



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

**Neyland Primary School
John Street
Neyland
Milford Haven
Pembrokeshire
SA73 1TH
United Kingdom**

Date of inspection: September 2014

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

Neyland Community School is the result of the amalgamation of Neyland Infant and Junior schools in September 2006. In September 2011, the whole school moved into new, purpose-built accommodation catering for pupils between the ages of three and eleven on the site of the old junior school.

The catchment area of the school includes Neyland town, Mastlebridge, Llanstadwell and Hazelbeach. There are currently 301 pupils on roll, including 31 who attend the nursery on a part-time basis. There are 13 full-time classes, four of which have mixed age groups.

Almost all the pupils come from homes where the predominant language is English. A very small percentage of pupils speak English as an additional language. Twenty per cent of pupils are eligible free schools meals, which is around the average for Wales. The school considers that 35% of pupils have additional learning needs, which is considerably higher than the Welsh average, although no pupil has a statement of special educational needs.

The current headteacher took up her post in September 2006 and the school's last inspection was in 2008.

The individual school budget per pupil for Neyland Community School in 2013-2014 means that the budget is £3,757 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,304 and the minimum is £3,270. Neyland Community School is 33rd out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- by the end of key stage 2, outcomes for most pupils in English and mathematics are in line with their ability;
- attendance shows a trend of improvement and compares well to that of other similar schools over the last four years;
- the very effective work of the officers for pastoral and family liaison ensures that most vulnerable pupils achieve good levels of wellbeing and improve their attendance;
- care, support and guidance for all pupils are of high quality; and
- the new building provides a very good environment for teaching and learning.

However:

- in all year groups, pupils' ability to apply their numeracy and extended writing skills across the curriculum is underdeveloped;
- standards of spelling, punctuation, handwriting and presentation vary too much;
- teachers do not adapt work well enough in lessons to meet the needs of all pupils; and
- the marking and assessment of pupils' work are inconsistent across the school.

Prospects for improvement

The school's prospects for improvement are adequate because:

- there is a good balance of strengths across the senior management team;
- staff work well as a team and have a shared commitment to improve outcomes for pupils;
- the use of performance data informs the school's self-evaluation procedures;
- the school has a wide range of effective partnerships, which benefit pupils' wellbeing; and
- the headteacher and governing body manage the school finances well.

However:

- improving standards of Welsh was a recommendation in the 2008 inspection and this remains an area for development;
- governors work closely with the school, but their role as critical friends is at an early stage of development;
- self-evaluation based on first-hand observations of teaching and learning is limited; and
- the school development plan contains too many targets and this means that the school lacks clear priorities for improvement.

Recommendations

- R1 Improve pupils' spelling, punctuation, handwriting and presentation
- R2 Develop pupils' ability to apply their numeracy and extended writing skills across the curriculum
- R3 Continue to improve pupils' Welsh language skills
- R4 Ensure that all teachers adapt work in lessons to meet the needs and abilities of all pupils
- R5 Improve the consistency of teachers' marking and assessment of pupils' work
- R6 Develop a clear set of whole school priorities and monitor and evaluate progress rigorously against them

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The school's assessments of pupils when they enter the nursery or the reception class indicate that most pupils are of average or above average ability. As they move through the school, a majority make steady progress and, by the end of Year 6, most pupils' achievements in English and mathematics are in line with their ability.

Across the school, most pupils speak confidently to each other and to adults, for example when they talk about the things they enjoy doing in school. Many older pupils in key stage 2 speak eloquently about school life using well-developed vocabulary. Many pupils in both key stages listen well in lessons, but a significant minority fail to maintain their concentration levels when carrying out tasks, and this affects the learning of others in a few classes.

In the Foundation Phase, most pupils are developing good reading skills at a level appropriate to their ability. Most can name their favourite story and explain their preference. Most use initial letter sounds well to decode simple words, and more able pupils are developing good fluency and expression. In key stage 2, most pupils continue to develop their ability to read different texts competently. More able pupils are beginning to use more complex reading skills, such as skimming and scanning, for example when they scan information to discover key facts about celebrities.

