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

A report on

Milford Haven Junior School
Prioryville
Milford Haven
Pembrokeshire
SA73 2LQ

Date of inspection: March 2017

by

Estyn, Her Majesty's Inspectorate for Education and Training in Wales

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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.

Context

Milford Haven Junior School is in the town of Milford Haven in Pembrokeshire. Pupils who attend the school come from the town and the surrounding rural areas. At present there are 15 classes, 4 of which are nurturing classes. There are 357 pupils on roll between the ages of 7 and 11 and this figure has increased substantially over the last few years.

Approximately 28% of pupils are eligible for free school meals and this is above the average for Wales. The school identifies around 35% of pupils as having additional learning needs, which is above the national average. Very few pupils have a statement of special educational needs. Nearly all pupils come from a white British background, where the predominant language is English.

The school's last inspection was in November 2010. The present headteacher took up his post in November 2005.

The individual school budget per pupil for Milford Haven Junior School in 2016-2017 means that the budget is £3,427 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,870 and the minimum is £3,427. Milford Haven Junior School is 61st out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because;

- Nearly all pupils make good progress during their time at the school
- Most pupils' speaking and listening skills are good and they develop their reading and writing skills well as they move through the school
- Pupils apply their literacy, numeracy and information and communication technology (ICT) skills effectively in work across the curriculum
- Nearly all pupils behave well during lessons and at break times
- The school provides a very well-balanced range of interesting and stimulating learning experiences that engage and motivate pupils and ensure that nearly all display positive attitudes to learning
- Very effective teamwork between teachers and support staff is a notable feature of the school and supports the overall good progress that pupils make
- The very supportive and caring environment for all pupils enables them to feel safe and secure

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher, staff and governors have a clear vision for the school where all staff and pupils are valued and respected
- Leaders have effective leadership skills, which have a positive impact on raising standards, for example in numerical reasoning
- The senior leadership team and all members of staff support the headteacher actively in his drive for improvement
- The school addresses national and local priorities well, for example in alleviating the effect of disadvantage on vulnerable pupils
- There is a clear strategy for self-evaluation that draws on a wide range of first-hand evidence
- A strength of the self-evaluation process is the way in which members of staff share ideas, information and expertise to assess the school's strengths and areas for development accurately
- A wide range of effective partnerships have a very positive effect on pupils' achievement and wellbeing

Recommendations

R1 Continue to improve standards in Welsh second language

R2 Ensure that more able pupils achieve their potential

R3 Develop the role of the governing body to provide effective challenge to school leaders

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

Standards: Good

Outcomes at the end of the Foundation Phase show that the majority of pupils enter the junior school with skills and knowledge at the expected level, but a minority have skills that are well below those expected for their age. Nearly all pupils make good progress during their time at the school. Most pupils with additional learning needs make good progress from their starting points. Pupils with English as an additional language and those eligible for free school meals achieve well. More able pupils do not always reach their full potential.

Throughout the school, most pupils' speaking and listening skills are good. They generally listen well to instructions, respond to questions and engage in purposeful discussions during activities. They share their ideas with others successfully and offer ideas confidently.

Most pupils develop their reading skills well as they move through the school. They read fluently and with understanding. They display a secure understanding of contexts and characters in the texts they read. They generally make sensible predictions about developments in books. Many pupils use factual books and the internet effectively to search for relevant information on the topics they study in class, for example, on the Celts and Celtic homes.

Throughout key stage 2, most pupils develop their writing skills successfully and write well in a wide range of genres. They produce effective pieces of writing across the curriculum, for example to describe key events in the Second World War. Most pupils develop their spelling, punctuation and handwriting skills well. Many pupils use paragraphs appropriately and present their work neatly.

By the end of key stage 2, a few more able pupils read familiar texts in Welsh with developing fluency. The majority of pupils have a basic vocabulary and knowledge of simple sentence patterns that they use appropriately in their speaking and writing. However, few pupils across the school have the confidence to speak the language outside of Welsh lessons.

Most pupils develop a wide range of mental calculation strategies to reach correct answers quickly. By Year 6, they recognise the relationship between numbers up to a million. They multiply and divide effectively and use equivalent fractions well. They convert different units of measurement successfully and most acquire good problem-solving skills related to real-life situations. Most pupils make good progress in developing and applying their numeracy skills in subjects across the curriculum.

Most pupils develop their ICT skills well as they progress through the school. Many younger pupils use an internet search engine effectively to locate information, for example about Celtic round houses. By the end of key stage 2, most pupils insert a hyperlink successfully into a power point presentation about, for instance, the rainforest. They create detailed spreadsheets, which contain information about house prices in the local area and successfully present this data in a graph of their own choice. Nearly all pupils have a sound understanding of e-safety.

