



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

**A report on**

**Johnston C.P. School  
Langford Road  
Johnston  
Haverfordwest  
Pembrokeshire  
SA62 3PY**

**Date of inspection: May 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 date: 19/07/2017**

## Context

Johnston Community Primary School is in Johnston between Haverfordwest and Milford Haven in Pembrokeshire.

The school has 243 pupils aged between 3-11 years, including 40 pupils who attend the nursery part-time. The school has three mixed-age classes and seven single-age classes. The school moved to a new building in January 2017 and includes a specialist teaching facility for 12 pupils with autistic spectrum condition from the wider area.

The school identifies around 20% of pupils as having additional learning needs, with 13 pupils having a statement of special educational needs. Around 17% of pupils are eligible for free school meals, which is slightly below the national average (19%). English is the home language of nearly all pupils. A very few pupils come from ethnic minority backgrounds.

The headteacher took up his post part-time in December 2016 and full-time from April 2017. The school's last inspection was in September 2010.

The individual school budget per pupil for Johnston Community Primary School in 2016-2017 means that the budget is £3,817 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,870 and the minimum is £3,427. Johnston Community Primary School is 49th 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>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school's performance is adequate because:

- Most pupils achieve good standards in their speaking and listening, reading and writing skills
- Most Foundation Phase pupils make good progress in developing and applying their numeracy, Welsh and information and communication technology (ICT) skills
- Nearly all pupils enjoy school life, behave well and show positive attitudes towards their learning
- The school provides a range of stimulating learning experiences that engage pupils' interest well
- Many pupils with additional learning needs, including those in the learning resource centre, make good progress against their individual learning targets
- The school has a welcoming and friendly ethos and provides a warm community where everyone is valued

However:

- Many pupils in key stage 2 do not broaden and apply their mathematical skills in a wide enough range of purposeful contexts across the curriculum
- Many older pupils do not make enough progress in developing their Welsh and ICT skills as they move through the school
- Levels of attendance rates are lower than those of similar schools
- Teachers do not set work that challenges pupils enough, particularly the more able in key stage 2, and, as a result, pupils do not always achieve as well as they could
- Teachers' feedback to pupils does not always give clear guidance on what they need to do to improve their work

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has worked successfully with the whole school community to create a shared vision for the school
- Self-evaluation procedures identify a set of suitable priorities for future action
- The school has successfully improved standards of behaviour and the quality of pupils' writing
- All staff have good opportunities for professional development and share a commitment to improving standards

- The school has a wide range of beneficial partnerships that have a positive effect on improving pupils' wellbeing and their social and life skills

However:

- Senior leaders do not collaborate fully as a team to take forward improvement priorities collectively
- Leaders do not monitor closely enough the implementation of agreed actions
- The school's self-evaluation processes do not focus robustly enough on standards and the quality of pupils' learning
- Plans for improvement too often lack measurable success criteria to evaluate progress effectively

## **Recommendations**

R1 Improve the ability of pupils in key stage 2 to broaden and apply their numeracy skills in work across the curriculum

R2 Raise standards in ICT and Welsh in key stage 2

R3 Improve attendance

R4 Provide greater challenge for more able pupils

R5 Ensure that pupils have a clear understanding of how to improve their work

R6 Establish a strong senior leadership team to drive forward school improvement

R7 Ensure that self-evaluation has a clear focus and reflects standards of teaching and learning accurately

### **What happens next?**

The school will draw up an action plan that 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?

Adequate

#### Standards: Adequate

Many pupils enter the school with skills at the level expected for their age. By the end of Year 2, most pupils make good progress in developing their literacy, numeracy, Welsh and ICT skills. However, by the end of key stage 2, many pupils do not make enough improvement in these skills. Pupils who are more able do not always achieve as well as they could. Many pupils with additional learning needs, including those in the learning resource centre, make good progress against their individual learning targets.

