



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

A report on

**Ysgol Gymunedol Croesgoch
Llanrhian Road
Croesgoch
Haverfordwest
Pembrokeshire
SA62 5JT**

Date of inspection: December 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

Ysgol Gymunedol Croesgoch is situated in the village of Croesgoch between St David's and Fishguard, in Pembrokeshire. It serves the village and the surrounding rural areas.

There are 108 pupils on roll, including eight part-time nursery pupils. The school has four mixed-age classes. Around 23% of pupils are eligible for free school meals, which is above the national average. About 23% of pupils have additional learning needs, which is below the national average, and very few pupils have a statement of special educational needs.

Nearly all pupils are of white British ethnicity. Around 28% of pupils speak Welsh at home and no pupils have English as an additional language. English is the main medium of the life and work of the school. Most pupils are taught Welsh as a second language, but the school states that around 9% learn Welsh as their first language.

The headteacher and deputy headteacher were absent from the school during the inspection. The local authority had brought in an acting executive headteacher to take charge of the school for nine, non-consecutive days in the period leading up to the inspection.

The headteacher was appointed to the post in September 2001 and the school was last inspected in June 2012.

The individual school budget per pupil for Ysgol Gymunedol Croesgoch in 2016-2017 means that the budget is £4,276 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,870 and the minimum is £3,247. Ysgol Gymunedol Croesgoch is 18th 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:

- Many pupils make sound progress from their starting points by the time they reach Year 6
- Most pupils have good speaking and listening skills
- Most pupils make good progress with their reading skills
- Pupils' information and communication technology (ICT) skills are developing well
- Most pupils with additional learning needs make good progress in line with their abilities
- Most pupils behave well during lessons, at lunchtimes and playtimes
- Nearly all pupils display positive attitudes towards their work

However:

- More able pupils do not achieve as well as they could
- Pupils' progress in writing varies too much
- Pupils do not apply their mathematical skills often enough and, as a result, many do not achieve as well as they could
- Pupils' skills in Welsh as a first or second language are not strong enough
- The quality of teaching varies too much from class to class
- Teachers' assessments do not always match the standards that pupils achieve in lessons and in their books

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher fosters good relationships between staff, parents and governors
- Leaders work effectively to create a positive, whole-school ethos in which pupils feel that they are supported well
- The school has successfully implemented the Foundation Phase and the Literacy and Numeracy Framework
- The self-evaluation report identifies correctly key priorities for improvement
- The school works effectively with a wide range of partners and this has a beneficial effect on pupils' learning and wellbeing

However:

- The school has introduced a number of suitable strategies to raise standards, but

it is too early to measure the full impact of these

- Governors have not developed their role as critical friends sufficiently
- Leaders do not identify shortcomings in teaching robustly, and procedures for feeding back identified shortcomings are not strong enough
- Not all staff are given suitable opportunities to contribute fully to self-evaluation procedures or to monitor progress

Recommendations

R1 Raise standards in writing, Welsh first and second language and mathematics across the school

R2 Plan more effectively for pupils learning Welsh as a first language to develop their Welsh literacy skills across the curriculum

R3 Improve the quality of teaching so that it provides suitable challenge to pupils of all abilities

R4 Improve marking, assessment and tracking processes to ensure the best outcomes for all pupils

R5 Strengthen the leadership skills of all staff and the role of governors as critical friends

R6 Improve the self-evaluation process so that it focuses sharply on raising standards for pupils

R7 Increase pupils' attendance

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

When they start school, many pupils have literacy, numeracy and social skills that are below those expected for their age. From their starting points, many pupils make sound progress by the time they reach Year 6. Most pupils with additional learning needs and those who are eligible for free school meals make good progress. More able pupils do not always achieve as well as they could.

Across the school, most pupils have good speaking and listening skills. In the Foundation Phase, many speak clearly about various topics of interest and engage confidently in conversations with their peers and adults. In key stage 2, most pupils express their opinions clearly and discuss aspects of their work using appropriate subject-specific vocabulary. Most listen well to the views of others and show respect for different points of view. The majority of pupils who learn Welsh as a first language develop their skills appropriately and use vocabulary that is suitable for their age and ability.

In the Foundation Phase, most pupils make good progress when learning to read. Most enjoy reading and, by Year 2, many read accurately and fluently, and discuss their favourite books well. In key stage 2, most pupils understand texts when reading in English and Welsh. They discuss their favourite authors and give specific reasons for their choices. A few older pupils do not always skim and scan texts effectively when retrieving information. Those learning Welsh as a first language read fluently and confidently in the Foundation Phase, but in key stage 2, they do not use higher order reading skills well when gleaning information about particular subjects.