In the Foundation Phase, pupils write for a suitable range of purposes in their literacy lessons. However, by the end of Year 2, most pupils, including those who are more able, do not use basic punctuation accurately and they misspell too many common words. There is a wide variation in the quality of pupils' handwriting and presentation. A majority of pupils are able to write at length when, for example, they recount the story of 'The Enormous Turnip', but they do not transfer their writing skills well in other areas of the curriculum. In key stage 2, pupils write for a wide range of different purposes. By Year 6, most pupils can write at length to express their ideas and opinions. They plan and redraft their writing occasionally to improve the content. They use interesting vocabulary, and the standard of presentation and handwriting of older pupils is often very good. For instance, pupils in a Year 5 class produce very effective persuasive writing about the rights and wrongs of hunting animals in Botswana. However, across the key stage, the quality of pupils' writing varies too much. Many pupils' spelling is inaccurate and their use of punctuation is insecure. Standards of handwriting and presentation also vary considerably. In most classes, pupils' ability to write extended pieces in their work across the curriculum is limited.

Many pupils in Year 2 are developing good numeracy skills. They count correctly in twos, fives and tens and are able to compare and order correctly two-digit numbers. Most can double and halve numbers successfully within 20. More able pupils are developing a good awareness of money and can correctly give change using different coins to make the same amount. Many pupils are developing good mental number skills. In key stage 2, many older pupils demonstrate a secure

understanding of decimals and fractions and they are developing their understanding of percentages well. Most are familiar with a range of appropriate mathematical vocabulary and more able pupils use this well, for example when problem solving using bean bags to find simple algebraic formulas. More able pupils in Year 6 have good mental recall of multiplication facts to 12. However, pupils' ability to apply their numeracy skills in other areas of learning is limited mainly to graph work in science.

In the Foundation Phase, most pupils use Welsh appropriately in a range of situations. In key stage 2, although most pupils use simple words and phrases on a regular basis, they make limited progress in building on their skills as they move through the key stage.

Over the last two years, performance in the Foundation Phase is improving when compared to outcomes in 2012. At both the expected outcome 5 and the higher than expected outcome 6, performance in literacy and mathematical development places the school consistently in the upper 50% or top 25% when compared to similar schools. However, teacher assessment outcomes, particularly at the higher outcome 6, do not always accurately reflect the standards seen in the scrutiny of pupils' work during the inspection.

In key stage 2, performance at the expected level 4 has varied over the last four years, but generally shows an upward trend in English and science for the last two years. In both these subjects, performance has placed the school consistently in the upper 50% of similar schools in 2013 and 2014. Performance in mathematics is more variable and the school has declined to the lower 50% when compared to similar schools in 2014. At the higher than expected level 5, performance in English and mathematics over the last four years has placed the school consistently in the upper 50% or top 25% when compared to similar schools. Performance in science has placed it in the upper 50% of similar schools for the last three years.

Over the last three years, the outcomes of pupils eligible for free schools meals are generally lower than those of their peers in literacy and mathematical development in the Foundation Phase and in the three core subjects in key stage 2.

Wellbeing: Good

All pupils feel safe in school and have a positive attitude to health and fitness. Standards of behaviour are good in classes and on the playground. Nearly all pupils play well together and they share equipment and take turns. Pupils respond well to initiatives, such as the 'worry box', and these have a positive effect on their behaviour.

Pupils enjoy school, are motivated to learn and are keen to participate in lessons. Nearly all pupils co-operate well and most maintain concentration for extended periods. All pupils have literacy and numeracy targets, but only a few more able pupils in key stage 2 can recall these and use them effectively to improve their work.

The school council plays an important part in the life and work of the school. Members know that the school takes seriously any suggestions they make. They

organise activities to benefit others, such as raising money for a local children's cancer charity. They also have an appropriate role in the appointment of teachers.

