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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**St Oswald's VA School
The Rectory Field
Jeffreyston
Kilgetty
Pembrokeshire
SA68 0SG**

Date of inspection: February 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.

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Context

St Oswald's Church in Wales Voluntary Aided School is near the village of Jeffreyston, near Tenby in Pembrokeshire. There are currently 121 pupils on roll of which 22 attend the nursery on a part-time basis. Nearly all pupils are of white ethnic background. No pupils speak Welsh as a first language.

There are currently five full-time teachers and two part-time teachers taught in two mixed and three single age classes. Approximately four per cent of pupils are eligible free school meals, which is considerably lower than the average for Wales.

The school identifies about 12% of pupils as having additional learning needs, which is lower than the average for Wales. Very few pupils have a statement of special educational needs.

The headteacher took up her post in September 2001 and the last inspection was in June 2009.

The individual school budget per pupil for St Oswald's CIW Voluntary Aided School in 2014-2015 is £4,175. The maximum per pupil in primary schools in Pembrokeshire is £6,240 and the minimum is £3,570. St Oswald's CIW Voluntary Aided School is 30th out of the 61 primary schools in Pembrokeshire in terms of the school budget per pupil.

Summary

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

Current performance

The school is good because:

- Most pupils achieve good standards and make good and often very good progress in their learning
- Almost all pupils have a very positive attitude to their work
- Learning experiences are exciting and successfully engage most learners
- Teaching is consistently good
- A very caring ethos ensures that pupils feel safe and ready to learn
- Behaviour is very good

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and governors have an appropriate vision and clear aims, and they are strongly committed to improving standards
- There is strong teamwork among all staff and a willingness to take on new ideas and ways of working
- Improvement planning identifies appropriate priorities for action, based on first-hand evidence, and focuses securely on improving pupils' outcomes
- The strong partnerships with parents and other schools help to improve the quality of provision and the standards that pupils achieve
- The school manages its resources very well

Recommendations

R1 Improve attendance

R2 Improve opportunities for pupils in key stage 2 to determine for themselves how to plan and carry out research and investigations

R3 Ensure that teachers' written comments record what pupils need to do to improve their work and that pupils are involved more consistently in assessing their own progress and setting their own targets for improvement

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

Nearly all pupils in the Foundation Phase and in key stage 2 are keen and enthusiastic learners and make good progress as they move through the school. In their lessons, and when discussing their work, most pupils recall previous learning well and show a good knowledge and understanding of what they have learnt.

Throughout the school, most pupils develop good speaking and listening skills. In the Foundation Phase, most pupils listen to and answer questions sensibly. Many speak clearly when talking about their work. By the end of key stage 2, all pupils listen carefully to adults and to each other before giving thoughtful answers. Most speak with confidence, using extended sentences and a developing wide range of vocabulary. Year 6 pupils' performance of Macbeth through music and drama is of a very high standard.

In the Foundation Phase, pupils' early reading skills are developing appropriately. They understand that sounds have meaning and they show a keen interest in books. By the end of Year 2, most pupils read with a good degree of accuracy and understanding. By the end of key stage 2, many pupils read with good expression and fluency from a wide range of books. They use their reading skills effectively to research information from books and through the use of information and communication technology (ICT).

Most pupils in the Foundation Phase make good progress in their early writing skills. By Year 2, many of them write successfully for a range of purposes, in full sentences with appropriate punctuation. In key stage 2, most pupils write well and use a variety of sentence structures. They are developing the use of punctuation appropriately and make interesting choice of vocabulary. Most pupils across the school apply their writing skills well in many areas of the curriculum in order to produce extended pieces of writing. They adapt their style well to meet different purposes, such as describing a scientific method, instructions or notes of a visit to a place of interest. The quality of handwriting and presentation is good overall.

Most pupils make steady progress in developing mathematical skills. In the Foundation Phase, they know that numbers have different values depending on their place. They count on confidently in ones, twos and tens. They add and subtract two-digit numbers correctly and multiply and divide two-digit numbers by numbers smaller than ten. They weigh and measure carefully using standard units, tell the time and do real life calculations involving small sums of money. They name two-dimensional shapes correctly and recognise their lines of symmetry. Many pupils apply numeracy skills well in many areas of learning. They use two-figure map references and use points of the compass to give directions. Many make tally charts and bar graphs successfully when investigating the 'minibeasts' in the school garden.

Many pupils in key stage 2 work at a high level in mathematics. They read, write and order large numbers correctly using figures and words. They use their secure understanding of place value to add, subtract, multiply and divide numbers up to 1,000 accurately. They handle fractions competently and convert common fractions to decimals and percentages. They name and describe flat and solid shapes according to their properties and use a range of graphs to present and interpret data. They use an understanding of ratio to solve problems. Many older pupils continue to develop a secure understanding of mathematical principles, which they apply effectively in many areas of the curriculum. For example, in geography, they draw and interpret weather graphs correctly and, in history, they produce detailed timelines about the Tudors.

