



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

A report on

**St Marks V.A.P. School
St Issells Avenue
Merlins Bridge
Haverfordwest
Pembrokeshire
SA61 1JX**

Date of inspection: March 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

St Mark's Voluntary Aided Church in Wales Primary School is in the village of Merlin's Bridge on the outskirts of Haverfordwest in Pembrokeshire. The school has 138 pupils on roll, including five full-time and 13 part-time nursery pupils. There are five mixed-year classes.

Around 42% of pupils are eligible for free school meals. This is well above the average for Wales of 19%. The school identifies 40% of pupils as having additional learning needs, which is much higher than the national average of 25%. Very few pupils have a statement of special educational needs and very few are in the care of the local authority. Nearly all pupils are of white British ethnicity and come from homes where English is the main language. Very few pupils speak Welsh at home.

The current headteacher took up her post in September 2014.

The individual school budget per pupil for St Mark's Voluntary Aided-Church in Wales Primary School in 2016-2017 means that the budget is £4,000 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,870 and the minimum is £3,427. St. Mark's Voluntary Aided Church in Wales Primary School is 36th 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	Adequate

Current performance

The school's current performance is adequate because:

- Most pupils achieve good standards in speaking, listening, reading and information and communication technology (ICT) from their starting points
- Most pupils make sound progress in developing their Welsh language skills
- By the end of key stage 2, nearly all pupils who are eligible for free school meals make suitable progress in line with other pupils
- Nearly all pupils behave well and are polite and courteous to each other
- Working relationships between staff and pupils are very good
- Teachers use an appropriate range of teaching approaches, which engage and motivate most pupils
- There are effective links with specialist agencies who support pupils with additional learning needs well
- The school provides an inclusive environment where nearly all pupils feel safe, secure and happy within its Christian ethos

However:

- Too many pupils have weaknesses in their writing skills and do not make suitable progress in mathematics and numeracy
- The school does not develop pupils' independent learning skills well enough, particularly in the Foundation Phase
- A minority of teachers do not have high enough expectations for pupil achievement
- Teachers' assessment of pupils' work is not always accurate enough
- Most teachers do not use the outcomes of assessment well enough to plan suitable work to meet the needs of all pupils, and pupils do not always know how to improve their work
- Attendance rates are below average when compared with those of similar schools

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision for the school based on a positive ethos that focuses well on improving pupils' standards and wellbeing
- The headteacher shows determination and resilience in taking forward improvements and addressing issues as they arise
- Staff have improved pupils' behaviour and reading successfully

- Leaders distribute responsibilities well between staff and they promote a strong team ethos
- Leaders have a sound understanding of most of the school's strengths and areas for improvement
- Governors provide strong support to the school and challenge leaders robustly
- Governors and leaders use grants effectively to improve the attainment of pupils who are eligible for free school meals
- The school has a wide range of beneficial partnerships that have a positive effect on pupils' wellbeing and standards

However:

- Too many recommendations from the last inspection remain as areas for improvement, including increasing challenge for pupils who are more able
- Important aspects of standards, the curriculum, teaching and assessment require improvement
- Arrangements for self-evaluation and school improvement planning do not always focus robustly enough on improving pupil outcomes

Recommendations

- R1 Improve the quality of pupils' writing, including spelling, punctuation and presentation
- R2 Raise standards in pupils' numeracy skills in mathematics lessons and across the curriculum
- R3 Improve pupils' attendance
- R4 Develop the provision for pupils' independent learning skills, particularly in the Foundation Phase
- R5 Improve the quality of teaching and teachers' use of assessment to meet the needs of all pupils
- R6 Ensure that the processes for self-evaluation and improvement planning focus robustly on improving pupil outcomes

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

When they enter the nursery, a majority of pupils have skills that are at the level expected for their age, but a minority have weak speaking skills. As they move through the school, many pupils make steady progress. By the end of Year 6, a majority of pupils achieve in line with their ability. Most pupils with additional learning needs achieve appropriate standards in relation to their starting points. Nearly all pupils who are eligible for free school achieve as well as other pupils. However, a minority of less able and more able pupils do not always achieve as well as they could.

