



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

**Spittal V.C.P. School
Spittal
Haverfordwest
Pembrokeshire
SA62 5QT**

Date of inspection: March 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

Spittal Church in Wales Voluntary Controlled Primary School is in Spittal in the Pembrokeshire local authority. A majority of pupils travel to the school from the surrounding area. Just over 3% of pupils are eligible for free school meals. This is well below local and national averages.

There are currently 155 pupils on roll including 19 in the part-time nursery class. There are five classes taught by three full-time and six part-time teachers. The school admits pupils to the nursery class at the age of three.

The school currently has a very few pupils who are looked after by the local authority. It identifies that around 11% of pupils have additional learning needs. A very few pupils have a statement of special educational needs. English is the main home language of most pupils. Very few pupils come from an ethnic minority background, use Welsh as their first language or receive support for English as an additional language. No pupils were excluded from school within the last year.

The headteacher took up his post in September 2011.

The individual school budget per pupil for Spittal Church in Wales Voluntary Controlled Primary School in 2014-2015 means that the budget is £4,086 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,240 and the minimum is £3,570. Spittal Church in Wales Voluntary Controlled Primary School is 37th 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:

- Most pupils make strong progress and a minority achieve highly
- Most pupils have well-developed literacy skills
- Many pupils have good standards of Welsh language
- Standards of pupils' wellbeing are high
- Teachers plan a wide range of effective learning experiences
- Most teaching contributes successfully to pupils' outcomes
- Staff provide a high level of care and support for pupils

Prospects for improvement

The school's prospects for improvement are good because:

- The school has established a clear vision and set of core values that reflect and support its Christian ethos, where all staff and pupils feel valued
- Leaders challenge staff successfully to improve provision and outcomes for pupils
- Governors have an in-depth knowledge of the performance of the school and carry out their duties effectively
- There are thorough procedures for self-evaluation and school improvement
- The school has a good track record of raising outcomes for pupils in reading, writing, Welsh and science

Recommendations

- R1 Improve outcomes for more able pupils
- R2 Improve attendance
- R3 Adapt learning experiences, as appropriate, to challenge pupils effectively and to improve their ability to work independently
- R4 Improve the quality of marking of pupils' work by clearly and consistently identifying pupils' next steps for learning

What happens next?

The school will draw up an action plan showing 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

Most pupils enter the school with skills that are around the average for pupils of a similar age. Most pupils make good progress over their time in the school and a minority achieve highly.

Throughout the school, pupils listen well and pay attention to staff and other pupils. For example, almost all pupils listen carefully to instructions and are therefore clear about what they have to do in different activities. Pupils in the Foundation Phase speak clearly and in complete sentences. They use a well-chosen vocabulary to recall what they know about animals and their use of camouflage. Many key stage 2 pupils are articulate and speak confidently in class or in assembly.

Most Foundation Phase pupils enjoy reading. They read with good attention to punctuation and contextual clues to help make sense of text. They read with appropriate fluency for their age. They know the difference between fact and fiction.

By the end of Year 6, most pupils read well with fluency and expression. They have a good understanding of what they have read and can predict sensibly what they think will happen next. Their higher order reading skills, such as inference and skimming text to find its meaning, are developing well. Most pupils are keen readers and talk with confidence about authors and styles of books they enjoy. Many pupils use an index correctly.

Most pupils make good progress in developing their writing. Pupils in the Foundation Phase write independently with increasing length, accuracy and vocabulary. They spell common words correctly and use their knowledge of letter names and sounds to make good attempts at more complex words, like orchestra or emergency. Handwriting is of a high standard and most pupils use a good range of punctuation successfully.

In key stage 2, pupils build well on this effective start so that, by the end of Year 6, most write at length and for different audiences and purposes well. Many chose a wide and varied vocabulary. They develop a sound understanding of features of writing, such as imagery, alliteration, simile and metaphor, and use these well to make their writing more interesting. Handwriting and presentation are of a high quality. Across the school, pupils make appropriate use of their literacy skills in other subjects and areas of learning.

