A report on

Roch C.P. School
Roch
Haverfordwest
Pembrokeshire
SA62 6JU

Date of inspection: November 2015

by

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

Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
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

Roch Community Primary School is between Haverfordwest and St David's in the small, rural village of Roch in Pembrokeshire. The school opened in 1973, but recent extensions to the school building include two new classrooms and new facilities for the Foundation Phase.

Pupils who attend the school come from a large rural catchment area. There are 151 pupils on roll between the ages of 3 and 11. There are seven classes, including one that is mixed-age.

The school identifies around 15% of pupils as having additional learning needs. This is well below the national average. Approximately 9% of pupils are eligible for free school meals. This is also well below the national average. Nearly all pupils come from homes with white British ethnic backgrounds, where the predominant language is English.

The school's last inspection was in May 2011. There is an acting headteacher, who took up his post in January 2014.

The individual school budget per pupil for Roch Community Primary School in 2015-2016 means that the budget is £3,760 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,208 and the minimum is £3,454. Roch Community Primary School is 52nd 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:

- By the time they reach Year 6, most pupils achieve well in line with their ability and many achieve high standards in literacy and numeracy
- Most pupils develop very good independent learning and thinking skills by the end of key stage 2
- The development of pupils' oracy skills is a particular strength of the school
- Most pupils enjoy reading a wide range of texts for pleasure and information and achieve well
- Pupils in key stage 2 write interesting pieces for a range of purposes and audiences and adapt their style well to suit the task
- Most pupils develop good numeracy skills and apply these well in work across the curriculum
- Nearly all pupils behave very well, are polite and respect the views of others
- Teachers and learning support assistants use their knowledge and skills effectively to engage and motivate nearly all pupils
- Pupils with additional learning needs achieve well in line with their ability
- The school provides a warm and friendly environment where nearly all pupils feel safe, secure and happy

Prospects for improvement

The school's prospects for improvement are good because:

- The acting headteacher shares a clear vision for an inclusive school, which puts the wellbeing and achievement of every child at its heart
- Senior leaders and staff work well together and understand clearly the school's priorities for improvement
- The school is making good progress in meeting national priorities
- Performance management is effective for all staff and this is enabling the school to improve aspects of literacy and numeracy, particularly in key stage 2
- The governing body acts as an effective critical friend
- There are purposeful procedures for reviewing and evaluating accurately the quality of teaching and pupils' work
- The close link between self-evaluation, performance management and school development planning provides a clear focus for improving standards
- The school has many strong partnerships with parents, local schools, the community and the local authority
- Effective partnerships help staff to develop innovative teaching approaches and interesting learning experiences for pupils
- Staff take a lead role in sharing good practice locally and nationally, for example by sharing an effective reading support programme for pupils

Recommendations

R1 Improve the problem-solving and Welsh skills of pupils in the Foundation Phase, particularly those who are more able

R2 Improve pupils' ability to undertake extended writing independently across the school

R3 Raise attendance

R4 Continue to monitor the quality of teaching and learning in order to sustain and embed recent improvements

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

When they enter the school in the reception class, many pupils have skills above those expected for their age. As they move through the school, most pupils build steadily upon these skills. By the time they reach Year 6, most achieve well in line with their ability and many achieve high standards in oracy, reading and numeracy.

Nearly all pupils who receive additional support to improve their basic English and mathematics skills make good progress through targeted intervention schemes. Most pupils with additional learning needs achieve well in line with their abilities. Most pupils develop very good independent learning and thinking skills by the end of key stage 2.

Across the Foundation Phase, most pupils' speaking and listening skills are good. They listen well and concentrate for appropriate periods of time. For example, pupils in Year 1 listen to poems, such as 'The trouble with my brother', with enthusiasm and they extend their vocabulary well when discussing the poem's meaning. In key stage 2, most pupils build well on these firm foundations and become confident speakers who put forward their ideas and opinions clearly. They listen well to the views of others with courtesy and consideration and they show respect for different points of view. For example, pupils in Year 6 use a rich range of vocabulary to develop their ideas when comparing and contrasting poems by Rupert Brooke and Wilfred Owen. As a consequence, they develop their thinking skills to a very high level.