Across the school, most pupils make good progress in their speaking and listening skills. In the Foundation Phase, many are eager to share their thinking and take turns to speak, but a few do not always listen well to each other. In key stage 2, most pupils continue to develop their oracy skills well. Most talk with confidence when discussing their work with partners and volunteer their views readily. They express their ideas clearly and show a mature grasp of language when presenting their work to other pupils.

During the Foundation Phase, most pupils' reading skills develop well. They demonstrate enjoyment in reading and describe clearly what books they like to read. By the end of Year 2, most pupils apply a good variety of strategies to read texts independently. For example, they successfully use picture cues and their knowledge of letter sounds to establish meaning when they encounter unfamiliar words. Most pupils show a good understanding of the features of information texts and locate information efficiently. For instance, they use an index to locate facts about wild dogs.

Most pupils in key stage 2 read a range of fiction and non-fiction confidently. By the end of Year 6, many pupils read fluently and summarise events in a story effectively. They show a good understanding of the motives of characters and can use inference and deduction to explain their actions. Pupils describe the difference between biographies and autobiographies and talk confidently about books they have read.

Overall, most pupils make good progress in developing their writing skills. In the Foundation Phase, most pupils write for a wide variety of purposes. For example, they retell traditional stories, sequence instructions and write letters to the police about a traffic survey in the area of the school. By Year 2, most pupils accurately use simple punctuation and spell common words correctly. More able pupils use paragraphs to organise their writing and use emphasis to convey meaning clearly, for example when creating a lively retelling of an adventure about a little girl visiting her grandma with a basket of goodies. Most pupils have neat, legible handwriting.

Most pupils in key stage 2 display a good understanding of the features of different genres and successfully use this to suit their writing to a specific purpose. For example, pupils in Year 5 write engaging persuasive letters to the headteacher, requesting a change in the sound of the school bell. Most pupils write at length using

a range of interesting vocabulary with increasing precision as they progress through key stage 2. Many older pupils make good use of similes and metaphors to enliven their writing for dramatic effect, for instance, when describing German bombers 'piercing through the clouds like sharp needles' when writing poetry about the Blitz. Most pupils use a good range of punctuation accurately. However, the standard of pupils' spelling and presentation varies too much and pupils do not redraft their work enough to improve it further. Across the school, pupils apply their literacy skills well in other areas of the curriculum.

In the Foundation Phase, most pupils make good progress in developing their numeracy skills in practical contexts, for example when recording a tally during a wild plant hunt as part of an Enchanted Wood topic and making graphs of temperatures over a week in school. They use standard and non-standard units to measure and read simple scales accurately. Most younger pupils double small quantities correctly. By the end of Year 2, most pupils show a good understanding of place value to 100 and successfully use this to add or subtract numbers in the context of money. They recognise properties of two-dimensional and three-dimensional shapes and describe these using appropriate terms. Most pupils record their numeracy work carefully.

In key stage 2, most pupils use a variety of mathematical calculation methods effectively. They show good recall of key number facts, including times tables appropriate for their age. By Year 6, many pupils use formal written methods accurately to multiply and divide two-digit and three-digit numbers, checking their work using inverse operations. They round decimals to the nearest whole number and find the mean of a set of data well. However, pupils' skills in numerical reasoning, geometry and problem-solving are less well developed. As a result, many lack the full range of mathematical knowledge to apply their skills in a broad range of purposeful contexts across the curriculum.

Many pupils in the Foundation Phase develop a suitable range of ICT skills and apply them in other areas of their learning well. For instance, in Year 2, pupils use ICT to record data about good and bad aspects of their locality and use this to create pie charts to present their findings. In key stage 2, standards in ICT are adequate. Pupils use a limited range of applications to communicate and present information. For example, in Year 3, pupils use a learning platform appropriately to research Amazon River dolphins. Older pupils use spreadsheets occasionally to enter and interrogate data, for instance to find the mode of the heights of different pupils. However, by the end of key stage 2, pupils' ability to use ICT for a wide range of purposes to develop their ideas is limited.