Attendance figures are improving due to an excellent link between pupils, parents and the family liaison officer. Attendance shows a trend of improvement. Over the last four years, attendance rates place the school consistently in the upper 50% compared with other similar schools. Many vulnerable pupils and their families respond well to the work of the family and pastoral liaison officers and their wellbeing and attendance are good as a result.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides an appropriate range of learning experiences, which meet the needs of many pupils. However, the provision for areas of learning and subjects across the curriculum relies too heavily on a range of published schemes that do not match the school's needs in many respects. This results in a lack of continuity and progression in teachers' planning. Provision for numeracy skills and opportunities for extended writing skills across the curriculum also lack structure and this makes it difficult for staff to build progressively on pupils' skills as they move through the school. The school provides a wide range of extra-curricular clubs which many pupils from Year 1 and above enjoy attending.

Provision for the Welsh language in the Foundation Phase is sound but pupils' skills are not built on well enough in key stage 2. The 'Ciw Cymreig' promotes the use of Welsh actively across the school and this is beginning to make a difference to the amount of Welsh pupils use but their range of vocabulary is limited. All staff promote Welsh culture appropriately, providing opportunities for visits to places of interest, such as St Fagan's and Llangrannog.

The school provides good opportunities for learning about environmental issues, such as recycling and the conservation of energy. There is appropriate provision for pupils to learn about their roles and responsibilities as global citizens, for example through links with a school in France and work on the fair trade football programme.

Teaching: Adequate

Many teachers plan interesting lessons and use an appropriate range of methods to engage pupils' interest and attention. Most teachers use effective questioning to develop pupils' ideas and to assess their learning. Many lessons have clear learning objectives and, in these sessions, teachers use the end of lessons well to review pupils' understanding. The majority of lessons progress at a suitable pace and teachers manage pupils' behaviour well. Many teachers and learning support assistants provide good levels of support when pupils undertake tasks. However, in nearly all classes, pupils work on the same tasks. This means that pupils who have additional learning needs often struggle to complete tasks and there is a lack of challenge for the more able.

All teachers mark pupils' work conscientiously, but there is too much variation in the quality of their comments. As a result, pupils do not always have a clear idea of what

they need to do to improve their work. Teachers use a suitable range of assessment for learning strategies, including peer and self-assessment. These initiatives are at an early stage of development and only a few more able pupils are able to use them effectively to help improve their work. The school collects a wide range of data on pupil achievement and uses this well to identify pupils who need additional support, for example for their literacy and numeracy skills. However, the school does not have a clear picture of how effective the different interventions are in raising pupil outcomes.

Reports to parents give good information about pupils' achievements in literacy and numeracy. They also contain information on other areas of the curriculum but these make little comment on individual pupil progress.

Care, support and guidance: Good

The development of pupils' wellbeing is a strength of the school. The school liaises with a wide range of specialist agencies, such as speech and language therapy, to support pupils' emotional, behavioural, physical and educational development. Other external agencies, such as the police and health services, work well with the school to address pupils' needs.

There are good opportunities for pupils to develop their understanding of health and fitness. The school makes appropriate arrangements for promoting healthy eating and drinking. Staff promote pupils' social, moral, spiritual and cultural development well. The family liaison and pastoral liaison officers make a significant contribution to improving the attendance and wellbeing of targeted pupils. This is enabling these pupils to become effective members of the school community.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The 'E-safety Crew' promotes internet safety actively throughout the school and most pupils have a good awareness of this.

Teachers identify additional learning needs quickly and ensure extra help supports the identified pupils. Most learning support assistants work well with pupils who require additional help on a range of appropriate intervention programmes. Staff monitor carefully pupils' progress against targets in individual education plans and pupils and parents take part in regular reviews. However, when pupils with additional learning needs are working in class, their literacy and numeracy targets are not always specific enough for staff to measure pupils' progress accurately. Support for pupils with behavioural difficulties is a very strong feature of the school, led by the school's pastoral liaison officer.

Learning environment: Good

The school promotes moral values and an ethos of respect well and this benefits all pupils. Most pupils are polite, helpful and tolerant of the different views of others. All pupils have equal access to a wide range of opportunities throughout the school, including extra-curricular clubs. Anti-bullying initiatives ensure that nearly all pupils feel safe and secure and know who to turn to if an issue arises.

