



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Pembroke Primary School
Fairfield Road
Bulwark
Chepstow
Monmouthshire
NP16 5JN**

Date of inspection: June 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 04/08/2015

Context

Pembroke Primary School lies south of Chepstow, in Monmouthshire, close to the English border. There are 283 pupils on roll aged from 3 to 11 years. There are seven single age classes and two part-time nursery classes. An additional learning centre has a further three specialist classes. These classes provide education for pupils from the south of Monmouthshire who have profound, multiple and severe learning difficulties and autistic spectrum disorder.

Currently, 22% of pupils are eligible for free school meals. This figure is in line with the national average. Nearly all pupils are of white British heritage and none speaks Welsh at home. A very few pupils speak English as an additional language. The school identifies around 28% of pupils as having additional learning needs. Of these pupils, 24 have statements of special educational needs. A very few pupils are looked after by the local authority.

The school is currently part of the Chepstow Primary Alliance. An executive headteacher oversees the strategic management of the three schools in the alliance. The school has an acting headteacher who has been in post since September 2014. The school's last inspection took place in 2009.

The individual school budget per pupil for Pembroke Primary School in 2014-2015 means that the budget is £4,681 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,928 and the minimum is £2,895. Pembroke Primary School is third out of the 31 primary schools in Monmouthshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- In literacy and mathematical development, most pupils achieve the expected outcome at the end of Foundation Phase and many pupils achieve the expected level in English and mathematics by the end of key stage 2
- Pupils who attend the additional learning centre often make rapid progress from their individual starting points due to the high quality of the provision in these classes
- Most pupils behave well and feel safe in school
- Pupils' attendance is improving and is now above the median compared with similar schools

However:

- Not enough pupils who are more able, achieve their potential
- Pupils do not develop their skills in Welsh sufficiently well, particularly in key stage 2
- Across the school, too many pupils do not develop the ability to write at length
- Teachers across the school do not plan progressive, well-co-ordinated learning experiences, which take account of the full requirements of the National Curriculum and build appropriately on pupils' skills in literacy, numeracy and information and communication technology (ICT) across the curriculum

Prospects for improvement

The school's prospects for improvement are unsatisfactory because, although a useful range of partnerships benefit pupils' wellbeing and there is good joint working across the Chepstow Primary Alliance:

- At the time of the inspection, there are no plans to ensure the ongoing sustainable leadership of the school
- The many improvements to provision are recent and have yet to impact fully on improving pupils' standards; it is unclear if these improvements will be sustained given the unstable leadership positions at the school
- The governing body does not meet many of its statutory responsibilities and does not support and challenge the school effectively
- The school has made slow progress and recommendations from the previous inspection remain as areas for improvement

Recommendations

- R1 Secure, as a matter of urgency, the strategic leadership of the school
- R2 Raise pupils' standards in Welsh in key stage 2
- R3 Improve pupils' standards in writing at length
- R4 Ensure that the provision for developing pupils' skills is progressive and co-ordinated across the school.
- R5 Use teachers' ongoing assessments of what pupils can already do to challenge all pupils, especially the more able
- R6 Improve the effectiveness of the governing body

What happens next?

Significant improvement

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils enter the school with skills that are broadly in line with those found nationally. They make steady progress across the Foundation Phase. In key stage 2, until very recently, pupils' progress has slowed and over time, too many pupils have not reached the levels that they are capable of achieving. However, recently, pupils' progress has accelerated. The school tracking system and work in pupils' books show that many of the current pupils, especially those who are more able, are beginning to achieve improved standards. Pupils who attend the additional learning centre often make rapid progress from their individual starting points.

Across the school, most pupils are articulate and have a well-developed vocabulary. They express their thoughts and opinions clearly, for example when explaining how the eco-council has improved the school's carbon footprint.

In reading, in the Foundation Phase, most pupils make effective use of a range of strategies to work out unfamiliar words. They talk about what they read and their favourite authors confidently. By Year 6, most pupils read well and a majority enjoy reading for pleasure. They make sensible inferences from the text and predict what might happen next.

