A report on

**Broad Haven C.P. School
Webbs Hill
Broad Haven
Haverfordwest
Pembrokeshire
SA62 3JT**

Date of inspection: November 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 15/01/2016

Context

Broad Haven Primary School is in the coastal village of Broad Haven in Pembrokeshire local authority. It serves the seaside villages of Broad Haven and Little Haven, and villages in the rural area towards Haverfordwest. There are currently 114 pupils on roll, including nine who attend the part-time nursery. There is a high degree of transience in the school roll. There are five classes, each of which contains pupils from more-than-one year group. Nearly all pupils are of white British ethnicity. A very few pupils speak Welsh at home. Around 8% of pupils are eligible for free school meals, which is well below the national average of 20%. The school identifies 17% of pupils as having additional learning needs, which is below the national average of 25%.

The acting headteacher took up his post in April 2015. The school's last inspection was in October 2009.

The individual school budget per pupil for Broad Haven C.P. School in 2015-2016 means that the budget is £3,965 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,208 and the minimum is £3,454. Broad Haven C.P. School is 39th out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's performance is good because:

- Most pupils make good progress during their time at the school
- Standards of pupils' wellbeing are high
- Pupils have a strong voice in the life of the school
- The curriculum provides a broad range of stimulating and engaging learning experiences
- Provision for pupils in the Foundation Phase is of high quality
- Most teaching is effective
- The quality of care, support and guidance is high
- The school provides a safe, enriching and vibrant learning environment in which most pupils thrive

However:

- Rates of attendance do not compare favourably with those in similar schools

Prospects for improvement

The school's prospects for improvement are good because:

- School leaders share a clear vision and are committed to improving pupils' attainment
- Self-evaluation procedures identify areas for improvement accurately
- The school development plan is useful and includes suitable actions for securing improvement
- The school benefits from close partnerships with parents and the community that contribute significantly to pupils' wellbeing
- The school manages its resources carefully and provides good value for money

Recommendations

R1 Improve the relative attainment of boys compared to that of girls

R2 Increase rates of attendance

R3 Ensure that pupils in key stage 2 are challenged more consistently

What happens next?

The school will draw up an action plan, which 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?	Good

Standards: Good

Most pupils enter the school with skill levels that are broadly in line with those expected of pupils of a similar age. During their time in school, most make good progress.

Throughout the school, most pupils have good listening skills. Many older pupils use eye contact and body language well to indicate that they are listening actively. They share ideas well in classes and respect each other's viewpoints.

By the end of the Foundation Phase, most pupils speak clearly and confidently. They discuss their work sensibly, choosing their words carefully and including appropriate details. Throughout key stage 2, many develop their speaking well, becoming confident and articulate. They give considered opinions on a range of subjects and reflect sensitively on the subject of Remembrance Day.

Most pupils in the Foundation Phase develop their reading skills successfully. Younger pupils handle books appropriately and talk about what is happening in pictures. They acquire a sound understanding of the relationship between letters and sounds, and know that sounds combine to make words. By the end of the Foundation Phase, most pupils read well for their age. They use their phonic knowledge confidently to decode unfamiliar words, recall the main events of a story and locate specific information to answer questions.

By the end of key stage 2, most pupils read fluently and with expression. They show a good understanding of what they have read and a majority infer the meaning of unfamiliar words from the words around them. Many use higher-order skills effectively when seeking information from non-fiction books and other sources. For example, they read and interpret old newspaper cuttings to compile biographical details of servicemen whose names are inscribed on the local war memorial.

In the Foundation Phase, most pupils grip pencils correctly and develop a clear and legible writing style. Most make good progress in developing their writing skills. They use imaginative vocabulary and write in appropriately punctuated sentences. Most spell words correctly, or make plausible approximations. Most write well in a broad range of styles across the curriculum. For example, they write colourful poems about autumn, recount journeys from their holidays, and write letters and imaginative stories.