Over the last four years, performance at the expected and higher level in English, mathematics and science has varied considerably when compared to that of similar schools.

Wellbeing: Good

All pupils feel safe in school and know that staff will address any concerns effectively. Nearly all pupils understand the school's rules and behave well during lessons and at break times. Nearly all pupils enjoy school and display positive attitudes to learning. Nearly all are considerate and courteous, and they relate very well to each other and adults.

Nearly all pupils understand the importance of eating and drinking healthily and take part in regular exercise. They participate in the school's wide range of physical activities, such as football, rugby, cricket, cross county, gymnastics, cycling and golf. The sports ambassadors promote healthy activities successfully throughout the school.

Most pupils take on responsibilities enthusiastically. They have a voice in the school's decisions through the work of the school council, eco council, Super Ambassadors and Criw Cymraeg.

Many pupils contribute to various community activities such as concerts, eisteddfodau and charity fund-raising events. These experiences help to develop their social and life skills well and to enhance their awareness and understanding of people's needs in the locality.

Over the last four years, attendance levels have placed the school in the higher 50% when compared with those of similar schools.   Most pupils arrive punctually for the start of the school day.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a very well-balanced range of interesting and stimulating learning experiences that meet pupils' needs very successfully. These fulfil all statutory requirements. Teachers plan purposefully to promote pupils' literacy, numeracy and ICT skills effectively across the curriculum.

Staff provide a wide range of educational visits, which include residential experiences in Cardiff, Pembrokeshire and Llangrannog. Many pupils benefit from an extensive range of extra-curricular activities in sports, music and drama. For example, the school has a flourishing brass band, which performs successfully in many national competitions. Visitors to the school include representatives of the Torch Theatre and Pembrokeshire Coast National Park.   Activities such as these support the curriculum well and enhance pupils' self-esteem.

The school successfully develops pupils' knowledge and appreciation of Welsh culture and heritage. Pupils study notable aspects of local history and historical figures, such as Mari Jones, Lloyd George and Aneurin Bevan. The Urdd is a very prominent feature of the school and pupils perform successfully in many

competitions. Planning for the development of the Welsh language is improving appropriately. Opportunities for pupils to use the Welsh language outside of formal Welsh lessons are limited.

There are a good range of opportunities to develop pupils' understanding of global citizenship through thematic work on Nepal and India. The principles of fairtrade are shared successfully with pupils in lessons. The eco committee contributes effectively to reducing waste, for example, through recycling and conserving energy.

Teaching: Good

The effective standard of teaching across the school ensures that pupils have a very positive attitude towards work in a clam and nurturing learning environment. Working relationships between staff and pupils are strong. Very effective teamwork between teachers and support staff is a notable feature of the school and ensures that pupils make good progress. Most teachers share learning objectives clearly at the start of nearly all lessons so that pupils understand what is expected of them.

Most teachers plan nearly all lessons well and use a wide range of strategies to engage pupils fully in their learning. They use a variety of questioning techniques successfully to extend pupils' knowledge and understanding. In a few classes where teaching is less effective, tasks do not always challenge pupils well enough, especially those who are more able.

All staff provide pupils with purposeful verbal feedback, which helps them to understand how to improve their work. Teachers mark work regularly and celebrate pupils' achievements well. Staff make effective use of a wide range of information on pupil performance to track pupils' progress carefully. They use this information well to plan in detail for various groups of learners. Teachers have adopted useful assessment for learning strategies in order to provide suitable opportunities for pupils to begin to assess their own work and that of their peers.

Reports to parents meet statutory requirements. They provide parents with valuable information about their children's progress and achievements. Parents appreciate the personalised nature of the reports as well as the regular opportunities they have to meet teachers to discuss their child's progress.

Care, support and guidance: Good

The school provides a very supportive and caring environment for all pupils and, as a result, they feel safe and secure. There are appropriate arrangements for promoting healthy eating and drinking. Staff foster the benefits of healthy living successfully through the curriculum and the wide range of extra-curricular activities.

Provision for pupils' spiritual, moral, social and cultural development is good. The school has close links with a local church group, whose members regularly attend to deliver assemblies, and this has a positive effect on pupils' wellbeing. The school encourages sensible attitudes towards safety and social responsibility. For example, there is an e-safety screen saver on nearly all the school computers that reminds pupils of how to keep safe whilst on-line.