Most pupils in the Foundation Phase enjoy reading and explain with enthusiasm why they like particular books and authors. Most use their developing knowledge of sounds effectively to read simple, common words and they are beginning to use context clues well to discover the meaning of unfamiliar words. More able older pupils read with fluency and expression and can predict sensibly what they think may happen next in a story. In key stage 2, most pupils continue to develop their enjoyment of reading. They read a wide range of books and other written material for pleasure and to gather information effectively. The research skills of older pupils are developing well and most skim and scan a text quickly to extract specific pieces of information. More able pupils demonstrate a deeper understanding of the books and poems that they read which goes beyond the text's literal meaning.

Many Foundation Phase pupils develop a good awareness of the importance of writing and they work hard to present their work neatly with letters formed correctly and, in a few cases, with legible joined handwriting. They use basic punctuation correctly and spell simple words accurately. More able pupils use their knowledge of sounds well to attempt to spell more complex words. However, pupils, particularly those who are more able, do not write independent and extended pieces of writing in literacy lessons and in their work across other areas of learning as well as they could.

In key stage 2, pupils write for an appropriate range of purposes and audiences and adapt their style well to suit the task. They build competently on their early spelling skills and use an increasing range of punctuation effectively to enhance their work. However, the quality of many pupils' handwriting and presentation is too variable. Many pupils plan and redraft their work to improve its quality by enriching their vocabulary choices, for example when they write poems of remembrance. Many pupils' independent writing is of good quality, but the pieces are often quite succinct and this means that more able pupils do not always write at length and to their full potential. Pupils transfer their literacy skills well to a range of work in other areas of the curriculum, such as science and history. For instance, they write effective pieces when studying the novel 'Goodnight, Mr Tom' about how they would feel as an evacuee in the war, showing good empathy and understanding.

In the Foundation Phase, most pupils achieve well in mathematics lessons at a level in line with their age and ability. However, pupils, particularly those who are more able, do not develop their skills of problem-solving and investigation at a high enough level. Most pupils apply their numeracy skills well in their work in other areas of learning, for example when they carry out a survey to find and record the favourite pizza toppings of other pupils.

In key stage 2, most pupils achieve well in mathematics and they show a good understanding of an appropriate range of mathematical applications in line with their age and ability. Most pupils' problem-solving and reasoning skills develop well and they apply these effectively in their work across the curriculum. For example, older pupils devise accurate models of First World War tanks from nets of three-dimensional shapes. During enterprise activities, younger pupils enjoy calculating, for instance, how much apple jelly they need to sell at the school bazaar to make a profit.

In the Foundation Phase, standards in Welsh are adequate as many pupils lack the confidence to ask and answer simple questions using basic language patterns. In key stage 2, most pupils respond well to instructions in Welsh and many are keen to hold simple conversations using familiar language patterns, including the use of the past tense. Most read and translate their own written Welsh work with developing fluency and good pronunciation, for example when they read and translate their independent writing about a friend's likes and dislikes.

At the end of the Foundation Phase over the last four years, pupils' performance at the expected outcome in literacy and mathematical development has varied considerably when compared with that of similar schools and there is no overall pattern. At the higher outcome, pupils' performance in both areas of learning is generally below the average.

Performance at the end of key stage 2 at the expected level over the same period is consistently below the average of similar schools in English and science but is more variable in mathematics. At the higher level, performance is generally just above or just below the average of similar schools in all three subjects.

The number of pupils eligible for free school meals is very low. This makes comparisons of their performance against that of other pupils unreliable.

Wellbeing: Adequate

Pupils feel safe in school and know whom to turn to if they are worried or upset. Most pupils have a good understanding of how to keep themselves safe when using the internet. Most pupils understand the importance of a healthy lifestyle. They know how to eat and drink healthily and they understand why regular exercise is necessary. Many pupils participated enthusiastically in the recent 'Iron Man' event, showing good levels of fitness.

Nearly all pupils have a positive attitude to school life and are eager to learn. During lessons, most pupils concentrate and apply themselves effectively. They show respect, care and concern for others and take responsibility for their own actions. Nearly all pupils' social and life skills are developing well and their behaviour throughout the school is exemplary. Most pupils' ability to contribute to the planning of how and what they learn is limited.

The school council meets regularly and members are proud of their roles. However, pupils are not generally involved enough in making decisions that have a significant impact on the life and work of the school.

Over the last three years, pupils' attendance shows a steady improvement, but when compared with those of similar schools, attendance levels are consistently below the average. There is very little difference in the attendance of pupils eligible for free school meals and that of other pupils. Most pupils arrive on time for school.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and balanced curriculum that meets the needs of nearly all pupils. A whole-school topic approach to planning ensures that pupils benefit from rich learning experiences, which have a positive effect on standards. A wide range of extra-curricular activities, such as film club, strengthens pupils' learning and enhances their wellbeing. The innovative variety of enrichment opportunities, including programmable model building and French, further extends and enhances the curriculum.

