



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 Francis V.R.C. School
Priory Road
Milford Haven
Pembrokeshire
SA73 2EE**

Date of inspection: January 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

St Francis Voluntary Aided Catholic Primary School is close to the town centre of Milford Haven in Pembrokeshire. The school primarily serves the catholic community within the parish of St Francis of Assisi. There are 115 pupils on roll, aged four to eleven years, organised into three mixed aged and two single aged classes. The school has four full time teachers and one part time teacher.

Around 19% of pupils are eligible for free school meals, which is just below national averages.

The school has identified 28% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs. Nearly all pupils are of white British ethnicity. Nearly all pupils speak English as their home language. During the last 12 months, there were five fixed term exclusions. Very few pupils are currently looked after by the local authority.

The last inspection of the school was in June 2009. The headteacher took up post in April 2011.

The individual school budget per pupil for St Francis Catholic Primary School in 2014-2015 means that the budget is £4,018 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,240 and the minimum is £3,570. St Francis Catholic Primary School is 40th 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 performance is adequate because:

- Most pupils make good progress in speaking, listening, and reading
- Most pupils write appropriately for a variety of purposes
- A majority of pupils with additional learning needs make appropriate progress from their individual starting points
- Most pupils behave well and have positive attitudes towards learning
- Most pupils have a strong voice, through the active school and eco council called "Y Llais"

However:

- A significant minority of pupils do not make sufficient progress in numeracy
- For pupils' attendance, the school remains in the bottom 25% of similar schools
- The quality of teaching is too variable across the school
- Planning does not include opportunities to develop pupils' numeracy and literacy skills in a systematic manner

Prospects for improvement

Prospects for improvement are adequate because:

- The headteacher provides clear, purposeful leadership and strategic direction to the life of the school
- Governors have a good understanding of the school's priorities for improvement and manage the school's finances well
- Performance management systems and monitoring procedures are securing improvements in the quality of teaching and learning
- The school has a suitable system for self-evaluation
- Staff work effectively with a wide range of partners and this has a beneficial effect on pupils' wellbeing and learning

However:

- The school is not implementing Foundation Phase principles fully
- Leaders do not use performance data robustly to monitor the progress of groups of pupils or to hold others to account for the standards that pupils achieve
- The deployment of staff in the early years' class is not appropriate

Recommendations

- R1 Improve standards in mathematics and pupils' ability to apply their numeracy skills in work across the curriculum
- R2 Improve attendance
- R3 Ensure that teaching provides age appropriate activities, which challenge all abilities
- R4 Use data more effectively to monitor the progress of groups of pupils
- R5 Ensure that the school has suitably qualified teachers for all classes
- R6 Address shortcomings identified in safeguarding procedures

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 attainment of pupils, on entry to school, covers the whole ability range. Most pupils make adequate progress from their individual starting point as they move through the school.

By the end of Foundation Phase, most pupils listen attentively. Many pupils speak clearly in a variety of situations, using age appropriate vocabulary and sentence patterns. Nearly all pupils' reading skills develop effectively across the Foundation Phase. They use a variety of strategies successfully when reading unfamiliar words. By the end of the Foundation Phase, most pupils' reading standards are good. Across the Foundation Phase, a majority of pupils make appropriate progress in developing their early writing skills. Most pupils use talk effectively, in order to plan their writing. A majority of pupils organise their writing logically with a beginning, middle and ending. Many pupils develop their writing well using a sequence of sentences and a majority spell simple words correctly. However, only a minority of pupils correctly form letters that are consistent in size. Very few use simple punctuation accurately and consistently.

