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

A report on

Prendergast Community School
Stokes Avenue
Prendergast
Haverfordwest
Pembrokeshire
SA61 2RB

Date of inspection: June 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:

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.

Publication date: 30/08/2017

Context

Prendergast Primary School is in the town of Haverfordwest in Pembrokeshire. There are 468 full-time pupils between four and eleven years of age on roll. A further 65 pupils attend the nursery class part-time. There are 17 single-aged classes.

Around 9% of pupils are eligible for free school meals, which is well below the national average. The school identifies that around 17% of pupils have additional learning needs and a very few pupils have a statement of educational needs.

Most pupils are of white British ethnicity and come from homes where English is the main language. No pupils speak Welsh at home.

The headteacher took up her post in January 2014. The school was last inspected in May 2010.

The individual school budget per pupil for Prendergast Primary School in 2016-2017 means that the budget is £3,513 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,870 and the minimum is £3,427. Prendergast Primary School is 58th out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's performance is adequate because:

- Many pupils make appropriate progress during their time in school
- Throughout the school, pupils' speaking and listening skills are good
- In key stage 2, most pupils enjoy reading and read for a broad range of purposes
- Many pupils apply their numeracy skills across the curriculum appropriately
- Nearly all pupils make good progress in developing their information and communication technology (ICT) skills
- Nearly all pupils behave well and demonstrate high levels of care and concern for others
- Many aspects of the school's curriculum are exciting and engage pupils well
- Many teachers use questioning effectively to further pupils' thinking and to assess their understanding
- The school is a caring and supportive community that places pupils' wellbeing at the centre of its work
- The learning environment is bright, spacious and engaging

However:

- Pupils' progress is variable between classes and across the school
- A majority of pupils do not make enough progress in developing their extended writing skills, nor do they transfer their literacy skills well enough to other subjects
- Few pupils have the confidence and quick recall of Welsh words and phrases to sustain conversations
- Teachers do not always adapt work well enough to meet the needs of all pupils, particularly the less able
- Staff do not provide enough opportunities for pupils to develop independent learning skills
- Leaders do not use assessment information robustly enough to review pupils' progress over time
- The school does not map provision for additional learning needs well enough

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher and senior leaders work conscientiously to create a happy learning environment
- Senior leaders share roles and responsibilities suitably
- School leaders respond positively to national priorities
- Governing body members work diligently to reinforce the school's inclusive ethos

- The school has a clear annual timetable that outlines efficiently a programme of self-evaluation activities
- Leaders use pupil performance information satisfactorily to track the progress of individual pupils and a few groups
- The school improvement plan identifies suitably a range of priorities for improvement
- The school has a strong partnership with parents and carers
- Highly effective links with the local Ministry of Defence base provide beneficial learning opportunities for pupils
- Leaders plan useful training activities that link well to priorities in the school improvement plan and individual development needs
- The headteacher and governing body manage the school's core budget well

However:

- Job descriptions for senior leaders are not always clear enough about their specific responsibilities
- Leaders do not always identify important areas in need of improvement well enough
- Performance management systems do not focus strongly enough on improving the quality of teaching
- The governing body does not have a strong enough understanding of the standards attained by pupils or the impact of improvement initiatives
- Monitoring activities do not focus well enough on pupils' learning and progress
- The school does not target its Pupil Development Grant well enough on pupils eligible for free school meals

Recommendations

R1 Improve pupils' reading and writing skills

R2 Improve pupils' independent learning skills

R3 Review the school's timetable to ensure that suitable time is allocated to developing pupils' reading, writing and scientific skills, both within the core subjects and across the curriculum

R4 Ensure that teachers assess pupils accurately and plan learning that challenges them at an appropriate level

R5 Ensure the leadership team's job descriptions are clear about their roles and that they are held accountable for their responsibilities

R6 Ensure that leaders evaluate the quality of teaching and learning thoroughly and act robustly on findings

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 levels of skills, knowledge and understanding that are broadly in line with those expected for their age. Many make appropriate progress. However, progress is variable between classes and across the school. Pupils with additional learning needs make suitable progress from their differing starting points.