There are worthwhile opportunities in lessons for pupils to develop their literacy and numeracy skills in their work across the curriculum. This enables older pupils in key stage 2 to achieve high standards, particularly in oracy. In the Foundation Phase, teachers plan too few opportunities for pupils to develop their independent writing and problem-solving skills. In key stage 2, teachers do not always provide pupils with enough opportunities to write at length.

In most classes, the provision to develop pupils' Welsh language skills succeeds in engaging their interest and fosters positive attitudes towards Welsh. Links with the local community and visits to places, such as Castell Henllys and the Preselli Hills, extend pupils' knowledge of their locality, and the history and culture of Wales, effectively.

There is an appropriate focus on sustainability issues within the school. Pupils are involved purposefully in environmental issues, for example through the eco club and community litter-picks. Comparative studies, for example of Botswana and Wales, develop pupils' knowledge of issues in the wider world.

Teaching: Good

All teachers use their knowledge and skills effectively to engage and motivate nearly all pupils in their learning. They provide an interesting range of learning experiences that link many areas of the curriculum well. Most teachers share clear objectives for learning with pupils at the start of lessons and review progress effectively against these at the end. Most teachers question pupils skilfully to extend their learning and to develop their thinking and oracy skills to a high level by the end of key stage 2. Excellent working relationships throughout the school help to instil a love of learning in nearly all pupils. These relationships also support the effective development of pupils' independent learning skills. Teachers and learning support assistants work very well together to enable nearly all pupils to achieve good outcomes in their tasks and activities. However, they do not always challenge pupils, particularly those who are more able, to achieve sufficiently well in extended written tasks to ensure that they reach their full potential.

All teachers mark pupils' work constructively. As a result, most pupils have a clear understanding of what they need to do to improve. Individual pupil target-setting and the effective use of peer and self-assessment across the school further increase pupils' awareness of their strengths and areas for development. The school tracks all pupils' progress carefully and uses the information well to provide additional and effective support for pupils when needed. Teacher assessment at the end of key stage 2 provides an accurate picture of pupils' progress but, in the Foundation Phase, teacher assessments, particularly at the higher outcomes, are less secure.

Reports for parents are informative and the system of sharing pupil targets with parents on a regular basis allows them to support their children effectively with homework tasks.

Care, support and guidance: Good

The school is a caring and supportive community where staff demonstrate a strong commitment to enhancing the health and wellbeing of all pupils. There are appropriate arrangements for promoting healthy eating and drinking. Effective approaches to develop pupils' self-esteem, for example through programmes such as the 'Pyramid Club', enable targeted pupils to become confident learners with positive attitudes to school. Systems for analysing attendance are beginning to have an impact on raising the awareness of pupils and parents on the importance of attending school regularly.

Arrangements to address pupils' spiritual, moral, social and cultural development through topic work and whole-school assemblies are effective. The values curriculum has a particularly positive effect on the development of pupils' social and moral skills.

There are good systems to ensure the early identification of pupils with additional learning needs. The school works productively with a wide range of specialist services to enable staff to support specific individual needs well. Learning support staff deliver a suitable range of effective intervention and support programmes to ensure that pupils with additional needs make good progress in line with their abilities.

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

Learning environment: Good

The school is an inclusive community. Staff and pupils treat each other with respect and courtesy in a warm and friendly environment. Pupils have equal access to all areas of the curriculum and to extra-curricular activities. The school celebrates diversity appropriately and the site is accessible for any pupils or adults with a disability. Nearly all pupils have tolerant attitudes to points of view that differ from their own.

The building offers a safe learning environment for pupils. Most classrooms are a suitable size with colourful displays, which occasionally celebrate pupils' work. These and a wide range of resources of good quality enhance teaching and learning effectively in all areas of the curriculum. The school's outdoor provision is large and there is ample equipment for imaginative physical activity and play, for example the wildlife area and trim trail.

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

Leadership: Good

The acting headteacher shares a clear vision with all stakeholders for an inclusive school, which puts the wellbeing and achievement of every child at its heart. Senior leaders and staff work well together to meet the school's current priorities. All staff fulfil their roles and responsibilities well and understand how to contribute to improving outcomes for pupils. Senior leaders make appropriate use of regular meetings to focus on important aspects of pupils' wellbeing, teaching and learning. This effective communication establishes strong working relationships and ensures a common team approach.

