



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Coastlands County Primary  
St Ishmael's Base  
Trewarren Road  
Haverfordwest  
Pembrokeshire  
SA62 3SZ**

**Date of inspection: March 2017**

**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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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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**Publication date: 05/06/2017**

## Context

Coastlands Community Primary School is in the village of St Ishmaels, near Milford Haven in Pembrokeshire. There are 95 pupils on roll aged from 3 to 11 years, including six part-time nursery children. There are three mixed-age classes.

Nearly all pupils are white British and come from homes where English is the main language. Around 7% of pupils are eligible for free school meals, which is well below the national average (19%). The school identifies around 15% of pupils as having additional learning needs and this is below the national average (25%).

The current acting headteacher took up his post in January 2015. The school was last inspected in July 2011.

The individual school budget per pupil for Coastlands Community Primary School in 2016-2017 means that the budget is £4,460 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,870 and the minimum is £3,427. Coastlands Community Primary School is 12th 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>Adequate</b>

### Current performance

The current performance of the school is good because:

- Most pupils make good progress from their starting points
- Most pupils with additional learning needs make good progress towards their individual targets
- Most pupils use their speaking and listening skills well.
- Most pupils' reading skills develop effectively
- The quality of pupils' writing is good, particularly their writing of poetry
- Nearly all pupils behave very well and co-operate effectively with staff and other pupils during lessons and at playtimes
- Pupils show particularly good levels of care and respect towards others
- There are many worthwhile and interesting learning experiences for pupils

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The acting headteacher has a clear vision for the school, which he shares successfully with staff and governors
- He has established a clear staffing structure with specific roles and responsibilities that staff understand well
- Leaders pay appropriate attention to addressing local and national priorities
- There is a wide range of partnerships that enriches and supports pupils' learning and wellbeing successfully
- The school makes good use of the pupil deprivation grant to improve the literacy and numeracy skills of targeted pupils
- The school's self-evaluation arrangements are beginning to focus more sharply on raising standards

However:

- The school has had an unsettled period of leadership over recent years and this has limited the development of leadership capacity at all levels
- There is a relatively weak focus on developing a culture of continuous improvement within the school
- The school development plan sets out a range of appropriate actions, but the school's track record in improving the quality of teaching and assessment is limited

- The governing body's role in strategic leadership and the self-evaluation process is underdeveloped and it does not challenge the school well enough as a critical friend

## **Recommendations**

- R1 Raise standards in Welsh second language
- R2 Improve the quality of teaching and assessment so that pupils in all classes have work that challenges them appropriately
- R3 Strengthen leadership and management at all levels and develop the governing body's role as a critical friend
- R4 Develop the self-evaluation process so that it focuses rigorously on raising standards and improving the quality of provision
- R5 Improve attendance

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

When they start school, the majority of pupils have skills that are below those expected for their age. From their starting points, most pupils make good progress. Most pupils with additional learning needs make strong progress towards meeting their individual targets. Pupils eligible for free school meals generally perform as well as or better than other pupils. However, more able pupils do not always achieve as well as they could.

In the Foundation Phase, most pupils listen carefully to instructions and respond well to each other. Many are confident to talk to adults and they are eager to explain what they are doing. In key stage 2, most pupils use their speaking and listening skills well. They contribute effectively in lessons and use their language skills purposefully to ask questions and to provide clear answers.

Across the school, most pupils' reading skills develop effectively. In Year 2, most pupils read simple texts with accuracy and use a variety of strategies to read unfamiliar words. As they move through the school, pupils build on these skills successfully and older pupils in key stage 2 use texts skilfully to explain characters and plots in stories. By Year 6, many pupils develop their higher-order reading skills successfully.

In the Foundation Phase, many pupils make good progress in developing their writing skills. Many pupils form letters correctly and convey ideas well in simple sentences. They spell words accurately and use full stops and capital letters appropriately. In key stage 2, many pupils use a variety of sources to collect information for class projects and present written pieces of a good standard. They present ideas in a logical and ordered manner. They are able to use a range of adjectives and similes to enrich their work. The quality of their writing of poetry is particularly good. On occasions, worksheets inhibit pupils' extended writing skills. Many pupils pay sufficient attention to punctuation and spelling, but they do not always present their work neatly. Most pupils generally apply their literacy skills well in other subjects.

