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

A report on

Monkton Priory CP School
St Martin's Road
Monkton
Pembroke
Pembrokeshire
SA71 4NG

Date of inspection: April 2016

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: 30/06/2016

Context

Monkton Priory Community Primary School serves the Monkton area of the town of Pembroke in the Pembrokeshire local authority. Monkton consists of a very large local authority council estate, a permanent Gypsy Traveller site and a small number of private houses. The school has 221 pupils aged three to eleven years on roll, including 33 who attend the nursery on a part-time or full-time basis. There are 12 classes in the school, including three mixed-aged classes. The school has two units for pupils with severe and complex learning needs. Around 49% of pupils are eligible for free school meals. This is well above the average for Wales (20%).

The school has identified about 38% of pupils as having additional learning needs. This is well above the average for Wales (25%). Very few pupils have a statement of special educational needs. Around 30% of pupils are from a Gypsy Roma background. A very few pupils speak Welsh at home.

The last inspection of the school was in September 2009. The current headteacher has been in post since September 2009.

The individual school budget per pupil for Monkton Priory Community Primary School in 2015-2016 means that the budget is £5,561 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,208 and the minimum is £3,454. Monkton Priory Community Primary School is second 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:

- Most pupils make strong progress, show high levels of motivation and interest in their work and make valuable contributions during lessons
- Most pupils develop their literacy and numeracy skills well during their time at the school, including those on intervention programmes
- There is a wide range of stimulating and engaging learning experiences, including an extensive range of extra-curricular activities of high quality that engage nearly all pupils effectively
- Staff manage pupils' behaviour skilfully and sensitively and, as a result, the behaviour of nearly all pupils is exemplary in classes and around the school
- There is an extremely inclusive, caring and welcoming environment for pupils, staff, parents and the wider community

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides clear and dynamic leadership to the school and communicates high expectations to pupils, staff and parents very effectively
- There is a very strong teamwork across the school, which has a positive impact on pupils' attainment and aspirations
- Leaders have a thorough understanding of the school's strengths and areas for improvement
- There is a clear focus on improving pupil attainment and implementing school improvement targets
- The school has developed an outstanding range of highly effective partnerships that contribute significantly to raising standards of pupil attainment, attendance and wellbeing
- The school's strategies for using the pupil deprivation grant are highly effective and focus very well on raising standards for vulnerable pupils

Recommendations

R1 Improve standards in Welsh

R2 Develop pupils' ability to write at length

R3 Improve marking and target setting so that pupils fully understand how they can improve their work

R4 Strengthen the links between self-evaluation and school development planning

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Many pupils enter the school with skills, knowledge and understanding at a level below that expected for their age. However, they make good progress in their learning as they move through the school. Most pupils use their thinking skills effectively across a range of subjects, for example when ranking the importance of inventions from the Victorian period in order of importance to society.

Nearly all pupils with additional learning needs and those in the learning resource classes make good progress during their time in the school. Nearly all pupils on intervention programmes make good progress in developing their literacy and numeracy skills. A few make very good progress, especially in literacy intervention groups.

In the Foundation Phase, most pupils listen well for appropriate periods of time. They speak confidently to adults and others. In key stage 2, nearly all pupils listen well in lessons to develop their understanding. Most explain their thoughts and ideas successfully using a suitably wide range of vocabulary.

Most pupils in the Foundation Phase develop their early reading skills effectively. By the end of Year 2, many pupils read confidently and use appropriate strategies to deal with unfamiliar words. They develop a suitable understanding of features of books. By the end of key stage 2, many pupils read aloud with expression and meaning. Most have good higher-order reading skills, for example when comparing the writing styles of two authors.

Many pupils develop early writing skills competently. They form letters correctly and write simple words and sentences to convey meaning. By the end of the Foundation Phase, most pupils' spelling skills develop in line with their age and ability. Many pupils write in a wide range of styles in English and across the curriculum successfully, for example when writing a recipe to create a jam sandwich. Many pupils in key stage 2 use their writing skills well when writing across the curriculum, for example when writing a letter to the tooth fairy which includes the results of a science investigation on the effects of sugar on teeth. By the end of key stage 2, many pupils use vocabulary successfully to communicate meaning and for effect. Many pupils' independent writing is of good quality across the school, but the pieces are often short and concise. As a result, pupils do not always write at sufficient length to develop their skills fully.

