



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**St Aidan's V.A.P. School
Wiston
Haverfordwest
Pembrokeshire
SA62 4PS**

Date of inspection: October 2014

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 Aidan's Voluntary Aided Primary School is in the village of Wiston in Pembrokeshire. There are 90 pupils on roll between the ages of four and eleven. This is significantly fewer than at the time of the last inspection. A majority of pupils travel to school by coach or taxi. There are four classes, all of which have pupils from more than one age group.

Around 7 per cent of pupils are eligible for free school meals, which is well below the national average.

The school has identified about 12% of pupils as having additional educational needs. Nearly all pupils are of white British ethnicity and speak English. No pupils speak Welsh at home.

The headteacher took up her post in September 2006. She was absent from school during the inspection. The school was last inspected in November 2008.

The individual school budget per pupil for St Aidan's V.A.P. School in 2014-2015 means that the budget is £3,759. The maximum per pupil in the primary schools in Pembrokeshire is £6,240 and the minimum is £3,570. St Aidan's V.A.P. School is 55th out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Unsatisfactory

Current performance

The current performance of the school is adequate because:

- by the end of key stage 2, a majority of pupils make suitable progress;
- most pupils who are eligible for free school meals achieve at least as well as their peers;
- the school's ethos contributes strongly to pupils' wellbeing;
- nearly all pupils behave well and have a positive attitude to learning;
- the school provides good levels of care, support and guidance for pupils; and
- most pupils with additional learning needs make good progress.

However:

- more able pupils do not generally make enough progress;
- in a majority of lessons, teachers do not provide pupils with a suitable level of challenge;
- opportunities for pupils to apply their literacy and numeracy skills across the curriculum are limited;
- many pupils do not have enough opportunities to work independently or to direct their own learning; and
- pupils' progress in learning Welsh is too slow.

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- the headteacher does not have a clear vision or provide effective strategic direction for the school;
- the governing body's role in holding the school to account is underdeveloped;
- the school does not have a record of delivering sustained improvement;
- self-evaluation processes are weak and have little impact on improving standards;
- the school improvement plan does not link sufficiently to the outcomes of self-evaluation; and
- spending decisions do not relate well enough to priorities in the school development plan.

Recommendations

- R1 Raise the attainment of more able pupils
- R2 Improve standards of Welsh in key stage 2
- R3 Provide more opportunities for pupils in the Foundation Phase to use literacy and numeracy skills across the curriculum, and for pupils throughout the school to develop greater independence
- R4 Ensure that teachers provide pupils of all abilities with an appropriate level of challenge, and improve the quality of teachers' feedback so that pupils know how to improve
- R5 Establish a clear strategic direction that focuses on improving standards for pupils of all abilities
- R6 Develop the role of the governing body in providing greater challenge to the school and ensuring that the school meets all statutory requirements
- R7 Improve the effectiveness of procedures for self-evaluation and planning for improvement

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils enter the school with skills that are in line with or above those expected for their age. By the end of key stage 2, the majority of pupils achieve in line with expectations, although a minority of pupils do not make suitable progress.

In the Foundation Phase, most pupils listen well and sustain concentration for long periods. They speak clearly and politely, choosing their words carefully. In key stage 2, most pupils listen carefully when sharing ideas with a partner and take turns to speak. Most speak clearly and confidently using a mature vocabulary. A majority of older pupils understand how to adapt their style of speech to suit their audience.

The youngest pupils in the Foundation Phase recognise and read their names and develop a good understanding of the relationship between letters and sounds. They use this purposefully when sounding out words. Older pupils demonstrate a clear understanding of what they have read. However, lack of attention to punctuation and a limited range of strategies to deal with unfamiliar words restrict the fluency of their reading.

In key stage 2, many pupils read for pleasure and to gain information and understand what they read. Younger pupils in key stage 2 read methodically and accurately. The majority read fluently, usually correcting their mistakes as they read. They describe the features of a book, such as its setting and plot, clearly. Older pupils in key stage 2 are increasingly able to locate information from non-fiction books and from computers. Although pupils read to their teachers infrequently, many make good progress.