Most pupils' Welsh oral skills are developing well in the Foundation Phase. They respond enthusiastically to a range of simple instructions, greetings and questions. Most pupils in key stage 2 can discuss their likes and dislikes and sustain a conversation using familiar language patterns well. Standards by the end of key stage 2 are very good. Many pupils use their Welsh language skills readily outside of Welsh lessons. Across the school, pupils' skills in reading and writing are developing well.

All pupils with additional learning needs make good progress in relation to their age and ability.

Over the last three years, pupil performance at the expected and the higher-than-expected outcome at the end of the Foundation Phase in literacy and mathematical development has varied between the top and bottom 25% when compared to that of similar schools.

In key stage 2, performance at the expected level 4 in English, mathematics and science over the last four years has varied between the top 25% and the lower 50% when compared to that of similar schools.

Over the same period, performance at the higher-than-expected level has placed the school in the top 25% of similar schools in all three subjects each year, with the exception of English and mathematics in 2012.

The number of pupils eligible for free school meals in the last three years is very low and therefore comparison of their performance compared to that of other pupils is not meaningful.

Wellbeing: Adequate

Nearly all pupils understand the importance of eating healthily and taking regular exercise. They give examples of healthy foods and know that sugary sweets should be occasional treats. Most pupils exercise regularly in physical education and swimming lessons, and many support the after school sports clubs. Nearly all pupils feel safe in school and they know whom to turn to if they have worries or concerns. Pupils' behaviour in classes and on the playground is very good. In classes, they have positive attitudes to their work and sustain concentration for long periods. All pupils show care and respect for others. They work well in pairs and groups, supporting and encouraging each other. Most display good motivation and are enthusiastic learners who take their work seriously.

Only a few pupils have a clear understanding of what they need to do to improve their work and determine for themselves how to plan and carry out research and investigations.

Many pupils take on responsibilities and play an active part in the school. The school council, eco committee and the junior road safety officers make a significant contribution to the life and work of the school. Examples of their influence are in the purchase of sports equipment, the establishment of a 'worry tree' and regular collections of paper and plastic for recycling.

Attendance rates are low when compared to those in similar schools, placing the school in the bottom 25% for the past four years.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The curriculum has a good range of exciting learning experiences that meet the needs of nearly all pupils well. The school plans topics over a four-year cycle to avoid undue repetition and keep experiences fresh. Teachers make good use of the locality to ensure that topics are relevant to pupils. The curriculum enables pupils to build on their knowledge, understanding and skills as they move from one class to the next.

Teachers' plans incorporate the Literacy and Numeracy Framework well and most lessons enable pupils to develop communication and numeracy skills effectively. Many pupils make good use of tablet computers and laptops to enhance their work. Recent support programmes for teaching phonics and numeracy are raising standards for all pupils, particularly those with additional needs.

The school has clear policies and procedures in place to promote pupils' bilingual skills across the curriculum and outside lessons. The curriculum incorporates Welsh geography, history and culture prominently. Pupils make frequent visits to places of interest in Wales and further afield. For example, Pembroke castle features strongly in this term's topic. Pupils visited Stratford upon Avon as part of a Shakespeare Festival, in which they performed a version of Macbeth. Such activities help to develop pupils' confidence and self-esteem. There is a good range of extra-curricular activities that pupils enjoy attending and they contribute well to their learning.

The school makes good arrangements for promoting pupils' understanding of sustainability, through the curriculum and by encouraging recycling and the use of rainwater from butts. The school promotes global citizenship appropriately in geography and religious education, although the useful links with schools in Nepal and Botswana are difficult to maintain.

Teaching: Good

Staff know their pupils well and provide a stimulating range of activities that match the needs of pupils of all abilities. They strike a good balance of approaches so that

pupils work in small groups, pairs or as individuals, as appropriate. Teachers have high expectations of pupils and set challenging tasks that require them to use thinking and problem solving skills appropriately. Teachers give pupils sufficient independence to learn from their mistakes, but intervene sensitively when necessary. Teachers use questioning skilfully to encourage pupils to explore ideas and consider options.

Staff provide good opportunities for pupils to develop their speaking skills in both English and Welsh.

Teachers make learning objectives clear at the beginning of lessons and ensure that pupils can judge their own progress by setting graduated success criteria. They provide helpful feedback and give pupils good encouragement about what they do well. Marking comments in pupils' books are often of a complimentary nature but they do not inform pupils regularly about what they need to do to improve their work. Teachers are beginning to encourage pupils to evaluate their own work and that of others. Many pupils are unclear about their personal targets.