In the Foundation Phase, many pupils develop their speaking and listening skills well and they concentrate for appropriate amounts of time. By Year 2, most pupils answer questions confidently and present their ideas competently. In key stage 2, most pupils listen carefully when others are speaking and they enjoy sharing their ideas with a partner. Many of them make suitable vocabulary choices to explain their reasoning, for example when comparing and contrasting the price of cars in a mathematics lesson. By the end of Year 6, most pupils talk and listen confidently in a range of situations, including those that are more formal. For instance, more able pupils in Year 6 put forward a convincing case for the defence in a mock court based on the Sea Empress oil spill.

By the end of Year 2, many pupils acquire a secure grasp of phonics that enables them to read texts appropriate for their age fluently. They begin to use inference suitably to make simple predictions about characters in stories. In key stage 2, most pupils read with increasing confidence, fluency and accuracy. They discuss their favourite books and authors successfully, including books they read at home. By Year 6, many pupils use their reading skills well to infer meaning from more challenging texts. However, a minority of pupils do not use reading skills, such as skimming and scanning, enough in their wider studies across the curriculum.

In the Foundation Phase, pupils undertake a suitable range of written tasks. They use a variety of sentence structures appropriate for their age, for instance when writing an invitation and a letter. However, the skills of clear letter formation and use of capital letters and full stops are weak in the writing of too many pupils. Many pupils' ability to write extended pieces independently is also limited. In key stage 2, pupils make appropriate progress in learning to write for different purposes. By Year 6, a very few pupils who are more able use imaginative vocabulary when writing stories and poems. For example, they use effective similes and metaphors to describe an evacuee's experience in the Second World War. However, the standards of written work of a minority of key stage 2 pupils in English lessons and in their work across the curriculum are relatively weak. Many pupils make errors when spelling common words and do not punctuate sentences accurately. Handwriting and the presentation of work are often untidy.

A majority of pupils make suitable progress in mathematics. By the end of Year 2, many pupils use mental recall of number facts to 10 to add or subtract larger numbers and they recognise half-turns, quarter turns and right angles. They present data in a tally chart and create a bar chart of their results successfully. However, many younger pupils do not develop suitable independence to record their work well enough on their own. In Year 3, many pupils solve mathematical problems using standard units in practical, real-life contexts well. For instance, pupils who are more able use scales independently to weigh ingredients accurately to the nearest 25 grams in order to make a 'cake' to feed birds in the school playground. By Year 6, many pupils use a variety of calculation methods appropriate for their age. However, their reasoning skills are at an early stage of development and they have a limited range of strategies for checking their work. Often, those pupils who are more able do not achieve highly enough. Nearly all pupils make limited use of their numeracy skills in other subjects.

Most pupils develop a wide variety of effective ICT skills that they apply well across the curriculum. Nursery and reception pupils access multimedia videos for their topic on 'vets' and create simple pictures using a drawing program. Older pupils use a good range of programs and applications to present and interpret information successfully. For example, in Year 4, pupils apply their Welsh language skills to collect and sort data and to create a bar chart. By Year 6, many pupils use coding programs well. They create their own content on an endangered animal species, which they add successfully to an internet page.

Across the school, most pupils make sound progress in developing their Welsh language skills. In the Foundation Phase, they answer simple questions and describe the weather using appropriate vocabulary. They respond to basic greetings and instructions well. By Year 6, many pupils use an increasing range of vocabulary and sentence patterns when speaking and writing, including in the past tense. For example, they write an effective book review of the story of Gelert. Overall, most pupils read known texts well with accurate pronunciation appropriate to their age and ability.

At the end of the Foundation Phase, over the past four years, pupils' performance has placed the school consistently in the top 25% at the expected outcome and usually in the top 25% at the higher outcome when compared with similar schools.