Most pupils in the Foundation Phase make phonetically plausible attempts at spelling, using their knowledge of the sounds that letters make. They write short phrases and passages using exciting and adventurous words. For example, pupils in Year 1 make good use of a simple thesaurus to describe a scary, moonlit castle. By Year 6, most pupils write well in a range of non-fiction genres. Many develop a neat, legible joined script and they spell appropriately. However, in both key stages, too many pupils do not develop sufficient stamina to write at length and achieve the higher than expected levels, both in English and in other areas of the curriculum.

In mathematics, many pupils attain the levels expected for their age. By Year 2, most pupils add and subtract two digit numbers and measure using metres and kilograms accurately. They solve simple problems involving money and time with confidence. By Year 6, most pupils calculate percentages and fractions with increasing accuracy. They understand negative numbers and simple algebra. More able pupils interpret co-ordinates in the four quadrants correctly and develop more advanced number skills. However, pupils' problem solving and investigational skills are underdeveloped. Although pupils use their numeracy skills appropriately in other subjects across the curriculum, such as in science, this is not at the same level that they achieve in mathematics lessons.

Most pupils use information and communication technology (ICT) suitably to communicate information, and they enjoy using a range of applications on the tablet computers. In Year 6, pupils create animations successfully and control programmable devices effectively. However, pupils' skills in using spreadsheets and databases are underdeveloped.

Pupils develop valuable independence skills. For example, adults encourage nursery pupils to organise themselves to go to the local supermarket with their teacher, to buy healthy snacks. In the forest school, Year 5 pupils work independently to create mud monsters and artwork in the style of Andy Goldsworthy, with the natural materials they gather.

In Welsh, pupils develop good oracy skills in the Foundation Phase. However, this progress slows in key stage 2 and pupils only use Welsh occasionally beyond their Welsh lessons. Many pupils read aloud in Welsh using correct pronunciation, but they do not always understand what they have read. Pupils make insufficient progress in writing in Welsh.

At the end of the Foundation Phase, pupils' standards in literacy at the expected outcome 5 place the school consistently in the higher 50% when compared with similar schools. In mathematical development, standards are more variable. In 2014, pupils' performance places the school in the higher 50% compared with similar schools, although in previous years standards have placed the school in the lower 50%. At the higher than expected outcomes at the end of Foundation Phase, pupils' standards in both English and mathematics vary considerably over time.

At the end of key stage 2, the standards pupils achieve at the expected and higher levels in English, mathematics and science over the last four years place the school consistently in the lower 50% or bottom 25% when compared with similar schools.

In both the Foundation Phase and key stage 2, at the higher than expected levels, girls perform better than boys over time. Pupils who are eligible for free school meals achieve less well than other pupils, especially at the higher than expected outcomes and levels.

Wellbeing: Good

Nearly all pupils have a good understanding how they can eat healthily and they recognise the importance of regular exercise. Many take part in the rich variety of extra-curricular and sporting clubs on offer, which enhance their wellbeing and enjoyment of school life.

Most pupils behave well, feel safe in school and know that there are specialist teaching assistants who they can talk to if they are upset or worried. Most pupils settle down quickly to work, remain on task for an appropriate amount of time and work well independently or together in pairs and groups.

A majority of pupils contribute to their own learning. Most have well-developed personal skills, and they are polite and courteous. The additional learning centre is successful in developing pupils' social skills, and their respect and understanding for each other.

Pupils help to make decisions as members of the school council and the eco council. The school council have surveyed their peers to find out the best resources for playtimes and the purchase of these has improved pupils' behaviour at break times. Eco council members monitor energy usage, meter readings and litter collections enthusiastically and as a result develop their understanding of saving energy effectively.

The school's recent focus on improving attendance has had a positive impact and attendance is now above the median when compared with similar schools. Most pupils arrive punctually for school.

Key Question 2: How good is provision?	Adequate
---	-----------------

Learning experiences: Unsatisfactory

Pupils enjoy the wide range of extra-curricular activities that many teachers provide, including residential trips and visits to the locality to support their learning. Pupils in the additional learning centre receive a curriculum that meets their individual needs well and includes a range of appropriate specialist therapies.