Across key stage 2, most pupils listen attentively and speak confidently with enthusiasm, using age appropriate vocabulary. They speak for a variety of purposes and they express opinions confidently about, for example, the life of the school. Most pupils make good progress in reading across key stage 2. Nearly all pupils express confidently their preferences for different authors. They have a good knowledge of a range of age appropriate texts that they have enjoyed. By the end of key stage 2, nearly all pupils show enthusiasm for reading. They are able to express views about character and plot and interpret texts well. Most pupils write for a variety of purposes, for example when preparing a manifesto to become a school councillor or eco warrior. They write effectively across the curriculum and most use subject specific vocabulary to good effect. The majority of pupils use correct punctuation. The handwriting of a significant minority of pupils is often inconsistent.

Across the school, a significant minority of pupils do not make sufficient progress in mathematics or in applying their numeracy skills in work across the curriculum. In the Foundation Phase, most pupils use visual strategies to support their number skills well. By the end of the Foundation Phase, a majority of pupils use mental and written calculations successfully to add and subtract two digits numbers. A minority of more able pupils use their multiplication and division skills well when dealing with whole numbers. However, a significant majority have poor recall of mental number facts such as number bonds to 10. Across key stage 2, pupils do not develop their numeracy skills systematically. They do not use their skills at an appropriate level across the curriculum. A minority are able to count in 10s and 100s from a given number and a majority of pupils are able to round numbers to the nearest 10 or 100. By the end of key stage 2, when investigating number patterns, most pupils describe

number patterns correctly, with a very few using simple algebraic terms. Most pupils add and subtract using whole numbers and decimals with increasing accuracy. Around half use simple fractions, decimals and percentage equivalences confidently. However, very few have a good grasp of the properties of shape and their ability to calculate areas or volumes of regular three-dimensional shapes is limited.

A majority of pupils with additional learning needs make appropriate progress from their individual starting points.

Most pupils demonstrate good attitudes to learning Welsh and are eager to share their knowledge with each other and adults. However, progress from the Foundation Phase to the end of key stage 2 is limited. Across the school, most pupils understand and respond accurately to instructions and questions during lessons, registration periods and acts of worship. However, older pupils lack a sufficient grasp of a wide enough range of vocabulary and sentence patterns to communicate successfully in different situations.

Over the last three years, when compared with that in similar schools, the performance of pupils at the end of Foundation Phase has fluctuated at the expected outcome 5. In literacy, performance has varied between the top and bottom 25% and in mathematical development between the top 25% and the lower 50%. At the higher outcome 6, over the same period, the performance of pupils in literacy has fluctuated between the top 25% and the lower 50%. Performance in mathematical development has varied between the lower 50% and the bottom 25%.

In key stage 2, over the last four years, pupils' performance at the expected level 4 has fluctuated widely. Performance in English, mathematics and science has varied between the top and bottom 25% in all three subjects compared to that of similar schools. At the higher level 5, performance in English has fluctuated between the lower 50% and top 25% over the same period. In mathematics, performance has varied between the lower 50% and the bottom 25%. In science, the pupils' performance has fluctuated between the higher 50% and lower 50%.

There is no significant difference between the performance of pupils who are eligible for free school meals and other pupils in either key stage.

Wellbeing: Adequate

Nearly all pupils feel safe in school and are confident in the school's ability to address their concerns. Most pupils have a good awareness of the importance of healthy eating and exercise. Most pupils have positive attitudes to learning. Most behave well, and are courteous and caring towards one another. However, a very few pupils across the school do not behave appropriately at all times.

Attendance levels are improving. However, for the last four years, rates remain consistently in the bottom 25% when compared to those of similar schools. Nearly all pupils arrive in school punctually.

Most pupils have a strong voice across the school through the active school and eco council called 'Y Llais'. They make appropriate decisions about improving the

learning environment. For example, members helped to create the outdoor activity trail. They provide effective leadership in running the healthy tuck shop and organising fundraising events. However, pupils do not participate fully in making decisions about how and what they learn.

All pupils play an important part in the local parish by attending weekly Mass. They also improve their local community, for example by participating in a local litter pick.

