



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

**A report on**

**Cosheston V.C.P. School  
Cosheston  
Pembroke Dock  
Pembrokeshire  
SA72 4UN**

**Date of inspection: July 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:

<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 date: 09/09/2015**

## Context

Cosheston Voluntary Controlled Primary School is in Cosheston in the Pembrokeshire local authority. There are 62 pupils on roll between the ages of three and eleven. The school has three mixed-age classes. It employs three full-time teachers.

Currently, very few pupils are eligible for free school meals. Very few pupils come from ethnic minority backgrounds and none has English as an additional language. No pupils speak Welsh as their first language.

The school has identified around 14% of pupils as having additional learning needs. Very pupils have a statement of special educational needs.

The school was last inspected in March 2010. The headteacher has been in post since 1997.

The individual school budget per pupil for Cosheston Voluntary Controlled Primary School in 2014-2015 means that the budget is £4,045 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,240 and the minimum is £3,570. Cosheston Voluntary Controlled Primary School is 39th 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:

- Most pupils make good progress as they move through the school
- Standards of speaking and listening are strong
- Nearly all pupils behave well and enjoy their learning
- Teaching is good
- There is an effective environment for the care and support of pupils.
- Provision for pupils with additional learning needs is comprehensive and pupils make good progress as a result
- For the last three years attendance has placed the school in the in the top 25% or the higher 50% when compared with similar schools

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher, staff and governors share a strong, shared sense of purpose, which focuses well on pupils' wellbeing and achievement
- All members of staff work well together as a team
- School self-evaluation processes make valuable use of a wide range of first-hand evidence
- There is a good range of partnerships that have a positive effect on pupils' learning and wellbeing
- The expertise of staff is used well to enhance the learning experiences of pupils
- The school provides good value for money

## Recommendations

- R1 Improve standards of Welsh
- R2 Improve planning to ensure that pupils build on their knowledge and skills systematically and across the curriculum
- R3 Improve opportunities for pupils to use their literacy and numeracy skills extensively and independently across the curriculum
- R4 Ensure that self-evaluation focuses clearly on monitoring the impact of provision on pupil outcomes

### **What happens next?**

The school will draw up an action plan which 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

The school's baseline assessment indicates that nearly all pupils have knowledge, understanding and skills at or above the level expected for their age on entry to school. Most pupils make good progress in relation to their starting-points as they move through the school.

By the end of the Foundation Phase, nearly all pupils speak clearly and express their ideas confidently. They enjoy talking about the different activities in the classroom and sharing their learning. Nearly all pupils enjoy reading and have a good understanding of different texts. They read aloud with fluency and expression and more able pupils enjoy the humour in many of the stories. Nearly all pupils use their phonic skills and other strategies well to help them to work out the sound and meaning of unfamiliar words. Many pupils make suitable progress in developing their writing skills. They make good use of their phonic skills to spell simple words correctly. The majority of pupils use a suitable range of simple punctuation correctly, but very few use commas or questions marks in their work. Most pupils use simple sentences accurately, while a minority write using a good range of interesting vocabulary to express their ideas. Pupils write for a relevant range of purposes both in teacher led tasks and in independent activities. However, few pupils write at length regularly and only a minority of pupils present their work well.

By the end of key stage 2, nearly all pupils express their ideas clearly. They express their opinions confidently, for example when sharing their views on school life. Nearly all pupils read well and have a good understanding of a wide range of texts. They enjoy talking about their favourite authors and express valuable opinions about characters in the stories. They use higher-order reading skills in different subjects effectively, for example when researching about Tudor life. Many pupils develop strong skills across different genres of writing. They plan and edit their work appropriately. Many older pupils structure their writing successfully. They pay good attention to punctuation and use paragraphs well to present ideas coherently to the reader. Many pupils have strong writing skills, but they do not always present their work well. A majority of pupils do not write to the same standard across the curriculum.

