



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

A report on

**Haverfordwest Junior V.C. School
Barn Street
Haverfordwest
Pembrokeshire
SA61 1TD**

Date of inspection: February 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Haverfordwest Voluntary Controlled Junior School is close to the centre of Haverfordwest in the Pembrokeshire local authority. There are 83 pupils on roll between the ages of 7 and 11, taught in three classes. Most pupils transfer to the school from Mount Airey Infant School in the September following their seventh birthday.

Nearly all pupils are of white British ethnicity. No pupil speaks English as an additional language and no pupil speaks Welsh at home. The three-year average of pupils eligible for free school meals is 18%. This is just below the national figure of 20%. The school identifies about 27% of pupils as having additional learning needs. This is similar to the national figure. No pupil at the school has a statement of special educational needs.

Estyn last inspected the school in October 2009. Since September 2015, the headteacher of the nearby infant school has held temporary responsibility for the school.

The individual school budget per pupil for Haverfordwest Voluntary Controlled Junior School in 2015-2016 means that the budget is £4,183 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,208 and the minimum is £3,454. Haverfordwest Voluntary Controlled Junior School is 23rd out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is unsatisfactory because:

- A significant minority of pupils make inadequate progress as they move through the school
- Too many pupils have poor reading skills
- Too few pupils write at length, using a wide enough range of vocabulary
- When writing across the curriculum, a majority of pupils' work is of a low standard
- A very few pupils are able to use and apply their number skills well enough or develop their own strategies for solving problems
- A very few pupils are regularly disruptive in lessons and exhibit poor behaviour around the school
- Most pupils are unaware of their targets for improvement and many do not know what actions they need to take to meet these targets
- Attendance over the last four years has placed the school in the lower 50% or bottom 25% when compared with similar schools
- The school does not have sufficiently robust plans to ensure that all pupils develop their skills as they move through the school
- In a significant number of classes, teachers do not plan learning activities to challenge and support all pupils well enough at an appropriate level

Prospects for improvement

The following positive features were noted in relation to prospects for improvement:

- The acting headteacher works diligently to support the day-to-day running of the school and provides a strong role model for staff and pupils
- She has a good understanding of the school's priorities for improvement and has begun to work with the governing body to help them to focus their efforts on school improvement

However, the school's prospects for improvement are unsatisfactory because:

- There has been a lack of strategic direction at the school that has prevented it from maintaining and building on the good work identified in its previous inspection
- There is limited distribution of leadership roles and weak leadership capacity within the school
- Over time, leaders have not carried out important leadership and management roles regularly and rigorously

- Inconsistent practice has had a negative impact on pupils' wellbeing and the progress that they make in their time at school
- The school has not addressed important areas well enough, such as the implementation of the National Literacy and Numeracy Frameworks, and, as a result, many pupils have too few opportunities to develop their literacy and numeracy skills
- The school's governing body has not provided sufficient challenge to school leaders and has not held them to account for the weak standards that pupils achieve
- Leaders have not made robust evaluations of pupil performance or the quality of teaching and learning and they have not developed an accurate understanding of the school's shortcomings
- School improvement plans are weak and have not provided the direction necessary to bring about much-needed improvements

Recommendations

- R1 Improve the standards of pupils' reading, writing, numeracy and information and communication technology (ICT) skills
- R2 Improve the standards of pupils' Welsh language skills
- R3 Improve pupils' attendance and behaviour
- R4 Develop curriculum planning that ensures the systematic coverage of the National Curriculum and of the National Literacy and Numeracy Frameworks as pupils move through the school
- R5 Ensure that all teachers deliver lessons of at least good quality in all classes
- R6 Establish robust assessment and pupil tracking procedures that reflect accurately the standards that pupils achieve
- R7 Establish an effective leadership and staffing structure and implement robust performance management procedures with all staff
- R8 Ensure that all governors understand their roles and provide effective challenge to school leaders
- R9 Ensure that self-evaluation is based on a broad range of first-hand evidence and that improvement actions have a measurable impact on pupils' standards and wellbeing

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. 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 on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

Most pupils start at the school with literacy and numeracy skills that are appropriate to or below those expected for their age. Currently, too many pupils make inadequate progress as they move through the school.