Presentation and handwriting skills are very good throughout the school and pupils show great pride in their work.

Most pupils in the Foundation Phase make good progress in their numeracy skills. By Year 2, many pupils can count confidently in multiples of 2, 5 and 10. They use

money purposefully using the least amount of coins to pay for their shopping. A few more able pupils solve word problems using multiplication through adding successfully. Most pupils use their numeracy skills across the curriculum effectively, for example when measuring objects in centimetres in the outside area.

By the end of key stage 2, many pupils calculate equivalent fractions effectively with more able pupils converting these to decimal figures successfully. Many pupils use their numeracy skills well when solving problems, for example using ratio to calculate the ingredients needed to create a pizza for different amounts of people. Most pupils transfer their skills to other subject areas purposefully, for example when finding the mean temperature and rainfall in Nairobi.

Nearly all pupils take part enthusiastically in Welsh activities and display a positive attitude towards the language. The majority of pupils' Welsh language skills in the Foundation Phase are developing appropriately. Many respond with understanding to basic instructions in Welsh. A minority of pupils respond to simple questions using familiar vocabulary competently, for example when giving personal information. By the end of key stage 2, the majority of pupils have a basic vocabulary and knowledge of simple sentence patterns that they use suitably in their speaking and writing. However, progress in Welsh across the school is limited and pupils do not have enough confidence or reach a high enough standard in their spoken Welsh.

There are a small number of pupils each year with additional learning needs in specialist classes for both the Foundation Phase and key stage 2 that can affect the school's overall performance data, particularly when compared with that in other similar schools.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has placed the school in the bottom 25% compared with similar schools over the last four years. At the higher outcome, pupils' performance in literacy has varied greatly and there is no overall trend. In mathematical development, the school has been in the upper 50% compared with similar schools over the past two years.

At the end of key stage 2, pupils' performance at the expected and higher than expected levels in English, mathematics and science has largely placed the school in the bottom 25% when compared with similar schools.

Across the school, girls as a group tend to perform better than boys, especially in English. Pupils eligible for free school meals tend not to attain as well other pupils, especially at the higher outcomes and levels.

Wellbeing: Good

The behaviour of nearly all pupils is exemplary in classes and around the school. They show respect and concern to adults and their peers and react positively to the high expectations set by teachers and other staff. Nearly all pupils feel safe in school and know where to turn to if they need help or support. Most show high levels of motivation and interest in their work and make valuable contributions during lessons.

Nearly all pupils have a good understanding of the importance of healthy eating, exercise and keeping safe. For example, nearly all pupils have a very good understanding of how to keep safe when using the internet.

Many pupils undertake roles and responsibilities in school effectively, for example through the work of the school council, the 'Criw Cymraeg' and the school ambassadors. The school council play an active role in the decision-making of the school. They collect the views of other pupils through questionnaires and suggestion boxes successfully and discuss their ideas with the headteacher. For example, they have helped to develop the playground for the benefit of pupils as a result of discussions with school leaders.

Most pupils play a valuable part in their community. For example, the school choir regularly performs in local churches and older pupils cook for different groups in the community centre. As a result, pupils take pride in their local and wider community.

Pupils' overall attendance rate has consistently improved over the last four years and has placed the school among the top 25% in comparison with similar schools over the past two years. The proportion of pupils who are persistently absent has reduced notably over the same period. However, a very few pupils do not arrive punctually at the start of the school day.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of stimulating and engaging learning experiences that meet the requirements of the National Curriculum, the Foundation Phase and the agreed syllabus for religious education. The school provides an extensive range of extra-curricular activities of high quality that engages nearly all pupils well. For example, the use of activities, such as golf, surfing and horse riding, has offered new and interesting experiences to pupils as well as having a positive impact on attendance.