By the end of the Foundation Phase, many pupils use their knowledge of mathematics well to solve problems involving number, time, shape and measurement. For example, pupils collect, record and analyse information about the temperature inside and outside the classroom using thermometers. More able pupils make beneficial use of the information to explain their findings and justify their reasons successfully. They use a wide range of appropriate mathematical vocabulary, make good use of practical apparatus and digital applications to support them in their calculations and record their results accurately.

In key stage 2, nearly all pupils use a range of methods accurately when adding, subtracting, multiplying or dividing and have a good range of strategies for checking the accuracy of their calculations.

In the Foundation Phase, most pupils make appropriate progress in learning Welsh. They understand and respond to a wide range of instructions and commands and enjoy joining in with Welsh songs. However, many lack confidence in responding to questions and when reading in Welsh. In key stage 2, pupils show a suitable understanding of the vocabulary used but many are not confident in speaking. Most read familiar books correctly, but do not always understand the meaning of the texts. Pupils write short paragraphs of information, using a range of familiar vocabulary competently, using both the present and past tense.

In the Foundation Phase, nearly all pupils use their thinking skills well, for example when talking about the differences between where they live and life in the desert. In key stage 2, pupils are developing their thinking and problem-solving skills efficiently in scientific investigations.

All pupils with additional learning needs make good progress by the end of key stage two.

The school has small numbers of pupils in the year groups at the end of the Foundation Phase and key stage 2. This can affect benchmark comparisons with other similar schools significantly.

Over the past three years, the performance of pupils at the end of the Foundation Phase has been consistent at the expected outcome 5 and the higher outcome 6. The performance of pupils in literacy and numeracy skills placed the school in the top 25% when compared with similar schools.

At the end of key stage 2 over the last three years, performance at the expected level 4 in English and mathematics has fluctuated, moving the school between the top 25% and the lower 50% of similar schools, and performance in science has moved the school between the top 25% and the bottom 25%.

At the higher level 5, pupils' performance, over the last three years, has declined and has placed the school between the top 25% and the bottom 25% in English, mathematics and science when compared with similar schools.

The school has few pupils eligible for free school meals. This means that the evaluation of the performance of this group of learners in comparison with other pupils can be unreliable. The small number of pupils also makes the comparison between the performance of boys and girls unreliable.

### **Wellbeing: Good**

Nearly all pupils enjoy school life. They feel safe and have a good understanding of how to live a healthy lifestyle by eating a healthy diet and taking regular exercise. Nearly all pupils behave well and treat each other and adults with respect and care. Many older pupils take on responsibilities appropriately to support younger pupils in the school, such as looking after them on the playground. Nearly all pupils are enthusiastic and eager to learn.

During lessons, most pupils work well, sustain concentration and engage positively in tasks. They work with others in pairs and small groups successfully. For example, in the Foundation Phase pupils work together to find mini beasts in the garden, and in key stage 2 pupils work well in pairs to negotiate and agree methods of approaching a problem-solving activity. Pupils make choices about how and what they learn during homework activities, but they do not often make decisions about their learning during lessons.

The school council carries out its roles and responsibilities effectively. It meets regularly and makes decisions that have a positive impact on the life of the school. For example, it takes an active role in developing areas on the playground to ensure pupils are safe and in providing playground markings, games and equipment to encourage pupils to be active at break times.

Most pupils attend school regularly and on time. Attendance has improved and for the last three years has placed the school in the in the top 25% or the higher 50% when compared with similar schools.

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

The school provides many worthwhile and interesting learning experiences that meet the needs of most pupils. However, teachers do not plan purposefully and consistently enough across the curriculum in order to ensure that pupils build on their knowledge and skills systematically and across all subjects as they move through the school. Extra-curricular opportunities, visits and visitors to the school enrich pupils' learning experiences successfully.

The school has responded appropriately to the requirements of the Literacy and Numeracy Framework. Teachers have adapted short-term planning to highlight the coverage of these skills. However, there are not enough opportunities for pupils to develop and apply their writing and numeracy skills across the curriculum independently and at a suitable level. The school provides an effective range of interventions to support pupils who need additional help with their learning.