In key stage 2, many pupils write for a good range of purposes, using complex sentences frequently. They use appropriate punctuation and use adverbs and similes to make their writing more interesting. They spell most words correctly. Many pupils in key stage 2 use their writing skills successfully across the curriculum. For example, they use persuasive writing techniques effectively to complain about the length of playtimes, and produce informative leaflets about the rainforest. By Year 6, most pupils write neatly in a cursive style, with consistent letter size and even spacing.

In the Foundation Phase, many pupils make good progress in developing their numeracy skills. By the end of Year 2, they read, write and order three-digit numbers correctly and explain that a digit's place in a number signifies its value. They add and subtract carefully and use a variety of strategies to help them to multiply two numbers. Most pupils in key stage 2 continue to develop numeracy skills well. They choose the most appropriate strategy to divide and multiply numbers and understand the relationship between decimals and fractions. They describe flat and solid shapes by referring to their properties, and practise a good range of techniques for collecting and presenting data in charts and graphs.

Throughout the school, many pupils apply their numeracy skills effectively across the curriculum. In the Foundation Phase, pupils use their own, non-standard measures to compare their body sizes. They choose how to measure a route around the outdoor learning area and sort daffodils into equal bunches. Many older pupils solve complex problems methodically. For example, they calculate the amount of water used for a range of purposes in their homes and use bar, line and pie charts to explain their findings clearly. In science, they model the depth to which a high diver would plunge, depending on the height from which he started. In their history project, they perform calculations based on the value of various ration coupons during the Second World War.

Most pupils with additional learning needs benefit from the support they receive and make good progress towards their personal targets.

Many pupils make good progress in learning the Welsh language. In the Foundation Phase, most know the Welsh words for numbers, colours and the weather. Pupils continue to increase their vocabulary suitably during key stage 2. They speak and write sentences about their likes and dislikes. By the end of key stage 2, many pupils write regularly in Welsh, using present and past tenses to ask and answer questions about Broad Haven.

Overall, the standard of work seen in pupils' books and in classes is higher than the published data suggests. For the past three years, pupils' attainment in the Foundation Phase at the expected outcome in literacy and mathematical development has placed the school in the lower 50% or bottom 25% when compared with similar schools. Comparison with similar schools places pupils' attainment at the higher-than-expected outcome between the bottom 25% and top 25%.

Pupils' attainment at the expected level in key stage 2 in English, mathematics and science over the past four years has fluctuated, moving the school between the top 25% and the bottom 25%, when compared with similar schools. In the majority of instances, attainment places the school in the lower 50%. Compared with similar schools, attainment at the higher-than-expected level has varied, moving the school between the bottom 25% and the upper 50%.

The number of pupils at the end of the Foundation Phase and key stage 2 who are eligible for free school meals is very small. This makes comparison of their performance with that of other pupils unreliable. Boys generally achieve less well than girls. For the past two years, boys' relative under-attainment has been particularly conspicuous in key stage 2.

Wellbeing: Adequate

Nearly all pupils have positive attitudes to healthy living. They understand clearly the importance of making healthy choices in relation to food and drink and the need to take regular exercise. Nearly all pupils feel safe in school and are confident that staff will deal promptly with any incidents that might occur. They know how to stay safe when using the internet.

Nearly all pupils behave well in lessons and around the school. They are considerate and courteous and relate well to each other and to adults. Most pupils are well motivated and eager to succeed. They co-operate effectively with one another in their lessons and most work well independently and under the direction of adults.

Attendance figures in three of the past four years have placed the school in the lower 50% when compared with similar schools. However, attendance is gradually improving and unverified attendance for the past year is above 95%.

