



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Hook C.P. School
Newtown Road
Hook
Haverfordwest
Pembrokeshire
SA62 4ND**

Date of inspection: February 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Hook Community Primary School is about five miles south of Haverfordwest in the Pembrokeshire local authority and serves the rural communities of Hook, Freystrop and Deerland. At the time of the inspection, there are 104 pupils on roll, including 10 nursery pupils who attend part-time. There are four mixed age classes for full-time pupils.

Around 11% of pupils are eligible for free school meals, which is below the national average of 21%. The school identifies around 33% of pupils as having additional learning needs. This is above the national average of 22%. Nearly all pupils are of white British ethnicity and speak English as their first language. Very few speak Welsh at home.

The headteacher took up his post in September 2012. The school's last inspection was in January 2009.

The individual school budget per pupil for Hook C.P. School in 2014-2015 means that the budget is £4,175 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,240 and the minimum is £3,570. Hook C.P. School is 30th out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The school is good because:

- Nearly all pupils make appropriate progress and around half make very good progress and achieve well
- Levels of pupils' wellbeing are high due to the effective care, support and guidance provided by the school
- All pupils enjoy coming to school and attendance rates are high
- The curriculum is broad, balanced and stimulating and meets the needs of all pupils
- Most teaching is good
- There is a strong inclusive ethos that values all pupils equally
- Support for pupils with additional learning needs enables most to make good progress

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school and provides strong leadership
- A committed team of professionals shares many leadership responsibilities and makes a valuable contribution to school improvement
- Senior leaders have introduced a number of initiatives that are proving effective in a short time
- The school's self-evaluation procedures are thorough and provide an accurate picture of the school's strengths and areas for improvement
- School development planning is effective and is bringing about improvements
- The school benefits from close co-operation with a good range of partners

Recommendations

- R1 Raise standards of literacy and numeracy in the Foundation Phase
- R2 Improve standards in Welsh in key stage 2
- R3 Develop the learning environment for pupils in the Foundation Phase to foster greater independence

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Around half of pupils enter the nursery with levels of skills that are below those expected of pupils of a similar age. During their time at school, nearly all pupils make at least the progress expected of them, while around half make very good progress relative to their starting points.

Throughout the school, most pupils make good progress in developing oracy skills. They listen well to their teachers and to each other, often for long periods without losing concentration. They speak confidently and without inhibition. By the end of the Foundation Phase, many pupils express themselves clearly. In classes in key stage 2, many pupils have well developed speech. They share their thoughts and discuss their ideas maturely.

Nearly all pupils make good progress in reading. In the Foundation Phase, most use their knowledge of letters and sounds successfully to read unfamiliar words. They enjoy stories and read them fluently and expressively. More able pupils describe characters and plot and show a good understanding of what they read.

Most pupils in key stage 2 read fiction and non-fiction for pleasure and to locate information. They read fluently, expressively and with understanding. Most have a good range of strategies that they use when decoding unfamiliar words. They use the context and illustrations to aid their understanding of the text. They read regularly in school and at home and enjoy describing their favourite stories. When seeking information in a non-fiction book, most use indexes competently to find the appropriate pages. However, they have not generally acquired higher order, information retrieval skills such as skimming and scanning.

In the Foundation Phase, many of the youngest pupils hold pencils and brushes correctly and make marks from left to right, starting at the top of the page. They learn to write recognisable letter shapes and associate them with sounds. Many progress to writing simple sentences about their topics. Many older pupils make good progress in writing for a variety of purposes. They use regular sentence patterns and an increasing vocabulary. They write neatly, forming and spacing characters carefully.

Many pupils in key stage 2 write in a variety of styles. They are aware of their purpose for writing and their intended audience and adapt their style accordingly. Many draft and redraft effectively to improve their work. Most write sentences with capital letters and full stops or question marks and a majority of older pupils use a wider range of punctuation, such as apostrophes and speech marks, correctly. Most pupils write at length regularly in English lessons and in other areas of the curriculum.

In the Foundation Phase, many pupils use literacy skills well such as when recounting their visit to Tenby or when writing a letter to the coxswain of the lifeboat. As they progress through key stage 2, many pupils apply literacy skills well in a wide variety of contexts. For example, they write persuasive articles to sell a Tudor manor house. In their study of the Second World War, they design propaganda posters and write vivid accounts of the effects of food rationing.

Most pupils make steady progress in developing mathematical skills. In the Foundation Phase, they begin to develop an understanding of place value. They count on in ones, twos and tens. By the end of Year 2, most pupils read, write and order numbers to 100. They add and subtract two-digit numbers correctly and work out halves and quarters of shapes and numbers. They weigh and measure carefully using standard units, tell the time and add small sums of money and give change in their snack shop.