At the end of key stage 2, pupils' performance in the three core subjects at the expected level has tended to place the school in the top 25% of similar schools. At the higher level, pupils' performance in English and science has fluctuated greatly, but, in mathematics, pupils' performance has generally placed the school in the lower 50%.

Boys as a group tend to perform better in numeracy than girls at the higher outcome at the end of the Foundation Phase. In writing, girls outperform boys consistently at the expected level at the end of key stage 2. In the past two years, pupils eligible for free school meals have performed at least as well as other pupils in literacy and numeracy at the expected and higher levels at the end of key stage 2.

Wellbeing: Adequate

Nearly all pupils feel happy and secure in school and they know where to turn if they are upset or need support. Most pupils have a good understanding of how to keep themselves safe when using the internet.

Most pupils have positive attitudes towards keeping healthy and are knowledgeable about the benefits of an active lifestyle. For example, many pupils participate enthusiastically in sporting activities, such as running a mile a day.

Nearly all pupils behave well around the school and are polite and courteous. Most have a positive attitude to school life and are keen to learn. As a result, they work together effectively, settle quickly to tasks and concentrate well during lessons. However, most pupils' ability to know what they need to do to improve their work is limited. Instead, many pupils rely too heavily on adult support and reassurance. Consequently, their independent learning skills, particularly in the Foundation Phase, do not develop well enough.

Many pupils take an active role in the school community. The school council is particularly effective in influencing school life. For instance, pupils have improved the quality of playground equipment and recreational activities for all pupils. As a result, pupils' behaviour at break and lunchtimes has improved.

Pupils have a good understanding about why it is important to come to school and most pupils arrive on time. However, in the last three years, attendance levels have been below the average when compared with those in similar schools. The gap in attendance between pupils eligible for free school meals and other pupils is increasing. Persistent absenteeism by a very few pupils is too high.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides a suitable range of learning experiences that engage most pupils' interests successfully. Its medium-term plans generally identify appropriate knowledge and skills that pupils should develop as they move through the school. In the light of current National Curriculum developments, the school has recently introduced a new approach to planning. However, it does not currently demonstrate appropriate coverage of all areas of the curriculum.

The quality of the school's response to the requirements of the literacy and numeracy framework has varied. For instance, its planning ensures that pupils' oracy and reading skills are developing coherently across the school. However, teachers do not provide sufficient opportunities for pupils to apply their numeracy skills in a range of contexts or to develop their writing skills well enough. Across the school, planned activities to ensure that pupils develop their ICT skills systematically across a wide range of programs are effective.

The school provides a varied range of extra-curricular activities, led by staff and members of the parish, as well as visits to sporting and cultural venues. These experiences enrich pupils' learning and wellbeing successfully. However, pupils in the Foundation Phase do not always have enough opportunities to choose what and how they learn in order to develop their independent learning skills fully.

Provision to develop pupils' Welsh language skills is good. As a result, pupils speak Welsh with increasing confidence in formal and informal situations. The school promotes a strong sense of Welsh identity by celebrating important days and festivals, such as the eisteddfod. Pupils learn about the history, religion and culture of Wales during lessons and on visits to St Fagan's and St David's Cathedral.

The school offers beneficial opportunities to promote pupils' awareness of sustainability issues, for instance through recycling activities and an initiative to encourage pupils to cycle to school. Teachers plan valuable events to develop pupils' awareness of the role they play in society through charitable projects with the church. However, there are very few opportunities in the school curriculum for pupils to develop an understanding of their place as global citizens in a wider world.

Teaching: Adequate

There are strong working relationships between all adults and pupils and this helps to nurture a positive attitude towards learning among most pupils. All staff manage pupils' behaviour well. In most classes, teachers demonstrate sound subject knowledge and pupils' learning progresses at a suitable pace. Most teachers use questioning competently to help pupils to recall their previous learning and to assess their understanding. In many classes, teachers use an appropriate range of teaching approaches and resources that engage and motivate pupils successfully.