Throughout the school, pupils' speaking and listening skills are good. Nearly all are keen to talk about their activities and explain what they are doing. Pupils use their speaking skills well for a variety of purposes, for example when sharing their ideas in group activities and when making presentations linked to their topic work. By the end of key stage 2, most pupils are articulate and use a wide and varied vocabulary. Nearly all listen attentively to adults and each other.

Pupils in the Foundation Phase make steady progress in developing their reading skills. Most pupils make suitable progress in developing their knowledge of letters and sounds. A minority of pupils apply this knowledge effectively to work out unfamiliar words and read with expression. In key stage 2, most pupils enjoy reading and read for a broad range of purposes. More able pupils use their reading skills effectively to research topics and to identify key points in a text, for example when reading instructions.

Many pupils in the Foundation Phase make satisfactory progress in developing their writing skills. They use them suitably across a range of genres, for example when writing instructions about how to make a sandwich. Many use their knowledge of phonics to make plausible attempts when spelling unknown words. By Year 6, a majority of pupils spell common words accurately, although a notable minority have weak spelling skills. The most able pupils use paragraphs and adjectives effectively to engage the reader, for example when writing about a day in Darwin's footsteps. However, across the school the standard of handwriting and presentation is too variable. A majority of pupils do not make enough progress in developing their extended writing skills, nor do they transfer their literacy skills well enough to other subjects.

By the end of the Foundation Phase, many pupils demonstrate a suitable understanding of number bonds, shape and measures. They can name two and three-dimensional shapes correctly, and produce simple bar charts and pictograms from data they collect around the classroom. Many pupils in key stage 2 have a good knowledge of mathematical concepts and use taught methods confidently when adding, subtracting, dividing and multiplying. They use their ICT skills to produce simple bar graphs and pie charts successfully. Many older pupils add and subtract fractions accurately and plot co-ordinates in all four quadrants. However, less able pupils do not make as much progress as they could, as work set is often too difficult. In general, many pupils apply their numeracy skills across other areas of the

curriculum appropriately. Many demonstrate suitable written or practical methods for solving problems. However, their ability to use mental computation is less well developed.

Nearly all pupils make good progress in developing their ICT skills. They use a variety of applications on tablet computers to support their learning effectively. Nearly all pupils log in and access appropriate resources and programs independently. They use quick response codes well to scan for clues whilst on a treasure hunt. Most pupils in key stage 2 develop their knowledge of databases and spreadsheets suitably, for example when producing a database about robot characters. Pupils apply these skills well across a range of curriculum areas.

Across the school most pupils develop their Welsh speaking skills appropriately in focused Welsh lessons. Many respond appropriately to instructions and questions. However, few pupils have the confidence and quick recall of Welsh words and phrases to sustain conversations. The Welsh writing skills of pupils in key stage 2 are developing appropriately. However, their reading skills are not as well developed.

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

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science has placed the school generally in the lower 50% when compared with similar schools over the last four years. Outcomes at the higher than expected level place the school mostly in the higher 50% for English and the lower 50% for mathematics and science. However, work seen in current books and in classes does not always reflect teacher assessments well enough, particularly at the higher-than-expected levels in English and science.

By the end of the Foundation Phase there is little difference in the performance of boys and girls. In key stage 2, girls' performance at the expected and higher than expected levels has generally been slightly above that of boys in all three core subjects. At the higher-than-expected level in science over the last four years, girls have mostly performed much better than boys.

Small numbers make comparison of the performance of pupils eligible for free school meals against that of other pupils invalid.

Wellbeing: Good

Nearly all pupils feel secure in school and know how to keep themselves safe when using the internet. Playground buddies and staff use the school's restorative systems well to address any issues quickly and fairly. The work of the school meal investigator group has improved pupils' understanding of the importance of eating a balanced diet. Nearly all pupils understand the importance of keeping fit and staying healthy. Many older pupils take part in regular after school activities.