Provision and planning for the Welsh language and the Welsh dimension are appropriate. All pupils gain a broad understanding of life in Wales and Welsh culture through the provision of a suitable range of relevant activities and visits. The school is beginning to make use of a framework for teaching Welsh vocabulary in order to develop language patterns progressively across the school, but this is in the early stages of implementation.

There is an appropriate focus on environmental education throughout the school. Pupils express their views on environmental issues competently. They have suitable opportunities to learn about the importance of alternative energy and recycling through, for example, a visit to the local solar farm and composting fruit peelings in the school garden. Pupils have raised money to sponsor a child to attend school in Kenya for a year and find out about how people live in different countries around the world as part of their topic work. This raises their awareness of global citizenship appropriately.

## **Teaching: Good**

Teachers work well with support staff and use a wide range of teaching approaches to engage most pupils successfully. All staff have positive working relationships with pupils and manage behaviour in the classroom well. They use a variety of interesting resources, including the outdoor environment and Information and communication technology (ICT) to enhance pupils' learning experiences effectively. Teachers provide beneficial opportunities to develop pupils' literacy and numeracy skills in language and mathematics lessons, but they do not always provide enough valuable opportunities to develop these skills across the curriculum.

In all classes, teachers use effective questioning to challenge pupils' thinking well. Teachers generally have suitable objectives for lessons, but these are not always focussed well enough to enable pupils to identify clearly what they need to do in order to succeed.

Teachers mark nearly all work regularly. Teachers make good use of agreed marking strategies to identify what pupils do well and what they need to do to improve their work. A recently introduced self-assessment strategy in the Foundation Phase helps pupils to identify how well they are doing effectively. Teachers in key stage 2 provide pupils with worthwhile opportunities to evaluate the work of their peers when, for example, they ask them to talk about what other pupils do well and what they might do to improve. Most pupils know their personal targets well, but they do not always know what they need to do to achieve them.

Teachers assess pupils regularly and collate a good range of relevant information in individual pupil profiles to support their assessments. They make beneficial use of the information to identify the progress pupils make and to ensure that they receive appropriate support when required.

Reports to parents are clear and informative, and indicate appropriate areas for improvement. They provide useful opportunities for pupils to review their own progress and for parents and carers to respond.

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

The school provides a caring and supportive environment. There is a strong, effective emphasis on teaching pupils about values, and this develops their spiritual, moral, social and cultural awareness effectively. Pupils have worthwhile opportunities to develop their understanding of moral and social issues. These include a programme of visits by the police liaison officer to raise awareness of pupil safety, and 'circle time' activities that provide pupils with valuable opportunities to discuss a range of relevant issues and topics. The school promotes pupils' cultural development well through visits to the theatre, and involvement in the Urdd eisteddfod. Daily acts of collective worship provide purposeful opportunities for pupils to reflect on spiritual matters appropriately.

The school makes appropriate arrangements for promoting health eating and drinking. There are a suitable range of opportunities for pupils to take exercise through physical education lessons, extra-curricular clubs and visits.

Provision for pupils with additional learning needs is comprehensive. The school's arrangements for early intervention and support are effective. Pupil individual education plans are of good quality. Teachers set pupils clear targets for improvement and monitor their progress successfully. Staff use a range of beneficial support programmes to ensure that pupils make good progress in line with their abilities and they keep parents well informed. The school has strong links with external agencies and specialist services, such as health, speech and language service. These provide effective support and guidance for staff, parents and pupils

A suitable range of measures to improve pupils' attendance, such as full attendance certificates and regular communication with parents through newsletters, helps to maintain high rates of attendance.

The school's arrangements for safeguarding meet requirements and give no cause for concern. Pupils have a good understanding of how to keep themselves safe when using the internet.

### **Learning environment: Good**

The school has a calm and welcoming ethos that provides a safe and supportive learning environment in which all staff and pupils are valued equally. The school's policies and strategies meet statutory requirements and support the positive ethos well. All pupils have equal access to the curriculum and to a beneficial range of interesting activities and visits.

