



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

A report on

**Manorbier V.C.P. School
Station Road
Manorbier
Tenby
Pembrokeshire
SA70 7SN**

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:

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

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Manorbier Voluntary Controlled Primary School is between Manorbier and St Florence and serves the villages of Manorbier, Manorbier Newton, Jameston and Lydstep. The local authority is Pembrokeshire.

The school has 64 pupils on roll, including eight part-time nursery age children. There are three mixed-age classes. Approximately 31% of pupils are eligible for free school meals, which is well above the national average of 21%. The school identifies 29% of pupils as having additional learning needs. This is above the national average of 22%. Nearly all pupils are of white British ethnicity and speak English at home. No pupils speak Welsh at home. The headteacher took up her post in May 2012. The school's last inspection was in October 2009.

The individual school budget per pupil for Manorbier V.C.P School in 2014-2015 means that the budget is £4,650 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,240 and the minimum is £3,570. Manorbier V.C.P. School is 11th out of the 61 primary schools in Pembrokeshire in terms of its budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school is good because:

- Nearly all pupils make good progress during their time in school
- Nearly all pupils' standards in English, mathematics and science at the end of key stage 2 are good
- Attendance levels are much improved and continue to rise
- The pupils' voice has a positive impact on improving life within the school community
- The care, support and guidance provided to pupils are very good
- Most teaching is good
- The curriculum provides a good range of interesting activities
- Support for pupils with additional learning or behavioural needs is effective

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision and leads the school well
- The governing body supports and challenges the school effectively
- The school has robust procedures that identify its strengths and areas for improvement accurately
- School improvement planning is effective in bringing about measurable improvements, for example in reading in key stage 2
- The school uses its strong partnerships with parents, the community and the church to benefit all pupils
- Leaders deploy resources, including specific grants, efficiently to raise standards and improve attendance

Recommendations

- R1 Raise standards of numeracy across the curriculum in key stage 2
- R2 Improve pupils' confidence to speak Welsh in key stage 2
- R3 Modify teachers' planning to strengthen the Welsh dimension
- R4 Increase pupils' involvement in planning and evaluating their own progress and setting their own learning targets
- R5 Provide further opportunities for pupils who are very able to solve problems independently

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most pupils enter the school with levels of skills that are broadly in line with those expected of pupils of a similar age. During their time in school, nearly all make good progress and achieve well.

The majority of pupils in the Foundation Phase learn to listen carefully during lessons, although a minority do not sustain concentration for longer periods. Many pupils speak clearly and confidently. In key stage 2, many pupils listen well to their teachers and each other. However, a few do not have well developed listening skills, and they do not give their full attention to what others are saying. Many pupils speak well, choosing their words carefully to express themselves clearly. Many adapt their tone appropriately, according to whom they are speaking.

Most pupils in the Foundation Phase make good progress in learning to read. They use their knowledge of letters and sounds well to build regular words and read with increasing fluency as they progress through the phase. Most understand the differences between fiction and non-fiction books. Many pupils in key stage 2 read clearly, fluently and with good expression. They use their knowledge of phonics to read unfamiliar words, deducing their meanings from the words around them. Many have a good understanding of what they read, and are beginning to use inference and other higher-order skills effectively.

Most pupils in the Foundation Phase make suitable progress in developing writing skills. They use capital letters and full stops to demarcate sentences with increasing accuracy. Their spelling, when not correct, is phonetically plausible. They write in a good range of styles for different purposes. For example, pupils write succinct fact files about King Henry the Eighth and use these well to write extended descriptions of his life and times. In key stage 2, pupils write for a broad range of purposes and match their style to their intended audience. Many write complex sentences, arranged into paragraphs, and use well-chosen adjectives and similes to enliven their descriptions. They make good use of a thesaurus to extend their vocabulary choices, for example when writing poems about space. Many older pupils organise the arguments for and against homework persuasively. Throughout the school, a majority of pupils grip their pencils awkwardly and do not form letters correctly. As a result, their handwriting and presentation are inconsistent.

Across the school, many pupils use their literacy skills well in other subjects. For example, pupils in the Foundation Phase develop good observational skills in knowledge and understanding by looking at the changing states of water. They communicate their findings clearly, explaining their drawings with sentences. In key stage 2, pupils use powerfully emotive language in diaries when empathising with soldiers from the First World War.

