance of acting sustainably. The school makes effective use of parents to talk about other cultures, which contributes very well to pupils' knowledge and understanding of global citizenship.

Teaching: Good

The quality of teaching is consistently good or better across the school. All teachers have good subject knowledge. They manage their classes effectively and lessons are very well organised. They all expect pupils to achieve well and provide an appropriately high level of challenge in the work they set. This engages pupils very successfully. The pace of lessons is a strong feature and teachers use a wide range of methods and approaches to build on what pupils know and do. Across the school, effective use is made of questioning in order to extend pupils' thinking skills and expand their knowledge and understanding.

Teachers and teaching assistants work extremely well together. They take advantage of every opportunity to enrich the pupils' language in English and Welsh, which contributes successfully to their speaking and listening skills. All adults use Welsh extensively formally and informally in classrooms and around the school. This contributes very effectively to the very high standards achieved.

Teaching assistants have very good subject knowledge and teaching skills and use these to make a strong contribution to the high standards achieved by pupils in all classes.

All teachers mark pupils' work purposefully. Their consistent approach to marking provides pupils with regular and useful feedback on what they have done well and often set additional challenge on what they can do to improve. There are good opportunities for pupils to assess their own work and that of others. As a result, pupils' ability to evaluate how well they are doing is a strong feature across the school.

The school carries out rigorous assessment and analyses pupils' outcomes thoroughly to identify targets for individuals and groups of pupils and plan appropriate support and intervention.

The school keeps parents well informed about their children's progress. Annual reports to parents are detailed and informative and set clear targets for improvement.

Care, support and guidance: Good

The good quality of care, support and guidance has a positive effect on pupils' standards and wellbeing. The school has appropriate arrangements for promoting eating and drinking healthily, for example the fruit tuck shop, and for ensuring that pupils understand how to be safe. This is supported well through activities such as growing vegetables in the school garden for consumption in school. Pupils have regular opportunities to exercise during break times, physical education lessons and after school activities.

The school promotes pupils' spiritual, moral and cultural development successfully by providing regular collective worship and through curriculum activities such as religious education and the personal and social education programme. Provision for personal and social education is of high quality and means that pupils develop a sound understanding of values such as honesty, fairness and respect for others. This is demonstrated clearly in the caring way in which pupils treat each other.

The school has effective links with a range of specialist services and outside agencies. For example, a recent session by the local police liaison officer has had a positive impact on pupils' understanding of cyber bullying and online safety.

Provision for pupils who have additional learning needs is very good. School staff identify any additional learning needs quickly, provide support appropriately and monitor pupils' progress regularly and effectively. They ensure that individual education plans are detailed and thorough, and that they include parents' views when they are reviewed. The school's tracking system shows that nearly all pupils make good progress over time.

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

Learning environment: Good

The school has an extremely welcoming and happy environment. It is an inclusive community, where all pupils have equal access to all areas of the school's provision. Clear emphasis is placed on acknowledging, respecting and celebrating equality and diversity.

There are resources of good quality in all areas, which support teaching and learning effectively. These include an extensive selection of books and ICT resources. Teachers make particularly good use of bilingual resources to support the teaching and learning of Welsh.

The learning environment is of a good quality. Although the current accommodation is rather cramped in some classes, full use is made of all the space available inside and outside to enrich pupils' learning experiences. The outdoor learning areas for the Foundation Phase are well developed and staff make full use of these to support the development of pupils' literacy, creative and problem-solving skills.

Attractive displays of pupils' work and achievements in classrooms and around the school create a stimulating and interesting learning environment, supporting pupils' learning effectively.

Standards of cleanliness are high and the school building and grounds are safe and maintained appropriately.

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

The acting headteacher's strong leadership along with the valuable support of the senior management team sets a clear strategic direction for the school's development. They have very high expectations and a vision that is based on providing education of the highest quality in order to ensure that every pupil attains their full potential. They convey the vision to staff, pupils, parents and governors very successfully.