Pupil voice is strong in the school. There is an established school council and eco-committee and members are clear about their roles and responsibilities and take them seriously. They take an active role in decision-making. For example, they have contributed to the development of a number of the school's policies, including those concerning food, fitness and hygiene. They have implemented the playground buddy system, which supports the emotional wellbeing of pupils who are less confident. Many pupils contribute effectively to making choices about what they learn, through topic planning activities in class.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of engaging learning experiences that meets the needs of many pupils. The school's curriculum is broad and balanced and meets requirements. Provision for the Foundation Phase is of high quality. The Welsh dimension features prominently in the curriculum, and includes interesting extra-curricular activities, trips and visitors to the school. For example, pupils recently visited an iron-age fort that provided them with an exciting stimulus to develop their writing skills.

Teachers' planning for the development of literacy, numeracy and information and communication technology (ICT) is effective and builds systematically on pupils' previous learning. It reflects the requirements of the National Literacy and Numeracy Framework. Staff provide pupils with valuable opportunities to develop skills effectively in relevant contexts across the curriculum.

The school promotes the Welsh language well through displays around the school and staff encourage pupils to use Welsh throughout the day. Pupils who are members of the Criw Cymraeg and Welsh ambassadors promote the use of Welsh successfully by leading weekly assemblies and rewarding Welsh-speakers of the week.

There is an appropriate focus on sustainability in the school and pupils are involved purposefully in environmental issues. Pupils regularly raise money for charities and develop their knowledge about what it means to be a good citizen.

Teaching: Good

All teachers and learning support assistants establish positive working relationships with pupils. Nearly all have good subject knowledge. They have high expectations of most pupils, but the level of challenge provided for more able pupils varies too much from class to class. The pace of most lessons is brisk, ensuring that nearly all pupils remain engaged with their learning. Many teachers and support assistants use open questioning skilfully, encouraging pupils' thinking and speaking skills.

Most teachers support pupils well during lessons and give timely and constructive feedback. Teachers mark pupils' work regularly, using different colours to praise good work, and suggest ways in which pupils might improve. A majority of pupils acknowledge their teacher's written comments and take note of their suggestions. In many lessons, pupils evaluate their own work and that of their peers by referring to success criteria. They share examples of their work's best features. In this way, many pupils discover how their own efforts might be improved.

A thorough programme of assessment enables staff to measure pupils' progress systematically. Teachers use electronic tracking systems to track their progress. Annual written reports to parents are clear and informative.

Care, support and guidance: Good

The school is a caring community where all members of staff and pupils treat each other with trust and respect. There is a clear focus on supporting and promoting pupils' wellbeing that ensures that nearly all pupils feel safe and well cared for.

The school makes appropriate arrangements for promoting healthy eating and drinking. Pupils have regular opportunities to take exercise during lessons and in extra-curricular sports clubs. A purposeful range of learning experiences promotes pupils' spiritual, moral, social and cultural development well. There is a strong emphasis on the consideration of rights and values. Staff have clear expectations of pupils' behaviour, which they promote consistently.

The school has thorough systems in place to track, identify and monitor pupils with additional learning needs. Individual educational plans are relevant, child friendly and set out suitable targets for improvement. The school liaises effectively with external agencies, such as the behaviour support and speech and language services, to support pupils with additional educational needs. Consequently, most pupils with additional learning needs make good progress. The school has improved the way in which it identifies and tracks the progress of more able pupils.

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

Learning environment: Good

The school is an inclusive community with a friendly and welcoming ethos. There are appropriate policies and procedures to ensure that the school environment is free from harassment and prejudice. Pupils have equal access to all areas of the curriculum and to extra-curricular activities. The school celebrates diversity appropriately and the site is fully accessible for any pupils or adults with a disability.

The building offers a safe, enriching and vibrant learning environment for pupils. Classrooms are spacious, bright and tidy. Colourful and informative displays throughout the school celebrate pupils' learning. Outdoor provision is spacious and provides stimulating opportunities for physical activity, play and active learning. For example, the internal courtyard enables younger pupils to learn outside the classroom whatever the weather. The school has enough resources, including books and computers that match the needs of all pupils.