In the Foundation Phase, many pupils develop their mathematical skills effectively across the areas of learning, for example when comparing the temperatures of different environments. Many pupils respond confidently to a variety of mathematical tasks, such as using numbers, handling data and recognising shapes. They are able to work well with partners to solve addition, subtraction and multiplication problems. However, more able pupils do not always develop their mathematical skills as well as they could.

In key stage 2, nearly all pupils have a good understanding of number and place value. They use a suitable range of mental and written methods confidently. By the time they reach Year 6, most pupils achieve good standards. Older pupils use their skills successfully to represent data in a range of different graphs and charts, such as

when investigating the lengths of jumps in science. Pupils apply their mathematical skills well for a wide range of purposes in other subjects.

Many pupils develop appropriate oracy, reading and writing skills in Welsh throughout the school. However, most pupils do not use Welsh confidently or regularly enough outside of designated Welsh lessons and at present they lack the skills to develop their language competency further.

In the Foundation Phase, most pupils use tablet computers and laptops effectively to enhance their literacy skills. For example, they develop word-processing skills well when writing poems. Older pupils in the Foundation Phase support others successfully to create digital presentations by inputting and annotating photographs. Many pupils create a picture collage effectively to display number bonds.

In key stage 2, pupils use a wide range of electronic devices confidently to create and present their work. Nearly all pupils are aware of the importance of keeping their personal data secure when accessing computers. Across the school, pupils use the internet and a variety of software appropriately and most have a good awareness of e-safety. Pupils develop their coding skills independently and create their own interactive games competently.

Due to the small number of pupils in each year group and the small proportion of pupils eligible for free school meals, benchmarked comparisons between schools are not always reliable or valid.

At the end of the Foundation Phase, over the last four years, pupils' performance at the expected outcome in literacy and mathematical development has tended to place the school in the bottom 25% when compared with similar schools. At the higher outcome, pupils' performance in both areas of learning has varied greatly and there is no overall pattern.

In key stage 2, over the last four years, pupils' performance at the expected level in English, mathematics and science has generally placed the school in either the top 25% or bottom 25% when compared with similar schools. Performance at the higher level has usually placed the school in the higher 50% in mathematics and science while, in English, pupils' performance is more varied.

### **Wellbeing: Adequate**

Nearly all pupils have a secure understanding of the importance of a healthy lifestyle and regular exercise. All pupils feel safe in school. They know what to do and where to turn if they have problems or concerns, and they are confident that staff will deal promptly with any worries they may have.

Nearly all pupils behave very well and co-operate effectively with staff and other pupils during lessons and at playtimes. They show particularly good levels of care and respect towards others. They reflect on the school's behaviour code positively and recognise the strong impact this has on establishing and maintaining high levels of behaviour.

Nearly all pupils are proud to belong to the school community and take their responsibilities seriously. Members of the school council seek the views of others and have the opportunity to influence the work of the school well. For example, the school council participated recently in the process of appointing a new headteacher. Pupils successfully raise funds through various activities, such as the Christmas Fair, and they help to decide how the school should spend the money collected. The Eco Warriors and Bronze Ambassadors support younger children actively during playtimes and participate in their enhanced activities. Most pupils are active in the community and take part in various events, such as harvest festivals in local churches and in the amateur dramatics club.

During the last four years, attendance levels have tended to place the school in the lower 50% or bottom 25% when compared with similar schools. The current attendance rate at this point in the school year is also too low. However, the number of pupils who are persistently absent is very low and pupils generally arrive punctually at the start of the school day.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

The school provides many worthwhile and interesting learning experiences that meet the requirements of the National Curriculum, the Foundation Phase and the literacy and numeracy framework well. Teachers' planning identifies clear opportunities for the development of pupils' literacy and numeracy skills across all areas of learning as they move through the school. Planning for the development of pupils' skills in poetry is very good. Successful intervention programmes provide effective support for pupils who need extra help with their learning. The experiences provided in the Foundation Phase develop pupils as independent learners appropriately. Planning to promote pupils' information and communication technology (ICT) skills is developing suitably.

