



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

A report on

**Stepaside C.P. School
Carmarthen Road
Kilgetty
Pembrokeshire
SA68 0UG**

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.

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Context

Stepside Community Primary School is in the village of Kilgetty in Pembrokeshire local authority. It serves the local village and surrounding areas.

There are 148 pupils on roll aged from 3 to 11 years, including 14 nursery children. There are seven classes, one of which is mixed-age.

Nearly all pupils are white British and come from homes where English is the main language. Around 24% of pupils are eligible for free school meals, which is above the national average. The school identifies around 28% of pupils as having additional learning needs and this is also higher than the national average. Around 19% of pupils come from the traveller community.

The headteacher took up his post in January 2015. The school was last inspected in March 2012.

The individual school budget per pupil for Stepside Community Primary School in 2015-2016 means that the budget is £4,033 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,208 and the minimum is £3,454. Stepside Community Primary School is 34th out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Most pupils make appropriate progress
- Most pupils listen effectively in classes and to each other
- The majority of pupils apply their writing skills suitably across the curriculum
- Many pupils use their numeracy skills appropriately in other areas of learning
- Most pupils with additional learning needs make good progress towards achieving their individual targets
- Nearly all pupils behave well
- A very wide range of extra-curricular activities enrich the curriculum

However:

- Across the school, too few pupils read well enough
- The quality of pupils' spelling is variable across the school and the majority of pupils do not present their work neatly
- In key stage 2, many pupils do not produce a range of extended and independent writing
- Many pupils do not use Welsh sufficiently during the day
- The quality of teaching varies too much across the school
- Teachers do not consistently provide pupils with feedback that shows them how to take the next steps to improve their work

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher communicates a clear vision that focuses firmly on school improvement
- The headteacher leads very well by example and has introduced many new effective strategies
- Members of the senior management team support the headteacher effectively and contribute to a strong team ethos
- Leaders are tackling underperformance well and using relevant information about pupils' performance with increasing confidence
- The school has developed comprehensive self-evaluation procedures, which focus sharply on raising standards
- Governors support the school well and they are developing a greater awareness of the school's strengths and priorities for improvement
- The school works successfully with a range of partners to improve its provision

Recommendations

- R1 Raise standards in reading, writing and mathematics across the school
- R2 Raise standards in Welsh across the school
- R3 Improve the quality of teaching so that it consistently challenges pupils of all abilities
- R4 Strengthen assessment procedures and assessment for learning across the school
- R5 Improve pupils' attendance

What happens next?

The school will draw up an action plan that 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?

Adequate

Standards: Adequate

The majority of pupils enter the school with literacy and mathematical skills that are below and often well below those expected of pupils of a similar age. During their time in school, most make appropriate progress.

Throughout the school, most pupils listen effectively in classes and to each other. In the Foundation Phase, most speak clearly and ask pertinent questions of their teachers. In key stage 2, most pupils develop their speaking skills well and enjoy talking to adults.

In the Foundation Phase, many pupils read simple texts satisfactorily and use their phonic skills suitably to read unfamiliar words. Year 2 pupils begin to use expression when reading to adults. In key stage 2, the majority of pupils read materials appropriately, but they often do not read with enough expression. Across the school, too few pupils read challenging texts well enough or with a full enough understanding. A few more able pupils research factual books successfully to gather information for specific topics. However, the majority of pupils do not use their higher order reading skills effectively.

By the end of the Foundation Phase, many pupils develop their early writing skills appropriately. They produce short pieces of writing of suitable quality and by Year 2 pupils begin to use full stops and capital letters accurately. In key stage 2, many pupils make satisfactory progress in developing their writing skills. However, the accuracy of pupils' spelling is variable across the school and the majority of pupils do not present their work neatly. The majority of pupils apply their writing skills suitably in other subjects.

Standards in Welsh are improving. In the Foundation Phase, many pupils develop their Welsh oracy skills appropriately. In key stage 2, many understand simple phrases and sentences, but they are not always confident enough to respond to others and they use a restricted range of vocabulary. Many do not use Welsh sufficiently during the day. Many pupils' skills in reading and writing are developing appropriately.

In the Foundation Phase, many pupils develop sound numeracy skills. Many older pupils solve simple money problems. By the end of Year 2, most pupils compare and order numbers correctly. Many pupils continue to make steady progress in key stage 2. By the end of Year 6, many pupils carry out long multiplication and division processes successfully. They calculate perimeter and area correctly. However, their ability to answer number questions quickly and to use alternative strategies to reach correct answers is limited. They do not always present their work neatly and their problem-solving skills are at an early stage of development. On the whole, many pupils use their numeracy skills suitably in other areas of learning.