The new school building provides a very good environment for teaching and learning. Attractive wall displays support pupils' learning well. There are plenty of resources of good quality to enrich work across the curriculum. The school is developing the outside environment and there are attractive areas for work and play. However, staff do not always make best use of these areas during lessons, especially in the Foundation Phase classes.

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

Leadership: Adequate

Nearly all staff share the school's vision and values. Staff understand their roles well and most undertake them conscientiously. An appropriate management structure ensures the effective sharing of leadership roles throughout the school. There is a good balance of strengths across the senior leadership team, who have responsibility for initiatives to improve pupil outcomes. Teachers discuss and agree the content of improvement plans regularly in staff meetings, but leaders do not check the consistent implementation of agreed initiatives across the school sufficiently. This means that there is little evaluation of the success of initiatives, such as the new marking scheme and the use of assessment for learning strategies.

The governing body has a good understanding of performance data and individual members visit the school regularly as part of the self-evaluation process. For example, members have undertaken a recent learning walk and literacy review as part of the school's self-evaluation process. The role of governors in supporting the school is developing and they are becoming more aware of the school's strengths and areas for development. However, this process is at an early stage.

The school pays appropriate attention to a range of local and national priorities to improve pupil outcomes. For instance, the health and wellbeing initiatives are improving the attendance and wellbeing of vulnerable pupils. In addition, pupils are now blogging effectively to share information well between themselves and other schools.

Improving quality: Adequate

The school evaluates its own performance, principally through the careful analysis of a wide range of data. The outcomes inform provision for pupils with additional learning and basic skills needs and the composition of guided reading groups. Senior leaders also evaluate pupil outcomes, for example through a recent scrutiny of pupils' books led by the local authority, and by occasional lesson observations. However, leaders and managers do not make enough use of these strategies, or draw enough lessons from them. This means that the school's self-evaluation process does not always identify correctly the most important priorities for improvement.

The self-evaluation report identifies strengths and areas for improvement and these form the basis of the school improvement plan. The plan has a suitable focus on raising pupil outcomes and contains clear success criteria, timescales and responsibilities. However, the plan has too many targets and this means that the school does not have a clear set of priorities upon which to move forward. This

makes it difficult for senior managers and the subject co-ordinators to monitor and to evaluate progress in implementing the plan effectively.

Improving pupils' Welsh skills was a recommendation in the last inspection and this remains a priority for development.

Partnership working: Good

The school has an effective partnership with parents and carers. It communicates with them well through newsletters and the school website. The recent addition of a social media site gives parents regular updates on news and forthcoming events.

Visitors from the community contribute well to school life. For example, pupils receive coaching from the local cricket, bowls and fishing organisations and this extends pupils' range of interests and experiences well. The school's family liaison officer and nursery class teacher visit every child at home before they start school. This ensures the identification of individual needs and the provision of support where necessary, at an early stage.

The partnership with the local secondary school is strong with effective use of the school's Year 6 teacher, pastoral support officer and additional learning needs co-ordinator who regularly meet Year 7 staff during the summer term. This supports pupils' transition to secondary school well, especially for those pupils with emotional and physical needs. There are good opportunities for teachers to co-operate across the cluster of local primary schools, for example to assess pupils' work accurately and consistently in English, mathematics at the end of key stage 2.

Resource management: Adequate

The school manages and deploys its staff appropriately. There are sufficient qualified teachers and support staff to teach the curriculum. Most learning support assistants assist pupils' learning competently in classes and in intervention groups.

The school's performance management system sets targets for all members of teaching staff, linked to priorities in the school improvement plan but these are not always sufficiently specific to bring about improvements. The lack of performance management for learning support assistants means that the school is unable to assess how effectively they carry out their roles.

Schools within the local cluster work well together on a range of initiatives to improve pupils' wellbeing. As a result, the school has trained pupils as peer mentors who provide good support to vulnerable Year 3 pupils with literacy and numeracy, for example with reading. The school is currently sharing this good practice with other local primary schools.