In key stage 2, many make good progress in mathematics. They add, subtract, multiply and divide whole numbers accurately, handle decimal fractions and convert them to percentages and common fractions. Many pupils apply their mathematical skills effectively in other areas of the curriculum. For example, in geography, they draw and interpret weather graphs correctly and, in history, they investigate how far a parachutist would sink when baling out over water.

Pupils in the Foundation Phase make good progress in learning Welsh. They learn the names for colours, foods, animals and clothes and use them in sentences, but they rarely write in Welsh. However, this good progress does not continue into key stage 2. Older pupils use a limited range of vocabulary when writing in Welsh. Few pupils read Welsh competently. Few pupils speak Welsh outside of lessons.

Most pupils with additional learning needs respond well to support programmes and make good progress in relation to their starting points.

Over the past three years, pupils' attainment in the Foundation Phase at the expected outcome 5 in literacy and mathematical development has placed the school consistently in the lower 50% when compared with similar schools. In the Foundation Phase, pupils' attainment in literacy at the higher-than-expected outcome 6 has placed the school consistently in the bottom 25%. In mathematical development, attainment at outcome 6 is more variable, the school ranging from the upper 25% to the bottom 25% of similar schools.

In key stage 2, pupils' attainment at the expected level has fluctuated widely from year to year. In 2014, pupils' attainment in English, mathematics and science places the school in the top 25% when compared with similar schools. In the previous three years, however, attainment has varied, moving the school from the bottom 25% to the top 25% in all three subjects. Pupils' attainment at the higher-than-expected level 5 at the end of key stage 2 has fluctuated, moving the school between the bottom 25% and the upper 50%. There is no consistent pattern in the relative performance of boys and girls.

Because of the very small numbers of pupils who are eligible for free school meals; it is not possible to make a meaningful comparison of their performance with that of other pupils.

Wellbeing: Good

Nearly all pupils are highly motivated and take pride in their work. All pupils feel happy and safe in school and know whom to turn to if they have concerns. They are consistently polite and respectful towards adults and each other, and show respect, care and concern for others. They understand the potential hazards associated with the internet and know how to stay safe.

Most pupils have a positive attitude towards healthy living and make healthy lifestyle choices by eating fruit snacks, engaging in after-school sports clubs or by cycling to school.

Throughout the school, pupils make a strong contribution to deciding what and how they learn. The school council and the two school ambassadors play a strong role, helping to influence the school development plan, meeting regularly with the governing body and making decisions that affect the wellbeing of other pupils. For example, they were instrumental in establishing the school's code of behaviour. Many pupils take part in worthwhile community activities, such as the annual village festival.

Attendance levels have shown a trend of improvement since 2012 and in 2014 place the school in the top 25% when compared with similar schools. Nearly all pupils are punctual.

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

Most teachers plan a good range of interesting and exciting activities that meet the needs of all pupils through topic-based work although, in the Foundation Phase, a majority of pupils' experiences do not have an appropriate balance between child-initiated activities and those led by adults. Teachers incorporate the Literacy and Numeracy Framework into their planning, and provide frequent opportunities for pupils to develop literacy and numeracy skills effectively. In key stage 2, teachers plan regular occasions for pupils to solve problems independently and creatively. Intervention programmes meet the needs of learners who are underachieving and provide appropriate support to ensure that all pupils make good progress.

The school makes good provision for developing Welsh language in the Foundation Phase, although pupils in key stage 2 have fewer opportunities to use Welsh inside or outside the classroom. All teachers provide a range of opportunities for pupils to learn about the geography, history and culture of Wales. For example, pupils study Cardiff, Snowdonia and the work of famous Welsh people, including local artists.

Many pupils participate enthusiastically in a wide variety of extra-curricular activities that enrich their learning. For example, pupils learn to care for the environment in the Muddy Feet Club. The school welcomes many visitors and arranges educational trips that deepen pupils' understanding of topics effectively.

The school's links with other schools in Africa and the Caribbean promote pupils' understanding of other cultures well. The school promotes sustainability suitably by recycling paper and plastic bottles, and by reminding pupils to be frugal with the use of electricity and water.

Teaching: Good

Teachers know their pupils well and plan a range of interesting activities that match their abilities accurately. The majority of lessons provide pupils with challenging tasks that require them to make choices. This develops their thinking and problem-solving skills well. Most lessons begin with a recap of pupils' previous learning, and teachers ensure that pupils understand what they will learn during lessons by setting clear learning objectives and success criteria that are suitable for pupils of differing abilities. Lessons have a brisk pace and teachers structure the phases of lessons well, ensuring a good balance of individual, group and whole-class work. .