Performance management is effective for all staff. Leaders set challenging targets, which link well to priorities in the school development plan and to the professional development needs of staff. This is helping the school to make steady progress in improving its provision for more able pupils and the teaching of Welsh, particularly in key stage 2.

The school is making good progress in meeting national priorities. Pupils from disadvantaged backgrounds benefit from effective support to develop their social and basic skills, for example through additional reading support. This enables them to achieve equally as well as other pupils of the same age. Pupils are benefiting from

the school's recent focus on improving investigative science and approaches to developing writing.

The governing body is an effective critical friend to the school. It has a clear understanding of the standards pupils achieve and it challenges school leaders about areas requiring improvement. Visits by governors to observe teaching and learning provide valuable and accurate feedback to leaders. Recently, this resulted in the provision of additional support to improve the quality of pupils' scientific investigations.

Improving quality: Good

There is a close link between the outcomes of self-evaluation and performance management and school development priorities. These all have a clear focus on improving standards.

Procedures for reviewing and evaluating the quality of teaching and pupils' work are effective. These arrangements, combined with detailed analysis of performance data, enable leaders to identify accurately strengths and areas for improvement. For example, from the performance of older pupils in the national reading tests, leaders recognised the need to provide work which challenged pupils to improve their higher-order reading skills. As a result, many pupils scan and skim a text competently and show a deeper understanding of the meaning in books and poems, beyond the literal.

A recent survey of pupil and parental opinions by the Year 6 class has led to changes in the way that teachers set homework. This now better supports the development of pupils' literacy and numeracy skills.

The self-evaluation report provides a comprehensive summary of the school's main strengths and areas for development and links well to priorities in the school development plan. The plan sets suitably challenging targets, for example to improve standards in Welsh and the achievement of more able pupils in the Foundation Phase. It includes clear success criteria to enable leaders to measure progress towards meeting targets. However, it does not include improving aspects of teaching identified through self-evaluation as areas for development.

All teachers, leaders and governors monitor and review progress regularly. These arrangements have helped to ensure improved outcomes at the end of key stage 2 for more able pupils.

Partnership working: Excellent

The school has strong partnerships with parents, local schools, the community and the local authority. These help to develop innovative teaching approaches and interesting learning experiences for pupils.

The deputy headteacher leads and develops a range of transition projects of high quality within the cluster. These include making best use of local community resources to provide purposeful activities for transition, for example working with the

Pembrokeshire Coast National Park to provide pupils with enriching and challenging learning experiences. Pupils wrote highly imaginative poetry based on the poems of R S Thomas. As a result of these innovative arrangements, nearly all pupils in Year 6 make a smooth transition to secondary education.

The school employs a member of staff from a local secondary school to teach weekly French enrichment lessons to Year 6 pupils. This is highly effective in preparing pupils for the challenge of learning a modern foreign language in Year 7.

There is successful joint working with parents. The school provides regular workshops and meetings, for example about important aspects of reading and numeracy, to raise parental awareness of what and how their children are learning. Termly parents' evenings provide valuable information for parents about their child's current targets. These activities help to improve parents' awareness of how better to support their child's learning at home.

Staff place equal importance on the transition of its youngest pupils from local pre-school settings. Good arrangements ensure that teachers and support staff have a detailed knowledge of the needs, abilities and backgrounds of these children when they enter the nursery class.

The school shares a range of best practice locally and nationally. For example, teachers contribute to local authority workshops and conferences to share their innovative provision for older, more able and talented pupils in aspects of literacy, including the study and performance of Shakespeare's 'A Midsummer Night's Dream' A learning support assistant provides training for teaching assistants within the local authority on developing an effective reading support programme for pupils.

Resource management: Good

The school employs a suitable number of teachers and learning support assistants to teach the curriculum and to meet the needs of all pupils. Performance management arrangements are effective in identifying and meeting the individual training needs of all staff. Newly-qualified staff have received very good support in developing their knowledge and expertise.

The school manages its resources to support pupils' learning well. Recent investment in new information and communication technology is increasing opportunities for pupils to develop their skills well, for example in robotics.