Teachers plan purposefully for the development of pupils' literacy and numeracy skills across the curriculum. There are worthwhile opportunities for pupils to use their oracy, reading and numeracy skills in a range of subjects. However, there are limited opportunities for pupils to develop extended writing across the curriculum. The school's use of personalised intervention programmes for pupils with specific needs is effective. As a result, pupils who receive these interventions make at least good progress against their targets.

The school's planning for the Welsh language is developing well with staff providing worthwhile, regular activities for pupils to learn Welsh. The school has introduced a new scheme of work that maps the progress of Welsh language skills successfully throughout the school. However, the use of this scheme is in its early stages and has not yet had enough impact on pupils' Welsh language skills. Planning for developing the Welsh dimension is effective. Teachers plan beneficial activities for pupils to develop their understanding of the history and culture of Wales. For example, pupils in the local resource class study and recreate the work of the artist Phil Mumby. The school makes valuable use of a wide range of visits to enhance provision, such as a residential visit to Llangrannog and visits within the local area.

The school promotes pupils' understanding of sustainable development successfully through practical activities on the school site, including recycling and the use of the vegetable plot. Pupils develop their awareness of their roles as global citizens successfully, for example through charitable fundraising and fair trade activities. They have a sound understanding of the wider global community through their work in religious education and other topic work.

Teaching: Good

Teachers plan stimulating lessons that gain pupils' interest well. One of the school's strengths is the way in which staff manage pupils' behaviour skilfully and sensitively. They succeed in creating a highly effective learning atmosphere in which nearly all pupils feel safe and enthusiastic to learn. Teachers and support staff work together very well to offer support for groups of pupils and individuals. As a result, most pupils make purposeful progress in lessons.   Teachers make beneficial use of real life experiences to enhance the learning. For example, teachers in the learning resource classes arranged for the pupils to meet and to adopt an owl. This engaged pupils' interest very well and resulted in them producing skilful and creative work. Teachers and learning support assistants use skilful questioning in order to challenge pupils' thinking effectively. Teachers share the learning objectives and success criteria with pupils successfully. However, there are limited opportunities for pupils to contribute to setting their own success criteria.

Teachers use a wide-range of assessment for learning techniques appropriately. All teachers provide relevant feedback to pupils about what they are doing well. However, the written feedback teachers provide when marking pupils' work and the individual targets they give pupils do not always help pupils to understand clearly how they can improve their work.

The school has a comprehensive and detailed tracking system. All staff use this purposefully when tracking pupil progress and for allocating pupils to specific intervention groups to support their learning. Teachers track pupils' academic progress and wellbeing comprehensively using a wide-range of performance data, including standardised scores and teacher assessments. Reports to parents contain valuable information on their child's progress as well as suitable targets for improvement.

Care, support and guidance: Good

The school has developed very good arrangements to support pupils' health and wellbeing. They work closely with the pre-school setting to ensure that they have a good understanding of individual pupils needs prior to entry. As a result, they put in place purposeful interventions and arrangements for these pupils. The provision for health and wellbeing of all pupils is a significant strength of the school. Staff monitor pupils' emotional and social wellbeing very well. As a result, nearly all pupils feel happy and well supported as they move through the school.

The school has developed very good relationships with the local community and other key agencies. It makes beneficial use of services such as the job centre, citizen's advice and social services to provide effective support for families, for

example when assisting parents with job applications. The successful partnership with the Unity project based at the school has ensured that pupils from the Gypsy and Traveller community integrate fully into school life. The school provides clearly targeted support for groups of vulnerable pupils. This has resulted in significant improvements in their wellbeing and ability to access the curriculum. A good example of this is the counselling service developed by the school.

The school promotes pupils' spiritual, moral, social and cultural development well through its caring ethos and the learning experiences it provides for pupils. It makes valuable use of collective worship to reinforce its values, for example the importance of perseverance.