At the end of key stage 2, many pupils listen to others suitably and speak confidently with pupils and with adults. They contribute to group and class discussions appropriately. For example, they use suitable scientific vocabulary to discuss conditions that would affect the rate at which a parachute falls. However, a very few pupils throughout the school interrupt both adults and pupils when they are speaking and call out in class frequently.

In key stage 2, many pupils can recall the main points from texts they have read, such as the names of the main characters and major events in the story. However, most older pupils are not able to infer meaning from texts well enough to understand what they are reading. A majority of older pupils do not use higher-order reading skills, such as skimming and scanning well enough, for example when searching for information in non-fiction texts. A minority of pupils have too few strategies to help them read unknown words. As a result, many of these pupils have difficulties reading and understanding well enough the information presented to them in classes.

As they progress through key stage 2, too many pupils make insufficient progress in developing their writing skills. Many pupils are able to write in a suitable range of styles, for example writing diary entries and newspaper reports. With support, they are able to edit and improve their work appropriately. However, only a few write at a suitable length, using a wide enough range of vocabulary. A majority of pupils fail to punctuate their writing well enough and spell many basic words incorrectly. Throughout the school, a majority of pupils' handwriting and presentation of their work are inconsistent. When writing across the curriculum, a majority of pupils' work is of too low a standard.

By the end of key stage 2, a significant minority of pupils' mathematics skills are not strong enough for their age. Most older pupils can use basic multiplication tables well and can add and subtract accurately using a standard written method. They can use decimal notation appropriately, for example when recording money, and they use information from tables to draw bar charts suitably. However, too few pupils are able to use and apply their number skills well or can develop their own strategies for solving problems. A majority of pupils fail to present their mathematics work systematically or tidily enough. Most pupils do not use their numeracy skills well enough in other areas of the curriculum.

A very few pupils in the school use the Welsh language confidently and many pupils can answer only a limited range of basic questions in Welsh. A majority of older pupils can answer a few simple questions and make short, limited comments, such

as saying how they feel. However, at the end of key stage 2, too few pupils are able to speak using full sentences well enough or read any Welsh texts with appropriate understanding. Many pupils do not write well enough in Welsh without substantial support.

Throughout the school, a majority of pupils' ICT skills are limited. Many pupils can use a tablet computer to take photographs, record and edit videos, and search the internet effectively. However, only a very few pupils have a suitable understanding of important areas of ICT, such as spreadsheets and databases.

Many pupils with additional learning needs make effective progress towards their individual targets.

Throughout the school, only a minority of pupils demonstrate suitable thinking and problem-solving skills.

At the end of key stage 2, pupils' performance at the expected level 4 in English, mathematics and science has placed the school consistently in the bottom 25% when compared with similar schools over the last four years. At the higher level 5, pupils' performance in English places the school consistently in the lower 50% and bottom 25%. There is a declining trend in pupil performance in mathematics and the school is now in the bottom 25% when compared with similar schools.

As the number of pupils eligible for free school meals is low in certain cohorts, care must be taken when comparing these pupils' outcomes with those of other pupils. However, in general, pupils eligible for free school meals do less well than other pupils at the expected level 4 in mathematics and science and at the higher level 5 in all subject areas. Girls tend to do better than boys in English at the end of key stage 2 at both the expected and higher levels.

Wellbeing: Unsatisfactory

Nearly all pupils understand the importance of eating healthily and understand the benefits of regular exercise. Many pupils feel safe in school and know where to find help from adults and playground 'buddies' when problems arise. A very few pupils are regularly disruptive in lessons and exhibit poor behaviour around the school. On a few occasions, this prevents other pupils from learning well enough. As a result of disruptive behaviour, the school has excluded a high number of pupils over the last year. However, there has only been one exclusion during this school year.

Many pupils engage suitably in lessons and concentrate on their work appropriately. All pupils have targets for improvement in reading and numeracy, but most pupils are unaware of what these targets are and many do not know what actions they need to take to meet them.

Attendance over the last four years has placed the school in the lower 50% or bottom 25% consistently when compared with similar schools. However, the most recent unverified attendance figures show a notable improvement when compared with the same period last year.

The school council meets regularly. Members have responsibility for a few initiatives, such as buying new playground equipment. A minority of pupils are able to take responsible positions within the school, such as sports leaders and junior road safety officers. Their work improves the standard of pupils' health and wellbeing suitably. However, there are too few opportunities for pupils to make a significant contribution to decision-making at the school.

Key Question 2: How good is provision?