The headteacher and governing body manage the school's finances carefully and direct expenditure appropriately towards addressing the school's priorities, for example to improve the outdoor learning facilities and to buy books for guided group reading. The school uses the Welsh Government's Pupil Deprivation Grant well to provide beneficial support for pupils eligible for free school meals. Overall, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6682393 - Neyland Community School

Number of pupils on roll	319
Pupils eligible for free school meals (FSM) - 3 year average	19.9
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	42	42	45
Achieving the Foundation Phase indicator (FPI) (%)	64.3	90.5	93.3
Benchmark quartile	4	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	42	42	45
Achieving outcome 5+ (%)	73.8	92.9	93.3
Benchmark quartile	4	1	2
Achieving outcome 6+ (%)	26.2	40.5	37.8
Benchmark quartile	2	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	42	42	45
Achieving outcome 5+ (%)	76.2	90.5	95.6
Benchmark quartile	4	2	2
Achieving outcome 6+ (%)	26.2	31.0	37.8
Benchmark quartile	2	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	42	42	45
Achieving outcome 5+ (%)	78.6	97.6	100.0
Benchmark quartile	4	2	1
Achieving outcome 6+ (%)	31.0	64.3	51.1
Benchmark quartile	3	1	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.

6682393 - Neyland Community School

Number of pupils on roll	319
Pupils eligible for free school meals (FSM) - 3 year average	19.9
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	39	34	41	44
Achieving the core subject indicator (CSI) (%)	71.8	76.5	87.8	90.9
Benchmark quartile	4	4	2	2
English				
Number of pupils in cohort	39	34	41	44
Achieving level 4+ (%)	87.2	76.5	90.2	95.5
Benchmark quartile	2	4	2	2
Achieving level 5+ (%)	33.3	38.2	36.6	36.4
Benchmark quartile	2	1	2	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	39	34	41	44
Achieving level 4+ (%)	87.2	82.4	90.2	90.9
Benchmark quartile	2	4	2	3
Achieving level 5+ (%)	33.3	29.4	41.5	47.7
Benchmark quartile	2	2	1	1
Science				
Number of pupils in cohort	39	34	41	44
Achieving level 4+ (%)	79.5	82.4	92.7	97.7
Benchmark quartile	4	4	2	2
Achieving level 5+ (%)	25.6	32.4	39.0	43.2
Benchmark quartile	3	2	2	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.	103	97 94% 98%	6 6% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	102	94 92% 92%	8 8% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	103	96 93% 96%	7 7% 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	103	100 97% 97%	3 3% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	103	100 97% 96%	3 3% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	102	99 97% 96%	3 3% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	103	101 98% 99%	2 2% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	103	94 91% 98%	9 9% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	103	87 84% 91%	16 16% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	103	90 87% 95%	13 13% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	101	64 63% 77%	37 37% 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	103	81 79% 84%	22 21% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

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.	19	9 47%	5 26%	2 11%	3 16%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	19	10 53%	8 42%	1 5%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	19	9 47%	6 32%	3 16%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	19	8 42%	7 37%	3 16%	1 5%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	19	2 11%	12 63%	1 5%	3 16%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	19	3 16%	13 68%	1 5%	2 11%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	19	7 37%	11 58%	1 5%	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.	19	5 26%	10 53%	3 16%	1 5%	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.	19	5 26%	8 42%	3 16%	3 16%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	18	5 28%	10 56%	3 17%	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.	18	9 50%	7 39%	1 6%	1 6%	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'.	19	8 42%	5 26%	1 5%	2 11%	3	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.	19	9 47%	7 37%	2 11%	1 5%	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.	19	9 47%	5 26%	2 11%	3 16%	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.	19	4 21%	10 53%	0 0%	3 16%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	19	9 47%	6 32%	4 21%	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.	19	6 32%	2 11%	2 11%	2 11%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	19	4 21%	12 63%	2 11%	1 5%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	19	7 37%	8 42%	0 0%	4 21%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Rhona Edwards	Reporting Inspector
Kevin Davies	Team Inspector
Gwenda Easton	Team Inspector
Kenneth Elwyn Dackevych	Lay Inspector
Alison Tracey Matthias	Peer Inspector
Huw Jones	Peer Inspector
Liz Griffiths	School 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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.