A report on

**Narberth C.P. School
Jesse Road
Narberth
Pembrokeshire
SA67 7FE**

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.

Publication date: 10/02/2017

Context

Narberth Primary School is in the small town of Narberth in Pembrokeshire. Nearly all pupils live locally, with a few coming from the surrounding area. There are 286 pupils on roll, including 12 in the part-time nursery class. The school has seven single age classes, and five mixed age classes, taught by seven full-time and eight part-time teachers. Parents are able to choose to have either a Welsh or English medium education for their children.

About 9% of pupils are eligible for free school meals, which is well below the national average. The school identifies around 33% of pupils as having additional learning needs, which is above the average for Wales. Very few pupils have a statement of special education needs. About 95% of the pupils are of white British origin. About 18% of the pupils speak Welsh at home.

The headteacher was appointed in September 2015 and the last inspection was in June 2010.

The individual school budget per pupil for Narberth Primary School in 2016-2017 means that the budget is £3,715 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,870 and the minimum is £3,427. Narberth Primary School is 51st 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 current performance is good because:

- Most pupils, including those with additional learning needs, make sound progress as they move through the school
- Nearly all pupils' levels of interest, enthusiasm and commitment are good
- Teachers provide a variety of interesting learning experiences that meet the needs of pupils well
- There is an effective working relationship between adults and pupils, which fosters a successful learning environment
- The school places a strong emphasis on developing pupils' health and wellbeing
- The school is a happy and caring community, which treats pupils equally

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides very robust and effective leadership
- Rigorous performance management arrangements contribute well to improvements in teaching and learning
- The governing body provides the school with an effective level of support
- The school development plan focuses well on raising standards and improving provision for pupils
- Effective partnership with parents, specialist support services and the local community have a very positive impact on pupils' learning and wellbeing
- There are enough experienced teachers and support staff to cover all aspects of the school's work

Recommendations

R1 Raise the attainment of more able pupils at the end of the Foundation Phase in Welsh and in mathematics and science in key stage 2

R2 Improve standards in Welsh as a second language

R3 Improve attendance

R4 Ensure that marking is used more effectively so that pupils know what they need to do to improve

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Nearly all pupils enter the nursery with skills at the expected level for their age and ability. Most pupils, including those with additional learning needs, make sound progress as they move through the school. Welsh is a new language to most pupils who enter the Welsh stream, however, their oral skills develop very quickly and by the end of key stage 2, nearly all pupils are confidently bilingual. 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 across the curriculum. By the end of key stage 2, most pupils have developed their thinking skills well; they acquire information appropriately and apply it successfully to new situations.

Throughout the school, most pupils in both the English and Welsh stream develop good speaking and listening skills. In the Foundation Phase, most pupils listen to and answer questions sensibly. Many speak clearly and enthusiastically when talking about what they would like for Christmas and about their families. By the end of key stage 2, nearly all pupils listen carefully to adults, and to each other, before giving thoughtful answers. Most speak with confidence, using extended sentences and a wide range of vocabulary, particularly when talking about their thematic work during the term.

Most pupils in the Foundation Phase develop their early reading skills 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, most 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 write successfully for a range of purposes, in full sentences with appropriate punctuation. A good example is the letter to the man on the moon to try to persuade him to join them for Christmas lunch and the project about themselves. In key stages 2, most pupils across the school 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 on a visit to a place of interest. The quality of handwriting and presentation is good overall.

In the Foundation Phase, most pupils develop number skills successfully in mathematics lessons. They use simple strategies for addition, subtraction, multiplication and division well to solve problems. They have a good knowledge of the characteristics of different shapes and many use mathematical vocabulary

correctly when discussing their work. They are able to gather and present information and create charts and graphs correctly to record information about their favourite colours.

In key stage 2, most pupils develop their mathematical skills successfully. They are confident in using addition, subtraction, division and multiplication strategies when solving problems. Many younger pupils have a good understanding of number and place value and many perform mental calculations quickly and confidently. Many older pupils use a range of methods to multiply 2 and 3 digit numbers, interpret data and measure accurately, for example when following a plan to design a border for flowers and shrubs. Most pupils apply the skills learned in mathematics lessons very effectively across other areas of the curriculum to solve a range of real life problems. They record their findings logically and systematically and can explain their reasoning confidently, for example when bringing together a squad of football players with a fixed ceiling for all transfer fees.

Most pupils in the Foundation Phase make good progress in their ICT skills. They use a variety of programs to draw pictograms and bar graphs to show, for example, pupils' favourite colours and different heights. They explain their findings well. Most pupils use word processing programmes confidently to record and create simple stories in their language work, making changes where necessary to improve expression or check errors. Nearly all pupils show a good level of competence in using the mouse and keyboard.