The accommodation is old and need of maintenance, but staff make good use of the space available and provide pupils with a stimulating learning environment. The school has ample resources, which are of good quality, to support pupils' learning. Well-maintained and up-to-date displays support and celebrate the learning of pupils effectively. The school makes good use of the outdoor space available. For example, areas for investigation and growing enhance learning opportunities well and the covered area provides valuable opportunities for pupils in the Foundation Phase to access a worthwhile range of learning activities outside. The school makes beneficial use of the community hall for a variety of sporting events.

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

The school's vision and values underpin its ethos successfully. The headteacher leads staff and governors well to ensure a strong, shared sense of purpose, which focuses strongly on the quality of pupils' wellbeing and their achievements.

Staff know pupils very well and work effectively as a team to plan and implement strategies to bring about improvement. Regular staff meetings focus suitably on monitoring pupil achievement and on tracking individual progress. However, the school does not always use the assessment information well enough to monitor progress of cohorts of pupils in a systematic way.

All members of staff have clear job descriptions and undertake their responsibilities diligently and competently. There are effective systems in place for the performance management of teaching and support staff. These focus well on the professional development of staff and on taking forward the school's priorities.

The members of the governing body are supportive and many are regular visitors to the school. They make a valuable contribution to the pupils' learning experiences, but their role in monitoring the effectiveness of school provision and standards is at an early stage of development. Governors know about the school's priorities and attend a good range of relevant training. They have a sound understanding of the school's strengths and areas that need improvement.

The school responds positively to national and local priorities. Arrangements for implementing the Literacy and Numeracy Framework are developing well and are beginning to have a positive impact on standards.

### **Improving quality: Adequate**

The school has an appropriate system for self-evaluation. It uses a suitable range of evidence, including analysis of performance data, test results and external monitoring exercises. Staff take part in the monitoring of standards and provision by scrutinising pupils' work and undertaking lesson observations. However, the monitoring reports are not evaluative enough and staff do not use them systematically to inform the process of self-evaluation.

The school responds well to the views of pupils. For example, following the school council presentation to the governing body, the school has recently made improvements to the playground. Taking account of the opinions of parents and governors on a regular basis is less well developed.

The self-evaluation report gives a generally accurate account of the school's strengths and areas for development. However, it does not pay enough attention to measuring the impact of provision on pupil outcomes.

Overall, the link between the self-evaluation and priorities within the improvement plan is clear. The plan has a manageable number of priorities and realistic time scales, and it allocates funding appropriately to take forward the actions within the plan. However, the plan does not include targets and success criteria that are specific enough for the school to measure the impact of its actions on standards and provision effectively. Leaders do not regularly monitor progress towards agreed, strategic priorities.

### **Partnership working: Good**

There is an effective range of partnerships that have a positive impact on pupils' learning and wellbeing. Parents are supportive of the school and the school values their contributions. Friends of the school and local businesses raise considerable funds to improve provision for pupils. The most recent fund-raising activities have enabled the school to improve the outdoor area for Foundation Phase pupils.

Links with the church and chapel support pupils' wellbeing successfully. Pupils participate in church services and the local clergy are regular visitors to the school. Joint training events and the sharing of good practice among the local family of schools are having positive impact on improving the quality of teaching, learning and outcomes for pupils.

Effective collaboration with a range of specialist outside agencies, including the local authority, meets the particular needs of individuals and groups of pupils well. The school works effectively with the secondary schools to which most pupils transfer at the end of Year 6. These arrangements support pupils in moving to the next phase of their education successfully. Transition plans include efficient transfer of information and a good range of well-planned visits for cultural and academic activities. Effective standardisation and moderation arrangements are in place to secure valid assessment of pupils' work by teachers at the end of both key stages.

**Resource management: Good**

The school has sufficient, well-qualified staff and who are deployed appropriately. The school uses the expertise of staff well to enhance the learning experiences of pupils. For example, staff exchange classes, for teaching religious education and science. The learning support assistants have valuable expertise, which leaders and classroom teachers use effectively to provide high quality support to individuals and groups of pupils.