The school provides a good range of educational visits, visitors and extra-curricular clubs, such as rugby, hockey, dance, nature and musical activities. These attract high levels of pupil participation and they enhance pupils' learning experiences effectively.

Provision for the development of pupils' Welsh language skills is appropriate overall. However, teachers and other staff do not encourage pupils enough to use their Welsh skills in a range of situations outside of designated Welsh lessons. The school promotes the culture and heritage of Wales successfully through the curriculum and a wide range of activities. For example, local artists visit the school and pupils study important historical figures, such as Owain Glyndwr.

The Eco Committee actively promotes pupils' understanding of the importance of looking after the environment by reusing, recycling and saving energy. There are good opportunities for pupils to learn about different cultures and the school has close, purposeful links with a primary school in Zanzibar.

## **Teaching: Adequate**

The working relationships that exist between adults and pupils in most classrooms creates a friendly, caring and supportive ethos. Teachers and support staff encourage pupils to behave well. In the majority of classes, teachers remind pupils of their previous learning effectively and share learning objectives and success criteria with pupils clearly. They generally provide suitable opportunities for pupils to discuss their work and they use open-ended questions to test and to improve pupils' understanding. In the minority of classes where there is less effective teaching, the pace of learning is not always appropriate, teachers do not have high enough expectations of what pupils can achieve and they do not challenge pupils to reach their full potential, especially in mathematics.

The school is developing its tracking procedure appropriately to ensure that it has a better understanding of pupils' progress. Teachers give pupils written feedback on pupils' work regularly and they occasionally provide useful comments to help pupils to improve their work. Pupils are beginning to assess their own work and that of their peers. However, teachers do not apply assessment for learning strategies consistently in all classes. Teachers give pupils literacy and numeracy targets, but these are not always specific enough to help pupils to know exactly what they need to do to improve their work.

Annual reports to parents on the progress of their children are appropriate, detailed and informative. There are good opportunities for parents to respond to the comments from teachers, but pupils do not have sufficient opportunities to respond.

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

There are appropriate arrangements for promoting healthy eating and drinking. Staff encourage pupils to participate in a wide range of sporting activities, such as rugby, hockey and gymnastics, and pupils respond well to these opportunities.

The school provides a safe and secure environment. There is an effective emphasis on promoting good behaviour and respect for others. For example, the restorative programme has a very positive impact on standards of behaviour throughout the school. This encourages pupils to listen to each other carefully and to understand how their actions can affect others.

The school promotes pupils' spiritual, moral and social development effectively, particularly through acts of collective worship for the whole-school or individual classes. Extensive links with a school in Zanzibar and regular involvement in fair trade activities ensure that pupils extend their knowledge and understanding of different cultures successfully. School initiatives, such as 'challenge time', 'brain blasters' and 'genius hour', develop pupils' self-esteem and give them valuable opportunities to take responsibility for their own learning.

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

The school engages well with a wide range of specialist agencies, such as the police, health professionals, physiotherapists, and the speech and language service, to support pupils' wellbeing.

Provision for pupils with additional learning needs is good. Effective systems are in place to identify and to support pupils with additional learning needs. Teachers and support staff know pupils well and deliver intervention programmes effectively. There are suitable individual education plans, which include purposeful targets to help pupils to progress. Comprehensive systems are in place to review these plans in consultation with pupils and parents.

### **Learning environment: Good**

The school is a friendly, welcoming and inclusive community where pupils have equal opportunities to take part in all its activities. The school's strong emphasis on pupils showing respect and courtesy to all encourages pupils to care for others successfully. A few parts of the accommodation are in need of repair, but the school maintains its buildings well. There is a wide range of learning resources that meets the needs of pupils effectively. Around the school, colourful displays support pupils' learning purposefully and celebrate their achievements well.