In the Foundation Phase and in the nursery in particular, teachers plan comprehensive activities that cover all of the required areas of learning well. However, work in pupils' books and teachers' planning shows that mainstream pupils in key stage 2 do not have full access to the national curriculum, for example in design technology, science, ICT and religious education. This means that the curriculum for these older pupils is too narrow and does not meet statutory requirements.

Teachers are beginning to plan to implement the Literacy and Numeracy Framework. However, their plans contain too few opportunities for pupils to write at length across the curriculum, especially in fiction genres. In addition, the opportunities to develop pupils' skills in the mainstream classes in literacy, numeracy and ICT are not co-ordinated or monitored well enough to ensure that all pupils receive consistently good and progressive provision.

Although all classes have regular Welsh lessons, teachers do not plan progressive opportunities for their pupils to learn and practise language patterns systematically, both orally and in written Welsh, particularly at key stage 2. Pupils across the school have limited opportunities to learn about the life and culture of Wales.

There is well-established provision for pupils to learn about sustainability. Their knowledge of fair trade helps them to understand the challenges that other countries face in the developing world.

Teaching: Adequate

Teachers know their pupils well and working relationships between pupils and their teachers are positive. On many occasions, teachers provide exciting activities for their pupils, such as the forest school provision. Many teachers manage pupils' behaviour effectively and encourage them to take an active part in their learning, for example through using talking partners to discuss their ideas. In the Foundation Phase, teachers make good use of teaching assistants to help pupils to learn. In key stage 2, although teaching assistants are effective in delivering interventions and small group work, during whole class sessions teachers do not always make the best use of their assistants' skills.

In general, teachers do not match the level of challenge closely enough to pupils' abilities, particularly for those who are more able. This is because they take insufficient account of assessments of what pupils can already do. As a result, pupils' books across the school show that on too many occasions, pupils of all abilities complete the same tasks with varying degrees of success.

Most teachers mark pupils' work regularly and give them positive feedback. Recent worthwhile training through the Chepstow Primary Alliance is helping teachers to assess pupils' work more accurately. The school provides suitable annual reports to parents.

Care, support and guidance: Good

The school has good provision in place to promote pupils' health and wellbeing, including their moral and spiritual development. There are many opportunities for pupils to develop their cultural awareness within and beyond the school day. For example, every child has the opportunity to learn a musical instrument. Teachers plan suitable experiences to help pupils develop their social skills well. The school makes appropriate arrangements for promoting healthy eating and drinking. Arrangements for safeguarding pupils meet requirements and give no cause for concern.

There are effective arrangements in place to identify pupils with additional learning needs. As a result of recent training, staff in mainstream classes provide well-tailored support and interventions. This helps these pupils to make good progress from their individual starting points. All staff review the support and outcomes thoroughly, and involve pupils and their parents in setting appropriately challenging targets to develop targeted pupils' skills and knowledge further.

The school make highly effective use of support and guidance from a wide range of specialist services, to provide positive outcomes for pupils and to develop provision in line with needs. For example, in the additional learning centre, pupils with complex needs receive beneficial bespoke support from occupational and multi-sensory services.

The specialist additional learning centre supports pupils with additional learning needs particularly well. The dedicated team of skilled, well-qualified and experienced staff know every pupil as an individual. They use a wide range of innovative support and intervention strategies to very good effect. The work of the centre is a strength of the school.

Learning environment: Good

The school has a well-embedded inclusive ethos that focuses on the needs of each pupil. Pupils support and care for each other well. Leaders promote pupils' respect for individual differences through the successful integration of pupils from the additional learning classes into all aspects of school life, including mainstream lessons and the annual sports day. Older pupils are proud to act as buddies on the playground and have learnt sign language in order to improve communication. This arrangement has a positive effect on the wellbeing of all pupils.

The accommodation is bright, airy and welcoming. The school offers a safe, secure place for pupils where they are free from harassment or intimidation. The school has a good range of specialised teaching areas including a recently re-furnished library. The considerable outdoor provision is attractive and offers valuable learning opportunities for all pupils. It includes an extensive forest schools area, Foundation Phase outside learning areas, climbing wall, bicycle storage and gardening provision. Adults use these areas to develop pupils' independence and social skills effectively.