Over the last three years, at the end of the Foundation Phase, pupils' performance at the expected and higher outcomes in literacy and mathematical development has varied when compared with that of similar schools and there is no consistent pattern.

At the end of key stage 2, over the same period, at the expected level in English and mathematics, pupils' performance has generally placed the school in the higher 50% when compared with similar schools. However, pupils' performance at the higher level is more variable.

Most pupils with additional learning needs make good progress towards achieving their individual targets. However, pupils' independent skills do not develop well enough.

Pupils eligible for free school meals currently perform as well as other pupils at the expected level, but more able pupils do not always reach their potential.

Wellbeing: Adequate

Nearly all pupils are happy and enjoy attending school. They feel safe at the school and are confident that they can turn to anyone for support if necessary. Nearly all pupils have positive attitudes towards living, eating and drinking healthily.

Nearly all pupils behave well in lessons, as they move around the school and at playtimes. This is a notable strength of the school. Most show high levels of motivation and interest in their work. However, pupils' ability to improve their own learning is limited.

Pupils play an important part in school life and many enjoy taking responsibilities, for example as playground buddies and junior road safety officers. The school council is active in the school and organises activities to raise money for those in need. As a result, pupils develop a good sense of social responsibility.

Many pupils develop their social and life skills well and take part in a range of communal social and cultural events. For example, they visit residential homes and contribute to local fayres.

Over the past three years, pupils' attendance has placed the school below the average when compared with similar schools. The attendance of vulnerable pupils has improved considerably recently. Nearly all pupils attend school punctually.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide range of learning experiences that meet the requirements of the Foundation Phase, the National Curriculum and religious education. Teachers have recently reviewed and modified their long-term plans to incorporate the requirements of the National Literacy and Numeracy Framework effectively. They have adopted a new topic and skills-based approach, which is engaging pupils well. These plans provide increasing opportunities for pupils to

develop their literacy and numeracy skills across the curriculum. There are appropriate intervention programmes for targeted pupils to support the development of their basic skills. However, it is too early to see the full impact of this work in improving pupils' standards.

A very wide range of extra-curricular activities, including residential experiences, visitors, purposeful visits to various centres and school theatre productions, such as Shakespeare's Twelfth Night, enrich the curriculum and help to improve pupils' literacy skills.

There are increasing opportunities for pupils to develop their knowledge and understanding of Welsh. Staff provide good opportunities for pupils to learn about the history and culture of Wales through a variety of visits to places of interest, such as the Urdd centre at Llangrannog. Pupils also have good opportunities to participate in a range of cultural activities linked to St David's Day.

The school promotes education for sustainable development and global citizenship well. Pupils are actively encouraged to save water and power, to recycle and to live sustainably. There are good opportunities for pupils to gain an understanding of other countries and cultures. For example, pupils raise funds to support less fortunate children in other countries and they are actively involved in activities to promote fair trade.

Teaching: Adequate

Teachers establish positive working relationships with pupils and create a friendly and caring ethos in all classes. Many lessons have clear learning objectives and teachers encourage pupils to create their own success criteria. The majority of teachers question pupils skilfully and prepare a variety of stimulating activities to engage all pupils. Teaching assistants work well with staff and pupils in the delivery of lessons and in intervention groups.

However, the quality of teaching varies too much across the school. In a few classes, teachers do not have high enough expectations of what pupils can achieve and the tasks planned do not meet the needs of all pupils consistently, especially the more able. The pace of learning is not brisk enough and there are too few opportunities for pupils to work independently and to be responsible for aspects of their own learning.

Procedures to track pupils' progress across the school are developing appropriately. Teachers provide pupils with appropriate feedback about what they have done well, but they do not always identify the next steps that pupils need to take to improve their work. Teachers do not have a consistent approach to setting targets. Assessment for learning is developing slowly across the school.

Annual reports to parents meet statutory requirements. They provide useful information on pupils' achievements.

Care, support and guidance: Good

The school is a very supportive and caring community. Staff know pupils well and have high expectations of their behaviour. A comprehensive personal and social education programme and a purposeful range of learning experiences promote pupils' spiritual, moral, social and cultural development successfully.