Teachers' use of assessment for learning strategies is developing suitably, including peer and self-assessment. In most classes, teachers write clear learning objectives and share success criteria appropriately with pupils. This helps pupils to understand how to be successful in their work and they are beginning to review their progress with developing confidence. Most teachers identify what pupils do well and give praise for pupils' efforts in their written comments. However, a majority do not provide feedback that focuses clearly enough on helping pupils to improve their work.

The school collects a wide range of information on pupil achievement, and leaders use this well to identify pupils who need extra help with their learning, for example to improve their speaking and reading skills. Most teachers and learning support assistants provide beneficial levels of support when pupils undertake tasks. However, many teachers do not make good enough use of assessment information to plan the next steps in pupils' learning or to adapt tasks to meet the different abilities of pupils. As a result, in most classes, pupils generally work on the same tasks too much and teachers do not have sufficiently high expectations for all pupils' achievement. This means that pupils who are less able often struggle to complete their work and there is a lack of challenge for the more able.

In a minority of cases, teacher assessments at the end of Year 2 and Year 6 are over generous and do not provide an accurate picture of pupils' achievements. The school keeps parents well informed about their children's wellbeing and progress through regular meetings and annual written reports.

Care, support and guidance: Good

The school is a caring, happy and safe community. The strong emphasis on teaching pupils about values develops their spiritual, moral, social and cultural awareness effectively. Acts of collective worship provide pupils with worthwhile opportunities to reflect upon their values and beliefs.

There are successful and consistent procedures to promote positive behaviour and nearly all pupils respond well to these. The school makes thorough arrangements for promoting healthy eating, drinking and wellbeing, for example through the 'Cook It' club, led by members of the parish, which enriches pupils' understanding of the importance of a healthy diet.

Pupils benefit strongly from the support of a wide range of external specialist agencies that enhance their education and wellbeing. The school identifies pupils who require additional support promptly and, as a result, pupils with behavioural needs often make good progress.

Provision for pupils with additional learning needs is good. The school has an effective screening process to identify pupils who are falling behind. Trained support staff deliver a purposeful range of interventions to help pupils to improve their literacy skills and to support their social and emotional welfare. For example, they provide beneficial opportunities for vulnerable pupils to talk to adults about their feelings and concerns. Parents and teachers meet regularly to review pupils' progress. However, a minority of teachers do not link pupils' classroom tasks well enough to the writing targets for writing in their individual development plans

There are purposeful arrangements to promote good attendance and punctuality, such as the appointment of a family liaison officer, but these measures have not had sufficient impact to increase pupil attendance to a suitable level compared with levels in other similar schools.

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

Learning environment: Adequate

The school is an inclusive community with a positive ethos. Staff treat all pupils with respect, regardless of gender, social background, race or faith. As a result, there is a clear emphasis on recognising, respecting and celebrating equality and diversity.

The school makes appropriate use of its accommodation to provide a welcoming learning environment. Classrooms are spacious and there are sufficient resources of good quality to meet pupils' learning needs, including ICT. However, displays in classrooms and corridors do not always stimulate learning or celebrate the achievements of pupils strongly enough.

Careful timetabling of the outdoor environment by the school ensures that there is enough space for pupils to take part in a range of physical activities. The grounds provide useful opportunities for learning, but practitioners in the Foundation Phase do not use the outdoor areas well enough to develop the full range of pupils' skills.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

The headteacher has a clear vision for the school that focuses well on improving pupils' standards and wellbeing. She has displayed a purposeful determination and resilience in taking forward improvements in the school and addressing issues as they have arisen. The deputy headteacher supports the headteacher effectively. Leaders have successfully created a school culture where there is a strong, purposeful team ethos.

Following a significant period of staffing instability, the school now has a coherent structure for distributing leadership and management roles among staff at a variety of levels. All teachers have a clear understanding of their roles and responsibilities in improving the quality of provision. Weekly staff meetings focus appropriately on areas for school improvement, including monitoring progress towards school targets. However, in general, staff are not always fully aware of weaknesses in pupils' performance, for instance in their writing skills.