Unsatisfactory

Learning experiences: Unsatisfactory

Teachers generally plan individual lessons with a suitable range of relevant and interesting learning experiences that engage many pupils. However, the long-term and medium-term curriculum planning in the school is not sufficiently detailed or robust enough to ensure that teachers will cover the full range of the National Curriculum and religious education well enough.

Teachers identify a few opportunities for pupils to develop their literacy and numeracy skills across the curriculum. However, the school has yet to plan these skills into its wider curriculum successfully enough. As a result, pupils do not develop these skills systematically or well enough as they move through the school. There is insufficient long or medium-term planning to ensure that pupils develop their thinking, problem-solving and ICT skills fully. As a result, many pupils' skills in these areas are notably weak.

Teachers provide sufficient opportunities for pupils to learn about the culture and heritage of Wales. For example, they visit Swansea to learn about life in the Second World War and visit a local church to learn about pilgrimages. The school has a suitable curriculum for Welsh language development. There is clear guidance to teachers on the range of sentence patterns to use with pupils to ensure that they build systematically as pupils move through the school. However, teachers do not implement these consistently or well enough. As a result, many pupils' Welsh language skills are weak.

There are suitable opportunities for pupils to learn about sustainable development and global citizenship in lessons and through other activities. For example, pupils throughout the school take an active role in recycling paper and waste. In lessons, they have studied the impact of climate change in Wales and abroad. However, their understanding of their place as global citizens in a wider world is underdeveloped.

Teaching: Unsatisfactory

The quality of teaching in classes throughout the school is not strong enough. Most teachers create a positive learning environment and have good working relationships with most pupils. Most support pupils during lessons appropriately and give them useful verbal feedback that helps many pupils to focus their thinking and to extend their understanding. However, in a significant number of classes, teachers do not plan learning activities that challenge and support all pupils well enough at a suitable level. In many lessons, learning support assistants make a valuable contribution to pupils' learning. However, in a few lessons, the high number of adults in the class reduces the opportunities for many pupils to work independently and to develop their own strategies for tackling problems.

Teachers mark nearly all pupils' work regularly. They often identify where adults have supported pupils in class and identify when pupils achieve learning objectives clearly. However, in too many cases, marking does not provide pupils with helpful enough feedback on how to improve their work. In a few cases, where it does provide clear guidance, many pupils do not follow the advice consistently. In many lessons, teachers share the lesson's learning objectives with pupils effectively, which supports the pupils' understanding of their learning. However, assessment for learning processes are at an early stage of development.

Teachers have begun to complete an electronic tracking system to record pupils' progress. They are beginning to use this system to identify pupils who need support and to group pupils with similar learning needs appropriately. However, too many of the recorded levels do not match the current standard of pupils' work and are too generous. As a result, the school does not have accurate enough information on which to track pupils' standards and progress as they move through the school.

In a minority of cases, annual reports to parents do not provide suitable information on pupils' progress in all subject areas.

Care, support and guidance: Adequate

The school promotes healthy living well and provides regular opportunities for pupils to engage in formal and informal physical activities, such as rugby and netball workshops. This promotes pupils' health and fitness effectively. There are effective arrangements for developing pupils' spiritual, social, moral and cultural awareness. For example, weekly visits by the local clergy support the Christian ethos of the school successfully. The school has appropriate arrangements to promote healthy eating and drinking. Staff work hard to provide beneficial care for all pupils and to prioritise the wellbeing of all pupils. The school celebrates pupils' individual and shared achievements well and this helps to build pupils' self-esteem and confidence effectively. Improved strategies to encourage pupils' good behaviour are beginning to have a positive impact on most pupils. However, a very few pupils continue to disrupt school life too much. The school's processes for teaching pupils about the acceptable and safe use of technology are not wide-ranging enough.

The school makes effective use of a range of specialist services. In particular, work with the 'Family Intervention Team' and the school nurse has improved the school's links with families beneficially. These good working relationships are beginning to have a positive effect on the progress of identified pupils.

Other than the few procedural issues raised with the school, the school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school has suitable systems in place to identify pupils with additional needs or support requirements. Many pupils' individual education plans are appropriate and their parents take part suitably in their review. The school provides a fitting range of effective intervention programmes for pupils. This involves a good balance between lesson withdrawal and in-class support. The school uses intervention programmes well to ensure that many pupils with additional learning needs make appropriate progress in relation to their individual targets.