There are appropriate arrangements for promoting healthy eating and drinking. All staff promote healthy living effectively, including the importance of taking regular exercise. Pupils have regular opportunities to take exercise in school and in the wide variety of extra-curricular sports clubs.

The school focuses well on promoting good attendance. Over the last year or so, the school has been very successful in engaging the traveller community and ensuring that traveller children attend school regularly.

Beneficial links with a range of specialist agencies and support services ensure that pupils have access to professional support when necessary. These include effective links with the speech and language services and the school nurse.

There are effective procedures to identify pupils' additional needs and to track and monitor the progress they make. Individual education plans identify clear targets and outline specific activities. Pupils and parents are involved fully in the process of producing and reviewing them.

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

Learning environment: Good

The school is a happy and welcoming community where adults and pupils treat each other with care and respect. The very strong emphasis on inclusion ensures that all pupils are treated equally and have an equal right to all aspects of the provision. There is a good emphasis on recognising, celebrating and respecting diversity.

The school is fully accessible. The spacious outdoor environment is stimulating and helps pupils to develop a range of skills, such as gardening. Foundation Phase pupils, in particular, benefit from an extensive outdoor learning area to extend their linguistic, numeracy and creative skills. The school buildings and grounds are safe and very well maintained.

There is a wide range of resources available to staff and pupils and they use these effectively to support learning. Attractive displays in classrooms and corridors celebrate pupils' achievements well.

Key Question 3: How good are leadership and management?

Good

Leadership: Good

Since his relatively recent appointment, the headteacher has communicated a clear vision that focuses firmly on school improvement. He has shared his values and high expectations successfully with staff, parents and the governing body and established important priorities for the development of the school.

The headteacher provides strong leadership and is a visible presence around the school. He has introduced many effective strategies, for example, to improve attendance and raise expectations. Other members of the senior management team support the headteacher well and contribute to a strong team ethos.

Leaders are tackling underperformance successfully and using relevant information about pupils' performance with increasing confidence. Regular staff and senior leadership team meetings focus on school priorities. All members of staff have clear responsibilities and up-to-date job descriptions and they undertake their duties well.

Governors fulfil their statutory duties competently. Under the purposeful guidance of the headteacher, they are developing a greater awareness of the school's strengths and priorities for improvement. Governors are becoming more involved in the formulation of the school development plan and their role as critical friends is developing well. They undertake their responsibilities with growing confidence and are increasingly involved in the day-to-day life of the school, for example through observing lessons and listening to learners.

The school addresses national and local priorities well, for example by improving the outdoor provision for the Foundation Phase and closing the gap for disadvantaged pupils.

Improving quality: Good

The headteacher has developed extensive and comprehensive self-evaluation procedures, which focus sharply on raising standards. He has revised monitoring procedures effectively to include lesson observations, scrutiny of pupils' books and rigorous use of data. All staff are fully involved in the process and the school takes good account of the views of governors, parents and pupils. The most recent monitoring cycle accurately identifies key areas for improvement. However, actions to improve these have had insufficient time to impact fully on the school's provision.

The self-evaluation report presents an accurate picture of the school. It is mainly evaluative and provides very sound judgements about standards, provision and the leadership of the school.

There are strong links between the findings of the self-evaluation process and the priorities in the school development plan. The development plan includes precise areas for improvement, and it identifies costs, timescales and responsibilities effectively. The success criteria are measurable and relate well to improvements in pupils' outcomes. Leaders and managers check progress against the development plan on a regular basis to evaluate the success of initiatives.

Partnership working: Good

The school works successfully with a range of partners to improve its provision. There are very good relationships with parents, who feel very welcome in school and know that their views and opinions are valued.

There are effective arrangements with the playgroup, which ensure good support for new pupils. Worthwhile links with the secondary schools ensure that pupils move smoothly to the next stage of their education. The school works well with local primary schools to ensure consistency when standardising and moderating pupils' work at the end of key stage 2.

There are successful partnerships with other health, social services and welfare groups. These include close links with other agencies that support the families of those pupils who are disadvantaged or may have additional needs. These partnerships help to enrich pupils' learning and wellbeing.

Strong links with the community provide worthwhile experiences for pupils. Pupils' achievements are celebrated regularly in the local press, and local residents regularly visit the school to assist with art and craft activities. Beneficial links with local businesses further enhance the school's provision and impact well on pupils' wellbeing.