Nearly all pupils understand the school's values and show care, respect and concern for others. Pupils, including those who are socially and emotionally vulnerable,

develop their confidence and coping strategies successfully. This is a strength of the school. Pupils behave well and take responsibility for their actions. Many pupils support each other usefully when working in pairs and groups. The independent learning skills of pupils in the Foundation Phase, and their ability to sustain concentration, are under developed.

Pupils assess their feelings at least twice a day, using a scale from one to ten. This helps them to understand their readiness for learning and provides them with the opportunity to discuss anything that is troubling them. Most pupils use this system maturely.

Pupils take on a wide range of roles, for example as school councillors, sports ambassadors, junior road safety officers and house captains. Pupils have led assemblies on the rights of the child and influenced the school's anti-bullying policy. They enjoy their additional responsibilities and take them seriously. Overall, pupils' do not have enough opportunities to influence how and what they learn.

Pupils take part in a beneficial range of community activities. For example, older pupils regularly lunch with older members of the community who attend the adjacent day care centre. The school's 'Yarn Bombers' crochet for charity and make decorations for the school and Haverfordwest town centre. Pupils also take part in the town's Remembrance Day services and support local charities.

Pupils have a good understanding of why it is important to attend school and be punctual. Attendance rates have improved steadily over recent years.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

Many aspects of the school's curriculum are exciting and engage pupils well. For example, the school gives pupils the opportunity to take part in engineering, hair and beauty and bushcraft projects. This allows pupils to develop new skills and interests and learn about the world of work, and raises their confidence and self-esteem. All teachers use a range of beneficial trips and visitors to enhance pupils' learning experiences. For example, the RNLI visited Year 4 to talk about their work around the beaches in Pembrokeshire and to help pupils keep themselves safe in the sea. The school also provides well for pupils' physical development. Key stage 2 pupils experience a wide range of activities such as swimming, dance, multi-sports, yoga and spin classes.

Foundation Phase staff provide pupils with many interesting activities, using the indoor and outside spaces well. Staff are beginning to encourage pupils to have a say about what they learn. For example, pupils in reception made the decision to make pirate flags and biscuits. However, on a day-to-day basis, pupils in the Foundation Phase have limited opportunities to choose their activities or to work independently of an adult.

The school has appropriate plans to cover the requirements of the National Curriculum. However, due to timetabling issues, staff do not implement these plans well enough. The school does not allocate suitable time to developing pupils'

reading, writing and scientific skills both within core subject lessons and across the curriculum. Teachers provide appropriate opportunities for pupils to use their numeracy and ICT skills. A minority of teachers plan well together to ensure continuity between classes in the same year group. However, inconsistencies result in variable progress and standards between classes.

The school has satisfactory plans to develop pupils' Welsh language skills. The school provides well to foster pupils' knowledge of the culture and heritage of Wales. Pupils in the Foundation Phase learn about Welsh myths and legends. Older pupils study local castles, learn about the National Eisteddfod and enter competitions in the Urdd Eisteddfod.

The school, through its own work and work with partner organisations, promotes education for sustainable development thoroughly. Pupils have a good understanding of the importance of caring for the world and its resources. Through its values curriculum, work on the United Nations Rights of the Child and its links with schools in other countries, the school gives pupils many worthwhile opportunities to learn about their rights and responsibilities as global citizens.

Teaching: Adequate

Throughout the school there are strong working relationships between all adults and pupils. Staff manage pupils' behaviour well and establish beneficial routines. These help to develop a positive attitude towards learning among nearly all pupils.

Most teachers plan interesting lessons and consider carefully how to engage pupils actively in their learning. Many teachers use questioning effectively to further pupils' thinking and to assess their understanding. Across the school, many teachers use the outdoor space beneficially to enhance pupils' learning experiences. However, teachers do not always adapt work well enough to meet the needs of all pupils in their class. Pupils of lower ability find it difficult to complete work as the work set is often too hard for them to make progress unaided. On occasions, pupils that are more able are not challenged sufficiently. Overall, staff do not provide enough opportunities for pupils to develop independent learning skills.