The school works effectively with a wide range of agencies to support vulnerable pupils. These include youth support workers, speech and language, behaviour support and bereavement counselling services. In addition, the school's family engagement officer makes a significant contribution to improving pupils' wellbeing, for example by supporting vulnerable pupils and their families. The management of pupils' behaviour, especially those with social and emotional difficulties, is a particular strength of the school

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

The provision for pupils with additional learning needs is a notable strength of the school. There are very effective procedures for identifying, supporting and monitoring pupils with additional needs. Staff identify pupils needing support at an early age. This enables teachers to provide a good range of interventions to ensure that all pupils achieve well in relation to their abilities. Interventions include suitable programmes to support pupils with literacy, numeracy and emotional difficulties. The school has a very effective 'check in' system for all pupils, which means that staff work with them to ensure that they are in a good position to learn every morning and afternoon. Pupils with additional learning needs have appropriate individual education plans, which contain specific and agreed learning targets. The school reviews these plans regularly and includes parents and pupils fully in the process. This ensures that these pupils make good progress against their targets.

Learning environment: Good

The school is a very welcoming community that encourages high standards of behaviour amongst pupils. Staff promote a very caring ethos and ensure that pupils have equal access to all aspects of school life. The school recognises and celebrates diversity well.

A wide range of good quality resources support learning effectively. Resources for ICT are plentiful and enable pupils to develop their digital skills appropriately. Very attractive displays in all parts of the school celebrate pupils' achievements successfully. These greatly enhance the learning environment and boost pupils' self-esteem and their respect for hard work.

Outdoor provision is spacious and provides stimulating opportunities for physical activity, play and active learning. The internal courtyards enable pupils to learn outside the classrooms. Staff use these areas effectively to enhance learning opportunities for pupils. The buildings are clean and in good order and the site is safe and secure.

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

Leadership: Good

The headteacher, staff and governors have a clear vision for the school where all staff and pupils are valued and respected. The headteacher demonstrates effective leadership skills, which have a positive impact on raising standards, for example by introducing effective strategies to improve boys' reading skills.

The senior leadership team and all members of staff support the headteacher actively in his drive for improvement. Leaders and managers have clear roles and responsibilities and they work well together in setting high expectations for staff and pupils. All tiers of leadership contribute successfully to ensuring that pupils thrive in a secure and caring environment.

Governors provide sound support and have an appropriate awareness of data, the school's strengths and areas for development. They undertake their responsibilities conscientiously and have a strong interest in the day-to-day life of the school. The governing body ensures that the school meets all statutory requirements. However, governors do not challenge the school well enough and their role as critical friends is not fully developed.

The school addresses national and local priorities well, for example in implementing the literacy and numeracy framework and alleviating the effect of disadvantage. For instance, the gap between the performance of pupils eligible for free school meals and other pupils has reduced considerably over the last few years.

Improving quality: Good

The school's arrangements for self-evaluation, monitoring and planning for further improvement are effective. There is a clear strategy for self-evaluation that draws on a wide range of first-hand evidence. Through regular and rigorous analysis of a range of data, lesson observations, scrutinising pupils' work and careful consideration of the views of governors, parents and pupils, leaders have a good understanding of the school's strengths and areas for development. They use this information effectively to bring about improvements, for example the introduction of improved strategies to support better behaviour as a result of parents' views.

The self-evaluation report is an honest document that presents a clear picture of the school. There are good links between the findings of self-evaluation and the priorities in the school development plan. The plan is concise with a clear focus and includes aspirational targets for improvement. A focus on mathematics in previous years' targets has, for example, led to better pupil performance in numerical reasoning.

A strength of the self-evaluation process is the way in which members of staff share ideas, information and expertise. Subject leaders carry out rigorous reviews in order to ensure that they have a clear picture of standards and provision in their various areas. The school's effective monitoring arrangements have a positive impact on standards and provision, for example through improvements in the attainment of groups of vulnerable pupils and in reading standards.

The school has introduced many purposeful strategies over the last few years, which have led to improvements in pupil performance. For example, pupils achieve improved outcomes at the higher levels in science as a result of an increased focus on investigation. The school has responded fully to the recommendations of the last inspection.

Partnership working: Good

A wide range of effective partnerships have a very positive effect on pupils' achievement and wellbeing. There are very strong relationships with parents and they receive regular information about the school and their children's achievements, for example through newsletters and electronic communication. The school has developed creative ways of enhancing parents' involvement in their children's education. One particular project successfully enhances parents' participation in children's learning through a range of practical activities.

Partnership arrangements with other schools are very effective and the sharing of good practice is a notable feature. Strong links exist with the feeder infant school, which ensure that most pupils enter the school confidently and enthusiastically. Successful transition arrangements with the local secondary school help to prepare pupils well for the next stage of their education. Arrangements for the moderation and standardisation of pupils' work with other cluster schools at the end of key stage 2 are effective and ensure consistency of standards, as well as supporting the assessment of pupils' progress.