Resource management: Adequate

The school has a suitable number of qualified staff to deliver the curriculum. All staff work well together as a team to provide a caring and stimulating learning environment for pupils. Support staff make a valuable contribution to pupils' learning and wellbeing.

There are appropriate arrangements for teachers' planning, preparation and assessment time. Improved performance management procedures are effective and meet statutory requirements. Targets are closely linked to school improvement priorities. Teachers work well in networks of professional practice to improve outdoor learning in the Foundation Phase and to raise standards in Welsh.

The school makes good use of the Pupil Deprivation Grant. There are improved systems to monitor the impact of funding and intervention programmes on targeted, disadvantaged pupils effectively.

The headteacher, with the support of the governing body, monitors the school's budget well and ensures that resources are matched closely to the priorities in the school development plan.

In view of pupils' standards, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6682260 - Stepside C. P. School

Number of pupils on roll	161
Pupils eligible for free school meals (FSM) - 3 year average	23.9
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	19	21	13	24
Achieving the Foundation Phase indicator (FPI) (%)	78.9	81.0	76.9	91.7
Benchmark quartile	3	3	4	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	19	21	13	24
Achieving outcome 5+ (%)	78.9	90.5	76.9	95.8
Benchmark quartile	3	2	4	1
Achieving outcome 6+ (%)	21.1	42.9	15.4	29.2
Benchmark quartile	3	1	4	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	19	21	13	24
Achieving outcome 5+ (%)	94.7	85.7	84.6	95.8
Benchmark quartile	2	3	3	2
Achieving outcome 6+ (%)	26.3	28.6	7.7	33.3
Benchmark quartile	2	2	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	19	21	13	24
Achieving outcome 5+ (%)	94.7	100.0	100.0	100.0
Benchmark quartile	2	1	1	1
Achieving outcome 6+ (%)	36.8	85.7	61.5	45.8
Benchmark quartile	2	1	1	3

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6682260 - Stepside C. P. School

Number of pupils on roll	161
Pupils eligible for free school meals (FSM) - 3 year average	23.9
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	14	12	30	26
Achieving the core subject indicator (CSI) (%)	85.7	91.7	90.0	92.3
Benchmark quartile	2	2	1	2
English				
Number of pupils in cohort	14	12	30	26
Achieving level 4+ (%)	85.7	91.7	90.0	92.3
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	35.7	50.0	43.3	30.8
Benchmark quartile	2	1	1	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	14	12	30	26
Achieving level 4+ (%)	85.7	91.7	93.3	96.2
Benchmark quartile	3	2	1	2
Achieving level 5+ (%)	*	*	56.7	42.3
Benchmark quartile	*	*	1	2
Science				
Number of pupils in cohort	14	12	30	26
Achieving level 4+ (%)	85.7	91.7	93.3	96.2
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	*	*	53.3	34.6
Benchmark quartile	*	*	1	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.	68		68 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	68		68 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	68		68 100%	0 0%	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	68		68 100%	0 0%	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.	68		68 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	68		68 100%	0 0%	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.	68		68 100%	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.	68		68 100%	0 0%	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.	68		68 100%	0 0%	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.	68		68 100%	0 0%	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.	68		68 100%	0 0%	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	68		68 100%	0 0%	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.	47	35 74%	12 26%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	47	40 85%	7 15%	0 0%	0 0%	0	Mae fy mhentyn 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.	47	35 74%	12 26%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	47	36 77%	11 23%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	47	31 66%	15 32%	1 2%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	46	33 72%	13 28%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	45	32 71%	13 29%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn 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.	46	28 61%	15 33%	2 4%	1 2%	1	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	33 73%	10 22%	2 4%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	47	34 72%	13 28%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	47	38 81%	8 17%	1 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	47	30 64%	16 34%	1 2%	0 0%	0	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.	47	26 55%	16 34%	5 11%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	47	32 68%	13 28%	2 4%	0 0%	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.	46	27 59%	14 30%	5 11%	0 0%	1	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%	16 36%	0 0%	0 0%	1	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.	41	18 44%	22 54%	1 2%	0 0%	5	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.	47	37 79%	10 21%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	46	28 61%	17 37%	1 2%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Dr David Gareth Evans	Reporting Inspector
Mrs Aileen Patricia Brindley	Team Inspector
Mr Matthew Evans	Lay Inspector
Mrs Buddug Mai Bates	Peer Inspector
Mr Paul Harries (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.