Many teachers give relevant oral feedback to pupils about their achievements. However, written comments do not always provide pupils with useful information about what they need to do to improve their work, limiting their ability to improve their learning. Teachers are beginning to provide pupils with useful opportunities to assess their own work and that of their peers.

The school uses a broad range of assessments to track the progress of individual pupils. Leaders and teachers are beginning to use this information to monitor the progress of pupils and to set measurable targets for improvement. However, they do not use this information robustly enough to review pupils' progress over time. On occasions, teacher assessments are over generous, and do not provide an accurate enough picture of pupils' achievement and progress. Reports to parents are informative and provide useful information on pupils' next steps in learning.

Care, support and guidance: Good

The school is a caring and supportive community that places pupils' wellbeing at the centre of its work. There is a wide range of effective systems and projects to nurture pupils and develop their confidence and self-esteem. For example, the school's 'check-in' system ensures that staff respond rapidly to pupils' emotional needs.

There are effective arrangements to promote healthy eating and drinking. Pupils have useful opportunities to take part in activities that promote fitness and healthy living. For example, pupils have regular opportunities to participate in school and local sporting events such as swimming galas, netball, rugby, cricket and football.

Learning experiences provide all pupils with worthwhile opportunities to develop their spiritual, moral, social and cultural development. Pupils reflect on their own beliefs, personal qualities and skills through the highly effective 'values system'. This promotes fairness, honesty, thoughtfulness and respect well. Regular visits to local churches, museums and places of historical interest enrich pupils' cultural development appropriately.

Staff and pupils follow the school's restorative practice system well. This helps to resolve pupil conflict in a calm and supportive manner. Teaching assistants work closely with teachers to deliver a range of comprehensive and specialised intervention programmes to help vulnerable pupils participate fully in school life. This provision of high quality pastoral intervention leads to improvements in behaviour, achievement and self-esteem.

Teachers identify pupils with specific needs appropriately and engage the support of external agencies and specialists suitably. Targets for pupils with individual education plans are suitable to meet these needs. However, the school does not map out and monitor the impact of support programmes for pupils with additional learning needs well enough. The school has a few beneficial systems to support and track the progress of pupils with additional literacy needs.

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

Learning environment: Good

The school provides a welcoming environment and caring ethos where all pupils feel safe and secure. All pupils have equal access to all areas of learning, including sporting and educational trips and visits, for example choir, drama and a variety of sports clubs.

The learning environment is bright, spacious and engaging. Displays around the school are current and colourful, and celebrate the pupils' achievements well.

In general, the school has a plentiful supply of good quality learning resources, which meet the needs of pupils well. These include a wide range of books to support pupils' topic work and waterproof clothing to enable regular access to the outdoors. Recent investment in additional ICT equipment has helped to improve pupils' ICT skills successfully.

The school site is secure, clean and well maintained.

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

Leadership: Adequate

The headteacher and senior leaders work conscientiously to create a happy learning environment that integrates and cares for all pupils well. All staff show a strong commitment to this vision and put in place many programmes to secure good levels of pupils' wellbeing. Senior leaders share roles and responsibilities suitably. This is improving the school's ability to respond to national initiatives successfully, for example preparing for the introduction of the Digital Competency Framework. However, job descriptions for individual leaders are not always clear enough about their specific responsibilities. As a result, on occasions, they are not challenged robustly enough regarding the progress that pupils make.

The leadership team meets regularly and takes part in worthwhile activities aimed at improving provision. Meetings have an appropriate balance between discussing strategic priorities and day-to-day issues. However, meetings do not always have a sharp enough focus or lead to clear actions aimed at improving pupils' standards or the consistency of teaching and learning. As a result, pupils do not develop important skills, such as independent learning, effectively.

The school has suitable performance management systems for all staff. This helps staff to understand their role in contributing to a few important strategic priorities appropriately. School leaders respond positively to national priorities. For example, they have introduced new practices to improve pupils' numeracy skills.

The governing body supports the school conscientiously and its members work diligently to reinforce its inclusive ethos. As a result, they help ensure that pupil wellbeing is at the heart of the school. However, they do not have a strong enough understanding of the standards attained by pupils or the impact of improvement initiatives.