Most pupils in the Foundation Phase make good progress in developing their Welsh language skills. They use basic greetings and respond to familiar questions confidently. Most read simple texts correctly with clear pronunciation and good comprehension. They write short sentences, for example to describe themselves and the feelings of others. Younger pupils in key stage 2 continue to develop their oracy skills well. They read confidently and match written phrases to their meaning accurately when working with partners. However, many older pupils do not build on these skills successfully and their progress in using spoken and written Welsh is limited. Most pupils in Year 6 write short descriptive accounts using the first and third person. Overall, few pupils make good use of spoken Welsh beyond designated Welsh lessons.

At the end of the Foundation Phase, pupils' performance over the last four years at the expected outcome in literacy and mathematical development has generally placed the school in the higher 50% when compared with similar schools. At the higher outcome, pupils' performance in literacy has varied, but it has generally placed the school in the lower 50% in mathematical development.

At the end of key stage 2, pupils' performance at the expected level in mathematics and science has varied considerably over the last four years and there is no overall pattern. Pupils' performance in English has usually placed the school in the lower 50% of similar schools. At the higher level, pupils' performance in English has moved the school between the higher and lower 50%, but performance in mathematics and science has tended to place it in the bottom 25%.

Pupils who are eligible for free school meals tend to perform less well as a group than other pupils, particularly at the higher level at the end of key stage 2.

### **Wellbeing: Adequate**

Nearly all pupils have a good understanding of the need to maintain a healthy lifestyle. They recognise the importance of a balanced diet and respond well to challenges to exercise regularly, such as the 'daily mile' in Year 4.

Nearly all pupils enjoy school life and feel safe. They believe that adults deal effectively with any incidents that occur or worries they may have. Most pupils have a good understanding of how to stay safe on the internet.

Most pupils show a strong awareness of the school's values, such as honesty and fairness, and they behave well. Nearly all are polite and courteous. Most pupils are enthusiastic in lessons and are keen to learn. They show positive attitudes when working independently and with others.

The school council is diligent in gathering the views of other pupils and makes positive suggestions to improve school routines. For instance, it has changed lunchtime seating so that friends can eat together. However, members do not have a strong voice in contributing to the strategic development of the school.

Most pupils participate in their community effectively, for example through strong links with the local church and by fundraising for local causes.

Over the last three years, rates of attendance have placed the school in the lower 50% or bottom 25% when compared with similar schools. Nearly all pupils arrive at school punctually.

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

The school provides a range of stimulating learning experiences through themes such as 'Our Village' and 'Tomorrow's World' that engage most pupils' interest well. A suitable range of extra-curricular activities, such as residential visits to outdoor learning centres, enhance pupils' learning successfully.



Teachers' planning meets the requirements of the Foundation Phase and National Curriculum effectively. For instance, pupils in the Foundation Phase have good opportunities to use the outdoor environment to apply their learning. However, provision to cover the locally agreed syllabus for Religious Education is patchy.

The school includes appropriate reference to the literacy and numeracy framework in its termly and weekly plans. However, pupils in classes in key stage 2 do not always have enough opportunities to apply their numeracy skills in real-life contexts in work across the curriculum.

Overall provision for ICT is adequate. There are suitable opportunities for pupils to develop their word processing and data-handling skills, but opportunities for programming and modelling are more limited, especially in key stage 2.

Overall, provision for developing pupils' Welsh language skills is adequate. In the Foundation Phase, pupils have regular opportunities to practise their speaking, listening and reading skills and to develop their writing skills across the curriculum. However, this provision is less successful in key stage 2 and pupils do not have enough opportunities to develop their Welsh skills as they move through the school. Teachers make good use of visits and enrichment activities to develop pupils' awareness of their Welsh heritage and culture.

The school provides appropriate opportunities for pupils to learn about sustainability and the role it plays in society, for instance through the eco council and nature club. However, there are limited opportunities for pupils to learn about the wider world and their role as global citizens.