There are rigorous and efficient arrangements for assessing and tracking pupils' progress. Accurately levelled portfolios of work enable teachers to assess pupils' attainment reliably. Reports to parents are clear and informative.

Care, support and guidance: Good

The school is a very caring and welcoming community where staff place a high emphasis on the wellbeing of their pupils. As a result, pupils feel very safe and ready to learn. The school makes appropriate arrangements for promoting healthy eating and drinking.

There are good opportunities for pupils to take responsibility and to develop a clear understanding of living and working together in a community. The successful promotion of pupils' personal, moral and social skills is an integral part of the school curriculum, including its good extra-curricular provision. This has a positive effect on pupils' confidence.

The school has effective arrangements for identifying and monitoring pupils with additional learning needs. Individual education plans have clear targets that address the needs of pupils appropriately. Pupils receive effective support so that they make good progress. A good example of this is the development of pupils' phonic awareness in the Foundation Phase.

There are effective links with a range of specialist services and outside agencies such as speech and language service and the inclusion welfare service. These links ensure good quality support and guidance to pupils and parents. This enables pupils to do well and makes a significant contribution to their good progress as they move through the school.

The policy and procedures now in place for improving attendance are beginning to have a positive effect on attendance rates.

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

Learning environment: Good

The school has an inclusive ethos where every child is valued fully. All pupils have equal access to the curriculum and to extra-curricular activities. There are appropriate and effective policies and procedures to support staff in promoting positive attitudes. This helps pupils to develop tolerance and respect for each other.

Teachers provide frequent opportunities for pupils to show care and consideration for others in the school and the wider community, for example in their roles as playground buddies.

The school's accommodation meets the needs of its pupils well. There is sufficient space within most classrooms to deliver all aspects of the curriculum. Resources of good quality for all areas support teaching and learning very effectively. Displays celebrate pupils' achievements well and contribute considerably to a vibrant, inclusive and welcoming learning environment.

The school's outdoor environment supports learning experiences very effectively through, for example, the gardening plots and the interesting wild life area.

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

Leadership: Good

The headteacher provides positive and well-organised leadership and a clear, strategic direction for the development of the school. Leaders share this vision successfully with the whole school community.

All members of staff have clear job descriptions; they understand their role and responsibilities and work very well together. They have a good understanding of the school's strengths and areas for development, have high expectations and work successfully to maintain the good standards and to strive for further improvements.

There are clear arrangements in place for managing the performance of all staff, who receive appropriately challenging personal development targets associated with priorities in the school improvement plan.

The school gives good attention to the delivery of many national priorities in its planning for improvement, for example in the implementation of the National Literacy and Numeracy Framework and the development of pupils' bilingual skills.

The headteacher informs governors well about all aspects of school life. Reports to governors provide good detail and have a clear focus on standards and pupils' wellbeing. As a result, governors have a clear understanding of the school's progress, its improvement targets and its performance in relation to that of similar schools. They provide good levels of support and challenge as effective critical friends.

Improving quality: Good

There are clear and effective procedures for self-evaluation. The annual monitoring, evaluation and review cycle involves all staff. The self-evaluation report is a comprehensive document, which focuses clearly on improving standards and pupils' wellbeing. It includes a thorough analysis of performance data, the monitoring of provision and a review of all aspects of the school's life and work. As a result, the school is very effective in ensuring continued improvement over recent years, particularly pupils' literacy, numeracy and bilingual skills.

The school draws successfully on the views of staff, governors, pupils and parents. This is a strong feature. The many pupil action groups are instrumental in bringing about a number of improvements, for example in developing the school garden.

There is a clear link between the self-evaluation report and the school improvement plan. The plan is detailed, identifies appropriate priorities and includes suitable actions and timescales. The priorities include measurable and specific targets that link well to improving pupils' standards. The school monitors progress regularly and this has led to significant improvements, for example in pupils' numeracy skills across the curriculum.

Partnership working: Good

Pupils benefit from the school's close partnerships with parents, the wider community and many specialist agencies. The partnership with parents is a strong feature of the school. Parents support the school in a number of ways, as volunteer helpers or as members of the Friends Association that provides additional resources for the school, including restocking the library.

There are close links with the pre-school playgroup that meets on the school site. The partnership benefits current pupils in the nursery class who receive wrap-around care, and aids the induction of young children into the nursery class. There are good arrangements that facilitate the smooth transition for pupils at the end of Year 6 to the main receiving secondary school.

There are strong links with local primary schools. As a result, staff benefit from joining networks of professional practice that help to improve their teaching of literacy and numeracy. The cluster of schools co-operate well to standardise and moderate teachers' assessments of pupils' work accurately at the end of each key stage. Partnerships with specialist agencies from the local authority support pupils with additional learning and behavioural needs well.