Learning environment: Adequate

The acting-headteacher has begun to implement suitable policies and procedures that are beginning to have a positive effect on the school's ethos and environment. As a result, most adults contribute well to a generally calm and positive atmosphere in classes and around the school. Nearly all staff and most pupils treat everyone with respect, regardless of gender or social background and this reflects the school's Christian ethos well. As a result, there is a suitable emphasis on respecting others. However, a very few older pupils misbehave too much and are not as ready to learn as most other pupils.

The acting-headteacher has acted quickly in mobilising volunteers and local authority services to improve the internal accommodation. This is now clean and well organised. As a result, communal areas and classrooms provide pupils with an attractive and well-maintained environment for learning. Nearly all the displays around the school are bright and informative and exhibit pupils' work effectively. The school has sufficient resources of good quality to support pupils' learning.

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

Since September 2015, the headteacher of the school's partner infant school has taken responsibility for leading the school. She works diligently to support the day-to-day running of the school and provides a strong role model for staff and pupils. In addition, she has taken swift action to improve the school building to ensure that it is an appropriate environment for learning and teaching.

However, in recent years, the school has experienced notable periods of instability, caused by a high turnover of leaders. As a result, there has been a lack of strategic direction that has prevented the school from maintaining and building on the good work identified in its previous inspection. In addition, most class teachers work on a part-time or temporary basis. As a result, there is poor staff stability and little effective distribution of leadership roles.

Over time, leaders have not carried out important leadership and management roles regularly and rigorously. For example, they have not implemented the performance management of teachers in line with statutory requirements. As a result, they have not identified weaknesses in teaching, and teachers have not had appropriate opportunities for training and development. This has led to inconsistent practices that have had a negative impact on pupils' wellbeing and the progress they make.

Leaders have begun to address national priorities, for example planning to reduce the impact of poverty on educational attainment. However, the school has not addressed other important areas, such as the implementation of the National Literacy and Numeracy Frameworks. As a result, many pupils at the school have far too few opportunities to develop their literacy and numeracy skills compared with other schools.

The governing body is supportive of the acting headteacher and the changes she is making. However, over time, its work has not focused strongly enough on the wellbeing of pupils and the standards that they achieve. As a result, governors have not provided sufficient challenge to school leaders and have not held them to account for poor behaviour and weak standards at the school. Governors have not acted robustly enough to address concerns raised by local authority monitoring reports. This has contributed to the poor standards in attainment and wellbeing. The governing body has recently had training on how to improve its role as a critical friend and the acting headteacher has begun to work with the governing body to help governors to focus their efforts on school improvement. She has ensured that governors have a better understanding of the school's current performance and areas for development.

Improving quality: Unsatisfactory

The acting headteacher has produced a self-evaluation document that provides an honest assessment of pupil performance and recognises the low standards that pupils are achieving at the school. However, in a few other areas, the self-evaluation report is too positive. Teachers have begun to take part in monitoring activities to evaluate the school's current provision, such as observing lessons and looking at pupils' books. However, their evaluations tend to be too positive and do not focus well enough on the standards that pupils achieve. Currently, leaders do not seek the views of pupils, parents and governors about the work of the school well enough.

Until recently, school leaders have not carried out self-evaluation activities regularly. They have not made robust evaluations of pupil performance or the quality of teaching and learning. This means that leaders have not had an accurate understanding of the school's shortcomings. As a result, they have not identified appropriate areas for improvement. School improvement plans have been weak and have not provided leaders and teachers with the direction necessary to bring about improvements. As a result, the school does not have a strong track-record of improving outcomes for pupils. Over time, a majority pupils have not made good enough progress as they move through the school and fail to achieve the standards of which they are capable.

The school has not addressed the recommendations from the previous inspection report well enough.

Partnership working: Adequate

The acting headteacher has set up a number of useful partnerships that are starting to have a positive impact on the life and work of the school. For example, the school is working closely with the local infant school to enable teachers and learning support assistants to learn from each other. As a result, staff have begun to share strategies to support pupils, for example helping them to improve their behaviour. However, this work is at an early stage and it is too early to judge its impact on outcomes for pupils. The partnership with parents has improved recently, although a few parents feel they could make a stronger contribution to the work of the school.