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

Learning experiences broadly cover the requirements of the Foundation Phase and the National Curriculum. The quality of the curriculum planning in key stage 2 is good. It builds systematically on pupils' knowledge, skills and understanding and meets the needs of most learners. However, curriculum planning in the Foundation Phase is less effective and does not always engage the full range of pupils. There is a good range of the extra-curricular activities available to all pupils. These successfully improve pupils' health and wellbeing.

An effective range of intervention programmes meets the needs of specific groups and individuals successfully.

Across the school, planning for the development of skills in communication, numeracy and information and communication technology (ICT) is inconsistent. Where planning is most effective, pupils use their skills at the appropriate level to enable them to access the wider curriculum. Planning for the development of the literacy and numeracy framework is at an early stage.

The school's provision to promote Welsh is good. Most teachers use Welsh appropriately during lessons, acts of worship and around the school. There is a good range of Welsh vocabulary on display in classrooms and corridors. The school promotes pupils' knowledge and understanding of the culture and history of Wales effectively through the curriculum and visits to places of interest.

Provision for education for sustainable development and global citizenship is good. There are appropriate opportunities for pupils to gain an understanding of the lives and cultures of other people across the world. The school acts sustainably in the way that it uses its resources. Most pupils have a good awareness of the importance of recycling, saving water and conserving energy.

Teaching: Adequate

The standard of teaching is too variable across the school. In most classes, adults have good working relationships with pupils and are good language role models. Most teachers demonstrate sound subject knowledge. They use effective questioning techniques and plan stimulating activities that engage nearly all pupils. Many teachers recap and build on pupils' previous learning well.

However, in a few classes, where teaching is less effective the pace of lessons is too slow and teachers do not manage pupils' behaviour well. The match of activities to pupils' abilities and age is not always appropriate. In a minority of cases, teachers do not use support staff effectively to assist pupils to make progress.

During lessons, many teachers provide appropriate oral feedback to enable pupils to know how well they are doing and what they need to do to improve. However, marking is inconsistent and does not identify the next steps in learning. Day to day assessment and evaluation inform future planning successfully in key stage 2, but are less effective in the Foundation Phase. Many older pupils help to set their own learning targets, which results in them understanding what they need to do to improve.

Staff track pupil progress at individual level across the school. However, they do not use the information collected with sufficient rigour to monitor the impact of provision on pupils' outcomes. Reports to parents are clear and provide a good range of information about pupils' progress and their areas for improvement.

Care, support and guidance: Adequate

The school is a caring community that values all pupils equally. It supports pupils' spiritual, moral, social and cultural development successfully, particularly through its close links with the Catholic Church. The school makes appropriate arrangements for promoting healthy eating and drinking. Staff make good use of the local leisure centre to provide pupils with good opportunities for exercise.

There are clear procedures to promote good behaviour and nearly all pupils are aware of the high standards of behaviour the school expects. There are incentives for good attendance and these are beginning improve overall attendance rates.

The school has good links with a range of specialist services. These ensure appropriate support for pupils, particularly those with additional learning needs. The links with external organisations are effective in supporting pupils' health and wellbeing.

The school's arrangements for safeguarding pupils do not meet requirements and give cause for concern.

The school offers all pupils, including those with additional learning needs, full access to all areas of the curriculum. Arrangements for providing support for identified groups of pupils are effective. The quality of support that staff provide successfully ensures that these pupils make progress. All identified pupils have individual education plans, which are relevant to their needs. However, the targets in the plans are not always specific enough for staff to measure pupils' progress accurately. The school conducts regular reviews of progress and involves parents and carers appropriately.

Learning environment: Good

The school has a caring and supportive ethos. It treats everyone with respect, regardless of gender, race or faith. As a result, there is a clear emphasis on recognising, respecting and celebrating equality and diversity.

The school building is welcoming and secure. It provides pupils with a stimulating, clean and orderly environment for learning. The school has good quality resources including plentiful library books and a good range of ICT equipment. Good quality displays enhance classrooms and corridors. These include celebrations of pupils' contributions to local and national charities. The outdoor environment contains a good range of areas and opportunities for creative play, such as the forest school, the outdoor classroom and the climbing frame. The large area of grass allows a suitable variety of sporting activities to take place.