Foundation Phase pupils' mathematical skills are developing satisfactorily. They use their understanding of number to add or subtract correctly at an appropriate level. They double numbers correctly and measure accurately. Most tell the time to 'half past the hour'. Work is not always presented neatly and a few pupils often reverse numbers.

Pupils' progress in mathematics in key stage 2 is strong and, by the end of Year 6, standards are high. Most pupils use number to two or three decimal places with accuracy. They name and identify the properties of shapes accurately and measure angles with precision. Most can find the mean, mode, median and range of data correctly. They present data well in a variety of graphs and formats and interpret the information successfully. When given the opportunity, many pupils apply their skills effectively in other subjects, especially in science.

As pupils move through the school, many make good progress in their Welsh language skills and develop an increasingly wide vocabulary. Most respond positively to instructions and display good understanding of Welsh used by adults inside and outside of Welsh lessons. By the end of Foundation Phase, many read simple stories with good pronunciation. In key stage 2, pupils develop their reading skills further and many older pupils read challenging texts, such as those about Twm Siôn Cati. The majority of pupils' writing skills in Welsh are progressing well. For example, they produce short pieces of writing of good quality showing empathy with Saint David.

Overall, in the last four years, girls have performed slightly better than boys in both Foundation Phase and key stage 2 assessments. In 2014, boys did better than girls in a minority of indicators. Overall, the gap between boys' performance and that of girls is narrowing.

Pupils who get extra help with their reading make rapid progress and those who have additional learning needs achieve well in relation to their ability. Work in books and lessons shows that the progress of more able pupils is improving steadily.

Over the last three years, pupils' performance at the expected outcome 5 and higher outcome 6 at the end of the Foundation Phase has generally fluctuated widely in comparison with the performance of similar schools. In 2014, at outcome 5, pupils' performance placed the school in the lower 50% of similar schools for literacy skills and mathematical development. At outcome 6, pupils' performance placed the school in the bottom 25% of similar schools in literacy but in the higher 50% for mathematical development.

Over the last four years, at the end of key stage 2, pupils' performance compares satisfactorily with that of similar schools at the expected level 4. In 2014, results fell slightly in English and rose slightly in mathematics. In both subjects, this placed the school in the lower 50% of similar schools, although science placed it in the top 25%. At the higher level 5, pupils' performance over the last three years is generally weak. In 2014, it placed the school in the bottom 25% of similar schools for English and mathematics and in the lower 50% for science.

Wellbeing: Adequate

Most pupils are keen to learn and enjoy coming to school. They are motivated, and want to do their work well. In lessons they begin work quickly and stay on task for long periods. Most pupils work effectively on their own or in groups.

Nearly all pupils behave well in lessons and at breaktimes. They are polite and show a mature level of care and concern for others. They feel safe in the school and understand the importance of healthy eating and living. They have a suitable understanding of internet safety. Many pupils participate keenly in the extra-curricular activities on offer to them. They are beginning to have an effective input into how and what they learn. However, pupils do not develop independent learning skills well enough and often rely too heavily on the direction of adults.

The school council has helped to develop class rules for behaviour and activities for pupils to do at playtimes. In addition, members have surveyed pupils to find out their preferences for how and what they learn and have shared this useful information with staff. Many older pupils take on responsibilities, for example as mentors for younger children or as members of 'Crew Cymraeg'. They perform their duties effectively. Most pupils take part in community activities and support national charities successfully.

Although there was a notable rise in attendance in 2013-2014 to 96.4%, for the last five years the school has been in the bottom 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: Good

The school provides a broad and balanced range of learning experiences that covers National Curriculum requirements and systematically develops pupils' skills. This enables most pupils to make good progress. Staff generally plan activities that meet pupils' needs appropriately. Where planning is most effective, staff adapt learning experiences to challenge pupils successfully and to develop pupils' ability to work independently. Support for pupils who need extra help with their learning is effective.