By the end of key stage 2, most pupils develop their knowledge, understanding and skills in ICT effectively. Most pupils present information in informative ways by using a wide variety of programs, for example when calculating their class carbon footprint. They create interesting power point presentations to raise awareness of environmental issues. They display confidence when searching databases or collating information on a spreadsheet to calculate and record traffic flow outside the school. In language, they prepare scripts, rehearse, edit and record their work to a high standard. Pupils' understanding of the importance of e-safety is prominent at the school.

The majority of pupils in the English stream at both key stages are beginning to make appropriate progress in Welsh as a second language. They respond positively to instructions and display a reasonable understanding of Welsh as used by the staff. As they progress through the school, a majority of pupils are beginning to develop a reasonable understanding of simple Welsh texts and they answer basic questions about these with developing accuracy. However, pupils' reading and writing skills are at an early stage of development. Pupils do not make enough progress in using Welsh in their work in other subjects and in less formal situations.

At the end of the Foundation Phase over the last four years, pupils' performance in English at the expected and higher outcome has varied, moving the school between the higher 50% and the lower 50% when compared to similar schools. Performance in Welsh at the expected outcome has placed the school consistently in the higher 50%. However, performance at the higher outcome in Welsh has generally been below that of similar schools. Over the same period, performance at the expected outcome in mathematical development has consistently been above that of similar schools but has varied, moving the school between the higher and lower 50% at the higher outcome.

In key stage 2, pupils' performance at the expected level in English has generally been above that of similar schools but performance in Welsh has varied, moving the school between the higher 50% and lower 50%. However, performance at the higher level in both languages is usually above that of similar schools. Performance in mathematics at the expected and higher level has been consistently below that of similar schools. Performance in science has consistently placed the school in the higher 50% of similar schools at the expected level but below at the higher level.

In the Foundation Phase and key stage 2, over the last few years, the number of pupils eligible for free school meals has been relatively low. As a result, it is not possible to come to meaningful conclusions when comparing their performance with that of other pupils.

In the Foundation phase overall, there is no notable difference between the performance of boys and girls at the expected outcome, although girls tend to perform better at the higher outcome. In key stage 2, there is no notable difference at the expected level, but boys tend to do better in mathematics at the higher level. Performance in the other subjects tends to vary.

Wellbeing: Adequate

Nearly all pupils feel safe at school and know whom to turn to for help and advice. They have a sound understanding of the importance of eating healthily and keeping fit.

Standards of behaviour are very good and nearly all pupils across the school are polite and courteous with each other and adults. They show respect and care towards their peers, and work very happily together.

Across the school, nearly all pupils' levels of interest, enthusiasm and commitment are good. The way in which pupils in the Foundation Phase make choices about their learning is a strong feature and pupils in key stage 2 contribute intelligently to what they learn. As pupils progress through the school, they are beginning to develop a good understanding of how well they are doing and what they need to do to improve their work.

The many active pupil groups represent the voice of pupils effectively. They complete their duties confidently and enthusiastically. The school council has introduced a suggestion box in each classroom, which led to the purchase of new books. The eco-committee is active in raising awareness of the importance of conserving energy and recycling waste. The appointment of a pupil management board provides a useful link between all pupil groups and the school's senior management team and the governing body, to whom they give regular presentations. These groups have a positive impact on the wellbeing of all pupils.

Most pupils develop their social skills effectively and are proud of their efforts to raise money in aid of charities such as Children in Need and the Shoebox appeal. As a result, they understand that there are others not as fortunate as they are.

The community day with parents and members of the local community results in successful fundraising, which is used purposefully to enhance the external areas of the school. Pupils take pride in the opportunity to serve and entertain residents in the town by taking part in services and concerts.

Most pupils arrive at school punctually. However, in three of the last four years, attendance levels have placed the school in the lower 50% or bottom 25% in comparison with similar schools.

Key Question 2: How good is provision?	Good

Learning experiences: Good

Teachers in the English and Welsh language streams plan jointly and effectively to provide a variety of interesting learning experiences. They adapt their plans skilfully in order to meet pupils' needs well. The plans respond well to the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. However, provision to ensure the continuity and progression in Welsh as a second language is underdeveloped.

Teachers plan well for the development of pupils' literacy, numeracy and ICT skills across the curriculum. A particularly strong feature is the setting of success criteria for each task, based on three levels of challenge. Intervention programmes to help pupils who are falling behind in their literacy and numeracy skills meet their needs successfully. Teachers have developed the outdoor environment particularly well to provide pupils with a range of interesting and challenging activities. These contribute effectively to developing pupils' creative and problem solving skills.