Most pupils make good progress in their skills in mathematics as they progress through the school. They develop good thinking and problem-solving skills. By the end of the Foundation Phase, most pupils can add and subtract two-digit numbers and recognise the value of digits in a three-digit number. They count in twos, fives and tens and use coins correctly up to two pounds. Most understand basic fractions and begin to measure length and weight using standard units. Most apply their numeracy skills well in other areas of the curriculum. By the end of key stage 2, most pupils perform calculations using larger numbers and different methods to reach correct answers. They know the equivalence of decimals, fractions and percentages. They measure accurately in standard units using a range of equipment and tell the time to the minute in both analogue and digital forms. They name correctly the properties of regular flat and solid shapes. However, pupils do not consistently apply their numeracy skills well in other subjects.

Generally, pupils make a good start to learning the Welsh language. In the Foundation Phase, many respond appropriately to instructions and questions in Welsh. Most ask and answer questions about the weather and a few use the past tense correctly to describe yesterday's weather. In key stage 2, a majority of pupils read and write in Welsh to an appropriate standard. They practise writing sentence patterns and use their knowledge of Welsh vocabulary to construct meaningful sentences using present and past tenses. The majority read simple books in Welsh with good pronunciation. However, few pupils have the confidence and quick recall of Welsh words and phrases to sustain simple conversations.

The school has a small number of pupils in the year groups at the end of the Foundation Phase and key stage 2 and there are notable levels of transience. These factors have a significant effect on how pupils' performance compares with that of pupils in similar schools. In the Foundation Phase, performance over the last three years at both the expected and higher-than-expected outcomes varies considerably in literacy and mathematical development. In key stage 2, performance in English, mathematics and science at the expected and higher-than-expected levels is more consistent and is frequently above the average for similar schools over the same period.

The attainment of pupils eligible for free school meals is broadly similar to that of other pupils.

Wellbeing: Good

Most pupils have a positive attitude towards leading a healthy lifestyle and have a good understanding of the importance of eating healthily and taking regular exercise. Nearly all pupils feel safe in school and most pupils behave well. Most pupils are polite and show care and consideration for each other. They enjoy their lessons and engage well with their learning.

The school council and other committees enable pupils to make a valuable contribution to the life of the school. For example, they have influenced the organisation of lunchtime arrangements by appointing prefects to help solve playground disputes. In addition, a survey by the school council of pupils' and parents' opinions has led to the provision of a new school uniform.

Many pupils take part in community activities and events enthusiastically, which link with the local church. They are proud, for example of their association with local ex-servicemen in commemorating the First World War. Many participate successfully in several science, music or drama events, such as a community performance of 'A Midsummer Night's Dream'.

Attendance has improved steadily in recent years, placing the school in the top 25% when compared with similar schools.

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

The school provides a wide range of stimulating learning experiences that meet the need of most pupils.

In the Foundation Phase, staff plan flexibly and engage the pupils successfully in developing their literacy and numeracy skills across the curriculum. For example, pupils use a tray of fresh fish to identify odd and even numbers of specimens as part of their 'Under the Sea' project. In key stage 2, arrangements to develop pupils' literacy skills across the curriculum are developing appropriately. However, teachers do not provide pupils with enough opportunity to use the numeracy skills they learn in mathematics lessons in other subjects. There are effective programmes to support targeted pupils in improving their basic skills.

Provision for developing Welsh skills is adequate. There is good attention to developing pupils' spoken Welsh in the Foundation Phase, but the sound progress made does not extend into key stage 2. In key stage 2, pupils have regular opportunities to read and write in Welsh. Arrangements for promoting pupils' understanding of the culture and heritage of Wales are underdeveloped.

The school provides effective opportunities to raise pupils' awareness of the importance of protecting the environment at school, in the local community and further afield. Staff promote pupils' understanding of their place in the wider world appropriately through, for example, the study of topics on child labour in India and a number of multicultural and religious festivals.

A good extra-curricular programme of sports and musical activities includes a well-attended chess club. These activities enrich pupils' provision beyond the school day.

Teaching: Good

All adults maintain positive working relationships with pupils that encourage them to succeed. Teachers and learning support assistants are good role models and manage the behaviour of nearly all pupils skilfully with patience and good humour. As a result, many lessons proceed at a good pace. Teachers often provide engaging activities and use a variety of stimulating resources to engage pupils' attention and curiosity successfully. Most teachers organise classes effectively, so that pupils work in groups, pairs and as individuals, to match the lesson and task requirements. Staff have high expectations and challenge many pupils appropriately. However, pupils who are very able have insufficient opportunity to work at solving problems independently.

