



*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**

**St Florence V.C. School  
St Florence  
Tenby  
Pembrokeshire  
SA70 8LY**

**Date of inspection: March 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:

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

St Florence Voluntary Controlled Church in Wales Primary School is in the village of St Florence just north of Tenby in Pembrokeshire. The school primarily serves the village and the immediate locality, but about 40% of pupils travel to school from a wider area.

There are 85 pupils aged four to 11 at the school. There are three mixed-age classes and a reception class. Nearly all pupils' ethnicity is white British. A very few pupils speak English as an additional language. No pupils speak Welsh as a first language at home.

Around 13% of pupils are entitled to receive free school meals, a figure that is below the county and national averages. The school has identified around 7% of pupils as having additional learning needs and a very few pupils have a statement of special educational needs.

The school's last inspection was in March 2008. The headteacher has been in post since September 1998.

The individual school budget per pupil for St Florence Voluntary Controlled Primary School in 2013-2014 means that the budget is £3,750 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,304 and the minimum is £3,270. St Florence Voluntary Controlled Primary School is 34th out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

## Summary

|   |             |
|---|-------------|
| <b>The school's current performance</b>       | <b>Good</b> |
| <b>The school's prospects for improvement</b> | <b>Good</b> |

### Current performance

The school's current performance is good because:

- pupil performance at the expected levels compares favourably with the family of schools' averages in most years;
- most pupils' listening and speaking skills are very good;
- nearly all pupils are well motivated and keen to learn;
- pupils behave well, and are polite and courteous;
- the overall quality of the teaching is good;
- the school offers pupils a range of interesting learning experiences; and
- staff provide pupils with effective care and support.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a secure understanding of the school's needs and is committed to further improvement;
- all staff work well together as an effective team;
- governors support and challenge the school effectively;
- the self-evaluation procedures identify and prioritise relevant areas for improvement;
- the improvement plan provides an appropriate structure for moving the school forward; and
- the wide range of partnerships have a beneficial impact on pupils' education and wellbeing.

## **Recommendations**

- R1 Improve pupils' Welsh language skills
- R2 Improve attendance
- R3 Improve planning to develop pupils' skills progressively across the curriculum
- R4 Develop the opportunities for pupils to evaluate their progress and identify the next steps in their learning
- R5 Improve the procedures for keeping parents/carers informed about their children's progress and attainment

### **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

Most pupils start school with the range of skills normally expected for their age. Nearly all pupils make good progress from their starting-points.

Across the school, most pupils' listening and speaking skills are very good. Most pupils can recall previous work and build on this appropriately when introduced to new topics. In the Foundation Phase, most pupils speak confidently and use a good range of vocabulary when discussing their work. In key stage 2, nearly all pupils are keen to contribute to class discussion. They speak confidently and fluently when answering questions and expressing their opinions.

In the Foundation Phase, most pupils read with developing fluency, demonstrating sound phonic strategies to work out unfamiliar words. The majority of pupils discuss the characters and events in their books with good understanding. In key stage 2, most pupils read accurately and with good expression. They talk knowledgeably about their favourite books, characters and authors. More able pupils refer to specific examples to support their views. Most pupils use their reading skills effectively to gather information from a range of sources.

In the Foundation Phase, most pupils write with increasing independence for different purposes. They spell and punctuate with developing accuracy. In key stage 2, most pupils write effectively in a variety of forms. They use their spelling and punctuation skills accurately overall. By the end of the key stage, many pupils write in a range of styles producing extended pieces of work of a good standard.

In the Foundation Phase, most pupils can name, order and use number accurately in their activities. They have a good knowledge of the characteristics of shapes and can tell the time accurately on the hour and half hour. They collect, record and interpret data appropriately in their mathematics lessons. For example, most pupils compile accurate block graphs and discuss their findings well when investigating pupils' favourite colours.