The school site is secure and well maintained.

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

Leadership: Good

The acting headteacher leads the school effectively. He has established a clear strategic direction to increase the school's capacity to raise standards for all pupils. The assistant head, governing body and staff support his drive for improvement. They work together purposefully to ensure that there is a positive school ethos where all pupils feel valued, happy and safe. All members of staff have clearly defined responsibilities and they undertake their duties efficiently.

Members of the senior leadership team and the governing body understand clearly how the school's performance compares with that of other schools. Weekly staff meetings focus appropriately on progress towards development plan targets that deal with improving standards of attainment and provision for pupils. The school has effective performance management systems for all teachers and learning support assistants. This increases the effectiveness of all members of staff.

Governors support the school well. They fulfil their statutory duties efficiently and their role as a critical friend is developing appropriately.

The school addresses local and national priorities appropriately. For example, it has incorporated the National Literacy and Numeracy Framework successfully and promotes the use of the Welsh language consistently.

Improving quality: Good

Self-evaluation processes focus sharply on raising standards. Leaders co-ordinate a range of purposeful activities to gather first-hand evidence about the quality of provision and its impact on standards. This evidence includes observations of lessons, scrutiny of pupils' work and gathering the views of governors, parents and pupils. Teachers increasingly use performance data effectively to track the progress

of individuals and groups of pupils. They analyse data appropriately and use the outcomes to identify pupils who require additional support and to inform future planning.

The headteacher ensures that there is an appropriate link between the school's self-evaluation procedures and planning for improvement. The school development plan includes a manageable range of suitable actions, identifies staff responsible for their delivery and has realistic timescales and clear success criteria. All staff meetings focus on school improvement and staff have a key role in implementing clearly defined actions.

The school has responded well to the recommendations of the last inspection.

Partnership working: Good

The school is involved with a good range of partnerships that benefits pupils, parents and staff. Parents are kept well informed through regular newsletters and are comfortable about approaching the school if they have any issues to discuss. Consequently, parents support the school strongly, and the 'Friends Association' has purchased outdoor equipment and tablet computers, which enhance learning considerably. The school plays an important and active role within the local community. For example, pupils take part in the Remembrance Day service. They welcomed over 250 visitors to school for an open day. Members of the community support the school in providing a range of successful and well-attended after-school clubs, such as lifeguarding and football. These features contribute significantly to pupils' social development.

Local authority services and agencies, such as the Police and the road safety officer, contribute appropriately to pupils' wellbeing. Visits contribute well to pupils' learning experiences. For example, older pupils take part in a Shakespearean production at a local theatre. All pupils make good use of the beach and local woodland to extend their learning.

The school has good transfer arrangements with the local secondary school that help to prepare pupils well for the next stage of learning. The school works well with other primary schools in the area on a range of activities including the moderation and assessment of pupils' work. This ensures the reliability of teachers' assessment at the end of the Foundation Phase and key stage 2.

Resource management: Good

Leaders manage the deployment of staff and resources well. Teachers and support staff undertake roles that make the best use of their expertise. Learning support staff make a significant contribution to many aspects of the school's life and work.

Performance management arrangements identify and meet staff development needs in line with school improvement priorities. Members of staff attend relevant training events that improve their performance and help to raise pupil standards.

Arrangements for teachers' planning, preparation and assessment time are appropriate. Teachers' involvement in networks of professional practice contributes effectively to improving aspects of provision. For example, staff join with other schools in a project to improve provision for outdoor education for older pupils. This develops pupils' independence and problem-solving skills. The range of learning resources and accommodation are of a high standard and staff use these effectively to enhance pupils' learning.