During lessons, teachers give clear and frequent oral feedback that helps pupils to focus on the learning objective. All teachers mark pupils' work regularly and write positive comments about what they are doing well. They give suggestions as to what areas pupils need to improve, but these do not consistently indicate how pupils can achieve the identified improvements. Pupils in key stage 2 are beginning to be involved in evaluating their own work and that of their peers. However, this practice is at an early stage of development, and pupils have little involvement in setting their own learning targets. Teachers measure and monitor pupils' progress carefully using an efficient electronic tracking system. This enables them to tailor their teaching to meet pupils' individual needs.

Care, support and guidance: Good

This is a caring community with a strong moral and spiritual ethos. There are clear procedures to care for and support vulnerable pupils and this is strength of the school. There is good support for pupils' cultural development through, for example involvement in the jazz band and the Shakespeare festival.

The curriculum and extra-curricular activities consistently promote the benefits of keeping fit and having a healthy lifestyle. For example, many pupils enjoy attending the daily 'Wake and Shake' exercise sessions. Changes to lunchtime arrangements and the purchasing of new school blazers are a direct result of the very successful pupil voice within the school.

The school has thorough arrangements for supporting pupils with behavioural and emotional needs and there is good collaboration with key agencies that result in improved engagement and raised standards for these pupils. The school identifies pupils with additional learning needs quickly. Staff monitor provision carefully and support assistants track targeted pupils' progress effectively. Consequently, most pupils make good progress from their starting points.

Security within the school is good with limited access to the schoolyards. Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has a fully inclusive ethos. Staff treat everyone with respect regardless of gender, social background, race or faith. For example, all pupils have equal access to the curriculum and to after-school clubs. There are democratic elections for the school council. Nearly all pupils have positive attitudes to diversity and equality and feel valued and safe within this caring school environment.

Provision for personal and social education is good. Classrooms in key stage 2 are deliberately organised to facilitate circle time sessions where pupils discuss interesting moral and philosophical ideas articulately and with conviction. The accommodation is in good condition for an older building. Classrooms are of an appropriate size and provide pupils with a stimulating and attractive environment for learning. Displays around the school are of good quality and reflect the school ethos. A good range of resources supports pupils' learning effectively. The extensive

outdoor environment offers stimulating opportunities for creative play such as forest school activities and sporting events on the well-maintained grassed areas. In the Foundation Phase, the covered play and seated area ensures pupils have access to the outdoor learning environment, even in inclement weather.

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

The headteacher has a clear vision for the school and leads the school well with the willing support of all staff. She provides effective leadership and challenge and has high expectations of herself, the staff and the pupils.

The small management team and members of the governing body use relevant information about performance to identify the schools strengths and areas for improvement accurately. All members of staff work closely together to create a whole school ethos. They understand their roles and responsibilities clearly and share responsibilities appropriately. Staff know their pupils well and meet regularly to discuss their progress and review their targets.

Governors support and challenge the school effectively. The headteacher's detailed reports ensure that the governing body is well informed. Members are regular visitors to the school, meeting with staff to discuss the areas for which they are responsible. As a result, governors know the school well. They have a good understanding of performance data and know how the school's performance compares with that of similar schools.

The school responds well to national priorities. For example, it supports pupils who are eligible for free school meals by subsidising transport to and from school and providing free after-school care.

Improving quality: Good

The school has well-established self-evaluation procedures. The headteacher leads staff and governors in considering a good range of first-hand evidence to determine what the school is doing well and to identify areas for improvement.

Leaders undertake a detailed analysis of a wide range of performance data to ascertain how well pupils' performance compares with that in other schools. They use this analysis in conjunction with information gathered from classroom observations, scrutiny of pupils' books, the opinions of pupils and their parents, and the findings of reviews by external agencies. As a result, leaders and managers produce a detailed self-evaluation report that gives an accurate picture of the school's strengths and shortcomings.

Priorities in the school improvement plan arise from the outcomes of self-evaluation. The plan has a manageable number of priorities and each target sets out details of actions, costs, timescales and responsibilities appropriately. Consequently, the school monitors its progress towards agreed actions carefully. This has led to improvements in pupils' attendance and raised standards, particularly in oracy and reading in key stage 2.

Partnership working: Good

The school has a wide range of effective partnerships with parents, the community and other schools. There are good communications between the school and home through newsletters and the school's web site. Consequently, parents are very supportive of the school. Parents of pupils in the on-site pre-school setting have valuable opportunities to work alongside their children on tasks related to literacy and early developmental skills. This continues into the Foundation Phase, building pupils' confidence and contributing to their good progress.

There are good links with the wider community. These include the local church, the police, Tenby Town Council, the Salvation Army, local post office and the Community Transport Association. These links enhance pupils' understanding of the different work undertaken by local people and organisations and contribute positively to pupils' social development.