A particularly good feature is the extremely effective allocation of staff responsibilities. It is part of the school's strategy to develop staff, promote co-operation and share good practice within and beyond the school. As a result, everyone shares responsibility for the school's strategic direction and uses their individual strength and qualifications to ensure the greatest effect. There are clear communication procedures between all staff. They co-operate extremely effectively as a team and meet regularly to monitor and evaluate progress against the school's priorities.

The professional development of all staff is a particularly strong feature and is promoted very successfully through excellent performance management procedures and mentoring arrangements, which impact significantly on teaching, learning and on how well pupils achieve.

The school receives good support from governors. They have an increasing understanding of the school's strengths and of the areas that need to be developed further. The school's thorough system for monitoring data ensures that they are well informed about the school's performance over time in comparison with that in other schools. Visits to classes enable governors to reach a more certain judgement about pupils' standards of work and attainment and to challenge and question leaders about the school's performance. However, the governing body's strategic role in the self-evaluation and planning for improvement process has not developed fully.

Leaders address national and local priorities successfully such as the Literacy and Numeracy Framework and improving ICT skills in preparation for the Digital Competency Framework.

Improving quality: Good

The acting headteacher, senior management team and staff have established a culture of open and honest self-evaluation that focuses well on pupils' outcomes. It is an effective process that enables the school to identify, monitor and evaluate its performance successfully. The self-evaluation report is concise and evaluative, and provides an accurate picture of the school.

There are robust systems to review progress, identify areas for improvement and take effective steps to act on them. These include careful analysis of the school's comparative performance data and teacher assessments, as well as the scrutiny of books and regular lesson observations. Teachers and support staff all take an active

part in the process of monitoring, evaluating and planning for improvement and, as a result, have a clear understanding of the school's strengths and areas for development. Teachers regularly observe each other teaching, and discuss the qualities and the areas that could be improved.

The school draws successfully on the views of pupils and parents. The many pupil action groups are instrumental in bringing about a number of improvements, such as developing the school grounds and promoting the use of Welsh.

The school uses the information that is collected through the self-evaluation process very effectively to set priorities for improvement that are suitable for the school's needs, and which place a strong focus on pupils' outcomes. The school development plan identifies relevant and specific targets and measurable success criteria. It gives a clear outline of staff responsibilities, financial requirements and methods of monitoring progress. The capacity and ability of leaders and staff to make improvements and put plans in place are especially good. The school has a proven track record of maintaining high standards.

Partnership working: Good

The school works successfully with a range of partners in a way that has a positive effect on pupils' standards and wellbeing and extends learning experiences well. Leaders and staff communicate effectively with parents using social networking, electronic mail and an array of information booklets. The parent-teacher association makes valuable financial contributions to enrich pupils' learning experiences, for example by funding improvements to the outdoor learning areas.

The school makes good use of the expertise that exists in the local community. For example, well-organised 'taster' geology, science and ICT sessions with the local university make a valuable contribution to pupils' interest in the subjects. The school has very good links with a school in Ireland to which pupils have the opportunity to visit, participate in lessons and learn about another country's traditions and way of life.

The school makes worthwhile use of volunteers who support pupils, for example in Welsh. They contribute well to developing pupils' self-confidence and interest in the subject. The police and health professionals support the school's personal and social education programme successfully, particularly in relation to personal safety and hygiene.

An effective system of moderation has been established with other schools to produce purposeful and useful profiles to help teachers as they standardise pupils' work. There are effective transition arrangements for pupils moving into the school from two local playgroups, which help them to settle quickly into their new setting. There are beneficial links with the local secondary school, which help pupils to transfer smoothly between one sector and another and in preparing pupils for the next stage in their learning.

Resource management: Excellent

The school has a dedicated team of qualified and experienced staff who make a very valuable contribution to pupils' learning and wellbeing. Teaching assistants are an important part of the team and have a positive influence on the school's work, particularly in supporting literacy and numeracy.

All staff's continuous professional development links clearly to the philosophy that drives the school's vision. The school is a successful learning community and staff regularly share good practice with other schools, for example in the development of Welsh.

There are appropriate arrangements for teachers' planning, preparation and assessment time.

The wide and varied range of resources is managed effectively and pupils benefit greatly from opportunities to use them.