The quality of assessment is good. In all classes, teachers give useful oral feedback that encourages pupils to improve. Teachers provide good opportunities for pupils to assess their own work and that of others. Through this process, pupils are becoming increasingly effective at identifying what they are doing well and what they need to do to improve.

Teachers use a suitable range of standard assessments that measure pupils' abilities and progress accurately. They record this information on electronic systems that enable staff to monitor each pupil's progress and intervene promptly when they are not making the expected progress. Reports to parents are clear and provide appropriate information about their children's achievements and progress.

Care, support and guidance: Good

Provision for the care, support and guidance of pupils is highly effective. The school provides a good range of activities that promote pupils' health and wellbeing well. It makes appropriate arrangements for promoting healthy eating and drinking and provides many opportunities for regular exercise within school and during well-attended after school clubs.

The school's attention to values and children's rights promotes pupils' moral and social development well. A range of visits and visitors to the school provides valuable information and enhances pupils' learning experiences. Collective worship promotes pupils' spiritual development. At Harvest and Christmas times, pupils take part in acts of collective worship in the community. The school promotes pupils' cultural awareness through a varied programme of sporting, musical and dramatic opportunities.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Clearly targeted support for individuals and groups of vulnerable pupils has resulted in improvement of pupils' attitudes, behaviour, confidence and relationships. The school provides useful guidance to parents regarding their children's safe use of the internet.

The school identifies pupils with additional learning needs soon after they enter school. Staff prepare appropriate individual education plans and provide appropriate support. They engage with many outside agencies and specialist services effectively to ensure that pupils with additional learning needs make suitable progress. They monitor and evaluate the success of the plans appropriately.

Learning environment: Adequate

The school is a happy and vibrant place and promotes a strong sense of inclusion, tolerance and community wellbeing. Staff treat all pupils fairly, regardless of gender, background or ability. There is a clear emphasis on recognising, celebrating and respecting diversity.

The school is fully accessible. There are enough resources of good quality to match pupils' learning needs well. Overall, the school uses its space well. The majority of classrooms are spacious and generally well maintained. The Foundation Phase makes good use of a wooded area to the side of the school. This is an effective outdoor area to engage pupils in their learning. However, one Foundation Phase outdoor learning area is not well developed and, for part of the day, space in one Foundation Phase classroom is restricted. This limits the choices available to pupils. The school benefits from using the neighbouring sports association's grounds for games lessons and sporting fixtures.

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

The headteacher has a very clear vision for the school and provides strong leadership, communicating high expectations, challenging staff to good effect and tackling underperformance robustly. This has resulted in improvements to the quality of teaching and learning across the school. The headteacher has distributed leadership responsibilities more equitably, enabling all staff to make a meaningful contribution to planning and delivering improvements. The introduction of a new literacy programme and highly effective assessment for learning procedures have contributed to raising standards of attainment.

All staff work well as a team. They meet regularly to focus appropriately on school development priorities. There are robust procedures for managing the performance of all staff. Staff are set challenging targets that support the school's priorities. For example, teaching assistants have been trained to support pupils with additional learning needs more effectively.

The school has responded well to meeting national priorities such as implementing the Literacy and Numeracy Framework. This enables teachers to plan more effectively, so that pupils acquire key skills in a way that builds effectively on what they know, understand and can do.

Governors support the school effectively and have a good understanding of the school's strengths, shortcomings and future priorities. They know how the performance of pupils compares with that of pupils in similar schools and set realistic

targets accordingly. The school has made good progress in addressing most of the recommendations from the previous inspection. However, shortcomings in aspects of the school's accommodation remain.

Improving quality: Good

The school's arrangements for self-evaluation and planning for further improvement are good. Staff support senior leaders in carrying out a programme of activities to gather first-hand evidence. This includes an accurate analysis of pupil outcomes, regular monitoring of teaching and scrutiny of pupils' work. The school considers appropriately the views of governors, parents and external bodies such as the local authority. Leaders take appropriate account of the contribution of the pupil ambassadors and school council, who provide a valuable insight into the views of pupils. The outcomes of the comprehensive self-evaluation process provide the school with an accurate assessment of its strengths and opportunities for improvement.

The school development plan contains a sensible number of priorities identified through self-evaluation. Its sections are well organised and include measurable success criteria and costs. It is a useful tool for providing strategic direction and driving improvement and provides a clear focus for performance management and staff development.

The school has a strong learning culture among its staff and close team working provides a good basis for teachers to benefit from each other's ideas, to support the further development of the curriculum and to secure lasting improvements.

Partnership working: Good

There are effective partnerships that have a positive effect on pupils' achievements and wellbeing. Parents appreciate the school's increased emphasis on building their partnership with the school. They are well informed and confident about approaching the school if they have any issues to discuss. The parent teacher association is very active in raising funds for the school and in recent years has helped to purchase gardening tools, sand and water trays and activity jackets.