Governors monitor the school's budget effectively and deploy the school's resources efficiently. The school uses its Pupil Deprivation Grant carefully to support the needs of pupils who are eligible for free school meals. For example, all pupils are now able to access gymnastics and dance sessions at a local club. This improves their self-esteem and their physical and creative development. In view of the appropriate use the school makes of its funding and the good progress made by most pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6682271 - BROAD HAVEN CP

Number of pupils on roll	113
Pupils eligible for free school meals (FSM) - 3 year average	7.6
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	12	18	19	16
Achieving the Foundation Phase indicator (FPI) (%)	100.0	88.9	84.2	93.8
Benchmark quartile	1	3	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	12	18	19	16
Achieving outcome 5+ (%)	100.0	94.4	84.2	93.8
Benchmark quartile	1	2	4	3
Achieving outcome 6+ (%)	25.0	38.9	52.6	37.5
Benchmark quartile	3	3	1	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	12	18	19	16
Achieving outcome 5+ (%)	100.0	94.4	84.2	93.8
Benchmark quartile	1	3	4	3
Achieving outcome 6+ (%)	25.0	33.3	47.4	56.3
Benchmark quartile	3	2	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	12	18	19	16
Achieving outcome 5+ (%)	100.0	94.4	94.7	93.8
Benchmark quartile	1	3	3	4
Achieving outcome 6+ (%)	33.3	61.1	84.2	56.3
Benchmark quartile	3	2	1	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.

6682271 - BROAD HAVEN CP

Number of pupils on roll	113
Pupils eligible for free school meals (FSM) - 3 year average	7.6
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	17	18	14	20
Achieving the core subject indicator (CSI) (%)	82.4	94.4	85.7	90.0
Benchmark quartile	4	2	3	4
English				
Number of pupils in cohort	17	18	14	20
Achieving level 4+ (%)	94.1	100.0	85.7	90.0
Benchmark quartile	2	1	4	4
Achieving level 5+ (%)	41.2	50.0	42.9	45.0
Benchmark quartile	3	2	2	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	17	18	14	20
Achieving level 4+ (%)	88.2	94.4	85.7	95.0
Benchmark quartile	4	3	4	3
Achieving level 5+ (%)	47.1	55.6	*	35.0
Benchmark quartile	2	2	*	4
Science				
Number of pupils in cohort	17	18	14	20
Achieving level 4+ (%)	94.1	100.0	92.9	100.0
Benchmark quartile	3	1	3	1
Achieving level 5+ (%)	29.4	44.4	50.0	40.0
Benchmark quartile	3	3	2	4

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.

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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.	56		56	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	56		52	4		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			93%	7%		
			92%	8%		
I know who to talk to if I am worried or upset.	56		55	1		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	56		54	2		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			96%	4%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	56		54	2		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
			96%	4%		
I am doing well at school	55		54	1		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	56		56	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	56		54	2		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			96%	4%		
			98%	2%		
My homework helps me to understand and improve my work in school.	55		54	1		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			98%	2%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	56		55	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			98%	2%		
			95%	5%		
Other children behave well and I can get my work done.	56		48	8		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			86%	14%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	54		53	1		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			98%	2%		
			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.	21	12 57%	9 43%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	21	15 71%	6 29%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	21	15 71%	5 24%	1 5%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	20	11 55%	9 45%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	20	7 35%	13 65%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	20	10 50%	10 50%	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.	20	13 65%	7 35%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	21	9 43%	11 52%	1 5%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	20	11 55%	9 45%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	20	13 65%	7 35%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	21	13 62%	8 38%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	16	12 75%	4 25%	0 0%	0 0%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	21	10 48%	8 38%	3 14%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	40%	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.	21	10 48%	11 52%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	20	8 40%	9 45%	3 15%	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.	21	10 48%	11 52%	0 0%	0 0%	0	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.	16	7 44%	9 56%	0 0%	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.	21	9 43%	11 52%	1 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	20	9 45%	11 55%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Mrs Aileen Patricia Brindley	Team Inspector
Mrs Alwena Morgan	Lay Inspector
Mrs Emma Bodel Gough	Peer Inspector
Mr G Lewis (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.