Key Question 3: How good are leadership and management?	Unsatisfactory
--	-----------------------

Leadership: Unsatisfactory

The acting headteacher, deputy headteacher and executive head provide a much needed focus for the work of the school. In a short time, they have effectively improved pupils' standards and wellbeing.

Although there is currently an innovative leadership structure in place as part of the Chepstow Primary Alliance, in the recent past, there have been significant changes to the school's leadership. During this period of turbulence, the school was unsuccessful in identifying and sustaining improvement priorities and improving outcomes. As a result, roles and responsibilities lack clarity and this is a barrier to improving important areas that require change, for example in co-ordinating curriculum development across the school. At the time of the inspection, the sustainable leadership of the school and the future involvement of the alliance from the start of the 2015-2016 academic year are unclear.

The acting, temporary leadership is beginning to address longstanding priorities. Staff meetings and senior leaders' meetings currently have a better focus on agreed school improvement issues and many staff take forward identified actions appropriately. There is a recent and more robust monitoring system, which focuses appropriately on improving the quality of teaching and learning. However, it is too early to see the full impact of this monitoring in improving pupils' outcomes.

At present, governors receive detailed headteacher's reports, which inform them of the school's progress and improvement actions more effectively. A few governors have a close involvement with the day-to-day life of the school. However, the governing body does not meet important legislative requirements, such as reviewing and evaluating statutory policies on a regular basis. Members are not sufficiently involved in influencing key strategic decisions, for example in addressing the recommendations of the last inspection and this means that they fail to provide a sense of direction for the school. As a result, it is unclear how the school plans to build on and maintain the many beneficial changes and procedures introduced recently.

Improving quality: Unsatisfactory

The acting headteacher, together with the executive headteacher, is developing effective procedures for self-evaluation. In a short time, they have undertaken an appropriate focused range of monitoring which draws on first hand evidence. This is helping them to identify priorities and actions, particularly to improve the quality of teaching. The self-evaluation report presents a broadly accurate picture of the school's current strengths and areas for development. However, school improvement plans over recent years have repeated many of the same priorities, which remain as outstanding issues. As a result, the pace of improvement has been too slow.

Leaders are beginning to use performance data more purposefully to identify and plan for improvement, as evident in the very recent accelerated progress made by more able pupils. Acting senior leaders make effective use of reviews and reports from the regional consortium to develop their understanding of the school's strengths and areas for improvement. Work with other schools through the Chepstow Primary Alliance is supporting recent school improvements and is beginning to raise most teachers' expectations of what pupils can achieve. However, it is too early to see the full impact of these activities in improving outcomes, and future plans are fragile due to the uncertainties over leadership.

Recently the school has begun to address the recommendations of the last inspection. However, progress since 2009 has been too slow and a number of recommendations, for example improving Welsh and the challenge for more able pupils, remain as priorities for improvement.

Partnership working: Good

The school has a wide range of effective partnerships that make a positive contribution to the wellbeing of pupils. There is good support from the parent teacher association, which has enabled the purchase of many resources to improve the health and wellbeing of pupils. These include an outdoor classroom and a wildlife pond area. Parents appreciate the recent improvements in communication from the school, which help them to better support their children's learning.

Pupils participate in many activities within the locality of the school, including collecting food for the food bank and performing in the local community centre. This enriches pupils' understanding of their local community.

Close liaison with the local preschool groups benefits pupils entering the nursery and reception classes. Strong links with the local secondary school provide good opportunities for pupils to work collaboratively. Vulnerable pupils, for example from the additional learning centre, benefit from well-planned additional opportunities, which support for transition well.

There are good links with the local cluster of schools and the Chepstow Primary Alliance to share effective practices to improve outcomes for pupils. Teachers participate in professional learning communities, for example through a Dragon's Den initiative, which supports more able pupils' oracy and enterprise skills well.

Resource management: Adequate

The school has sufficient well-qualified and experienced staff, and leaders deploy them appropriately. There are suitable arrangements for teachers' planning, preparation and assessment time.

The school has an appropriate system of performance management for all staff. This year, teachers and teaching assistants have benefitted from professional development opportunities, for example through the Chepstow Primary Alliance. Their training links closely to the priorities within the current school improvement plan, and as a result, pupils' outcomes are improving. The acting headteacher receives effective mentoring support from the executive headteacher.