Across the school, progress in writing varies too much. In the Foundation Phase, many pupils plan their writing appropriately and have a satisfactory understanding of the different purposes of writing. They develop their ideas using simple sentences. However, they do not write extensively enough across a range of genres. In key stage 2, the majority of pupils make sound progress in developing their writing skills and write for a satisfactory range of purposes. However, they do not always produce extended pieces of writing to a high enough standard. The majority of pupils do not apply their writing skills effectively across the curriculum. Many pupils are developing suitable handwriting and presentation skills. Most pupils learning Welsh as a first language develop their writing skills appropriately. However, they do not always write at length and worksheets limit their ability to write independently.

Many pupils who learn Welsh as a second language take part enthusiastically in Welsh activities and have positive attitudes towards learning the language. In the Foundation Phase, the majority develop generally appropriate Welsh language skills. By the end of key stage 2, the majority have a basic vocabulary and knowledge of simple sentence patterns. However, most do not have enough confidence to use their Welsh in more informal situations outside of designated lessons. Their reading and writing skills are adequate.

Most pupils in school develop appropriate numeracy skills. By Year 2, most count to 100 forwards and backwards correctly, begin to understand place value and the four rules of number. Many use standard units of measurement accurately. Many know the names and properties of various two- and three-dimensional shapes, use different combinations of money to one pound and gather data successfully in a variety of forms. By Year 6, many pupils understand the relationship between decimals, fractions and percentages. Most pupils, especially the more able, develop a suitable range of mental strategies to reach correct answers. They participate enthusiastically in problem-solving activities, which often relate to real-life situations. For example, they calculate the possible number of golf shots required to reach a particular hole based on set criteria. However, in both key stages, pupils do not apply their numeracy skills well enough across the curriculum. As a result, many do not achieve as well as they could.

In the Foundation Phase, many pupils use word-processing skills well to write and retell stories. Many use ICT to handle data appropriately, creating simple graphs to show the frequency of different eye colours in the class. Most use ICT programmes successfully to practise reading and number skills, for example when labelling the skeleton and ordering numbers. Most control programmable toys successfully to create 2D shapes.

By Year 6, many pupils have a good range of ICT skills which they use successfully in areas across the curriculum. Many use spreadsheets and create graphs effectively, for example, when they investigate how fast different seeds grow and they record their growth over a number of weeks. Many pupils use suitable programmes to gather and present information effectively for different audiences and purposes. All have a sound understanding of e-safety.

Due to the small numbers of pupils in each year group, the school's performance data is unreliable.

At the end of the Foundation Phase over the last four years, pupils' performance at the expected outcome in literacy and mathematical development has varied in comparison with that of similar schools, although performance at the expected outcome in Welsh literacy skills has generally been in the top 25%. At the higher outcome, pupils' performance has generally placed the school in the lower 50% or bottom 25% compared to similar schools.

At the end of key stage 2, over the same period, pupils' performance at the expected and higher levels in English, Welsh, mathematics and science has also varied when compared to that of similar schools, although it has usually been in the lower 50% or bottom 25%.

Wellbeing: Adequate

Nearly all pupils feel happy, safe and secure in school and know whom to turn to if they need help or support. Nearly all pupils enjoy school and understand the benefits of exercise and a healthy lifestyle.

Most pupils behave well during lessons, and at lunchtimes and playtimes. They move around the school calmly and are very courteous and polite. They show

respect towards each other, staff and visitors. Nearly all pupils display positive attitudes towards their work and sustain concentration well. They are enthusiastic learners who contribute well in lessons.

Most pupils develop effective social and life skills. They have a strong sense of belonging to their community and undertake a range of responsibilities. The school council is very active and promotes pupils' rights successfully. Pupils make purposeful decisions about their learning, for example they prepare mind maps at the beginning of every term and develop a school ICT vision statement.

Pupils are active in supporting many charities, such as Children in Need, which raises their awareness of local and wider issues.

Over the last four years, attendance levels have fallen from the higher 50% to the bottom 25% when compared with those of similar schools. Most pupils arrive punctually for the start of the school day.