### **Teaching: Adequate**

All teachers and support staff foster positive working relationships with pupils and manage pupils' behaviour well. Many teachers demonstrate good subject knowledge and use clear learning objectives and success criteria to plan for pupils' learning effectively. In a majority of classes, learning proceeds at a suitable pace and teachers use an appropriate variety of approaches, which engage the interest of most pupils well. A majority of teachers generally match work to meet the individual needs of most pupils and provide a level of challenge which extends their learning. Teaching assistants contribute purposefully to enabling this progress. However, in a minority of classes, particularly in key stage 2, teachers' expectations for pupils' learning are not challenging enough. This means that pupils who are more able do not always reach their full potential.

All teachers provide regular feedback to pupils on their work. However, the quality of written feedback to pupils varies too much. In a few classes, teachers' comments are too positive and do not give clear enough guidance to pupils on what they need to do to improve their work. Most teachers provide suitable opportunities for pupils to assess their own progress and to review feedback. However, many pupils do not respond to teachers' feedback by making improvements to their work.

The school uses a broad range of assessments to track the progress of individual pupils. Leaders are beginning to use this information to monitor the progress of pupils who take part in interventions and to set measurable targets for improvement.

The school's reports to parents are detailed and informative and meet statutory requirements.

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

The school is an inclusive and caring community. It promotes pupils' health and wellbeing effectively. This includes providing regular opportunities for pupils to engage in a range of sporting activities that support a healthy lifestyle. However, the provision to encourage pupils to be more active at break times is limited, particularly in key stage 2.

Provision for pupils with additional learning needs in the learning resource centre and in mainstream classes is effective. Staff identify any additional learning needs at an early stage, provide appropriate support and monitor pupils' progress regularly. Teachers ensure that pupils' individual education plans are purposeful. They review and monitor them thoroughly and take account of the views of pupils and parents well. As a result, pupils who receive additional support make good progress against their targets.

The school's provision to promote pupils' spiritual, moral and social development is good. For example, regular assemblies, which focus on the school's agreed values, increase pupils' understanding of the importance of honesty and respect successfully. Staff provide good opportunities for pupils to participate in a variety of cultural activities, including music workshops and theatre visits. These support pupils' cultural development well.

The school has close links with a range of specialist services and external agencies, such as the speech and language therapist and educational psychologist. These provide both valuable information and effective support for pupils and staff.

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

The school is raising awareness of the importance of good attendance and this is helping to ensure that more pupils attend regularly this year. However, it is too soon at this stage to judge how well pupils will sustain improved recent attendance.

### **Learning environment: Good**

The school has a welcoming and friendly ethos and provides a warm community where everyone is valued. Pupils in the learning resource centre participate fully in school life and receive sensitive support from other pupils. All staff encourage pupils to treat each other fairly and with mutual respect.

The school has recently moved into a new building. This provides a fully accessible, bright and inviting environment for pupils that is safe and secure. Most staff make good use of the indoor and outdoor space to support pupils' learning effectively, including through the use of additional nurture and resource areas for intervention groups. There are attractive displays in the communal areas and classrooms, which support pupils' learning beneficially and celebrate their work well.

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

Since his full-time appointment just over a year ago, the headteacher has worked purposefully to create a shared vision for improvement with staff, governors, pupils and parents. This includes a successful drive to improve the behaviour and wellbeing of pupils. This enables them to become more effective learners. The headteacher managed the transition to the new school building effectively in January 2017 to ensure no disruption to pupils' learning.

All staff have a strong commitment to improving standards for pupils. Staff meetings focus well on current whole school priorities. However, the meetings do not focus closely enough on the monitoring of agreed actions. This limits the effectiveness of meetings as a tool to ensure the successful implementation of agreed changes.

The headteacher leads from the front with useful support from the deputy headteacher and senior teachers, who each focus appropriately on specific improvement priorities. However, leaders do not meet regularly as a team and this hinders their capacity to collaborate effectively on securing strategic priorities and to take forward school improvement collectively. The school's performance management process for teachers is useful in identifying staff training needs, but it does not focus enough on improving teaching and learning for the benefit of pupils.