In the Foundation Phase, pupils' handwriting is generally neat and well formed. However, their use of capital letters and full stops is inconsistent and they frequently do not spell common words correctly. Many pupils do not write at the same standard in topic and science lessons as they do in English lessons. Pupils who are more able do not make sufficient progress in developing their writing skills.

In key stage 2, a majority of pupils make good progress in writing. In English lessons, they write neatly and organise their work clearly. They show good awareness of the purpose for writing and their intended audience and adapt their style accordingly. They choose their words appropriately to write vivid descriptions, such as when writing diary entries and biographies of celebrities. A majority of more able pupils generally spell words accurately and use a suitable range of punctuation marks correctly. However, a minority of pupils' spelling and punctuation lacks accuracy. Many pupils do not write to the same standard in other subjects across the curriculum.

Many pupils in the Foundation Phase use their knowledge of number facts to do calculations involving numbers up to 100. They have a secure understanding of the

value of each digit in a number and identify halves of numbers and shapes. In key stage 2, many pupils read and write large numbers up to a million correctly. Older pupils use formulae for finding the areas and perimeters of two-dimensional shapes and construct nets that make three-dimensional shapes. They use their sound knowledge of multiplication facts to perform calculations accurately. Throughout the school, many pupils make good progress and achieve well in mathematics lessons. Pupils who are more able do not generally make as much progress as they should. Most pupils do not use numeracy skills regularly or at a suitable level across the curriculum.

Most pupils with additional learning needs make good progress in relation to their starting points.

In the Foundation Phase, many pupils learn the Welsh names of foods and types of weather. As they progress through the school, the majority increase their knowledge of Welsh vocabulary well, but lack the confidence to engage in simple conversations. Many pupils do not write in Welsh regularly and have difficulty in reading from Welsh books with any fluency. Most pupils' progress in learning Welsh is too slow.

In the Foundation Phase, in 2012, pupils' attainment at the expected outcome 5 in literacy and numeracy skills placed the school in the higher 50% when compared with similar schools. In 2013, attainment in literacy and mathematical development placed the school in the lower 50%. In 2014, attainment continued to place the school in the lower 50% in literacy, but improved in mathematical development, placing the school in the top 25%. At the higher-than-expected outcome 6, attainment in literacy in 2012 and 2013 placed the school in the top 25% when compared with similar schools. In mathematical development, attainment placed the school in the higher 50% in 2012 and in the top 25% in 2013. In 2014, pupils' attainment places the school in the lower 50% in literacy and in the higher 50% in mathematical development.

In key stage 2, pupils' attainment in English, mathematics and science has been inconsistent. In 2011 and 2014, attainment at the expected level 4 in all subjects placed the school in the top 25% when compared with similar schools. In 2012, attainment in English and science placed the school in the top 25% and in the higher 50% in mathematics. In 2013, attainment fell, placing the school in the lower 50% in English, mathematics and science.

At the higher-than-expected level 5, attainment in all three subjects has fluctuated, moving the school between the lower 50% and the top 25% when compared with similar schools. In 2012, attainment in English, mathematics and science placed the school in the top 25%. However, in 2014, attainment in all three subjects places the school in the lower 50%.

Pupils who are eligible for free school meals generally perform as well as their peers.

Wellbeing: Good

Nearly all pupils have a positive attitude to healthy living and understand the importance of making healthy choices in relation to food and drink. They are happy, feel safe in school and know whom to turn to if they have any concerns.

Most pupils are proud of their school and have a strong sense of belonging. Nearly all pupils behave well in lessons, at break times and around school. They are very courteous towards adults and each other. Most pupils have a positive attitude to learning. They co-operate well with each other, taking turns, sharing and working collaboratively. A minority of pupils demonstrate good, independent working skills. However, a majority do not sustain concentration well for long periods. Pupils have useful opportunities to make decisions about how to improve school life. For example, the school council is enthusiastic and has played an important role in improving pupils' behaviour through the use of restorative justice that focuses on the needs of victims. Pupils have good opportunities to make choices about the topics they would like to study when completing homework tasks.