The school makes effective arrangements for promoting healthy eating and drinking. It provides a wide range of activities to promote pupils' physical fitness, for example with its cross-country running activities. Arrangements for safeguarding meet requirements and give no cause for concern.

The provision for pupils with additional learning needs is comprehensive. Staff identify pupils' needs early and provide beneficial support through a wide-range of interventions. A good example of this is the provision in the Foundation Phase for pupils with additional learning needs. This allows the school to plan a focused programme of support with the assistance of additional agencies, such as the speech and language and behaviour therapists. The learning resource classes provide beneficial support for pupils with a wide range of severe and complex needs. As a result, most pupils in these classes make good progress. The school uses individual educational plans appropriately to plan for pupils with additional needs. However, targets are not always specific to measure progress sufficiently.

Learning environment: Excellent

Monkton Priory is an extremely inclusive, caring and welcoming environment for pupils, staff, parents and the wider community. The school is a beacon for lifelong learning in the community. For example, the partnership work that has enabled parents, staff and other members of the community to develop new skills and qualifications at the school is a significant strength. Through this work, the school has been innovative in establishing outstanding links with the Gypsy and Traveller community. The wide range of courses, including basic skills courses for parents, GCSE and a degree course offered at the school has brought the community into the school. This has ensured a vibrant learning environment that provides high aspirations for all and has provided parents and carers with the skills to help their children.

There is an outstanding ethos of working and learning together throughout the school built on mutual respect between adults and children. All staff promote a calm and highly supportive learning environment that encourages all pupils to persevere, to try their best and not to be afraid to make mistakes. As a result, nearly all pupils develop into resilient learners who make good progress in their learning. The school ensures that all pupils have equal access to a full range of learning experiences. This includes many stimulating extra-curricular activities that include new and exciting experiences for its pupils. The school places exceptional emphasis on

equality, diversity, and mutual respect. As a result, pupils are developing mature and responsible attitudes and values. The school building is a clean and vibrant learning environment. Members of staff use all available areas effectively. There are bright and stimulating learning areas with displays that celebrate pupils' achievements exceptionally well. As a result, nearly all pupils take a sense of pride in their school. The school has developed its extensive grounds successfully to create a stimulating outdoor learning environment. Teachers plan engaging and stimulating activities for all pupils in the outdoor areas. For example, pupils and staff have worked together to create a pond area and mini-beast 'hotel' that has allowed pupils to study wildlife in their own habitats. The school uses its gardening area very well to grow flowers and vegetables, allowing pupils to participate in community events, such as the Pembrokeshire Potato Festival and the Lamphey Flower Show.

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

Leadership: Good

The headteacher provides clear and dynamic leadership to the school. She communicates high expectations to pupils, staff and parents very effectively. Leaders promote the school's emphasis on the provision of varied opportunities for life-long learning very well. Staff at all levels work well together to broaden pupils' experiences and to optimise their life chances. As a result, nearly all pupils make good progress from low starting-points.

The school has effective arrangements for the performance management of all staff. This process links well to school priorities and is successful in bringing about positive change. For example, a recent focus on the teaching of mathematics has improved pupils' numeracy skills throughout the school. All staff have well-defined roles and relevant job descriptions. Staff undertake their roles and responsibilities well and know how they can contribute to the school's success.

Regular staff meetings and whole-day training events support the professional development of staff and the delivery of the school's strategic priorities. There is a clear focus on improving pupil attainment and implementing school improvement targets. Leaders plan well for meeting local and national priorities, such as improving the provision for literacy and numeracy. There is a strong commitment among staff across the school to lessen the impact of social disadvantage on pupils' learning and wellbeing wherever possible.

Governors are supportive of the school's work, meet regularly and fulfil their duties conscientiously. They have a sound understanding of the school's performance data compared with that of other schools and its strengths and areas for improvement. They use this information appropriately to challenge the school leadership. However, their role in the first-hand monitoring of the school's performance is in the early stages of development.