There are good opportunities for pupils to use their literacy and information and communication technology (ICT) skills in other subjects at an appropriate level. However, pupils do not always have enough regular opportunities to develop their numeracy skills at a sufficiently high level.

Provision for developing pupils' Welsh language skills is good. Staff model the Welsh language effectively and encourage pupils to develop their skills on a regular basis through, for example, a Welsh language assembly and work by a group of pupils whose task is to promote the Welsh language in school. The school improves pupils' knowledge and understanding of the culture and history of Wales successfully through a range of well-planned activities, for example annual participation in local and national Eisteddfodau, annual visits to Urdd centres, visits by Welsh artists and a trip to St David's Cathedral.

A wide range of extra-curricular activities and residential visits enrich pupils' learning and have a positive impact on their wellbeing.

Pupils have worthwhile opportunities to learn about the importance of recycling and saving energy around the school. They get suitable chances to recycle fruit waste,

make compost and contribute to keeping their school and community tidy. A study of different religions and Fairtrade supports their understanding of other countries and cultures well.

Teaching: Good

Working relationships between staff and pupils are good and this has a positive impact on pupils' attitudes to learning. Learning support staff assist teachers particularly effectively, helping to improve outcomes for pupils. Most teachers know their pupils well and provide learning activities that engage and challenge pupils successfully. They use praise effectively and manage pupils' behaviour well. They generally have high expectations of pupils.

Lessons often proceed at a good pace and staff use resources well, including outdoor areas, to engage pupils suitably. They ask a wide range of thought provoking questions and this helps pupils to consolidate and to develop their understanding of new ideas and concepts effectively. In a very few lessons, teachers do not provide pupils with enough guidance as to what they need to do or what they have to achieve. This slows their progress. Pupils are suitably aware of their own targets for improvement.

Teachers mark pupils' work regularly. They identify pupils' strengths successfully but do not always provide pupils with enough advice about how to improve their work. The school has an effective system to track pupils' progress. Teachers use this successfully to identify pupils who need extra help with their learning and to plan work for pupils of different abilities.

Annual reports keep parents and carers well informed about their child's progress.

Care, support and guidance: Good

The school places a high priority on all aspects of pupils' wellbeing. Shared expectations between staff, pupils and their parents promote good manners and behaviour well.

The school has effective measures to encourage pupils to be healthy and to improve their wellbeing. However, it does not meet the requirements to report to parents on its arrangements to promote healthy eating and drinking.

Staff provide valuable experiences that promote pupils' spiritual, moral, cultural and social development effectively. For example, pupils' moral and social development is supported through the use of the 'red and golden boxes', which allow pupils to express their emotions and concerns successfully. Links with the local church contribute well to pupils' spiritual development.

The school makes good use of a wide range of external agencies and services to provide beneficial guidance and support for staff, pupils and parents, when necessary. For example, agencies provides valuable support sessions that help to develop pupils' confidence and self-esteem successfully. The police help to support pupils' understanding of internet safety effectively.

Provision for pupils with additional learning needs is effective, enabling them to make strong progress. Individual education programmes meet requirements. Parents are appropriately involved in regular review meetings.

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

Learning environment: Good

The school is a friendly, welcoming community where adults and pupils treat each other with respect. The inclusive ethos ensures that all pupils have equal access to all aspects of the school's provision. The school provides a high level of care for pupils who experience difficulties in their lives.

The building and grounds provide a stimulating learning environment for all pupils. The school makes effective use its accommodation. It is safe and secure and well maintained. Attractive displays in the communal areas and classrooms celebrate pupils' achievements and help to inspire pupils to achieve highly. The facilities for outdoor learning make a valuable contribution to pupils' learning, particularly the outdoor classroom, vegetable gardens and the forest school area. Staff make effective use of good quality resources that are well matched to pupils' needs.