The headteacher and governors manage the school budget efficiently. The budget for implementing the school's improvement priorities is allocated clearly, and is used successfully to respond to specific needs. This ensures a wide supply of resources that respond to pupils' needs. Although the school currently has reserves above the recommended level, the governing body has suitable plans for its use to support its provision.

Current arrangements for allocating the Pupil Deprivation Grant focus very well on a wide range of intervention programmes to provide worthwhile support for vulnerable pupils in reading and mathematics. As a result, nearly all targeted pupils make at least the expected progress.

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

Appendix 1: Commentary on performance data

6672303 - YSGOL GYMUNEDOL COMINS COCH

Number of pupils on roll	176
Pupils eligible for free school meals (FSM) - 3 year average	5.9
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	19	30	18	19
Achieving the Foundation Phase indicator (FPI) (%)	94.7	86.7	100.0	100.0
Benchmark quartile	2	3	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	19	30	18	19
Achieving outcome 5+ (%)	94.7	86.7	100.0	100.0
Benchmark quartile	2	4	1	1
Achieving outcome 6+ (%)	36.8	20.0	55.6	63.2
Benchmark quartile	3	4	1	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	19	30	18	19
Achieving outcome 5+ (%)	94.7	90.0	100.0	100.0
Benchmark quartile	2	3	1	1
Achieving outcome 6+ (%)	26.3	30.0	50.0	63.2
Benchmark quartile	3	3	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	19	30	18	19
Achieving outcome 5+ (%)	94.7	86.7	100.0	100.0
Benchmark quartile	3	4	1	1
Achieving outcome 6+ (%)	36.8	36.7	77.8	78.9
Benchmark quartile	4	4	2	2

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

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

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

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

6672303 - YSGOL GYMUNEDOL COMINS COCH

Number of pupils on roll	176
Pupils eligible for free school meals (FSM) - 3 year average	5.9
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	19	26	25	22
Achieving the core subject indicator (CSI) (%)	94.7	100.0	100.0	100.0
Benchmark quartile	2	1	1	1
English				
Number of pupils in cohort	19	26	25	22
Achieving level 4+ (%)	94.7	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	57.9	57.7	88.0	54.5
Benchmark quartile	1	1	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	19	26	25	22
Achieving level 4+ (%)	94.7	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	68.4	53.8	76.0	59.1
Benchmark quartile	1	2	1	2
Science				
Number of pupils in cohort	19	26	25	22
Achieving level 4+ (%)	94.7	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	68.4	65.4	80.0	50.0
Benchmark quartile	1	1	1	2

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	87	87 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	87	77 89%	10 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	87	84 97%	3 3%	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	87	83 95%	4 5%	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.	87	85 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	87	87 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	87	87 100%	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.	87	83 95%	4 5%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	87	82 94%	5 6%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	87	85 98%	2 2%	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.	86	65 76%	21 24%	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	87	71 82%	16 18%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	76	52 68%	22 29%	2 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	75	63 84%	10 13%	1 1%	1 1%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	76	59 78%	15 20%	2 3%	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.	76	52 68%	23 30%	1 1%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	76	43 57%	31 41%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	76	50 66%	25 33%	1 1%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	76	52 68%	24 32%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	76	32 42%	37 49%	2 3%	0 0%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	76	52 68%	18 24%	1 1%	2 3%	3	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.	76	42 55%	30 39%	1 1%	1 1%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	76	60 79%	16 21%	0 0%	0 0%	0	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'.	75	37 49%	23 31%	1 1%	2 3%	12	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	76	34 45%	35 46%	7 9%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	76	50 66%	22 29%	2 3%	1 1%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	76	33 43%	35 46%	1 1%	1 1%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	76	51 67%	23 30%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	76	32 42%	25 33%	1 1%	0 0%	18	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	76	30 39%	36 47%	7 9%	2 3%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	76	51 67%	24 32%	0 0%	1 1%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Mr Mervyn Jones	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mr David Owen Jenkins	Lay Inspector
Mr Michael Hayes	Peer Inspector
Mrs Bethan Davies (Headteacher)	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.