Provision for developing the Welsh dimension is a positive feature of the school.

The school organises many activities through the Urdd and by entering competitions at local and national eisteddfodau. These enhance pupils' learning experiences very effectively. Visits and visitors to the school such as authors improve pupils' awareness and interest in the traditions, culture and the history of the area and of Wales.

Pupils have good opportunities to learn how to live sustainably through daily recycling and energy saving activities. Recycling and saving energy are daily activities at the school. The curriculum provides suitable experiences for pupils to learn about global citizenship, for example about life in Brazil and Kenya.

Teaching: Good

There is an effective working relationship between adults and pupils, which fosters a successful learning environment. Teachers have sound subject knowledge and they link their lessons well with previous learning using a range of teaching methods skilfully to gain pupils' participation and interest. They question probingly in order to expand pupils' understanding and encourage them to use their thinking skills throughout the lesson. In a very few classes where teaching is less effective, there is a lack of pace and more able pupils are not challenged sufficiently.

Learning support assistants contribute effectively to the quality of teaching and provide good support according to pupils' needs to help them complete their tasks successfully. There is a very positive working relationship between adults and pupils in all classes.

Teachers provide useful oral feedback during lessons. They mark pupils' work regularly, but comments on how pupils can improve their work are lacking. Good procedures are in place to provide opportunities for pupils to evaluate their own work and the work of others. However, they have not yet had the full effect on pupils' skills.

The school has revised its procedures to track pupils' progress, which include the use of standardised tests, teachers' assessments and the scrutiny of pupils' work. Teachers now have a better understanding of pupils' needs and use the information appropriately to set specific targets and suitable tasks for pupils so that they are able to move on to the next stage of their learning.

Teachers keeps parents well informed about their children's progress and the annual written reports are of good quality.

Care, support and guidance: Good

The school places a strong emphasis on developing pupils' health and wellbeing. There are appropriate arrangements for promoting healthy eating and drinking and staff encourage pupils to keep fit through regular attendance at after school clubs.

Provision to promote pupils' spiritual, moral, social and cultural development is successful, by providing regular collective worship assemblies and through curricular activities. There are good opportunities for pupils to take on responsibility and to develop a clear understanding of living and working together in a community. There are opportunities for pupils to reflect on current topics, such as how to be a good friend to others. This is reflected in the way in which they treat each other and adults with respect.

The school has a range of initiatives in place to encourage good attendance, but overall these have not yet had an impact on improving attendance.

Provision for pupils with additional learning needs is effective. Teachers identify pupils' needs at an early stage and ensure appropriate and effective support. The effective intervention programme ensures that these pupils make sound progress in their learning. Individual education and behavioural plans are of good quality and include clear targets that staff discuss regularly with parents and pupils.

There is close co-operation between the school and specialist services, such as the educational psychologist, social services and behavioural support. The school uses their advice and support for individuals with additional needs to provide good quality guidance for pupils and parents.

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

Learning environment: Good

The school is a happy and caring community, which treats pupils equally. There is a clear emphasis on recognising and celebrating diversity and creating an ethos where

respect towards one another is a core value. All pupils have equal access to the curriculum and to extra-curricular activities. The school complies appropriately with disability access requirements and there are suitable equality policies in place.

The school's accommodation meets the needs of its pupils well. There is sufficient space within classrooms and around the school to deliver all aspects of the curriculum. There are resources of good quality in all areas that support teaching and learning effectively. These include an extensive selection of books of high quality and ICT resources.

The school's grounds are spacious, secure and well maintained. There are a number of attractive features, such as the outdoor learning areas for the Foundation Phase, a music room, a large hall, numerous quiet rooms and a multisensory room. Teachers make full use of these to stimulate and to support the development of pupils' wellbeing, creative and problem-solving skills.

Attractive displays of pupils' work and achievements in classrooms and around the school create a stimulating and interesting learning environment, which supports pupils' learning effectively.

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

Leadership: Good

The headteacher provides very robust and effective leadership, which ensures a clear strategic direction and a culture that promotes continuous improvement. She is supported extremely effectively by the deputy headteacher. Together, they succeed in promoting very high expectations among staff and pupils. This ensures that all aspects of school life have a very clear and positive influence on pupils' achievement and wellbeing, and ensures a homely ethos and an orderly community.

Regular staff meetings focus clearly on priorities for improvement and ensure that everyone understands their roles and responsibilities in fulfilling the school's priorities. The focus on raising standards, through robust evaluation, ensures that the school's performance is challenged regularly.