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

The headteacher and leaders of the school have established a clear vision and set of core values for the school. These reflect and support its Christian ethos, where all staff and pupils feel valued. Leaders are developing a culture of continuous improvement well. They challenge staff successfully to improve provision and outcomes for pupils.

Most staff have up-to-date job descriptions, which reflect their roles and responsibilities appropriately. All staff work well together and support the drive to raise standards enthusiastically. Effective performance management procedures link directly to the school improvement plan and staff training needs.

The governing body carries out its duties effectively. Governors have an in-depth knowledge of the performance of the school. They are starting to hold it to account appropriately for the standards, wellbeing and the quality it achieves. This has led to recent improvements in attendance and providing greater challenge for more able pupils. Governors analyse relevant data and monitoring reports carefully and are fully aware of the issues arising from them.

The school takes good account of national and local priorities, such as applying the Literacy and Numeracy Framework, improving pupils' Welsh language skills and addressing the impact of poverty on educational achievement. The school has not embedded all aspects of Foundation Phase practice successfully.

Improving quality: Good

The headteacher has led notable improvements in the school's self-evaluation procedures. Leaders and managers use a wide range of first-hand evidence effectively to inform their judgements about the quality of standards and provision. This evidence includes an accurate analysis of pupil outcomes, a rigorous review of data, regular observations of teaching and effective scrutiny of pupils' work. In addition, the school takes good account of the views of governors, parents and pupils.

The school's self-evaluation report is detailed and presents an accurate assessment of the school's strengths and areas for development. The school uses this successfully to determine appropriate priorities for school improvement.

The school improvement plan includes a broad range of suitable actions, identifies staff responsible for their delivery and has realistic timescales and clear success criteria. Leaders monitor its impact regularly and effectively. Implementation of the plan is having a positive effect on the quality of provision and raising standards. As a result, the school has a good recent track record of improving outcomes for pupils. This is evident in the standards of pupils' reading, writing, science and Welsh language skills.

Overall, the school has made suitable improvements in addressing the recommendations from the last inspection report. It has not made sufficient progress in developing pupils' independent skills and has only recently raised levels of attendance to compare well with those of similar schools.

Partnership working: Good

The school works successfully with an extensive range of partners. This has a positive effect on pupils' attainment and wellbeing. There is an effective partnership between the school and the parents. The parent and friends association provides valuable financial support to the school. The school has recently used this support well to develop an exercise trail in the outside area.

Many parents provide the school with exceptional support. They run a variety of after-school activities, including the film, gardening and cookery clubs. They provide notable support in listening to pupils read, helping to raise standards. Working parties of parents have helped to develop and maintain the school's outdoor provision.

The school works closely with the local pre-school playgroup to ensure that pupils settle quickly on entry the nursery class. Effective arrangements for pupils moving to secondary school prepare them well for the next stage in their education. The school makes good use of cluster to moderate teachers' assessments of pupils' work in key stage 2. As a result, end of key stage teacher assessment is accurate. The schools also work together effectively to improve pupils' wellbeing, for example through a useful peer mentoring programme.

The useful partnership with a teacher training institution has enabled staff to be trained to provide effective mentoring for teachers new to the profession.

Links with the village church including the 'Little Fishes' after school club, run by parish members, build on the school's Christian values effectively.

Several local businesses have provided good opportunities for pupils to learn about the world of work. Other companies have provided beneficial funding to support the school's entry to national events and to improve literacy resources.

Resource management: Good

The school has an appropriate number of suitably trained and experienced staff and uses their expertise effectively to enrich learning and to deliver the curriculum appropriately. The school makes very good use of the expertise of part time staff. In particular, through engaging a specialist music teacher, standards of music are high and all key stage 2 pupils have valuable opportunities to play instruments and to join the school orchestra. Dedicated science teaching has improved outcomes for pupils.