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

The headteacher provides clear, purposeful leadership and strategic direction to the life of the school. She shares her vision for raising standards and improving the quality of provision successfully with everyone connected to the school.

Since the last inspection in 2009, changes to the school's staffing structure due to a high staff turnover have meant significant disruption in the school. Since her appointment, the headteacher has put in place effective policies and procedures to minimise the impact of the staff changes on the quality of provision for pupils. The deputy headteacher has responsibility for leading the key stage 2 department and is curriculum leader for Welsh. In these roles, she makes a significant impact on improving provision and pupils' attainment. However, leadership in the Foundation Phase is less effective.

There are suitable performance management systems in place and these are beginning to reduce the variation in the quality of teaching across the school.

The school pays due attention to addressing national priorities such as implementing the literacy and numeracy framework, but planning does not include opportunities to develop pupils' numeracy and literacy skills in a systematic manner. The principles of the Foundation Phase are underdeveloped.

The governing body is supportive of the school and knows the community it serves well. Presentations on the school's performance data ensure that governors are beginning to gain a greater understanding of how performance compares with that of other schools. The governors have a good understanding of the school's priorities for improvement and manage its finances well. Their role as critical friends is developing appropriately.

Improving quality: Adequate

The school has a suitable system for self-evaluation. Leaders give due attention to the outcomes of internal and external monitoring reports. Parents and pupils contribute usefully to the self-evaluation process for example through the development of the outdoor classroom. The school focuses on gathering information from end of key stage assessment outcomes and test results. Leaders are beginning to use performance data more purposefully to plan for improvement. However, leaders are less successful in using performance data to monitor the progress of groups of pupils or to hold others to account for the standards that pupils achieve. The self-evaluation report is sufficiently evaluative and provides the school with a sound basis to secure improvements.

The school development plan has an appropriate focus on the main priorities and actions that will bring about the improvements that self-evaluation identifies. The plan shows clearly those with responsibilities for implementing actions and monitoring progress towards priorities. Timescales for completing actions are realistic and success criteria are broadly measurable. The school's focus on reading has secured improvement in pupils' standards.

Generally, progress towards meeting the recommendations from the last inspection monitoring report is appropriate. For example, curriculum planning in key stage 2 is of good quality and the role of governors is developing appropriately. Provision for developing pupils' numeracy skills is improving, but this is not yet raising the standards that pupils achieve.

Partnership working: Good

The school works effectively with a wide range of partners and this has a beneficial effect on pupils' wellbeing and learning. Parents are supportive of the school and the school values their contributions. A significant number of parents volunteer in the school by listening to readers and accompanying pupils to the leisure centre to participate in sporting activities. The Friends' Association raises considerable sums of money to improve the learning environment, including the development of an outdoor classroom.

Strong links exist between playgroup and the school. Parents value the provision that ensures younger pupils move confidently from one setting to the next. Older pupils have useful opportunities to visit the local secondary school to participate in a range of activities, which prepares them well for transferring to the next phase of their education. There are appropriate arrangements for moderation meetings between the secondary school and feeder primary schools, which ensure that all teachers have a shared understanding of standards.

Partnerships with the local family of schools are productive. These include joint partnership work on developing appropriate provision to challenge more able and talented pupils. The school works effectively with relevant agencies to support vulnerable pupils. These include the behaviour support unit, educational psychologists and team around the family.

Resource management: Adequate

The school has suitable arrangements in place for managing financial resources. The headteacher and governors monitor the school's finances and spending thoroughly to ensure that they plan expenditure that links closely to the school's priorities for improvement. The school uses its pupil deprivation grant well to support vulnerable pupils.

The school deploys most staff well to make the best use of their talents and abilities. However, the deployment of staff in the early years' class is not appropriate.