In key stage 2, nearly all pupils have a secure understanding of number facts and processes. They use different forms of measurement and correct terms accurately when discussing and recording their work. Pupils can collect and represent data effectively in number tasks in mathematics lessons. Most pupils apply their number skills appropriately in aspects of their work in science and geography, but they do not extend these skills consistently in tasks across the curriculum.

Across the school, pupils demonstrate good attitudes to learning Welsh. Most pupils understand and respond accurately to greetings and instructions. The majority of pupils are developing a basic vocabulary and knowledge of simple sentence patterns, which they use appropriately to answer questions and to record their tasks in lessons. In key stage 2, many older pupils read simple texts with good

understanding. Overall, pupils do not build on their basic skills and vocabulary enough as they move through the school.

Pupil cohorts in some years are small. This factor together with the percentage of pupils who have additional learning needs can have a significant effect on the school's overall performance from one year to the next.

In 2013, the percentage of seven-year-old pupils who achieved the expected outcome (outcome 5) at the end of the Foundation Phase was above the average for the family of schools. In comparison with similar schools, the school was in the top 25% in all three assessed areas of learning. The percentage of pupils who attained the higher-than-expected outcome (outcome 6) placed the school in the bottom 25% in literacy and in the lower 50% in mathematical development.

Over a period of four years, the percentage of pupils at the end of key stage 2 who achieved the expected level (level 4) in English, mathematics and science demonstrates an upward turn and has been above the average for the family of schools over the last two years. In comparison with similar schools, pupil performance in 2013 was in the top 25% in science and in the lower 50% in English and mathematics. At the higher- than- expected level (level 5+), the school's performance was in the upper 50% in mathematics and science and in the lower 50% in English.

### **Wellbeing: Adequate**

Pupils feel happy and safe in school. They have a secure knowledge and positive attitudes towards healthy living and eating and of the value of physical education and fitness.

Pupils' behaviour is very good. Nearly all pupils are enthusiastic and keen to learn. They work constructively with others in pairs and groups. Pupils are developing their skills in assessing their own learning and progress. However, pupils' involvement in planning topics and activities is at an early stage of development.

Most pupils play an active part in school life. Members of the school council understand their roles and fulfil their responsibilities effectively. They liaise with the governing body and contribute well to decisions on issues such as purchasing additional play equipment.

Pupils develop a suitable range of social skills, which prepares them effectively for life outside the school. They contribute well to activities in the community, including church projects, fundraising, music and sports events. They benefit from links with a range of organisations and with individuals who contribute to aspects of the curriculum. The links with local businesses, for example, support pupils' enterprise projects appropriately.

Pupils' attendance over the last five years has been relatively weak compared with similar schools. Over the last two years, pupils' attendance has placed the school in the bottom 25% when compared with similar schools. The school was in the lower 50% for the two previous years. Pupils' punctuality is good.

|   |
|---|
| <b>Key Question 2: How good is provision?</b> |
|---|

|             |
|-------------|
| <b>Good</b> |
|-------------|

**Learning experiences: Good**

The school offers pupils a broad and balanced curriculum that meets statutory requirements. A wide range of extra-curricular visits and activities enriches the curriculum and enhances the school's provision.

Teachers plan collaboratively across the school and offer pupils interesting learning experiences that engage and motivate most pupils well. In the Foundation Phase and in key stage 2, short term planning is thorough with a good focus on providing learning opportunities through practical activities.

Teachers' planning caters well for the needs of specific groups of pupils particularly in language and mathematics lessons. Pupils with additional learning needs receive effective support and personalised programmes, when required.

Teachers plan systematically to develop pupils' literacy and mathematical skills, which promotes consistency across the school. Staff are beginning to incorporate the requirements of the Literacy and Numeracy Framework into their planning. There are effective opportunities for pupils to apply their ICT skills in specific tasks in many subjects. However, there are too few opportunities to develop pupils' skills progressively across the range of subjects.