The school supports the continuous professional development of all staff well, particularly through well-established performance management systems. This has had a positive impact on standards and provision, such as raising outcomes in writing and in Welsh. The school's involvement in a network of professional practice has led to raising pupils' standards in literacy.

The headteacher and governing body have appropriate systems to plan and monitor spending closely. They ensure that spending decisions support the priorities identified in the school development plan well.

The school uses the Pupil Deprivation Grant effectively to allow pupils eligible for free school meals to achieve well.

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

Appendix 1: Commentary on performance data

6683050 - SPITAL CHURCH IN WALES VOLUNTARY CONTROLLED SCHOOL

Number of pupils on roll	147
Pupils eligible for free school meals (FSM) - 3 year average	6.5
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	15	17	22
Achieving the Foundation Phase indicator (FPI) (%)	80.0	94.1	86.4
Benchmark quartile	3	2	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	15	17	22
Achieving outcome 5+ (%)	86.7	100.0	86.4
Benchmark quartile	4	1	4
Achieving outcome 6+ (%)	26.7	35.3	22.7
Benchmark quartile	3	3	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	15	17	22
Achieving outcome 5+ (%)	86.7	94.1	90.9
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	13.3	41.2	40.9
Benchmark quartile	4	2	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	15	17	22
Achieving outcome 5+ (%)	86.7	100.0	95.5
Benchmark quartile	4	1	4
Achieving outcome 6+ (%)	40.0	64.7	68.2
Benchmark quartile	3	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.

6683050 - SPITAL CHURCH IN WALES VOLUNTARY CONTROLLED SCHOOL

Number of pupils on roll	147
Pupils eligible for free school meals (FSM) - 3 year average	6.5
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	22	20	16	18
Achieving the core subject indicator (CSI) (%)	95.5	90.0	93.8	94.4
Benchmark quartile	2	3	2	2
English				
Number of pupils in cohort	22	20	16	18
Achieving level 4+ (%)	95.5	95.0	100.0	94.4
Benchmark quartile	2	2	1	3
Achieving level 5+ (%)	59.1	50.0	25.0	33.3
Benchmark quartile	1	2	4	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	22	20	16	18
Achieving level 4+ (%)	95.5	90.0	93.8	94.4
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	40.9	40.0	25.0	27.8
Benchmark quartile	2	3	4	4
Science				
Number of pupils in cohort	22	20	16	18
Achieving level 4+ (%)	95.5	95.0	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	45.5	50.0	31.3	38.9
Benchmark quartile	2	2	4	3

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	73	73 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	73	69 95%	4 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	73	68 93%	5 7%	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	73	71 97%	2 3%	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.	73	69 95%	4 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	73	71 97%	2 3%	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.	73	73 100%	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.	73	71 97%	2 3%	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.	73	63 86%	10 14%	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.	73	73 100%	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.	73	66 90%	7 10%	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	72	68 94%	4 6%	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.	71	52 73%	19 27%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	70	57 81%	13 19%	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.	70	59 84%	11 16%	0 0%	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.	71	46 65%	23 32%	1 1%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	69	44 64%	21 30%	0 0%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	69	46 67%	21 30%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	69	53 77%	15 22%	0 0%	0 0%	1	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.	69	35 51%	27 39%	3 4%	0 0%	4	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.	69	40 58%	24 35%	1 1%	0 0%	4	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.	69	49 71%	18 26%	1 1%	0 0%	1	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.	71	54 76%	17 24%	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'.	62	37 60%	17 27%	1 2%	0 0%	7	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.	69	39 57%	25 36%	5 7%	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.	71	51 72%	20 28%	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.	70	43 61%	24 34%	1 1%	0 0%	2	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.	70	44 63%	21 30%	0 0%	0 0%	5	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.	57	28 49%	16 28%	2 4%	0 0%	11	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.	68	49 72%	19 28%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	71	48 68%	23 32%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Richard Hawkley	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Mr Matthew Evans	Lay Inspector
Mr Huw Jones	Peer Inspector
Mr John Palmer (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.