The school responds appropriately to national and local priorities in many respects. For example, it has introduced effective strategies to improve outcomes for disadvantaged pupils and raised pupils' standards in the Welsh language. However, it has not paid enough attention to improving pupils' numeracy skills or to developing provision for pupils' independent learning in the Foundation Phase.

Governors know the school and the community it serves very well. They are clear about the school's priorities for improvement and they monitor progress towards targets suitably. The governing body supports the school strongly and challenges school leaders effectively in its role as a critical friend. Many governors are regular visitors to the school and their role in monitoring provision and pupil achievement is developing appropriately.

Improving quality: Adequate

Leaders use a suitable range of relevant first-hand evidence to inform self-evaluation. For instance, they evaluate the impact of support interventions on pupils' wellbeing effectively by listening to learners and their families, analysing data and carrying out observations. As a result, pupils' attitudes to learning and their behaviour show significant improvement. The headteacher monitors classroom provision regularly and has provided purposeful feedback to staff. This has helped to improve the quality of teaching throughout the school, often from a low base in a few classes.

Parents and pupils contribute suitably to the self-evaluation process and the school responds well to their views and suggestions. For example, this led to the provision of an early morning technology club for pupils who do not have access to computers

at home. Staff work collaboratively to monitor and to report regularly on standards of pupils' work. However, this information is not always accurate and staff do not always use it strategically enough to improve outcomes for pupils, for example in numeracy.

The self-evaluation report is a lengthy document that has merit in taking into account all stakeholders' views. However, it does not always focus sufficiently on the impact of the school's provision on pupils' standards or reflect sharply enough on the priorities for improvement that stem from self-evaluation activities.

Overall, the link between self-evaluation and priorities within the improvement plan is appropriate. The plan includes measurable success criteria and ensures allocation of sufficient funding to implement actions. Previous action planning has led to good improvements, for example in standards of pupils' reading. However, important priorities from the last inspection, such as improving the level of challenge for more able pupils and further developing assessment for learning, remain as current areas for improvement.

Partnership working: Good

There are good relationships with most parents, strengthened by the effective work of the school's family liaison officer. This means that nearly all parents feel well informed about their children's progress and are comfortable about approaching the school with suggestions or concerns. The school works effectively with charitable organisations to provide learning opportunities for vulnerable pupils and their families, as well as offering support to manage financial hardship.

The strong links with the church and local community promote pupils' learning and wellbeing effectively. For instance, pupils contribute well to many church events, such as baptisms and family services. They visit a local care home weekly to participate in a range of activities, such as craft, cookery and singing. Staff from a local bakery visit the school to teach pupils how to bake bread. These experiences are successful in developing pupils' life skills and their understanding of the value of being part of a community.

Leaders makes good use of available funding to enhance pupils' learning experiences effectively. For instance, the school shares transport costs with other local schools to enable pupils to participate in sporting tournaments and visit places of historical significance, such as St David's Cathedral. This means that the school provides well for pupils' health, cultural and spiritual development.

Transition arrangements for pupils entering the school nursery are effective. They include visits prior to entry and home visits from the nursery teacher. As a result, most pupils settle well into the nursery class. The school has sound arrangements to ensure that staff prepare pupils effectively for the transition to secondary school. For example, vulnerable pupils receive beneficial support from a youth leader and behaviour support manager prior to starting their new school.

Resource management: Adequate

Following a period of instability, there are enough suitably qualified teachers and teaching assistants for the school to meet the needs of the curriculum. Leaders deploy staff appropriately to make the most of their expertise and use performance management effectively to identify their training needs. Teachers and support staff have access to a wide range of professional learning opportunities that correspond to school priorities and individuals' personal needs. As a result, the school has successfully improved pupils' behaviour and reading skills. Arrangements for teachers' planning, preparation and assessment time are suitable.