The school has close links with the local church. Church officials visit the school each week to lead assemblies, and pupils visit the church to take part in special celebrations, such as the harvest festival. Through these activities, pupils learn how they can help others, for example by donating the food they collect during harvest time to a local charity. A local sports organisation visits the school weekly to teach rugby skills, and pupils from the local secondary school visit regularly to support after-school activities, such as basketball and cross-country running. As a result, pupils have increased opportunities for physical exercise and this has had a positive impact on their wellbeing.

The school has satisfactory arrangements to support pupils moving to secondary school. For example, pupils visit the secondary school to take part in practical activities and this helps them to become familiar with the school and their new teachers. However, the school has not taken part in arrangements with other local schools to ensure that the assessments they make of pupils' work are accurate and reliable.

Resource management: Unsatisfactory

Over time, leaders and governors have not ensured there is a stable enough staff structure to meet the needs of pupils. Decisions made by leaders and governors in the past have resulted in a significant number of staff members working on a part-time basis with insufficient permanent teachers to cover all classes. This means that all three classes currently have temporary teachers and one class has relied too heavily on supply teachers during this academic year. The school has a high number of learning support assistants for the number of pupils at the school. Leaders currently deploy many of these to support pupils' behaviour in class rather than their academic attainment.

The acting headteacher has developed plans for the appropriate use of the pupil deprivation grant to support pupils eligible for free school meals. However, this work is at an early stage of development and it is not yet possible to see the impact on pupils' standards. Over time, pupils eligible for free school meals tend to perform less well than other pupils.

Given the unsatisfactory standards that pupils achieve and the weaknesses in many aspects of the school's provision, the school provides unsatisfactory value for money.

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data.

6683053 - Haverfordwest V.C.

Number of pupils on roll	109
Pupils eligible for free school meals (FSM) - 3 year average	18.3
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	20	28	30	24
Achieving the core subject indicator (CSI) (%)	75.0	60.7	80.0	83.3
Benchmark quartile	4	4	4	4
English				
Number of pupils in cohort	20	28	30	24
Achieving level 4+ (%)	85.0	75.0	80.0	83.3
Benchmark quartile	3	4	4	4
Achieving level 5+ (%)	25.0	21.4	30.0	25.0
Benchmark quartile	3	4	3	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	20	28	30	24
Achieving level 4+ (%)	80.0	64.3	83.3	83.3
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	45.0	32.1	36.7	*
Benchmark quartile	1	3	2	*
Science				
Number of pupils in cohort	20	28	30	24
Achieving level 4+ (%)	90.0	82.1	83.3	87.5
Benchmark quartile	3	4	4	4
Achieving level 5+ (%)	35.0	25.0	36.7	25.0
Benchmark quartile	2	3	2	4

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	78		70 90%	8 10%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	79		70 89%	9 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	81		75 93%	6 7%	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	80		74 92%	6 8%	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.	81		76 94%	5 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	81		73 90%	8 10%	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.	81		80 99%	1 1%	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.	82		79 96%	3 4%	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.	68		56 82%	12 18%	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.	81		72 89%	9 11%	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.	75		39 52%	36 48%	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	77		46 60%	31 40%	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.	11	4 36%	6 55%	0 0%	1 9%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	11	6 55%	4 36%	1 9%	0 0%	0	Mae fy mhentyn 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.	11	7 64%	4 36%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	11	5 45%	6 55%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	10	1 10%	7 70%	1 10%	1 10%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	11	5 45%	5 45%	1 9%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	11	7 64%	4 36%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	11	3 27%	4 36%	4 36%	0 0%	0	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	11	4 36%	6 55%	0 0%	1 9%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	11	7 64%	3 27%	1 9%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	10	6 60%	3 30%	0 0%	1 10%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	8	3 38%	5 62%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	11	2 18%	8 73%	1 9%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynydd fy mhentyn.
		50%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	11	8 73%	2 18%	1 9%	0 0%	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.	11	5 45%	4 36%	1 9%	1 9%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	10	3 30%	5 50%	2 20%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	10	3 30%	5 50%	2 20%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	10	4 40%	5 50%	1 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	10	6 60%	3 30%	0 0%	1 10%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mr Andrew Thorne	Reporting Inspector
Mrs Jane McCarthy	Team Inspector
Mr Terry James Davies	Lay Inspector
Mrs Kathryn Owen Thomas	Peer Inspector
Mrs Cora O'Brien (Acting Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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