The school plays an active role within the local community. For example, pupils took part in a local enterprise initiative, which challenged pupils to develop their understanding of business and the world of work. The school makes good use of the neighbouring sports association's playing fields and facilities.

Staff work well with the on-site pre-school playgroup. This prepares pupils for transition to the school. Close links with other primary schools in the area enable teachers to moderate the assessment of pupils' work, ensuring that assessment of pupils' standards within the school is accurate. The school's partnerships with schools in the local cluster provide pupils with sporting and musical opportunities and enable staff to share aspects of good practice. There are sound arrangements with the local secondary school to prepare pupils appropriately for the next stage of their education.

Resource management: Good

Leaders deploy staff and resources efficiently, making the best use of their expertise and experience. Performance management targets link to the school development plan and identify opportunities for the training and development of all staff. For example, following reviews, staff have received training in Welsh and the use of a new mathematics resource.

The school has suitable arrangements for teachers' planning, preparation and assessment time.

Overall, the school makes effective use of its accommodation and resources. Staff involvement in a number of networks of professional practice contributes effectively to improving aspects of provision such as the use of new literacy and mathematics resources and tablet computers.

Governors monitor the school's budget effectively and challenge the school well on its use of resources. The school uses its delegated funding carefully to support the diverse needs of pupils and to enable them to make good progress. It uses the Pupil Deprivation Grant effectively to support disadvantaged pupils. The school has suitable procedures to monitor its budget and reserves are within recommended limits.

In view of the quality of provision and the good progress made by most pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6682228 - Hook CP

Number of pupils on roll	103
Pupils eligible for free school meals (FSM) - 3 year average	11.1
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	19	14	8
Achieving the Foundation Phase indicator (FPI) (%)	68.4	64.3	87.5
Benchmark quartile	4	4	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	19	14	8
Achieving outcome 5+ (%)	73.7	71.4	87.5
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	31.6	0.0	25.0
Benchmark quartile	2	4	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	19	14	8
Achieving outcome 5+ (%)	73.7	71.4	87.5
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	26.3	14.3	25.0
Benchmark quartile	2	4	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	19	14	8
Achieving outcome 5+ (%)	84.2	92.9	100.0
Benchmark quartile	4	3	1
Achieving outcome 6+ (%)	21.1	50.0	87.5
Benchmark quartile	4	2	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.

6682228 - Hook CP

Number of pupils on roll	103
Pupils eligible for free school meals (FSM) - 3 year average	11.1
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	18	13	7	11
Achieving the core subject indicator (CSI) (%)	77.8	84.6	85.7	100.0
Benchmark quartile	4	3	3	1
English				
Number of pupils in cohort	18	13	7	11
Achieving level 4+ (%)	77.8	84.6	100.0	100.0
Benchmark quartile	4	3	1	1
Achieving level 5+ (%)	33.3	38.5	0.0	45.5
Benchmark quartile	2	2	4	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	18	13	7	11
Achieving level 4+ (%)	83.3	100.0	85.7	100.0
Benchmark quartile	3	1	4	1
Achieving level 5+ (%)	22.2	38.5	14.3	45.5
Benchmark quartile	4	2	4	2
Science				
Number of pupils in cohort	18	13	7	11
Achieving level 4+ (%)	83.3	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	16.7	61.5	28.6	45.5
Benchmark quartile	4	1	3	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

Primary questionnaire (overall)

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.	51	51 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	50	48 96%	2 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	50	48 96%	2 4%	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	50	50 100%	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.	51	51 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	51	50 98%	1 2%	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.	51	51 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	51	51 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	48	45 94%	3 6%	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.	50	50 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	38	35 92%	3 8%	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	45	40 89%	5 11%	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.	25	22 88%	3 12%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	25	23 92%	2 8%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	25	24 96%	1 4%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	25	20 80%	5 20%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	25	19 76%	6 24%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	25	21 84%	4 16%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	25	22 88%	3 12%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	25	17 68%	8 32%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	25	23 92%	2 8%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	25	23 92%	2 8%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	25	22 88%	3 12%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	23	19 83%	4 17%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	25	20 80%	5 20%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	25	22 88%	3 12%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	25	18 72%	7 28%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	25	21 84%	4 16%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	24	16 67%	6 25%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	25	20 80%	5 20%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	25	21 84%	4 16%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Christopher Ian Dolby	Reporting Inspector
Aileen Patricia Brindley	Team Inspector
Terry James Davies	Lay Inspector
Kathryn Fox-Parry	Peer Inspector
Nick Allen (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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