For the past two years, pupils' attendance has placed the school in the higher 50% when compared with similar schools. A majority of pupils travel to school by coach and lateness is beyond their control. Most pupils were punctual at the time of the inspection.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

In most classes, teachers plan and deliver a range of learning experiences that engage the majority of pupils. However, the curriculum does not provide enough opportunities for pupils to develop their literacy and numeracy skills in a wide range of contexts. Pupils do not have sufficient opportunities to work independently or to direct their own learning.

The curriculum meets the requirements of the National Curriculum, but not enough time and attention is allocated to certain subjects and areas of learning, such as Welsh and physical education. A majority of pupils develop literacy and numeracy skills well in English and mathematics lessons. However, the school is at the early stages of implementing the Literacy and Numeracy Framework and, as a result, pupils' application of literacy and numeracy skills across the curriculum is limited.

In the Foundation Phase, teachers plan a good range of focused tasks. However, teachers direct most learning and pupils have too few opportunities to make choices about what they would like to learn or to develop independent skills. Many units of work begin with a visit to a place of interest. This motivates pupils effectively, stimulates their curiosity and enriches their understanding of the history and heritage of Wales.

There are regular Welsh lessons. In addition, teachers provide pupils with opportunities to rehearse a set of simple questions and answers in Welsh. Staff nominate pupils to lead these sessions. However, pupils are not encouraged to use Welsh during the rest of the day.

In key stage 2, pupils have suitable opportunities to learn about sustainable development through the eco club and the school's links with a local oil distribution company. Pupils are increasingly aware of the wider world through the school's links with a school in Zanzibar.

Teaching: Adequate

A majority of teachers use a range of strategies effectively to engage pupils in lessons. All teachers and support assistants establish good working relationships with their pupils. In a majority of lessons where teaching is good, teachers ensure that pupils know what they expect them to learn, the pace of the lesson is brisk, and they ask probing questions. However, in too many lessons teachers over-direct pupils and do not give them sufficient opportunities to work independently and creatively. In a majority of classes, teachers do not have high enough expectations of what more able pupils can achieve and, consequently, lessons do not provide pupils with an appropriate level of challenge. Most teachers use a good range of resources well to enhance their lessons.

Teachers mark pupils' work regularly. Their comments praise good work. Where it is most effective, marking indicates how well the pupil has understood the learning objective, and suggests ways to improve. However, feedback during lessons does not consistently enable pupils to improve their learning. Most teachers use a range of strategies to allow pupils to evaluate their own progress and that of their peers. The journals that pupils in key stage 2 keep, where they reflect on their progress, are a good feature.

Written reports to parents are clear and informative, but do not contain suitable targets to indicate what pupils need to do to improve.

Care, support and guidance: Good

The school promotes pupils' personal development well, including their spiritual, moral, social and cultural development. Staff provide well for pupils' spiritual development through acts of collective worship and through the emphasis on promoting Christian values. The school encourages pupils to show respect, care and concern for others and this is a strength of the school. The school promotes pupils' cultural development well through a comprehensive programme of musical and sporting activities.

The school makes appropriate arrangements for promoting healthy eating and drinking.

The school liaises effectively with a range of specialist agencies, including youth workers, social services and the positive behaviour service to meet the needs of vulnerable pupils. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is good. There are clear, detailed targets in pupils' individual plans. The school has suitable arrangements to share these with parents and carries out reviews regularly. The school ensures that pupils

are aware of their targets for improvement. Teaching assistants provide regular, effective support for these pupils. The school's procedures for identifying and supporting more able and talented pupils are at an early stage of development.

Learning environment: Adequate

The school is an inclusive community, which recognises and celebrates diversity within the school and in the wider community well. All pupils have equal access to the curriculum and to trips and visits.

The school site and buildings are bright and welcoming. The interior of the building is generally in good condition. The school makes suitable use of its grounds and the outdoor classroom is an attractive feature that provides valuable extra space. A local business has provided a canopy so that pupils are able to use this area in all weathers.

Most classrooms, although small, are large enough to accommodate the number of pupils in each class. Displays are colourful and promote the aims and objectives of the school well. However, there are not enough opportunities to celebrate pupils' work or achievements.