Leaders and governors monitor school expenditure closely to ensure that the school's finances and available grant funding make help to improve pupil outcomes and the quality of provision. Governors have used surplus funds to ensure mainly single-age classes over recent years. The school has made effective use of the pupil deprivation grant to improve the literacy standards and the wellbeing of targeted pupils. As a result, pupils eligible for free school meals tend to achieve as well as other pupils.

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

Appendix 1: Commentary on performance data

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Number of pupils on roll	155
Pupils eligible for free school meals (FSM) - 3 year average	6.6
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	21	16	25	20
Achieving the Foundation Phase indicator (FPI) (%)	95.2	93.8	100.0	70.0
Benchmark quartile	2	2	1	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	21	16	25	20
Achieving outcome 5+ (%)	95.2	93.8	100.0	80.0
Benchmark quartile	2	3	1	4
Achieving outcome 6+ (%)	57.1	37.5	44.0	40.0
Benchmark quartile	1	3	3	3
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	21	16	25	20
Achieving outcome 5+ (%)	100.0	93.8	100.0	70.0
Benchmark quartile	1	3	1	4
Achieving outcome 6+ (%)	47.6	56.3	32.0	40.0
Benchmark quartile	1	1	3	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	21	16	25	20
Achieving outcome 5+ (%)	100.0	100.0	100.0	95.0
Benchmark quartile	1	1	1	4
Achieving outcome 6+ (%)	76.2	87.5	84.0	45.0
Benchmark quartile	1	1	1	4

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.

6682273 - Roch C P

Number of pupils on roll	155
Pupils eligible for free school meals (FSM) - 3 year average	6.6
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	24	19	16	19
Achieving the core subject indicator (CSI) (%)	87.5	84.2	93.8	84.2
Benchmark quartile	3	4	2	4
English				
Number of pupils in cohort	24	19	16	19
Achieving level 4+ (%)	87.5	89.5	93.8	89.5
Benchmark quartile	3	3	3	4
Achieving level 5+ (%)	29.2	52.6	37.5	47.4
Benchmark quartile	4	2	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	24	19	16	19
Achieving level 4+ (%)	95.8	89.5	93.8	100.0
Benchmark quartile	2	4	3	1
Achieving level 5+ (%)	41.7	42.1	50.0	63.2
Benchmark quartile	2	3	2	1
Science				
Number of pupils in cohort	24	19	16	19
Achieving level 4+ (%)	95.8	89.5	93.8	94.7
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	33.3	47.4	50.0	47.4
Benchmark quartile	3	2	2	3

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.	89		88	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			99%	1%		
			98%	2%		
The school deals well with any bullying.	89		82	7		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
			92%	8%		
I know who to talk to if I am worried or upset.	89		81	8		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			91%	9%		
			97%	3%		
The school teaches me how to keep healthy	89		85	4		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			96%	4%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	89		88	1		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			99%	1%		
			96%	4%		
I am doing well at school	89		86	3		Rwy'n gwneud yn dda yn yr ysgol.
			97%	3%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	88		88	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	89		85	4		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			96%	4%		
			98%	2%		
My homework helps me to understand and improve my work in school.	89		70	19		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			79%	21%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	89		82	7		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			92%	8%		
			95%	5%		
Other children behave well and I can get my work done.	87		57	30		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			66%	34%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	89		77	12		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			87%	13%		
			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.	46	33 72%	13 28%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	46	37 80%	9 20%	0 0%	0 0%	0	Mae fy mhlentyn 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.	46	38 83%	7 15%	1 2%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	46	33 72%	13 28%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	43	26 60%	16 37%	1 2%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	46	34 74%	12 26%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	45	34 76%	11 24%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn 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.	45	23 51%	20 44%	2 4%	0 0%	1	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	44	30 68%	11 25%	3 7%	0 0%	2	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.	45	34 76%	11 24%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	46	37 80%	9 20%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	33	23 70%	10 30%	0 0%	0 0%	9	Mae fy mhlentyn 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.	45	27 60%	18 40%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	46	33 72%	13 28%	0 0%	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.	37	21 57%	10 27%	6 16%	0 0%	7	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.	45	29 64%	15 33%	1 2%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn 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.	27	18 67%	6 22%	3 11%	0 0%	16	Mae fy mhlentyn 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.	44	35 80%	9 20%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	45	26 58%	17 38%	2 4%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Rhona Edwards	Reporting Inspector
Peter Morris	Team Inspector
Alwena Morgan	Lay Inspector
Kathryn John	Peer Inspector
Carl Evans (Acting Head)	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.