Most members of the governing body carry out their duties conscientiously. Governors rely heavily on detailed information from the headteacher on the life and work of the school. However, this information is not always evaluative enough to provide governors with a clear understanding of the school's strengths and areas for development. This makes it difficult for governors to challenge the school effectively.

The school pays appropriate attention to national priorities. For example, it is beginning to improve provision for pupils eligible for free school meals.

### **Improving quality: Adequate**

Leaders use a good range of processes to gather evidence on the quality of the school's work. They make appropriate use of pupil performance data, book reviews and lesson observations to identify suitable priorities for improvement. For example, the school correctly identifies the need to improve pupils' use of Welsh and ICT. Teachers are beginning to contribute purposefully to these processes, for instance by undertaking shared scrutiny of pupils' work and learning walks to identify strengths and areas for improvement in their own performance. However, the school's self-evaluation activity does not focus robustly enough on standards and the quality of pupils' learning. This limits the capacity of senior leaders to gain a complete and accurate picture of the school's performance. For example, the school's evaluations on the effectiveness of the teaching and the quality of provision are too generous. Overall, this restricts the effectiveness of self-evaluation in identifying fully the priorities for school improvement.

Since the appointment of the current headteacher, the school has improved various aspects of its life and work successfully, for example by improving pupils' behaviour

through values education and by raising the quality of pupils' writing. The school development plan has a clear focus on raising standards and is a useful document to support improvement. However, the planned actions too often lack measurable success criteria. This limits leaders' ability to use the plan to measure progress and to drive forward improvement further. Progress against the five recommendations from the school's last inspection in 2010 is limited.

### **Partnership working: Good**

The school has a wide range of beneficial partnerships that have a positive effect on improving pupils' wellbeing and their social and life skills. Newsletters of good quality and class topic webs ensure that most parents have a clear knowledge of school and class activities. The parents' forum is helping to raise parental awareness of the school's performance and the importance of regular pupil attendance. The 'Springboard' project, run in conjunction with the local authority, provides interesting opportunities for parents to work with their children, for example through engaging workshops on rocket making and model animation. A new ICT application is enabling parents of pupils in the learning resource centre to become more closely involved in their child's progress. This is improving parents' ability to support their child at home.

Valuable links with other local, high-performing schools are helping to ensure a consistent approach to behaviour management through the development of values education. The improved arrangements mean that pupils' good behaviour supports better learning in classes.

There are good links with local businesses that develop pupils' understanding of enterprise well. For example, older pupils participated in the Pembrokeshire Enterprise Fair where pupils ran a fruit stall selling a range of items, including their own fruit smoothies and recipe books, and made a profit.

Close links with the local church enhance the curriculum. For example, pupils in the Foundation Phase hold pretend weddings and baptisms, which raise their understanding of traditional customs effectively.

A useful partnership with other cluster schools helps to ensure that teachers' assessments of pupils at the end of key stages are accurate overall. There are appropriate links with the local high school that ensure most pupils are confident about transferring to Year 7.

### **Resource management: Adequate**

The school has sufficient teachers and support staff to meet the needs of its pupils. Leaders deploy staff appropriately according to their skills. For example, a confident Welsh speaker covers the planning, preparation and assessment time of most teachers. Learning support assistants provide an effective range of interventions to raise pupils' emotional wellbeing, particularly in the Foundation Phase and through whole-school nurture provision.

All staff have good opportunities to attend a wide range of training to address whole-school priorities and their individual responsibilities or needs. This has enabled staff in the Foundation Phase to improve the standards that pupils' achieve, particularly in writing. Through whole-school training, all staff share a good understanding of the needs of pupils with autistic spectrum disorder. This helps to ensure that pupils in the learning resource centre integrate well into the life of the school.

The headteacher and governors have an appropriate oversight of the budget. The school spends its poverty and deprivation grant on a wide range of suitable provision, such as nurture support. However, leaders do not have a good enough understanding of which areas of this provision are most effective in raising the standards and attendance levels of pupils eligible for free school meals.