Improving quality: Adequate

The school has a clear annual timetable that outlines efficiently a programme of self-evaluation activities. In recent years, these self-evaluation procedures have included useful opportunities for parents, pupils and governors to contribute their views on the work of the school. Even though these often identify well areas in which the school can improve, the school does not consider improvement well enough in terms of pupil progress and standards. For example, there has been no monitoring of the standard of pupils' Welsh.

The school has a suitable set of procedures to evaluate its own work. Leaders collect an appropriate range of first-hand evidence from activities such as classroom observations. However, when carrying out these activities, leaders do not always concentrate well enough on the standards that pupils achieve or the consistency of teaching and learning between classes. As a result, judgements made on aspects of the school's work are sometimes too generous. Monitoring activities recognise areas in the school's Foundation Phase practice with shortcomings, for example a lack of opportunity for pupils to develop their independent learning skills. Leaders are beginning to address this suitably. However, this is yet to impact strongly enough on pupils' standards.

The school's self-evaluation report is mostly evaluative. It identifies strengths and areas for development. The school improvement plan contains suitable priorities and leaders distribute responsibilities for actions appropriately. In a majority of cases past improvement priorities have resulted in effective improvements in the school's provision to promote pupils' wellbeing. Leaders ensure that they cost these priorities carefully and identify suitable actions to address areas of development.

Partnership working: Good

The school works effectively with a wide range of partners to enrich pupils' learning support their wellbeing.

The school has a strong partnership with parents and carers. It keeps them well informed of school events through regular detailed newsletters. The school uses electronic communications to keep parents up-to-date with their child's learning. For example, parents can access their child's work through the school's website. The school links well with families prior to starting school, and the twice-weekly playgroup sessions are beneficial in ensuring effective transition arrangements into nursery. The school organises useful workshops that provide parents with information, such as how the school teaches phonics. Parents also have valuable opportunities to attend weekly drop-in sessions to discuss any issues.

There is a successful transition programme with the local secondary school. This ensures that pupils are well prepared to move on to the next phase of their education. The school also has worthwhile partnerships with a few local schools. This collaborative work has enabled the school to develop its values curriculum.

Highly effective links with the local Ministry of Defence base provide beneficial learning opportunities for pupils. For example, it helped Year 6 pupils to learn about artic survival skills as part of their topic work. A key worker, partially funded by the Military of Defence, supports parents and pupils from military families when they arrive at the school and when they move on to a new school. As a result, pupils settle quickly and confidently into their new environment.

Effective links with a few local businesses help support the curriculum appropriately. For example, a business link is providing opportunities for pupils to develop their engineering skills.

Resource management: Adequate

The school has enough teaching and support staff to deliver the curriculum and to support pupils' wellbeing effectively. There are suitable arrangements to cover teachers' planning, preparation and assessment time and additional leadership responsibilities.

Staff targets agreed in performance management meetings link well to school development priorities and individual development needs. Leaders plan useful training activities that link well to priorities in the school improvement plan. For example, the school has trained all staff about implementing the new mathematics scheme. As a result, the school now has a more consistent approach in developing pupils' mathematical understanding. Leaders have engaged experts to work with staff in the Foundation Phase. This is helping staff to improve their Foundation Phase practice.

The headteacher and governing body manage the school's core budget efficiently. They ensure that spending decisions relate appropriately to school improvement priorities. However, the school does not target its Pupil Development Grant well enough on pupils eligible for free school meals.

In view of standards achieved by pupils and the overall quality of provision and leadership, the school gives adequate value for money.