Provision for Welsh engages pupils' interests, but planning to promote continuity in pupils' language skills across the school is less consistent. There is effective provision to develop pupils' knowledge of the heritage and culture of Wales, for example through visits to places of historical interest and the contribution of visitors to the curriculum. The involvement of a local author and historian in specific projects on the history and customs of Wales is a successful initiative.

The school provides well for education for sustainable development. Teachers use visits and activities effectively to develop pupils' understanding of the impact they have on the environment. There is appropriate provision for pupils to learn about global citizenship as part of their topics and through specific projects.

**Teaching: Good**

Teachers have good subject knowledge, which they use appropriately to plan provision for pupils of different ages and abilities within classes. They use an appropriate range of teaching strategies and resources that ensures that nearly all pupils are actively involved in their learning. Most lessons develop at a good pace and there are regular opportunities for pupils to share and develop ideas through effective partner and group work. Teachers use effective questioning techniques that encourage pupils to contribute to discussion and extend their learning. In a very few sessions where shortcomings are evident, learning objectives are unclear and tasks do not extend the more able pupils enough.

Teachers and support staff collaborate well and create a supportive learning environment for pupils in all classes.

The school has appropriate systems to track pupils' progress and achievement across the school. There is good use of this information to monitor pupils' progress and wellbeing.

Teachers mark pupils' work regularly and pupils respond well to teachers' oral feedback. The quality of teachers' written comments has improved recently and pupils now receive clear guidance on what they need to do to improve. There are appropriate opportunities for pupils to assess their own work and to set their personal targets. However, there are not enough opportunities to develop pupils' skills consistently.

Annual reports to parents on their children's progress are detailed and informative. They meet statutory requirements.

### **Care, support and guidance: Good**

The school is a caring and supportive community. There is good attention to developing pupils' knowledge of the benefits of a healthy lifestyle, including regular exercise. The school has appropriate arrangements for promoting healthy eating and drinking.

The school promotes pupils' social, moral and cultural development well. There is a successful focus on developing pupils' understanding of values, such as caring for others and treating people fairly, through personal and social education, cross-curricular work, and fund-raising activities.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The headteacher and governing body have put suitable arrangements in place to seek to improve attendance levels.

The school collaborates well with a range of specialist services, such as the police and health services, to enhance the support and guidance it gives to pupils.

There is effective provision to support pupils with additional learning needs. Staff identify pupils' needs at an early stage and put in place appropriate support. They track and monitor pupils' progress well and this influences pupils' individual education plans appropriately. Teachers and support staff make constructive use of intervention programmes, which have a positive impact on pupils' progress particularly in developing their literacy and numeracy skills.

### **Learning environment: Good**

The school is effective in promoting a happy and caring ethos. There is a strong emphasis on ensuring equality of provision, inclusion and access to all areas of the curriculum.

The accommodation is sufficient for the number of pupils on roll and is generally well-maintained. The building of a new classroom, developing the outdoor area in the Foundation Phase and relocating the school library have improved the learning

opportunities for pupils. Most teaching areas are bright and attractive with interesting displays of pupils' work.

There are sufficient resources of good quality. The school library and classrooms include a suitable range of books, materials and ICT resources to support the teaching and learning.

The grounds are spacious and include hard surfaced playgrounds and extensive green areas. The on-going development of the grounds extends the learning opportunities for pupils.

|  |             |
|--|-------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Good</b> |
|--|-------------|

### **Leadership: Good**

The headteacher has a secure understanding of the school's needs and is committed to further improvement. He has established a strong team spirit in the school, where all staff work purposefully together to improve pupil outcomes and ensure their wellbeing. Teaching and support staff roles are clearly defined and all undertake their responsibilities effectively. Staff meetings focus appropriately on discussing curriculum matters and pupils' standards of achievement.

Performance management arrangements are appropriate. Staff have professional development targets that link well to the priorities of the school improvement plan. Support staff have annual appraisal meetings and undertake relevant training, especially in relation to literacy and numeracy.

The governing body is very supportive and has a good understanding of the school's strengths and areas for development. Many governors visit the school regularly to support pupils' learning. Governors work well in partnership with staff to monitor standards and aspects of provision. More experienced governors act effectively as critical friends and hold the school appropriately to account.