Leaders embrace the local community and consider carefully how the school can contribute to its life and work. Consequently, there are many strong partnerships. For example, local church leaders are regular visitors to the school and provide pastoral support when necessary. There are productive links with the local theatre, the police liaison officer, outside businesses and agencies, all of which extend important aspects of pupils' wellbeing and learning experiences. School musical groups also perform regularly in the local community throughout the year.

Resource management: Good

The school has enough suitably qualified and experienced staff. Support staff have appropriate roles and make an invaluable contribution to pupils' learning.

Performance management procedures for all staff are effective and result in purposeful training opportunities. The school plans professional development activities efficiently in order to ensure that there is a positive impact on teaching and learning. For example, whole-school training to improve pupils' wellbeing through regular 'check-ins' enables many pupils to develop more confident attitudes to learning.

Teachers develop good practice through participation in networks of professional practice internally and externally within the local cluster.   This has a positive effect on various aspects of the provision, for example in developing pupils' numerical reasoning skills.

The headteacher and governing body monitor expenditure effectively. They plan and use school funds purposefully in order to improve standards and the quality of the provision. For instance, generous staffing levels enable pupils to receive very good care, which significantly supports their wellbeing.

The school makes appropriate use of the pupil deprivation grant to improve the literacy and numeracy skills of targeted pupils through specific learning interventions.

In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6682237 - MILFORD HAVEN JUNIOR SCHOOL

Number of pupils on roll   361
Pupils eligible for free school meals (FSM) - 3 year average   27.9
FSM band   4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	59	85	91	83
Achieving the core subject indicator (CSI) (%)	74.6	89.4	86.8	72.3
Benchmark quartile	4	2	2	4
English				
Number of pupils in cohort	59	85	91	83
Achieving level 4+ (%)	81.4	91.8	91.2	77.1
Benchmark quartile	3	1	2	4
Achieving level 5+ (%)	37.3	35.3	19.8	21.7
Benchmark quartile	2	2	4	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	59	85	91	83
Achieving level 4+ (%)	83.1	91.8	89.0	75.9
Benchmark quartile	3	2	2	4
Achieving level 5+ (%)	32.2	28.2	15.4	20.5
Benchmark quartile	2	3	4	4
Science				
Number of pupils in cohort	59	85	91	83
Achieving level 4+ (%)	89.8	96.5	97.8	80.7
Benchmark quartile	2	1	1	4
Achieving level 5+ (%)	30.5	35.3	25.3	20.5
Benchmark quartile	2	2	3	4

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	100		100	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	98		93	5		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			95%	5%		
			92%	8%		
I know who to talk to if I am worried or upset.	100		100	0		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			100%	0%		
			97%	3%		
The school teaches me how to keep healthy	100		100	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	100		100	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	98		96	2		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	100		99	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	100		100	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	100		91	9		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%		
			90%	10%		
I have enough books, equipment, and computers to do my work.	100		100	0		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	97		73	24		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			75%	25%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	96		83	13		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			86%	14%		
			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.	72	28 / 39%	38 / 53%	1 / 1%	3 / 4%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	72	34 / 47%	34 / 47%	4 / 6%	0 / 0%	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.	72	41 / 57%	30 / 42%	0 / 0%	0 / 0%	1	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.	72	29 / 40%	39 / 54%	3 / 4%	0 / 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	71	12 / 17%	44 / 62%	10 / 14%	1 / 1%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	72	29 / 40%	37 / 51%	2 / 3%	0 / 0%	4	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	72	35 / 49%	35 / 49%	1 / 1%	0 / 0%	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.	72	24 / 33%	35 / 49%	6 / 8%	0 / 0%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	71	28 / 39%	29 / 41%	6 / 8%	2 / 3%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	72	25 / 35%	43 / 60%	1 / 1%	0 / 0%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	72	30 / 42%	36 / 50%	1 / 1%	2 / 3%	3	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'.	72	23 / 32%	31 / 43%	3 / 4%	1 / 1%	14	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	2%		
I am kept well informed about my child's progress.	72	21 / 29%	40 / 56%	8 / 11%	1 / 1%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	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.	72	36 50%	31 43%	4 6%	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.	72	16 22%	45 62%	5 7%	1 1%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	72	32 44%	32 44%	4 6%	0 0%	4	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.	72	22 31%	30 42%	6 8%	0 0%	14	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.	72	31 43%	37 51%	2 3%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	72	35 49%	32 44%	2 3%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Dr David Gareth Evans	Reporting Inspector
Ms Aileen Patricia Brindley	Team Inspector
Mr David Owen Jenkins	Lay Inspector
Mr Adrian Dinsmore	Peer Inspector
Ms Linda Marie Bennett	Peer Inspector
Mr Lynn Rees (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.