The school is developing appropriately as a learning community, with teachers beginning to share good practice in teaching and learning. The recent joint working with local schools to implement a new planning framework is progressing suitably, although it is too early to measure its impact on pupil outcomes.

Leaders manage and monitor the budget efficiently. Spending decisions relate well to priorities for improvement. Leaders make effective use of the Pupil Deprivation Grant to improve outcomes for disadvantaged pupils through the provision of targeted intervention programmes, for example in literacy and wellbeing, which have raised standards of reading and pupils' self-esteem.

In view of the standards that pupils achieve and the overall quality of provision and leadership, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6683320 - St. Mark's V. A. School

Number of pupils on roll	138
Pupils eligible for free school meals (FSM) - 3 year average	42.7
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	22	19	15	15
Achieving the Foundation Phase indicator (FPI) (%)	95.5	89.5	93.3	93.3
Benchmark quartile	1	1	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	22	19	15	15
Achieving outcome 5+ (%)	95.5	89.5	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	22.7	36.8	33.3	33.3
Benchmark quartile	2	1	1	1
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	22	19	15	15
Achieving outcome 5+ (%)	100.0	100.0	93.3	93.3
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	31.8	31.6	20.0	33.3
Benchmark quartile	1	1	3	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	22	19	15	15
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	45.5	42.1	13.3	26.7
Benchmark quartile	2	2	4	4

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

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

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

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

6683320 - St. Mark's V. A. School

Number of pupils on roll 138
 Pupils eligible for free school meals (FSM) - 3 year average 42.7
 FSM band 5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	18	15	10	15
Achieving the core subject indicator (CSI) (%)	88.9	100.0	80.0	93.3
Benchmark quartile	1	1	3	1
English				
Number of pupils in cohort	18	15	10	15
Achieving level 4+ (%)	88.9	100.0	80.0	93.3
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	16.7	33.3	0.0	40.0
Benchmark quartile	4	2	4	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	18	15	10	15
Achieving level 4+ (%)	88.9	100.0	80.0	100.0
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	16.7	26.7	0.0	33.3
Benchmark quartile	4	3	4	2
Science				
Number of pupils in cohort	18	15	10	15
Achieving level 4+ (%)	100.0	100.0	80.0	100.0
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	33.3	20.0	0.0	40.0
Benchmark quartile	2	3	4	1

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.	69		68 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	69		68 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.	69		69 100%	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	69		67 97%	2 3%	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.	69		67 97%	2 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	67		63 94%	4 6%	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.	69		68 99%	1 1%	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.	69		68 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.	69		67 97%	2 3%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%	
I have enough books, equipment, and computers to do my work.	69		67 97%	2 3%	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.	66		57 86%	9 14%	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		65 96%	3 4%	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.	18	10 56%	4 22%	2 11%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	18	13 72%	2 11%	1 6%	0 0%	2	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	18	13 72%	4 22%	1 6%	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.	18	10 56%	7 39%	1 6%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	18	3 17%	12 67%	1 6%	2 11%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	18	12 67%	3 17%	1 6%	0 0%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	18	13 72%	4 22%	1 6%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	18	9 50%	9 50%	0 0%	0 0%	0	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	18	11 61%	4 22%	1 6%	0 0%	2	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.	18	12 67%	6 33%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	18	13 72%	2 11%	3 17%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	18	5 28%	6 33%	2 11%	3 17%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	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 am kept well informed about my child's progress.	18	10 56%	7 39%	1 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	18	12 67%	3 17%	1 6%	2 11%	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.	18	8 44%	7 39%	0 0%	0 0%	3	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.	18	10 56%	7 39%	1 6%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	18	8 44%	5 28%	2 11%	0 0%	3	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.	18	13 72%	4 22%	1 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	18	14 78%	1 6%	1 6%	2 11%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Elizabeth Barry	Reporting Inspector
Rhian Jones	Team Inspector
Terry James Davies	Lay Inspector
Catherine Patricia Mansell	Peer Inspector
Heather Cale	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.