Overall, the school has enough appropriate resources to meet the needs of learners. However, there are not enough reading books at different levels to provide a breadth of reading experiences for pupils.

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

The headteacher does not have a clear vision or provide effective strategic direction for the school. This restricts the school's capacity to raise standards for all pupils.

The headteacher does not share responsibilities effectively with the leadership team and, as a result, they do not have a clear understanding of the school's strengths and weaknesses and what it needs to do to improve. In recent years, staff reorganisation and absence has disrupted the leadership team. This has had a negative impact on continuity and standards. The local authority has recognised deficiencies in leadership and is providing support. However, the improvement to date is limited. Leaders analyse performance data systematically, but they do not use this information effectively to raise pupils' standards or to challenge the most able pupils.

Regular staff meetings deal with issues about the quality of learning experiences for pupils. However, leaders do not ensure that outcomes focus sharply enough on raising standards. The school has appropriate arrangements for managing the performance of staff, but targets do not link closely to school priorities.

The school has made limited progress towards implementing national and local priorities. In the Foundation Phase, adults do not give pupils enough freedom to explore their environment independently. The implementation of the Literacy and Numeracy Framework is at an early stage.

The governing body meets regularly and fulfils the majority of its statutory duties efficiently. Governors do not ensure that the headteacher allocates every teacher with adequate time for planning, preparation and assessment, as legally required. The headteacher's reports inform them about pupils' performance and other key aspects of school life. Governors have an incomplete understanding of the self-evaluation and planning cycle. A number of their spending decisions do not arise from the school improvement plan. They do not challenge the school enough in their role as a critical friend.

Improving quality: Unsatisfactory

The school's self-evaluation processes use a limited range of evidence to inform judgements about standards and provision. They do, however, include data analysis, scrutiny of pupils' work and monitoring of the quality of teaching. Although leaders seek the views of parents and pupils about the work of the school, they do not use this information effectively to bring about improvements.

The self-evaluation process gives insufficient attention to measuring accurately how the school's actions achieve improved standards for all pupils. Leaders do not ensure that they use the findings well enough to respond positively to shortcomings in teaching and learning.

The priorities identified in the school improvement plan do not match the findings of the self-evaluation report appropriately. The plan comprises a broad range of manageable targets. It indicates start dates, but does not specify the timescale for actions. Plans identify sources of funding and the staff responsible for their delivery. However, many action plans lack clarity and sound strategies likely to bring about improvement. Many targets do not have measurable criteria for success. Procedures for evaluating progress against previous targets are not systematic enough. As a result, standards of attainment do not reflect pupils' abilities accurately.

The headteacher and the governing body have an incomplete understanding of the school's strengths and weaknesses. As a result, they do not appropriately identify targets for improvement. The school has not addressed any of the recommendations from the last inspection fully.

Partnership working: Adequate

The school has sound links with several partners, which have a positive effect on pupils' achievement and wellbeing. Teachers maintain good relationships with parents and keep them well informed, for example, through daily "drop in" sessions and newsletters. The parent teacher association has raised significant amounts of money to improve learning resources, including computer equipment.

Close liaison with other schools provides opportunities for social and sporting activities that include football and netball competitions. Effective links with the nearby playgroup enable the youngest pupils to settle well. A suitable range of transition arrangements helps pupils to move smoothly to secondary school. Work with neighbouring primary schools in standardisation and moderation helps to ensure

consistency and accuracy in the assessment of pupils' work. However, this has had a limited impact on improving pupils' standards, particularly those of the more able. Partnerships with the local and wider community contribute well to pupils' social, moral and spiritual wellbeing, as well as their safety on the roads.

The cluster of local schools uses pooled funding to establish networks of professional practice to improve the school's approach to teaching numeracy and writing, although it is too soon to judge the impact of this work.

Resource management: Unsatisfactory

The school deploys staff effectively to make best use of their expertise. Arrangements to give teachers time for planning, preparation and assessment do not meet statutory requirements. Performance management systems identify staff development needs, and the school provides training as a result.