The extensive grounds promote many aspects of the curriculum successfully, such as physical education, outdoor lessons and sustainable development projects. Staff make good use of the stimulating outside areas throughout the school day. Pupils in the Foundation Phase benefit from attractive areas for learning and recreation.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

The acting headteacher has a clear vision for the school, which he shares successfully with staff and governors. His actions are having a positive impact on improving aspects of the school's provision, for example in relation to management systems and strengthening security around the school. However, the prolonged period of instability in leadership over the last five years has limited the development of leadership capacity within the school and weakened the focus on long-term strategic priorities. The acting headteacher is addressing many of these issues competently, but the initiatives are relatively new and are yet to have a sustained impact on improving standards and the quality of provision.

The acting headteacher has established a clear staffing structure with specific roles and responsibilities. Regular meetings provide appropriate opportunities for all staff to contribute to the strategic direction of the school. Members of staff receive challenging and realistic targets that focus increasingly on school improvement priorities. Staff are responding positively to recent initiatives to help them to become more reflective practitioners.

The governing body is very supportive of the school and receives regular reports on the progress of the school development plan. Governors' understanding of standards is improving through more regular visits to school. However, their role in

setting the strategic direction of the school and holding leaders to account is not fully developed. The governing body meets regularly and fulfils its statutory duties efficiently.

The school pays appropriate attention to addressing local and national priorities. For example, staff are actively preparing for the introduction of the digital competence framework. The requirements of the Literacy and Numeracy Framework have been established successfully. The school has effective arrangements to improve the achievement of vulnerable pupils.

### **Improving quality: Adequate**

The school is developing appropriate systems to evaluate the quality of its work. Since the appointment of the acting headteacher, self-evaluation arrangements are beginning to focus more sharply on raising standards and improving the quality of the provision.

Staff are developing a more systematic approach to gathering evidence in order to support self-evaluation and school improvement planning. This now includes a wider range of first-hand evidence to evaluate standards and provision, for example through lesson observations and the analysis of performance information. A particular strength is the way that the school now actively seeks pupils' views.

Teachers are beginning to use performance information more accurately to track the progress of groups of pupils. For example, staff recently identified pupils with reading difficulties and put in place a number of strategies to address issues of concern. However, it is too early to see the full impact of these improvements on the progress of pupils' learning.

The self-evaluation report produced by the school is useful. It identifies issues for action that relate to standards and improving the quality of provision and leadership. However, the report does not refer enough to evidence to support its findings and is not always as evaluative as it could be.

The school development plan is an appropriate document. It identifies suitable actions to address areas of weakness, allocates responsibilities, sets realistic timescales and includes relevant success criteria. There are examples where the school shows the capacity to improve, for example in its more purposeful strategies to develop pupils' literacy skills. However, the systems and arrangements for self-evaluation and the establishment of a culture of continuous improvement are at an early stage of development.

### **Partnership working: Good**

The school has a wide range of partnerships that enriches and supports pupils' learning and wellbeing successfully. There is a strong partnership with parents. For example, they arrange many fund-raising events, contribute to the upkeep of the building and help to develop the school environment. The school keeps parents well informed about school life through regular newsletters and digital communication platforms.

The school works well with the local playgroup and other local schools. Teachers work closely with the local secondary school to ensure that all pupils are confident about the transfer to the next stage of their education. For example, transition arrangements enable older pupils to have more challenging experiences in sport, writing and mathematics. The school works well with other primary schools in the area on a range of activities, including the moderation and assessment of pupils' work. Staff occasionally share their good practice with other schools, for example in the teaching of poetry.

The school has forged effective links with the community. The local vicar regularly visits the school to lead collective worship and there are positive links with local theatres and businesses. Representatives of the ambulance service visit the school to teach pupils about first aid.

The school works well with a range of partners to promote pupils' wellbeing. These include close links with the local authority and other professionals to support the families of pupils who require additional support for their learning, emotional or behavioural needs.

### **Resource management: Good**

The acting headteacher deploys staff purposefully and uses their experience and expertise effectively. Staff work well together as a team to provide a caring and stimulating learning environment for pupils. Teaching assistants make a strong contribution to pupils' outcomes across the school.