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

The school provides appropriate learning experiences that meet the requirements of the Foundation Phase, the National Curriculum, the Literacy and Numeracy Framework and the agreed syllabus for religious education. However, teachers do not provide enough opportunities for pupils to apply their literacy and numeracy skills across other subject areas. Across the school, the inappropriate use of worksheets often inhibits pupils' extended writing skills. Planning to develop pupils' ICT skills is good.

The school provides a wide range of extra-curricular activities to promote pupils' learning, for example the film, cooking and sporting clubs.

The school makes mainly appropriate provision for pupils learning Welsh as a second language. However, opportunities to develop the skills of pupils learning Welsh as a first language are not planned well enough and the work does not always meet their needs appropriately. There are suitable opportunities for pupils to practise their agreed language patterns daily. However, these do not always help pupils to develop their learning progressively and there are too few opportunities for pupils to use the language outside of Welsh lessons. Staff plan a wide range of engaging activities to promote pupils' understanding of their Welsh heritage and culture, for example visits to important places of interest, such as St David's Cathedral and Castell Henllys, and many opportunities to produce stimulating projects on local history.

The school plans effectively to develop pupils' understanding of global citizenship. Pupils have many opportunities to raise money for a number of charities and to participate in various cultural days. There are good links with countries such as Lesotho and Germany. The school's work on sustainability has a positive impact on pupils' understanding of environmental issues. The eco committee contributes purposefully to recycling and conserving water.

Teaching: Adequate

The relationships that exist between adults and pupils in all classes create a friendly and caring ethos. In many classes, teachers introduce learning objectives clearly and promote pupils' behaviour well. Teachers have good subject knowledge and presentations are lively and purposeful. Staff provide suitable opportunities for pupils to discuss their views and they use open-ended questions to improve pupils' learning. However, the quality of teaching varies too much from class to class. In the few less effective classes, the pace of lessons is often quite slow, activities do not challenge pupils successfully, expectations are not high enough and teachers tend to rely too heavily on the use of worksheets that do not extend pupils well enough. Although teaching assistants are effective in delivering interventions and small group work, teachers do not always make the best use of their assistants during whole-class sessions.

In the best practice, teachers help pupils to understand what they need to do to improve their work. Assessment for learning strategies are developing well, but they are not applied consistently across the school. Opportunities for pupils to evaluate their own progress and that of their peers are developing appropriately.

Teachers use the school's tracking system suitably to identify pupils' progress. However, the process does not always reflect accurately the standards that pupils achieve. As a result, teachers' assessments do not always correspond to the standards that pupils achieve in lessons and in workbooks.

Reports to parents meet statutory requirements. They provide useful information on pupils' achievements and suitable targets for improving various aspects of pupils' literacy and numeracy skills.

Care, support and guidance: Good

High quality care, support and guidance are at the heart of the school's provision. The school is successful in encouraging pupils to develop a shared sense of values, including respect for others. Members of staff introduce these values sensitively in assemblies and reinforce them around the school.

There are appropriate arrangements for promoting healthy eating and drinking. Staff encourage pupils to take regular exercise and to be active on the yard. The provision for pupils' spiritual, moral, social and cultural development is effective. The school provides worthwhile opportunities for pupils to develop their spirituality, for example through reflective assemblies and meaningful studies of world religions.

The school makes effective use of a range of specialised agencies, such as the speech and language service, which provide support and guidance for pupils.

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

The school has a clear system for identifying pupils who may require additional support. Members of staff recognise these pupils' needs early and implement a programme of highly effective intervention strategies which they monitor carefully. Teachers include parents and pupils effectively in the process of setting and reviewing individual education plans. Teaching assistants provide good support for groups and individuals. This has a positive impact on pupils' progress.

Learning environment: Good

Croesgoch School has a caring, welcoming ethos that promotes equality and respect between pupils and staff successfully. All pupils have equal access to the various aspects of the school's life and work. The school provides a good range of interesting visits and activities that promote pupils' understanding of children's rights, for example, it participates in local citizenship activities. There are clear policies and procedures in place to maintain and improve attendance and to deal with any unacceptable behaviour.

Classrooms are organised well and provide a stimulating environment for pupils. Around the school, colourful displays on the walls and corridors celebrate pupils' achievements and awards. There are purposeful reading areas with good quality resources and books. The school has an appropriate range of ICT equipment and staff encourage pupils to make good use of quick response codes (QR).

The outdoor provision is good and staff and pupils use it well. Playground spaces are suitable and support a variety of physical activities and play. The buildings are well maintained. The school site is secure and safe.