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

## Appendix 1: Commentary on performance data

### 6682220 - JOHNSTON C P SCHOOL

Number of pupils on roll	210
Pupils eligible for free school meals (FSM) - 3 year average	17.3
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	22	20	39	27
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	95.5	90.0	87.2	88.9
Benchmark quartile	1	2	3	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	22	20	39	27
Achieving outcome 5+ (%)	95.5	90.0	87.2	92.6
Benchmark quartile	2	2	3	2
Achieving outcome 6+ (%)	40.9	25.0	25.6	37.0
Benchmark quartile	1	3	3	2
<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	22	20	39	27
Achieving outcome 5+ (%)	100.0	95.0	89.7	92.6
Benchmark quartile	1	2	3	2
Achieving outcome 6+ (%)	31.8	25.0	20.5	33.3
Benchmark quartile	2	3	4	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	22	20	39	27
Achieving outcome 5+ (%)	100.0	95.0	100.0	88.9
Benchmark quartile	1	3	1	4
Achieving outcome 6+ (%)	50.0	30.0	66.7	55.6
Benchmark quartile	2	4	2	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.

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FSM band	3 (16%<FSM<=24%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	26	19	22	15
<b>Achieving the core subject indicator (CSI) (%)</b>	80.8	89.5	95.5	86.7
Benchmark quartile	4	2	1	3
<b>English</b>				
Number of pupils in cohort	26	19	22	15
Achieving level 4+ (%)	80.8	89.5	95.5	86.7
Benchmark quartile	4	3	2	3
Achieving level 5+ (%)	26.9	36.8	40.9	26.7
Benchmark quartile	4	2	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	26	19	22	15
Achieving level 4+ (%)	80.8	94.7	100.0	86.7
Benchmark quartile	4	2	1	4
Achieving level 5+ (%)	23.1	26.3	31.8	26.7
Benchmark quartile	4	4	4	4
<b>Science</b>				
Number of pupils in cohort	26	19	22	15
Achieving level 4+ (%)	80.8	94.7	100.0	93.3
Benchmark quartile	4	2	1	3
Achieving level 5+ (%)	11.5	26.3	27.3	40.0
Benchmark quartile	4	3	4	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.	100	100 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	100	93 93%	7 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	100 100%	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	99	97 98%	2 2%	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.	100	98 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	100	94 94%	6 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.	100	100 100%	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.	100	99 99%	1 1%	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.	98	89 91%	9 9%	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.	100	90 90%	10 10%	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.	95	77 81%	18 19%	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	98	92 94%	6 6%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	



## Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	74	39 53%	32 43%	2 3%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	74	53 72%	20 27%	1 1%	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.	74	55 74%	18 24%	1 1%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	73	43 59%	24 33%	2 3%	1 1%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	74	27 36%	32 43%	10 14%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	73	45 62%	21 29%	2 3%	1 1%	4	Mae'r addysgu yn dda.
		61%	37%	2%	0%		
Staff expect my child to work hard and do his or her best.	74	49 66%	21 28%	1 1%	0 0%	3	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.	74	37 50%	26 35%	5 7%	1 1%	5	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.	74	39 53%	25 34%	8 11%	1 1%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	74	41 55%	31 42%	0 0%	2 3%	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.	73	49 67%	22 30%	1 1%	1 1%	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'.	74	31 42%	32 43%	1 1%	2 3%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	74	31 42%	33 45%	7 9%	2 3%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		48%	41%	9%	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.	74	46 62%	23 31%	4 5%	1 1%	0	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.	73	36 49%	23 32%	4 5%	2 3%	8	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.	73	41 56%	26 36%	2 3%	1 1%	3	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.	73	21 29%	19 26%	3 4%	1 1%	29	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.	74	38 51%	29 39%	4 5%	1 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	74	40 54%	29 39%	1 1%	1 1%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Andrew Brasington	Reporting Inspector
Rhona Edwards	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Russell Grigg	Peer Inspector
Gareth Thomas	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.