The school pays suitable attention to national and local priorities. The school's improvement plans focus appropriately on incorporating the Literacy and Numeracy Framework into planning to raise standards further. The school works closely with the local family of schools in sharing good practice and information, which extends teachers' skills and improves outcomes for pupils.

### **Improving quality: Good**

The school uses a wide range of appropriate first-hand evidence to identify strengths and areas for development. These include monitoring reports from senior leaders in the school, local authority reports and reviews from external agencies. The self-evaluation processes include gathering the opinions of governors, staff and pupils. The school council has responsibility for gathering the views of pupils and they undertake this task conscientiously and effectively. The process of collecting the views of parents is less developed. The self-evaluation report is an honest account of the quality of provision and standards in the school.

The outcomes of the self-evaluation report inform the school improvement plan appropriately. The plan has a manageable number of priorities, which focus suitably on improving outcomes and provision. It contains clear success criteria and suitable timescales for achieving targets. All members of staff are involved in delivering the actions to achieve the targets.

Senior members of staff and governors collaborate well in monitoring and evaluating progress at regular intervals to ensure the successful implementation of the improvement plan. The school is making appropriate progress in addressing many suitable targets, including improving provision for pupils with additional learning needs. Progress is more uneven in developing pupils' Welsh skills.

### **Partnership working: Good**

Nearly all parents are supportive of the school. As a group, they have supported the school well in seeking improvements to the accommodation and outdoor learning areas. These improvements have had a positive impact on pupils' learning experiences. Nearly all parents believe that their child is making good progress in school. However, a minority do not feel that the current consultation procedures keep them sufficiently well informed about the progress their child is making.

The school plays a central role in the community and this develops pupils' understanding of their role as citizens well. Pupils visit the local church and luncheon club, and members of the community regularly visit the school to support pupils with their reading activities. The productive links with local businesses and agencies, such as the Pembrokeshire National Park, extend pupils' learning experiences appropriately.

The school works well in partnership with the local authority, social services and health authority to support pupils' learning and wellbeing.

There are effective links with the local cluster of schools. The transition planning from primary to secondary school is a particular strength. Pupils benefit from well-planned activities that have a positive impact on their wellbeing and ensure smooth transition to the next phase of their education. The regular cluster meetings to moderate pupils' work ensure consistency in assessment of pupils' attainments.

### **Resource management: Good**

The school has sufficient well-qualified and experienced teaching and support staff. The ratio of adults to pupils is very favourable. The deployment of staff ensures efficient delivery of the curriculum and support for all pupils. However, the deployment of staff in registering pupils is not always appropriate. The school has suitable arrangements in place for providing preparation, planning and assessment time for teachers.

The school pays due attention to the continuous professional development needs of all staff and participates productively in local networks of school practice. A recent example is the effective collaboration to develop a thinking skills programme. The school is

involved in two professional learning communities for literacy and numeracy. These activities contribute to improving standards further in the school.

The school manages its accommodation and resources well. There is effective use of the well-stocked library and of the recently built extension to the Foundation Phase to support learning. There is regular use of communal areas such as the school hall for practical activities including art, music, cooking and additional reading activities.

The headteacher and governors have thorough arrangements for managing the budget, and expenditure links well with the school's plans for improvement. The governing body's finance sub-committee meets regularly, and in partnership with the local authority's finance officer, members monitor expenditure carefully. They make best use of all available funds to ensure that provision supports pupils' learning appropriately.

The good progress of pupils allied to the quality of provision indicates that the school provides good value for money.

## Appendix 1

### Commentary on performance data

Pupil cohorts in some years are small. This factor together with the percentage of pupils who have additional learning needs can have a significant effect on the school's overall performance from one year to the next.