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

The headteacher fosters positive relationships between staff, parents and governors. During the absence of the head teacher and deputy head teacher, the acting executive head teacher has quickly gained a good understanding of the school's strengths and areas for development. She has shared her high expectations successfully with members of staff and implemented an action plan to support staff members during preparation for the inspection.

Leaders work effectively to create a positive, whole-school ethos in which pupils feel that they are supported well. This has a positive impact on standards of pupils' wellbeing. The senior management team meets to discuss day-to-day matters and issues concerning school improvement. However, leaders do not always focus sharply enough on specific areas that need to be improved. The senior management team has introduced a number of strategies to raise standards, but it is too early to measure the full impact of these.

The governing body is very supportive of the school and has a sound knowledge of its performance. Recently, governors have been undertaking learning walks and this strengthens their understanding of the school's standards and priorities. However, over time, the governing body has not contributed effectively to setting a strategic direction for the school and governors have not developed their role as critical friends sufficiently.

The school's strategic priorities are appropriate and link well with local and national priorities. For example, the school has successfully implemented the Foundation Phase and the Literacy and Numeracy Framework.

Improving quality: Adequate

The self-evaluation report identifies correctly a number of priorities for improvement, such as the need to challenge more able pupils and to improve pupils' performance at the higher levels. However, leaders do not identify shortcomings in teaching robustly and the school does not have strong enough procedures for feeding back identified shortcomings and ensuring that staff act on them consistently.

The school development plan identifies many appropriate priorities for school improvement. For example, recent actions to improve pupils' numeracy and reading skills are having an impact on pupils' progress. The school development plan indicates timescales, costs and the roles of key persons. However, actions occasionally lack robust success criteria to enable leaders to measure the impact of progress accurately. There are appropriate links between the outcomes of the self-evaluation report and the priorities in the school development plan.

Self-evaluation arrangements take appropriate account of data analysis, lesson monitoring and scrutinising books. Leaders contribute appropriately to the school's self-evaluation procedures, although staff are not always included fully in the process. Parents and governors do not have formal opportunities to contribute to the self-evaluation process.

The school has not responded fully to a few of the recommendations from the previous inspection.

Partnership working: Good

The school works effectively with a wide range of partners and this has a beneficial effect on pupils' learning and wellbeing. The partnership with parents is a strong feature of the school. Parents are very supportive of the school and appreciate the regular information they receive about their children's progress. There is an active parent-teacher association, which raises substantial funds for the school.

The school occupies a central place in the community. For example, there are very strong links with the local churches and pupils regularly participate in concerts and events throughout the year. The local minister and vicar visit the school regularly to lead collective worship. The community police officer often visits to lead sessions on e-safety and cyber-bullying and this enriches pupils' understanding of how to stay safe.

The school has successful partnerships with the local receiving secondary schools and its cluster primary schools. Regular meetings take place, for example to standardise and moderate pupils' work in the core subjects and Welsh. There are effective transition arrangements for pupils moving from Year 6 to their chosen secondary school. This is supporting improved levels of achievement by pupils.

There is a wide range of beneficial partnerships between the school and other agencies, such as the local authority, businesses and heritage societies. For example, the school recently took part in a national project to celebrate local heritages and historical events and was successful in winning a prestigious award as a result.

Resource management: Adequate

The school has a sufficient number of suitably qualified staff to deliver the curriculum. Leaders deploy staff purposefully to make the best use of their skills and teachers' expertise is used suitably to enrich aspects of the curriculum, for example in such areas as mathematics and science.

Arrangements for teachers' planning, preparation and assessment time are appropriate. As a result of the performance management process, teachers and support staff have access to a wide range of appropriate training opportunities that correspond to school priorities and individuals' personal needs. The school is not currently involved in any networks of professional practice and, as a result, staff do not have enough opportunities to work with or share good practice with other professionals.

The headteacher and governors monitor expenditure appropriately. They are currently working with the local authority's finance officers to make the best use of future funding. The school makes purposeful use of the pupil deprivation grant to improve the literacy and numeracy skills and wellbeing of targeted pupils.