Improving quality: Good

The school has established effective procedures for self-evaluation. This includes robust analysis of a broad range of data on pupil performance, regular scrutiny of

pupils' work and lesson observations. Subject leaders contribute successfully to the school's self-evaluation process through monitoring their areas and by supporting staff well. Leaders make effective use of the views of staff, pupils and parents as part of the self-evaluation process. As a result, leaders and managers have a thorough understanding of the school's strengths and areas for improvement. The current self-evaluation report is generally evaluative and provides a suitable overview of the school.

The school development plan is a comprehensive document that contains appropriate actions along with suitable success criteria, monitoring arrangements, responsibilities and costs. Leaders use the plan as a working document and its implementation is having a positive impact on improving provision and standards in the school. For example, targeting pupils to receive intensive support in basic literacy has significantly improved reading and spelling outcomes for these pupils. Leaders have created an effective pupil-friendly version of the plan that has enabled them to share school priorities successfully with pupils. However, the link between the self-evaluation report and the school development plan is not always clear and concise.

Partnership working: Excellent

The school has developed an outstanding range of highly effective partnerships that contribute significantly to raising standards of pupil attainment, attendance and wellbeing.

A significant strength of the school is the partnership with parents and the wider community. The school has established its provision for developing adult education and lifelong learning superbly over a number of years. The Launch project is an innovative approach to providing adult education for parents, staff and the wider community. Through the project, the school offers an exceptional range of courses from developing basic skills to a foundation degree offered in partnership with the University of Wales Trinity Saint David. As a result, many parents and staff have gained qualifications. This work is having a very positive effect on pupils, for example improving their attitudes to learning and attendance. The school has shared its work on adult education and community cohesion successfully locally and nationally.

The school provides excellent opportunities for parents and pupils to take part in a wide variety of activities to develop new skills. For example, the school offers workshops that develop parents' understanding of the school's approach to teaching literacy and numeracy. This enables parents to support their children's learning at home and has had a positive impact on pupil attainment.

The school established and now supports an outstanding partnership with the Priory project situated at the school. This project has enabled pupils from the Gypsy and Traveller community to continue in education and to gain qualifications.

There are a wide-range of valuable links with the local community and businesses that have a positive influence on pupils' learning experiences.

The school has developed a very good partnership with the Flying Start nursery based at the school. The close co-operation and sharing of resources are effective in supporting the smooth transfer of pupils into the school. As a result, the school knows the pupils and families well before they start in the school and are able to plan successful early interventions to support pupils, where required.

The school has a very good partnership with the local secondary school. Through a wide range of transition activities, the school ensures that pupils prepare well for the transition on the next stage of their education. The school works effectively with local secondary school and primary schools on the moderation and standardisation of pupils' work. As a result, teachers are able to assess pupils' work accurately and consistently.

Resource management: Good

The school has a suitable range of well-qualified teachers and teaching assistants to deliver an interesting and stimulating curriculum for all pupils. Leaders deploy staff effectively to make the best use of their talents and abilities. The support staff have a positive influence on the work of the school and the standards achieved by pupils, for example when leading intervention programmes. There are appropriate arrangements for teachers' planning, preparation and assessment time and senior managers receive appropriate additional non-contact time for their leadership duties.

The school provides a wide-range of training for all members of staff in response to areas identified for improvement through the performance management process and the school development plan. A very good example of this is the success of the foundation degree, which most support staff have completed. This has improved their skills as practitioners very well. Staff work well with other schools for training and development purposes that have a beneficial impact on outcomes and provision in the school.

School leaders manage the accommodation and resources successfully. Spending decisions reflect school priorities well. The headteacher, secretary and governing body monitor the school budget carefully to ensure that there is effective use of funding. The school's strategies for using the pupil deprivation grant are highly effective and focus very well on raising standards for vulnerable pupils, for example by providing training for support staff to help them to deliver intervention programmes successfully for identified pupils. The use of funding to employ a co-ordinator for the school's adult education programme has resulted in higher parental engagement and an improvement in the attendance and performance of pupils.