The school uses performance management well to identify the training needs of all staff. They all have access to a wide range of courses to support their professional development. These are having positive impact on improving the consistency of provision within the school, for example in reading and Welsh. The school has suitable arrangements in place for teachers' planning, preparation and assessment time.

The school is developing well as a learning community. The recent involvement in a professional learning community to improve reading is having a positive effect on pupils' attitudes to reading and on the standards that they achieve.

In view of the outcomes that pupils achieve and the overall quality of provision and leadership, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6683314 - St Francis R C Primary School

Number of pupils on roll	113
Pupils eligible for free school meals (FSM) - 3 year average	19.2
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	20	20	21
Achieving the Foundation Phase indicator (FPI) (%)	70.0	90.0	90.5
Benchmark quartile	4	1	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	20	20	21
Achieving outcome 5+ (%)	70.0	95.0	90.5
Benchmark quartile	4	1	2
Achieving outcome 6+ (%)	25.0	40.0	28.6
Benchmark quartile	3	1	2
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	20	20	21
Achieving outcome 5+ (%)	90.0	95.0	90.5
Benchmark quartile	3	1	3
Achieving outcome 6+ (%)	15.0	15.0	19.0
Benchmark quartile	3	4	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	20	20	21
Achieving outcome 5+ (%)	95.0	95.0	90.5
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	50.0	60.0	42.9
Benchmark quartile	2	1	3

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.

6683314 - St Francis R C Primary School

Number of pupils on roll	113
Pupils eligible for free school meals (FSM) - 3 year average	19.2
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	28	21	16	11
Achieving the core subject indicator (CSI) (%)	96.4	81.0	87.5	81.8
Benchmark quartile	1	4	2	4
English				
Number of pupils in cohort	28	21	16	11
Achieving level 4+ (%)	96.4	81.0	93.8	81.8
Benchmark quartile	1	4	2	4
Achieving level 5+ (%)	28.6	38.1	43.8	36.4
Benchmark quartile	3	2	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	28	21	16	11
Achieving level 4+ (%)	96.4	81.0	93.8	90.9
Benchmark quartile	1	4	2	3
Achieving level 5+ (%)	28.6	28.6	31.3	18.2
Benchmark quartile	3	3	3	4
Science				
Number of pupils in cohort	28	21	16	11
Achieving level 4+ (%)	100.0	85.7	100.0	90.9
Benchmark quartile	1	4	1	3
Achieving level 5+ (%)	28.6	42.9	37.5	36.4
Benchmark quartile	3	2	2	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.	66	64 97%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	66	60 91%	6 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	66	62 94%	4 6%	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	66	63 95%	3 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	66	64 97%	2 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	66	57 86%	9 14%	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.	66	66 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	66	64 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.	65	59 91%	6 9%	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.	66	65 98%	1 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	63	44 70%	19 30%	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	65	55 85%	10 15%	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.	24	13 54%	9 38%	1 4%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	24	14 58%	10 42%	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.	24	15 62%	8 33%	1 4%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	24	13 54%	9 38%	2 8%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	24	8 33%	13 54%	2 8%	1 4%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	24	11 46%	11 46%	1 4%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	24	12 50%	11 46%	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.	23	12 52%	11 48%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	24	13 54%	8 33%	1 4%	2 8%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	23	10 43%	13 57%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	23	9 39%	12 52%	1 4%	0 0%	1	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.	21	8 38%	10 48%	1 5%	0 0%	2	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.	24	10 42%	13 54%	1 4%	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.	23	14 61%	7 30%	0 0%	1 4%	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.	24	10 42%	12 50%	2 8%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	24	15 62%	8 33%	0 0%	0 0%	1	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	7 37%	10 53%	1 5%	1 5%	0	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	7 37%	12 63%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	19	8 42%	9 47%	2 11%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mrs Debbie Woodward	Reporting Inspector
Mrs Rhian Jones	Team Inspector
Mr Terry James Davies	Lay Inspector
Ms Nia Cule	Peer Inspector
Mrs Sue Roberts	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.