The school uses performance management well to identify the training needs of staff. They have access to a wide range of pertinent courses to support their professional development and which link closely to school priorities. Staff work effectively in partnership with their family of schools and take part in a professional learning community focusing on improving pupils' numeracy skills. These activities are beginning to have a positive impact on the quality of provision. There are suitable arrangements for teachers' planning, preparation and assessment time.

The school manages its budget well. The headteacher and governors, in partnership with the local authority, monitor expenditure carefully. They ensure that planned expenditure links closely to the school's priorities for improvement. The school makes good use of the Pupil Deprivation Grant to improve outcomes for disadvantaged pupils through the provision of targeted intervention programmes, which raise standards of reading and wellbeing.

In view of the standards pupils and the overall quality of provision and leadership, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6683036 - Coshleston VC

Number of pupils on roll	69
Pupils eligible for free school meals (FSM) - 3 year average	7.5
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	6	10	9
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	100.0	100.0	100.0
Benchmark quartile	1	1	1
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	6	10	9
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	50.0	60.0	66.7
Benchmark quartile	1	1	1
<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	6	10	9
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	50.0	60.0	77.8
Benchmark quartile	1	1	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	6	10	9
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	50.0	100.0	88.9
Benchmark quartile	2	1	1

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.

**6683036 - Coshaston VC**

Number of pupils on roll 69  
 Pupils eligible for free school meals (FSM) - 3 year average 7.5  
 FSM band 1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	7	6	6	12
<b>Achieving the core subject indicator (CSI) (%)</b>	100.0	100.0	83.3	91.7
Benchmark quartile	1	1	4	3
<b>English</b>				
Number of pupils in cohort	7	6	6	12
Achieving level 4+ (%)	100.0	100.0	83.3	100.0
Benchmark quartile	1	1	4	1
Achieving level 5+ (%)	42.9	66.7	50.0	33.3
Benchmark quartile	2	1	2	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	7	6	6	12
Achieving level 4+ (%)	100.0	100.0	83.3	91.7
Benchmark quartile	1	1	4	3
Achieving level 5+ (%)	14.3	50.0	33.3	8.3
Benchmark quartile	4	1	4	4
<b>Science</b>				
Number of pupils in cohort	7	6	6	12
Achieving level 4+ (%)	100.0	100.0	83.3	100.0
Benchmark quartile	1	1	4	1
Achieving level 5+ (%)	14.3	66.7	66.7	25.0
Benchmark quartile	4	1	1	4

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.	33	33 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	33	32 97%	1 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	33	32 97%	1 3%	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	33	33 100%	0 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.	33	33 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	33	31 94%	2 6%	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.	33	33 100%	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.	33	32 97%	1 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.	33	33 100%	0 0%	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.	33	33 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	33	30 91%	3 9%	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	33	33 100%	0 0%	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.	19	15 79%	4 21%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	20	15 75%	4 20%	1 5%	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.	20	16 80%	3 15%	1 5%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	19	17 89%	2 11%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	19	12 63%	7 37%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	19	17 89%	2 11%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	19	18 95%	1 5%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	20	12 60%	7 35%	0 0%	1 5%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	19	15 79%	4 21%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	20	15 75%	4 20%	1 5%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	19	14 74%	5 26%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	19	15 79%	4 21%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	20	11 55%	8 40%	1 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	20	15 75%	4 20%	0 0%	1 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	19	11 58%	7 37%	1 5%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	19	16 84%	3 16%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	16	12 75%	4 25%	0 0%	0 0%	2	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	19	15 79%	4 21%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	19	15 79%	3 16%	0 0%	1 5%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

### Appendix 3

#### The inspection team

Mrs Janet Elizabeth Rowlands	Reporting Inspector
Mrs Rhian Jones	Team Inspector
Mr Matthew Evans	Lay Inspector
Mr Darren Jones	Peer Inspector
Mrs Glenda Evans (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
- 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.