The partnership with the church is strong. Links with local businesses provide beneficial opportunities for pupils to broaden their experiences and develop good social and life skills.

Resource management: Good

The school manages its staff and resources well. It deploys its teaching and support staff effectively to support learning across the school. All staff receive appropriate

training, which links to school improvement objectives. For example, five members of staff have received training to develop their Welsh language skills and this is helping to raise pupils' standards of Welsh.

All members of staff take part in networks of professional practice within and beyond the school. They regularly share good practice in the school, for example observing each other teaching, and this supports consistent high standards of teaching throughout the school.

The school manages its resources, accommodation and outside areas well. These are in good order and staff use these effectively to support pupils' learning and wellbeing.

The school manages its finances well and spending decisions match the school's priorities closely. The governing body finance sub-committee meets regularly and prepares detailed financial reports so that governors can review the effectiveness of spending decisions.

The school uses specific grants such as the Pupil Deprivation Grant very effectively to provide additional teaching time to support intervention groups, particularly to improve younger pupils' oral skills.

All pupils make good progress as they move through the school and many achieve very well by the end of key stage 2. Considering the standards pupils achieve and the high quality of many aspects of the school's provision, the school offers good value for money.

Appendix 1: Commentary on performance data

6683321 - St. Oswald's VA School

Number of pupils on roll	121
Pupils eligible for free school meals (FSM) - 3 year average	5.8
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	5	16	7
Achieving the Foundation Phase indicator (FPI) (%)	100.0	75.0	100.0
Benchmark quartile	1	4	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	5	16	7
Achieving outcome 5+ (%)	100.0	75.0	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	0.0	25.0	57.1
Benchmark quartile	4	4	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	5	16	7
Achieving outcome 5+ (%)	100.0	75.0	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	0.0	25.0	85.7
Benchmark quartile	4	3	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	5	16	7
Achieving outcome 5+ (%)	100.0	93.8	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	100.0	81.3	100.0
Benchmark quartile	1	1	1

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6683321 - St. Oswald's VA School

Number of pupils on roll	121
Pupils eligible for free school meals (FSM) - 3 year average	5.8
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	17	17	16	10
Achieving the core subject indicator (CSI) (%)	94.1	94.1	93.8	100.0
Benchmark quartile	2	2	2	1
English				
Number of pupils in cohort	17	17	16	10
Achieving level 4+ (%)	94.1	94.1	93.8	100.0
Benchmark quartile	2	2	3	1
Achieving level 5+ (%)	88.2	41.2	81.3	70.0
Benchmark quartile	1	3	1	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	17	17	16	10
Achieving level 4+ (%)	94.1	94.1	93.8	100.0
Benchmark quartile	2	3	3	1
Achieving level 5+ (%)	64.7	41.2	68.8	60.0
Benchmark quartile	1	2	1	1
Science				
Number of pupils in cohort	17	17	16	10
Achieving level 4+ (%)	100.0	100.0	93.8	100.0
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	88.2	76.5	93.8	90.0
Benchmark quartile	1	1	1	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

Primary questionnaire (overall)

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.	48		47 98%	1 2%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	48		46 96%	2 4%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	46		46 100%	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	46		45 98%	1 2%		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.	48		48 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	45		45 100%	0 0%		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	48		48 100%	0 0%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
I know what to do and who to ask if I find my work hard.	46		46 100%	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.	45		36 80%	9 20%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%		
I have enough books, equipment, and computers to do my work.	48		46 96%	2 4%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%		
Other children behave well and I can get my work done.	39		34 87%	5 13%		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	43		42 98%	1 2%		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	23 74%	8 26%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	31	25 81%	6 19%	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.	32	25 78%	7 22%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	32	22 69%	9 28%	1 3%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	32	18 56%	12 38%	1 3%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	30	23 77%	5 17%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	10	5 50%	4 40%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	10	2 20%	5 50%	1 10%	0 0%	2	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	32	21 66%	9 28%	2 6%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	32	22 69%	7 22%	1 3%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	32	25 78%	4 12%	3 9%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	31	16 52%	7 23%	1 3%	0 0%	7	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	32	17 53%	13 41%	1 3%	1 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	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.	32	21 66%	7 22%	3 9%	1 3%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	32	18 56%	10 31%	2 6%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	10	6 60%	3 30%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	28	14 50%	7 25%	0 0%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	32	22 69%	7 22%	2 6%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	31	22 71%	8 26%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mr Mervyn Lloyd Jones	Reporting Inspector
Mr Chris Dolby	Team Inspector
Mr Terry James Davies	Lay Inspector
Mr Gavin Alan Cass	Peer Inspector
Mr Gavin Cass	Peer Inspector
Mrs M Brown (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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