Rigorous performance management arrangements contribute well to improvements in teaching and learning and offer appropriate opportunities to promote staff's professional development through a programme of relevant and specific training. The school makes good progress in introducing initiatives that meet local and national priorities. The expectations of the Literacy and Numeracy Framework and ICT have been established successfully and arrangements for the assessment of learning are developing well.

The governing body provides the school with an effective level of support. Governors understand their roles clearly. Through detailed reports from the headteacher and other staff, visits to classrooms and performance data they are developing a secure understanding of how pupils' performance compare with the performance of pupils in similar schools. They are beginning to challenge the school well as critical friends.

Improving quality: Good

The self-evaluation procedure is comprehensive and develops the staff's understanding of the school's strengths and areas for improvement well. The self-evaluation report is a detailed document that is based on a wide range of first-hand evidence, including classroom observations, scrutinising pupils' work, and listening to the opinions of pupils, governors and parents.

There is a clear link between the outcomes of the self-evaluation process and the priorities in the school development plan. The plan focuses well on raising standards and improving provision for pupils. It includes an appropriate range of relevant steps and identifies members of staff who are responsible for achieving them. It includes challenging success criteria within specific timescales for completing tasks. The school monitors progress effectively. Recent actions to improve pupils' extended writing skills and in giving pupils a voice in the day-to-day life and work of the school have been successful.

The school has made good progress in acting on most of the recommendations of the previous inspection. However, progress in improving Welsh as a second language has been limited.

Partnership working: Good

Effective partnerships with parents, specialist support services and the local community have a very positive impact on pupils' learning and wellbeing. Parents receive a great deal of information about the life and work of the school through, social media, the school's website and the magazine 'Chit Chat' produced by the pupils. Workshops with parents have been particularly successful in supporting the wellbeing of pupils. Parents have raised considerable funds to improve resources for ICT and to purchase fridges to keep pupils packed lunches fresh.

The school has good links with the wider community. Members from local businesses support the school in a number of ways, such as contributing to improvements in the outside provision for the Foundation Phase and sponsoring the school's magazine through advertising. Links with a local sports club, and water company are particularly strong.

There are effective transition arrangements with local playgroups and with partner high schools. As a result, pupils are prepared well and have a good understanding of what to expect when they move from one provision to the next.

Cluster schools collaborate regularly and effectively on a range of current initiatives, including the sharing of good practice and the moderation and standardisation of pupils' work. As a result, teacher assessments are more reliable and accurate.

Resource management: Good

There are enough experienced teaching and support staff to cover all aspects of the school's work. The contribution and support of the learning support assistants are one of the school's strengths. They offer valuable support to teachers and have a positive influence on improving pupils' attainment, particularly the language and numeracy skills of pupils with additional learning needs.

There is a good range of resources at the school. Leaders and staff manage these well in order to ensure that pupils have full access to all aspects of the curriculum.

Arrangements for planning, preparation and assessment time for teachers are appropriate.

Staff operate effectively in professional learning networks and collaborate closely with other schools to share good practice. Teachers at the school have worthwhile opportunities to evaluate their own teaching, share their evaluations and review practice. Visits to other schools have resulted in extensive improvements to the outdoor provision in the Foundation Phase.

Leaders have rigorous budgetary arrangements and expenditure links well with the school's objectives, targets and improvement plans. The headteacher and governors monitor and manage expenditure carefully and ensure that financial resources are used effectively to support priorities for improvement. The use of the Pupil Deprivation Grant has a positive effect on the standards of the few pupils who are eligible for free school meals. A good example is the way in which their extended writing skills and attendance have improved.

Considering the standards pupils achieve and the quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6682242 - Narberth CP School

Number of pupils on roll	329	
Pupils eligible for free school meals (FSM) - 3 year average	11.2	
FSM band	2	(8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	32	42	48	43
Achieving the Foundation Phase indicator (FPI) (%)	93.8	95.2	95.8	95.3
Benchmark quartile	1	1	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	18	28	25	21
Achieving outcome 5+ (%)	88.9	96.4	100.0	90.5
Benchmark quartile	3	1	1	3
Achieving outcome 6+ (%)	38.9	25.0	44.0	38.1
Benchmark quartile	2	4	2	3
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	14	14	23	22
Achieving outcome 5+ (%)	100.0	100.0	95.7	100.0
Benchmark quartile	1	1	2	1
Achieving outcome 6+ (%)	21.4	50.0	26.1	27.3
Benchmark quartile	3	1	4	3
Mathematical development (MDT)				
Number of pupils in cohort	32	42	48	43
Achieving outcome 5+ (%)	96.9	95.2	95.8	97.7
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	46.9	40.5	33.3	39.5
Benchmark quartile	1	2	3	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	32	42	48	43
Achieving outcome 5+ (%)	96.9	97.6	100.0	97.7
Benchmark quartile	3	3	1	3
Achieving outcome 6+ (%)	62.5	52.4	66.7	58.1
Benchmark quartile	2	3	2	3