The school's arrangements for teachers' planning, preparation and assessment time are effective. The school has appropriate performance management systems for all teachers and learning support assistants. There are networks of professional practice with other schools and partners, which are beginning to improve the quality of teaching. For example, partnership work with other cluster schools has led to improvements in science.

The acting headteacher monitors and manages expenditure effectively. The school makes good use of the pupil deprivation grant to improve the literacy and numeracy skills of targeted vulnerable pupils. Systems to measure the impact of this spending are improving.

Considering pupils' standards and the overall quality of provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6682384 - Coastlands CP

Number of pupils on roll	87
Pupils eligible for free school meals (FSM) - 3 year average	4.1
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	5	9	11	13
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	80.0	88.9	100.0	69.2
Benchmark quartile	4	3	1	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	5	9	11	13
Achieving outcome 5+ (%)	80.0	88.9	100.0	84.6
Benchmark quartile	4	4	1	4
Achieving outcome 6+ (%)	40.0	66.7	18.2	46.2
Benchmark quartile	2	1	4	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	5	9	11	13
Achieving outcome 5+ (%)	80.0	88.9	100.0	69.2
Benchmark quartile	4	4	1	4
Achieving outcome 6+ (%)	60.0	44.4	27.3	46.2
Benchmark quartile	1	2	4	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	5	9	11	13
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	60.0	77.8	63.6	76.9
Benchmark quartile	2	2	3	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.

**6682384 - Coastlands CP**

Number of pupils on roll	87
Pupils eligible for free school meals (FSM) - 3 year average	4.1
FSM band	1 (FSM<=8%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	11	8	12	5
<b>Achieving the core subject indicator (CSI) (%)</b>	81.8	100.0	91.7	80.0
Benchmark quartile	4	1	3	4
<b>English</b>				
Number of pupils in cohort	11	8	12	5
Achieving level 4+ (%)	81.8	100.0	91.7	100.0
Benchmark quartile	4	1	4	1
Achieving level 5+ (%)	54.5	37.5	75.0	20.0
Benchmark quartile	2	3	1	4
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	11	8	12	5
Achieving level 4+ (%)	81.8	100.0	91.7	80.0
Benchmark quartile	4	1	4	4
Achieving level 5+ (%)	54.5	62.5	58.3	60.0
Benchmark quartile	2	1	2	2
<b>Science</b>				
Number of pupils in cohort	11	8	12	5
Achieving level 4+ (%)	90.9	100.0	91.7	100.0
Benchmark quartile	4	1	4	1
Achieving level 5+ (%)	54.5	50.0	66.7	60.0
Benchmark quartile	2	2	1	2

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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.	40	40 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	40	39 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	40	40 100%	0 0%	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	39	37 95%	2 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.	40	39 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	39	38 97%	1 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.	40	40 100%	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.	40	40 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	40	38 95%	2 5%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	40	38 95%	2 5%	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.	39	35 90%	4 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	39	37 95%	2 5%	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.	17	9 53%	7 41%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	17	10 59%	6 35%	1 6%	0 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.	17	9 53%	6 35%	1 6%	1 6%	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.	17	7 41%	8 47%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	17	4 24%	10 59%	0 0%	1 6%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	17	8 47%	7 41%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	17	10 59%	5 29%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	17	4 24%	8 47%	2 12%	0 0%	3	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.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	17	6 35%	6 35%	3 18%	1 6%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	17	8 47%	8 47%	1 6%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	17	9 53%	8 47%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	17	4 24%	8 47%	2 12%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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 am kept well informed about my child's progress.	17	3 18%	10 59%	2 12%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	17	8 47%	7 41%	0 0%	0 0%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	17	7 41%	5 29%	0 0%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	17	9 53%	6 35%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	17	3 18%	6 35%	0 0%	0 0%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	17	10 59%	5 29%	1 6%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	17	9 53%	7 41%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Dr David Gareth Evans	Reporting Inspector
Ms Aileen Patricia Brindley	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Mrs Louise Ankers	Peer Inspector
Mr Jeremy Evans (Headteacher)	Nominee

## Copies of the report

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

### 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.