The school works closely and effectively with other schools in the area to share good practice and combine resources to enhance learning and teaching. For example, schools share expertise in the teaching of pupils with additional learning needs. This enables teachers to share good practice, which has a beneficial impact on pupils' progress. Work with other schools to compile standardised samples of pupils' work, helps to ensure the accuracy of teacher assessment. There are good transition arrangements with the secondary school. This means that nearly all pupils settle quickly when they move from one phase of their education to the next.

Resource management: Good

The headteacher deploys teachers effectively to make the best use of their knowledge and skills and to deliver the curriculum successfully. Learning support staff make a significant contribution to many aspects of the school's life and work. Teachers receive a suitable amount of time to plan jointly, prepare and assess. This is having a positive effect on the continuity and progression of learning experiences.

There are effective arrangements to manage the performance of all staff, which lead to relevant training opportunities. For example, support with behaviour management techniques has enabled less-experienced members of staff to improve the effectiveness of their lessons.

On-going professional development for staff supports the school's drive towards high standards in literacy. In addition, further training enables staff to deliver support programmes that benefit pupils with additional learning needs.

The school makes good use of the pupil deprivation grant to improve the attendance and the standards achieved by disadvantaged pupils.

In view of the appropriate use the school makes of its funding and the good progress made by most pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6683042 - Manorbier V.C.P School

Number of pupils on roll	60
Pupils eligible for free school meals (FSM) - 3 year average	27.0
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	7	7	7
Achieving the Foundation Phase indicator (FPI) (%)	100.0	100.0	85.7
Benchmark quartile	1	1	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	7	7	7
Achieving outcome 5+ (%)	100.0	100.0	85.7
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	14.3	42.9	42.9
Benchmark quartile	4	1	1
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	7	7	7
Achieving outcome 5+ (%)	100.0	100.0	85.7
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	0.0	28.6	42.9
Benchmark quartile	4	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	7	7	7
Achieving outcome 5+ (%)	100.0	100.0	85.7
Benchmark quartile	1	1	4
Achieving outcome 6+ (%)	14.3	0.0	85.7
Benchmark quartile	4	4	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.

6683042 - Manorbier V.C.P School

Number of pupils on roll 60
 Pupils eligible for free school meals (FSM) - 3 year average 27.0
 FSM band 4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	11	5	9	6
Achieving the core subject indicator (CSI) (%)	90.9	100.0	88.9	100.0
Benchmark quartile	1	1	2	1
English				
Number of pupils in cohort	11	5	9	6
Achieving level 4+ (%)	100.0	100.0	88.9	100.0
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	81.8	60.0	33.3	50.0
Benchmark quartile	1	1	2	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	11	5	9	6
Achieving level 4+ (%)	90.9	100.0	100.0	100.0
Benchmark quartile	2	1	1	1
Achieving level 5+ (%)	72.7	40.0	55.6	50.0
Benchmark quartile	1	1	1	1
Science				
Number of pupils in cohort	11	5	9	6
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	72.7	60.0	55.6	66.7
Benchmark quartile	1	1	1	1

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.

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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.	26	24 92%	2 8%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	26	25 96%	1 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	25	24 96%	1 4%	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	26	26 100%	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.	25	23 92%	2 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	25	22 88%	3 12%	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.	26	26 100%	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.	25	24 96%	1 4%	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.	25	17 68%	8 32%	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.	26	24 92%	2 8%	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.	21	11 52%	10 48%	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	24	11 46%	13 54%	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.	39	36 92%	2 5%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	39	36 92%	3 8%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	39	38 97%	1 3%	0 0%	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.	39	34 87%	4 10%	0 0%	1 3%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	39	26 67%	12 31%	1 3%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	39	35 90%	4 10%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	38	35 92%	3 8%	0 0%	0 0%	0	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.	37	25 68%	11 30%	1 3%	0 0%	1	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.	39	38 97%	1 3%	0 0%	0 0%	0	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.	39	29 74%	10 26%	0 0%	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.	39	36 92%	2 5%	1 3%	0 0%	0	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'.	38	35 92%	3 8%	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.	38	30 79%	7 18%	0 0%	1 3%	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.	39	37 95%	1 3%	1 3%	0 0%	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.	39	33 85%	5 13%	1 3%	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.	38	32 84%	5 13%	0 0%	1 3%	0	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.	35	26 74%	9 26%	0 0%	0 0%	3	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.	37	23 62%	8 22%	6 16%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	38	35 92%	2 5%	0 0%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Mr Clive A Evans	Team Inspector
Mr Terry James Davies	Lay Inspector
Ms Paula Vaughan	Peer Inspector
Mrs Sharon Davies (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

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.