In 2013, the percentage of seven-year-old pupils who achieved the expected outcome (outcome 5) in language, literacy and communication skills, mathematical development, and personal and social development shows an upward turn and is above the average for the family of schools. In comparison with similar schools, the results place the school among the top 25% in all the assessed learning areas.

The percentage of pupils who attained the higher than expected outcome (outcome 6) is below the family averages in literacy, and in mathematical development. Outcomes are above the family average in personal and social development. When compared with similar schools, the results place the school among the lower 50% in mathematical development and in personal and social development, and in the bottom 25% in literacy.

Over a period of four years, the percentage of pupils who achieved the expected level (level 4) at the end of key stage 2 in English, mathematics and science demonstrates an upward turn. In the last two years, pupil performance was above the family average in all core subjects. In comparison with similar schools, pupil outcomes vary between the top 25% and lower 50% in English, and the top and bottom 25% in mathematics. In science, pupil outcomes are in the top 25% in most years.

Over the last four years, the percentage of pupils who achieved the higher than expected level (level 5+) fluctuates in relation to family averages. Outcomes in English place the school in the upper 50% of similar schools in most years. In mathematics and science, outcomes range between the top 25% and the lower 50%.

There is no consistent pattern in the difference between the performance of boys and girls or between pupils entitled to free school meals and their peers.

## 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<br>Nifer o ymatebion |  | Agree<br>Cytuno | Disagree<br>Anghytuno |  |
|---|--|--|-----------------|-----------------------|--|
| I feel safe in my school.   | 55                                       |  | 55<br>100%      | 0<br>0%               | Rwy'n teimlo'n ddiogel yn fy ysgol.  |
|   |  |  | 98%             | 2%                    |  |
| The school deals well with any bullying.  | 55                                       |  | 55<br>100%      | 0<br>0%               | Mae'r ysgol yn delio'n dda ag unrhyw fwlio.  |
|   |  |  | 92%             | 8%                    |  |
| I know who to talk to if I am worried or upset.                                 | 55                                       |  | 54<br>98%       | 1<br>2%               | Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.                   |
|   |  |  | 97%             | 3%                    |  |
| The school teaches me how to keep healthy                                       | 55                                       |  | 55<br>100%      | 0<br>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.             | 55                                       |  | 53<br>96%       | 2<br>4%               | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.               |
|   |  |  | 96%             | 4%                    |  |
| I am doing well at school   | 55                                       |  | 53<br>96%       | 2<br>4%               | 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. | 55                                       |  | 55<br>100%      | 0<br>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.                        | 55                                       |  | 55<br>100%      | 0<br>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.               | 55                                       |  | 48<br>87%       | 7<br>13%              | 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.                    | 55                                       |  | 55<br>100%      | 0<br>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.                          | 55                                       |  | 52<br>95%       | 3<br>5%               | 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                      | 55                                       |  | 50<br>91%       | 5<br>9%               | 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<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf |                       |                                       |         |   | Don't know<br>Ddim yn gwybod   |  |
|---|--|---------------------------------|-----------------------|---------------------------------------|---------|---|--|--|
|   |  | Agree<br>Cytuno                 | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf |         |   |  |  |
| Overall I am satisfied with the school.   | 32                                       | 23<br>72%                       | 8<br>25%              | 1<br>3%                               | 0<br>0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol.   |  |
|   |  | 63%                             | 33%                   | 3%                                    | 1%      |   |  |  |
| My child likes this school.   | 32                                       | 29<br>91%                       | 3<br>9%               | 0<br>0%                               | 0<br>0% | 0 | Mae fy mhentyn yn hoffi'r ysgol hon.   |  |
|   |  | 72%                             | 26%                   | 1%                                    | 0%      |   |  |  |
| My child was helped to settle in well when he or she started at the school.                       | 32                                       | 30<br>94%                       | 2<br>6%               | 0<br>0%                               | 0<br>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.   | 31                                       | 20<br>65%                       | 7<br>23%              | 1<br>3%                               | 0<br>0% | 3 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.   |  |
|   |  | 61%                             | 34%                   | 3%                                    | 1%      |   |  |  |
| Pupils behave well in school.   | 32                                       | 20<br>62%                       | 10<br>31%             | 0<br>0%                               | 0<br>0% | 2 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol.  |  |
|   |  | 45%                             | 46%                   | 4%                                    | 1%      |   |  |  |
| Teaching is good.   | 32                                       | 18<br>56%                       | 9<br>28%              | 1<br>3%                               | 0<br>0% | 4 | Mae'r addysgu yn dda.  |  |
|   |  | 60%                             | 35%                   | 2%                                    | 0%      |   |  |  |
| Staff expect my child to work hard and do his or her best.  | 32                                       | 18<br>56%                       | 11<br>34%             | 0<br>0%                               | 0<br>0% | 3 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.                                    |  |
|   |  | 63%                             | 34%                   | 1%                                    | 0%      |   |  |  |
| The homework that is given builds well on what my child learns in school.                         | 30                                       | 11<br>37%                       | 13<br>43%             | 4<br>13%                              | 0<br>0% | 2 | 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.   | 31                                       | 24<br>77%                       | 6<br>19%              | 0<br>0%                               | 0<br>0% | 1 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch.  |  |
|   |  | 58%                             | 34%                   | 3%                                    | 1%      |   |  |  |
| My child is encouraged to be healthy and to take regular exercise.                                | 32                                       | 25<br>78%                       | 7<br>22%              | 0<br>0%                               | 0<br>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.   | 32                                       | 25<br>78%                       | 7<br>22%              | 0<br>0%                               | 0<br>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'. | 31                                       | 17<br>55%                       | 5<br>16%              | 2<br>6%                               | 0<br>0% | 7 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.       |  |
|   |  | 50%                             | 35%                   | 4%                                    | 1%      |   |  |  |
| I am kept well informed about   | 32                                       | 16                              | 8                     | 7                                     | 1       | 0 | Rwy'n cael gwybodaeth gyson am   |  |