In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6682270 - Ysgol Gymunedol Croesgoch

Number of pupils on roll	120
Pupils eligible for free school meals (FSM) - 3 year average	14.2
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	16	8	22	10
Achieving the Foundation Phase indicator (FPI) (%)	87.5	87.5	81.8	90.0
Benchmark quartile	2	3	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	15	7	20	10
Achieving outcome 5+ (%)	93.3	85.7	85.0	90.0
Benchmark quartile	2	4	4	3
Achieving outcome 6+ (%)	26.7	28.6	30.0	30.0
Benchmark quartile	3	3	4	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	1	1	2	*
Achieving outcome 5+ (%)	100.0	100.0	100.0	*
Benchmark quartile	1	1	1	*
Achieving outcome 6+ (%)	0.0	0.0	0.0	*
Benchmark quartile	4	4	4	*
Mathematical development (MDT)				
Number of pupils in cohort	16	8	22	10
Achieving outcome 5+ (%)	93.8	87.5	86.4	90.0
Benchmark quartile	2	4	4	3
Achieving outcome 6+ (%)	18.8	25.0	27.3	20.0
Benchmark quartile	4	3	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	16	8	22	10
Achieving outcome 5+ (%)	93.8	87.5	86.4	100.0
Benchmark quartile	3	4	4	1
Achieving outcome 6+ (%)	25.0	37.5	27.3	50.0
Benchmark quartile	4	4	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.

6682270 - Ysgol Gymunedol Croesgoch

Number of pupils on roll	120
Pupils eligible for free school meals (FSM) - 3 year average	14.2
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	18	13	12	15
Achieving the core subject indicator (CSI) (%)	88.9	100.0	83.3	86.7
Benchmark quartile	3	1	4	4
English				
Number of pupils in cohort	18	13	12	15
Achieving level 4+ (%)	88.9	100.0	91.7	93.3
Benchmark quartile	3	1	3	3
Achieving level 5+ (%)	38.9	30.8	33.3	40.0
Benchmark quartile	2	4	4	3
Welsh first language				
Number of pupils in cohort	*	1	*	2
Achieving level 4+ (%)	*	0.0	*	100.0
Benchmark quartile	*	4	*	1
Achieving level 5+ (%)	*	0.0	*	0.0
Benchmark quartile	*	4	*	4
Mathematics				
Number of pupils in cohort	18	13	12	15
Achieving level 4+ (%)	88.9	100.0	83.3	86.7
Benchmark quartile	3	1	4	4
Achieving level 5+ (%)	38.9	30.8	25.0	40.0
Benchmark quartile	2	4	4	3
Science				
Number of pupils in cohort	18	13	12	15
Achieving level 4+ (%)	88.9	100.0	91.7	86.7
Benchmark quartile	4	1	4	4
Achieving level 5+ (%)	38.9	38.5	33.3	40.0
Benchmark quartile	2	3	4	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.	55		55 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	55		55 100%	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.	55		55 100%	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	55		55 100%	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.	55		55 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	50		48 96%	2 4%	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.	55		55 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	55		55 100%	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.	51		46 90%	5 10%	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.	55		55 100%	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.	37		19 51%	18 49%	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	53		53 100%	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.	31	20 65%	10 32%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	31	23 74%	8 26%	0 0%	0 0%	0	Mae fy mhleintyn 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.	31	24 77%	7 23%	0 0%	0 0%	0	Cafodd fy mhleintyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	30	17 57%	11 37%	2 7%	0 0%	1	Mae fy mhleintyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	29	14 48%	15 52%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	28	14 50%	12 43%	2 7%	0 0%	3	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	30	22 73%	7 23%	1 3%	0 0%	1	Mae'r staff yn disgwyl i fy mhleintyn 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.	24	10 42%	9 38%	5 21%	0 0%	6	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhleintyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	30	18 60%	10 33%	1 3%	1 3%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	18 60%	12 40%	0 0%	0 0%	1	Caiff fy mhleintyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	31	23 74%	8 26%	0 0%	0 0%	0	Mae fy mhleintyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	24	16 67%	7 29%	1 4%	0 0%	6	Mae fy mhleintyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	29	17 59%	8 28%	4 14%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhleintyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	30	24 80%	6 20%	0 0%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	30	22 73%	7 23%	1 3%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	30	20 67%	9 30%	0 0%	1 3%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	21	15 71%	4 19%	1 5%	1 5%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	31	18 58%	10 32%	2 6%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	26	20 77%	6 23%	0 0%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Gareth Evans	Reporting Inspector
Kenneth Davies	Team Inspector
Jeffrey Davies	Lay Inspector
Mair Potter	Peer Inspector
Wendy Raymond	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.