Appendix 1: Commentary on performance data

6682391 - Prendergast CP

Number of pupils on roll   503
Pupils eligible for free school meals (FSM) - 3 year average   7.3
FSM band   1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	66	58	58	58
Achieving the Foundation Phase indicator (FPI) (%)	90.9	96.6	100.0	98.3
Benchmark quartile	2	1	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	66	58	58	58
Achieving outcome 5+ (%)	92.4	96.6	100.0	98.3
Benchmark quartile	2	1	1	2
Achieving outcome 6+ (%)	39.4	36.2	46.6	51.7
Benchmark quartile	2	2	2	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	66	58	58	58
Achieving outcome 5+ (%)	95.5	96.6	100.0	100.0
Benchmark quartile	2	2	1	1
Achieving outcome 6+ (%)	33.3	39.7	39.7	39.7
Benchmark quartile	2	2	2	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	66	58	58	58
Achieving outcome 5+ (%)	97.0	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving outcome 6+ (%)	62.1	50.0	86.2	69.0
Benchmark quartile	2	3	1	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6682391 - Prendergast CP

Number of pupils on roll	503
Pupils eligible for free school meals (FSM) - 3 year average	7.3
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	40	42	54	61
Achieving the core subject indicator (CSI) (%)	85.0	88.1	96.3	96.7
Benchmark quartile	3	3	2	2
English				
Number of pupils in cohort	40	42	54	61
Achieving level 4+ (%)	90.0	92.9	96.3	100.0
Benchmark quartile	3	3	2	1
Achieving level 5+ (%)	42.5	35.7	66.7	72.1
Benchmark quartile	2	3	1	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	40	42	54	61
Achieving level 4+ (%)	87.5	92.9	96.3	96.7
Benchmark quartile	3	3	2	3
Achieving level 5+ (%)	32.5	40.5	50.0	57.4
Benchmark quartile	3	3	2	2
Science				
Number of pupils in cohort	40	42	54	61
Achieving level 4+ (%)	92.5	90.5	96.3	96.7
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	35.0	38.1	68.5	54.1
Benchmark quartile	3	3	1	2

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	131		129 98%	2 2%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	129		120 93%	9 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.	131		128 98%	3 2%		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	131		127 97%	4 3%		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.	131		129 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	131		121 92%	10 8%		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.	131		131 100%	0 0%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
I know what to do and who to ask if I find my work hard.	131		127 97%	4 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.	131		109 83%	22 17%		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.	131		128 98%	3 2%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%		
Other children behave well and I can get my work done.	128		113 88%	15 12%		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	130		117 90%	13 10%		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.	43	14 / 33%	23 / 53%	4 / 9%	1 / 2%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	43	22 / 51%	19 / 44%	1 / 2%	1 / 2%	0	Mae fy mhlentyn 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.	43	23 / 53%	16 / 37%	3 / 7%	1 / 2%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	42	13 / 31%	21 / 50%	3 / 7%	0 / 0%	5	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	43	11 / 26%	23 / 53%	3 / 7%	0 / 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	43	19 / 44%	15 / 35%	2 / 5%	0 / 0%	7	Mae'r addysgu yn dda.
		60%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	42	12 / 29%	27 / 64%	1 / 2%	1 / 2%	1	Mae'r staff yn disgwyl i fy mhlentyn 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.	43	9 / 21%	13 / 30%	12 / 28%	2 / 5%	7	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	43	16 / 37%	18 / 42%	6 / 14%	1 / 2%	2	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.	43	20 / 47%	16 / 37%	3 / 7%	1 / 2%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	43	26 / 60%	17 / 40%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	42	13 / 31%	15 / 36%	4 / 10%	3 / 7%	7	Mae fy mhlentyn 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.	42	11 / 26%	14 / 33%	12 / 29%	4 / 10%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	43	16 37%	15 35%	7 16%	5 12%	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.	43	8 19%	27 63%	3 7%	2 5%	3	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.	43	16 37%	23 53%	2 5%	1 2%	1	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.	41	7 17%	19 46%	3 7%	1 2%	11	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.	43	19 44%	12 28%	9 21%	1 2%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	43	13 30%	18 42%	7 16%	2 5%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mrs Susan Davies	Reporting Inspector
Ms Liz Miles	Team Inspector
Mr Andrew Thorne	Team Inspector
Mr Terry James Davies	Lay Inspector
Ms Geraldine Foley	Peer Inspector
Mr Andrew Llewellyn	Peer Inspector
Mrs Debbie Davies (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.