The headteacher and the governing body manage the school budget appropriately to meet the priorities in the school development plan and maintain a small surplus. The school makes suitable use of the pupil deprivation grant from the Welsh Government to improve outcomes for disadvantaged pupils and to enable them to take part in trips, visits and music lessons. This has a positive effect on raising their levels of wellbeing.

As a result of the adequate standards that pupils achieve and the overall quality of provision, particularly in relation to teaching and assessment, the school provides only adequate value for money.

Appendix 1: Commentary on performance data

6792228 - Pembroke Primary

Number of pupils on roll	275
Pupils eligible for free school meals (FSM) - 3 year average	27.0
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	31	32	33
Achieving the Foundation Phase indicator (FPI) (%)	83.9	75.0	87.9
Benchmark quartile	2	4	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	31	32	33
Achieving outcome 5+ (%)	87.1	90.6	87.9
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	16.1	31.3	24.2
Benchmark quartile	4	2	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	31	32	33
Achieving outcome 5+ (%)	83.9	84.4	87.9
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	12.9	25.0	18.2
Benchmark quartile	4	3	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	31	32	33
Achieving outcome 5+ (%)	87.1	81.3	87.9
Benchmark quartile	3	4	4
Achieving outcome 6+ (%)	25.8	31.3	75.8
Benchmark quartile	3	3	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.

6792228 - Pembroke Primary

Number of pupils on roll	275
Pupils eligible for free school meals (FSM) - 3 year average	27.0
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	23	29	28	29
Achieving the core subject indicator (CSI) (%)	69.6	72.4	78.6	72.4
Benchmark quartile	4	4	3	4
English				
Number of pupils in cohort	23	29	28	29
Achieving level 4+ (%)	73.9	75.9	82.1	72.4
Benchmark quartile	4	4	3	4
Achieving level 5+ (%)	21.7	17.2	25.0	24.1
Benchmark quartile	3	4	3	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	23	29	28	29
Achieving level 4+ (%)	69.6	75.9	85.7	79.3
Benchmark quartile	4	4	3	4
Achieving level 5+ (%)	8.7	17.2	21.4	24.1
Benchmark quartile	4	4	4	4
Science				
Number of pupils in cohort	23	29	28	29
Achieving level 4+ (%)	73.9	75.9	85.7	82.8
Benchmark quartile	4	4	3	4
Achieving level 5+ (%)	8.7	6.9	21.4	27.6
Benchmark quartile	4	4	3	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.	111		104 94%	7 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	109		93 85%	16 15%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	109		103 94%	6 6%	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	112		111 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.	110		107 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	101		93 92%	8 8%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	110		106 96%	4 4%	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.	111		103 93%	8 7%	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.	99		79 80%	20 20%	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.	111		107 96%	4 4%	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.	80		51 64%	29 36%	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	104		75 72%	29 28%	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.	46	32 70%	10 22%	4 9%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	45	36 80%	7 16%	1 2%	1 2%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	41	37 90%	2 5%	2 5%	0 0%	4	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	46	31 67%	12 26%	2 4%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	40	19 48%	16 40%	5 12%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	44	29 66%	11 25%	4 9%	0 0%	2	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	45	37 82%	8 18%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	41	22 54%	18 44%	1 2%	0 0%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	45	27 60%	12 27%	5 11%	1 2%	1	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	31 69%	10 22%	1 2%	3 7%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	45	33 73%	7 16%	3 7%	2 4%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	43	27 63%	13 30%	3 7%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	44	19 43%	19 43%	4 9%	2 5%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	46	29 63%	11 24%	2 4%	4 9%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	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 understand the school's procedure for dealing with complaints.	42	19 45%	13 31%	6 14%	4 10%	3	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.	41	28 68%	13 32%	0 0%	0 0%	4	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.	31	24 77%	5 16%	2 6%	0 0%	12	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.	46	31 67%	15 33%	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	30 67%	9 20%	2 4%	4 9%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Ms Fiona Arnison	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Mr Phillip Bowker	Team Inspector
Mrs Deirdre Emberson	Lay Inspector
Ms Margaret Erica Lonsdale	Peer Inspector
Mrs J Child	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.