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

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

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

6682242 - Narberth CP School

Number of pupils on roll	329	
Pupils eligible for free school meals (FSM) - 3 year average	11.2	
FSM band	2	(8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	37	48	44	49
Achieving the core subject indicator (CSI) (%)	86.5	85.4	90.9	93.9
Benchmark quartile	3	4	3	2
English				
Number of pupils in cohort	37	48	44	49
Achieving level 4+ (%)	91.9	95.8	97.7	95.9
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	45.9	52.1	38.6	34.7
Benchmark quartile	2	1	3	4
Welsh first language				
Number of pupils in cohort	18	29	23	24
Achieving level 4+ (%)	88.9	89.7	91.3	95.8
Benchmark quartile	2	3	3	2
Achieving level 5+ (%)	38.9	37.9	30.4	41.7
Benchmark quartile	2	2	3	2
Mathematics				
Number of pupils in cohort	37	48	44	49
Achieving level 4+ (%)	89.2	87.5	90.9	93.9
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	35.1	35.4	34.1	28.6
Benchmark quartile	3	3	4	4
Science				
Number of pupils in cohort	37	48	44	49
Achieving level 4+ (%)	97.3	100.0	97.7	98.0
Benchmark quartile	2	1	2	2
Achieving level 5+ (%)	37.8	31.3	31.8	30.6
Benchmark quartile	3	4	4	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

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	63		60 95%	3 5%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	63		53 84%	10 16%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	63		60 95%	3 5%		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	63		59 94%	4 6%		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.	63		52 83%	11 17%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	62		52 84%	10 16%		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.	63		59 94%	4 6%		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.	63		60 95%	3 5%		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.	63		45 71%	18 29%		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.	63		52 83%	11 17%		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.	63		34 54%	29 46%		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	63		39 62%	24 38%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%		

Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 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.	68	22 / 32% / 63%	40 / 59% / 34%	5 / 7% / 3%	1 / 1% / 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	69	36 / 52% / 72%	31 / 45% / 26%	2 / 3% / 1%	0 / 0% / 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	67	33 / 49% / 72%	32 / 48% / 26%	2 / 3% / 1%	0 / 0% / 0%	2	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	63	23 / 37% / 62%	33 / 52% / 35%	6 / 10% / 3%	1 / 2% / 1%	6	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	63	12 / 19% / 47%	39 / 62% / 48%	10 / 16% / 4%	2 / 3% / 1%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	63	22 / 35% / 61%	38 / 60% / 36%	3 / 5% / 2%	0 / 0% / 0%	6	Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	66	29 / 44% / 64%	35 / 53% / 34%	2 / 3% / 1%	0 / 0% / 0%	3	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	60	23 / 38% / 49%	28 / 47% / 43%	4 / 7% / 6%	5 / 8% / 2%	9	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.
Staff treat all children fairly and with respect.	59	22 / 37% / 60%	29 / 49% / 35%	7 / 12% / 4%	1 / 2% / 1%	10	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	67	25 / 37% / 60%	37 / 55% / 38%	4 / 6% / 2%	1 / 1% / 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	68	34 / 50% / 66%	30 / 44% / 32%	3 / 4% / 2%	1 / 1% / 1%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	56	18 / 32% / 55%	35 / 62% / 39%	2 / 4% / 4%	1 / 2% / 1%	12	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	66	17 / 26% / 49%	33 / 50% / 41%	13 / 20% / 8%	3 / 5% / 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.

	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.	69	30 43%	32 46%	5 7%	2 3%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	68	26 38%	36 53%	5 7%	1 1%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	60	24 40%	32 53%	4 7%	0 0%	9	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	35	14 40%	16 46%	1 3%	4 11%	32	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	67	23 34%	38 57%	5 7%	1 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	60	23 38%	33 55%	2 3%	2 3%	9	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Mervyn Lloyd Jones	Arolygydd Cofnodol
Gwilym Alun Huw Rees	Arolygydd Tîm
Deris Davies Williams	Arolygydd Lleyg
David Kenneth Davies	Arolygydd Cymheiriaid
Nia Ward	Enwebai

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.