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |   |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| my child's progress.  |  | 50%                             | 25%             | 22%                   | 3%                                    |                              | gynnydd fy mhlentyn.  |
|   |  | 49%                             | 41%             | 8%                    | 2%                                    |                              |   |
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 32                                       | 21<br>66%                       | 9<br>28%        | 1<br>3%               | 0<br>0%                               | 1                            | 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.                          | 32                                       | 18<br>56%                       | 12<br>38%       | 0<br>0%               | 0<br>0%                               | 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.               | 32                                       | 23<br>72%                       | 6<br>19%        | 0<br>0%               | 0<br>0%                               | 3                            | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.               |
|   |  | 55%                             | 39%             | 2%                    | 0%                                    |                              |   |
| My child is well prepared for moving on to the next school or college or work.            | 28                                       | 14<br>50%                       | 2<br>7%         | 0<br>0%               | 0<br>0%                               | 12                           | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
|   |  | 42%                             | 34%             | 4%                    | 1%                                    |                              |   |
| There is a good range of activities including trips or visits.                            | 32                                       | 24<br>75%                       | 6<br>19%        | 2<br>6%               | 0<br>0%                               | 0                            | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.                        |
|   |  | 53%                             | 38%             | 5%                    | 1%                                    |                              |   |
| The school is well run.   | 31                                       | 21<br>68%                       | 9<br>29%        | 0<br>0%               | 0<br>0%                               | 1                            | Mae'r ysgol yn cael ei rhedeg yn dda.   |
|   |  | 60%                             | 33%             | 3%                    | 2%                                    |                              |   |

## Appendix 3

### The inspection team

|                             |                     |
|-----------------------------|---------------------|
| Miss Dorothy Evelyn Morris  | Reporting Inspector |
| Mrs Rhian Jones             | Team Inspector      |
| Mrs Julie Ann Price         | Lay Inspector       |
| Ms Margaret Erica Lonsdale  | Peer Inspector      |
| Mr J G Davies (Headteacher) | Nominee             |

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.