The school is involved in several networks of professional practice. For example, schools in the cluster have focused on attendance and strategies to improve leadership. However, this has not impacted sufficiently on improving leadership within the school. Recent expenditure has provided useful curriculum resources, including information and communication technology equipment. However, leaders and managers allocate spending to projects that do not feature as priorities in the school improvement plan. The school uses grants intended to tackle underachievement due to social deprivation appropriately, for example by supporting the cost of school visits and extracurricular activities.

In view of the shortcomings identified in standards, provision and leadership, the school provides unsatisfactory value for money.

Appendix 1

Commentary on performance data

6683315 - St.Aidan's V.A.

Number of pupils on roll	116
Pupils eligible for free school meals (FSM) - 3 year average	11.3
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	18	11	11
Achieving the Foundation Phase indicator (FPI) (%)	94.4	90.9	90.9
Benchmark quartile	1	2	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	18	11	11
Achieving outcome 5+ (%)	94.4	90.9	90.9
Benchmark quartile	2	2	3
Achieving outcome 6+ (%)	44.4	54.5	27.3
Benchmark quartile	1	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	18	11	11
Achieving outcome 5+ (%)	94.4	90.9	100.0
Benchmark quartile	2	3	1
Achieving outcome 6+ (%)	27.8	54.5	36.4
Benchmark quartile	2	1	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	18	11	11
Achieving outcome 5+ (%)	94.4	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	61.1	63.6	63.6
Benchmark quartile	1	2	2

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.

6683315 - St.Aidan's V.A.

Number of pupils on roll	116
Pupils eligible for free school meals (FSM) - 3 year average	11.3
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	16	15	17	22
Achieving the core subject indicator (CSI) (%)	100.0	93.3	82.4	100.0
Benchmark quartile	1	2	4	1
English				
Number of pupils in cohort	16	15	17	22
Achieving level 4+ (%)	100.0	100.0	88.2	100.0
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	37.5	46.7	52.9	36.4
Benchmark quartile	3	1	1	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	16	15	17	22
Achieving level 4+ (%)	100.0	93.3	88.2	100.0
Benchmark quartile	1	2	3	1
Achieving level 5+ (%)	50.0	53.3	47.1	40.9
Benchmark quartile	1	1	1	3
Science				
Number of pupils in cohort	16	15	17	22
Achieving level 4+ (%)	100.0	100.0	94.1	100.0
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	43.8	60.0	41.2	40.9
Benchmark quartile	2	1	2	3

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in english or welsh (first language), mathematics and science in combination.

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report – responses to learner questionnaires

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.	57	56 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	56	55 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	57	55 96%	2 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	57	54 95%	3 5%	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.	57	57 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	57	54 95%	3 5%	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.	57	54 95%	3 5%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	57	57 100%	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.	57	53 93%	4 7%	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.	57	57 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	57	50 88%	7 12%	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	57	54 95%	3 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	18	13 72%	3 17%	1 6%	1 6%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	18	16 89%	2 11%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	18	12 67%	6 33%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	18	13 72%	3 17%	2 11%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	18	10 56%	7 39%	1 6%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	18	12 67%	4 22%	1 6%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	18	13 72%	4 22%	1 6%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	18	11 61%	5 28%	0 0%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	18	11 61%	5 28%	2 11%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	18	15 83%	3 17%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	18	13 72%	3 17%	0 0%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	18	11 61%	4 22%	2 11%	0 0%	1	Mae fy mhentyn 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.	18	13 72%	2 11%	2 11%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		
I feel comfortable about	18	14	3	1	0	0	Rwy'n teimlo'n esmwyth ynglŷn â

	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	
approaching the school with questions, suggestions or a problem.		78%	17%	6%	0%		gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	18	12	2	3	0	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		67%	11%	17%	0%		
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	18	13	4	1	0	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		72%	22%	6%	0%		
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	16	11	0	1	0	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		69%	0%	6%	0%		
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	18	15	3	0	0	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		83%	17%	0%	0%		
		53%	38%	5%	1%		
The school is well run.	18	12	3	1	2	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		67%	17%	6%	11%		
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Aileen Patricia Brindley	Team Inspector
Mrs Deris Williams	Lay Inspector
Amanda Jones	Peer Inspector

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; and
- 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; and
- 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.