In view of the strong progress made by most pupils and the overall quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6682387 - Monkton Priory C.P. School

Number of pupils on roll   200
Pupils eligible for free school meals (FSM) - 3 year average   56.1
FSM band   5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	31	24	29	17
Achieving the Foundation Phase indicator (FPI) (%)	67.7	58.3	58.6	64.7
Benchmark quartile	3	4	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	31	24	29	17
Achieving outcome 5+ (%)	67.7	62.5	62.1	64.7
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	12.9	29.2	20.7	29.4
Benchmark quartile	3	1	3	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	31	24	29	17
Achieving outcome 5+ (%)	67.7	62.5	65.5	64.7
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	12.9	4.2	24.1	29.4
Benchmark quartile	3	4	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	31	24	29	17
Achieving outcome 5+ (%)	71.0	70.8	72.4	88.2
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	22.6	25.0	48.3	64.7
Benchmark quartile	3	3	2	1

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

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

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

6682387 - Monkton Priory C.P. School

Number of pupils on roll	200
Pupils eligible for free school meals (FSM) - 3 year average	56.1
FSM band	5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	28	25	25	18
Achieving the core subject indicator (CSI) (%)	67.9	68.0	56.0	66.7
Benchmark quartile	3	4	4	4
English				
Number of pupils in cohort	28	25	25	18
Achieving level 4+ (%)	71.4	72.0	60.0	72.2
Benchmark quartile	3	4	4	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	28	25	25	18
Achieving level 4+ (%)	67.9	76.0	64.0	66.7
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Science				
Number of pupils in cohort	28	25	25	18
Achieving level 4+ (%)	71.4	84.0	68.0	72.2
Benchmark quartile	4	2	4	4
Achieving level 5+ (%)	*	*	20.0	*
Benchmark quartile	*	*	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.

* 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.	89		89 / 100%	0 / 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	89		88 / 99%	1 / 1%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	90		89 / 99%	1 / 1%		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	88		87 / 99%	1 / 1%		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.	90		88 / 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	90		87 / 97%	3 / 3%		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.	87		87 / 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.	90		89 / 99%	1 / 1%		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
My homework helps me to understand and improve my work in school.	89		85 / 96%	4 / 4%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%		
I have enough books, equipment, and computers to do my work.	87		86 / 99%	1 / 1%		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.	89		86 / 97%	3 / 3%		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	88		77 / 88%	11 / 12%		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.	41	31 / 76%	10 / 24%	0 / 0%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	40	35 / 88%	5 / 12%	0 / 0%	0 / 0%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	41	35 / 85%	6 / 15%	0 / 0%	0 / 0%	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.	41	34 / 83%	7 / 17%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	40	14 / 35%	25 / 62%	1 / 2%	0 / 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	41	32 / 78%	8 / 20%	1 / 2%	0 / 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	41	34 / 83%	7 / 17%	0 / 0%	0 / 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	37	19 / 51%	17 / 46%	0 / 0%	1 / 3%	4	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%	43%	6%	2%		
Staff treat all children fairly and with respect.	40	26 / 65%	13 / 32%	1 / 2%	0 / 0%	1	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.	40	22 / 55%	18 / 45%	0 / 0%	0 / 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	41	34 / 83%	6 / 15%	0 / 0%	1 / 2%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	38	23 / 61%	15 / 39%	0 / 0%	0 / 0%	1	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.	41	24 / 59%	17 / 41%	0 / 0%	0 / 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	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.	41	29 / 71%	11 / 27%	0 / 0%	1 / 2%	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.	41	22 / 54%	15 / 37%	3 / 7%	1 / 2%	0	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.	40	24 / 60%	15 / 38%	1 / 2%	0 / 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	38	20 / 53%	16 / 42%	2 / 5%	0 / 0%	2	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.	41	31 / 76%	7 / 17%	3 / 7%	0 / 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	41	30 / 73%	10 / 24%	1 / 2%	0 / 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Jonathan.Cooper	Reporting Inspector
Mary Elspeth Dyas	Team Inspector
Matthew Evans	Lay Inspector
Patricia Ann Hoffer	Peer Inspector
Shelley Morris (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.