



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

**A report on**

**Ysgol Gymunedol Maenclochog  
Maenclochog  
Clunderwen  
Pembrokeshire  
SA66 7LB**

**Date of inspection: May 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:

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

Ysgol Gymunedol Maenclochog is situated in the village of Maenclochog, Pembrokeshire. There are 97 pupils aged between 3 and 11 years on roll, including three nursery-age, part-time pupils. Pupils are divided between four mixed-age classes. Welsh is the main medium of the life and work of the school.

About half of pupils come from Welsh-speaking homes. About 5% are eligible for free school meals. The school has identified that 27% of pupils have additional learning needs. Very few have a statement of special educational needs. A very few pupils come from an ethnic minority background. A very small number of pupils are looked after by the local authority.

The headteacher was appointed to the post in September 2010 and the school was last inspected in June 2012.

The individual school budget per pupil for Ysgol Gymunedol Maenclochog in 2015-2016 is £3,907. The maximum per pupil in primary schools in Pembrokeshire is £6,208 and the minimum is £3,454. Ysgol Gymunedol Maenclochog is in 43<sup>rd</sup> place of the 61 primary schools in Pembrokeshire in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- Most pupils make good progress in their learning during their time there
- Most pupils develop thinking skills successfully
- Pupils who have additional learning needs make good progress
- Nearly all pupils' behaviour is good
- Members of the school council, the eco committee and the 'Cryw Calon Lân' contribute very effectively to school life
- Most pupils develop their writing and numeracy skills across the curriculum successfully
- Most teachers plan interesting learning experiences that motivate pupils to learn
- It has effective arrangements for pupils' care and wellbeing

### Prospects for improvement

The school's prospects for improvement are good because:

- Leaders have a clear vision that is based on ensuring high standards and pupils' wellbeing
- Governors hold the school to account effectively for its performance
- There are thorough self-evaluation procedures in place
- Leaders have an accurate understanding of its strengths and areas that it needs to improve
- The development plan focuses clearly on improving provision and raising standards
- There is an effective partnership between the school and parents, which ensures that they take an active role in their children's education
- There is close co-operation with specialist agencies, which ensures very good support and assistance for vulnerable pupils and families

## Recommendations

R1 Create suitable opportunities for pupils to learn about other religions and the wider world

R2 Ensure that teaching promotes pupils' independent learning consistently

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

On entry to the school, many pupils' basic skills correspond to that which is expected for their age. During their time at the school, most pupils make good progress in their learning. They develop as confident learners and use their thinking skills successfully to solve problems in lessons. Pupils who have additional learning needs make good progress against their targets.

Across the school, most pupils listen attentively and converse confidently about their work. In the Foundation Phase, most develop their oral skills very effectively and use an increasing range of vocabulary successfully in various situations. They are confident when conversing and discussing with their peers and adults, and express themselves skilfully and with maturity. In key stage 2, most pupils speak intelligently and respond sensibly in class discussions. Most of them have a wide vocabulary and they use natural syntax when speaking. They contribute well in lessons and offer ideas and express an opinion clearly.

Most pupils' reading skills across the school are developing well. The youngest pupils identify letters and sounds at an early stage and are beginning to build words effectively. By the end of the Foundation Phase, most are developing as confident readers and read correctly and fluently. They discuss their books skilfully and show a good understanding of events and their favourite characters. Pupils in key stage 2 develop their skills successfully and enjoy reading. They vary their intonation effectively in order to hold the listeners' attention. Most pupils read intelligently and fluently, and discuss content and express an opinion skilfully. They use higher reading skills effectively to discover information to support their class work; for example, using websites to search for information about habitats across the world.

Most pupils' writing skills are developing effectively. By the end of the Foundation Phase, most write sensible sentences for various purposes and spell words in line with what is expected for their age and ability, and punctuate correctly on the whole. Many are beginning to vary sentences successfully in order to create an effect and use an increasing range of vocabulary, including adjectives, to enrich the work. In key stage 2, most pupils develop their writing skills across the curriculum successfully. They write effectively for various purposes and for various audiences. A good example of this is a record of a scientific investigation involving the lungs. By the end of key stage 2, most write clearly and interestingly and use good adjectives to convey atmosphere and feeling. They use paragraphs, punctuate successfully and spell most familiar words correctly. Across key stage 2, many pupils develop neat handwriting and show pride in the presentation of their work.

In the Foundation Phase, most pupils use and apply their numeracy skills well in a variety of situations. By the end of the key stage, they solve number problems successfully, use money in an everyday situation, collect and record data in the form of a bar graph and use appropriate units of measurement. For example, they apply

their number skills well to measure the feet of pupils in the class in order to make sandals. By the end of key stage 2, most pupils use a range of strategies to solve numeracy problems successfully. They analyse data, and solve fraction and percentage problems, in addition to measuring capacity and area appropriately. Most apply their numeracy skills effectively across a range of subjects. A good example of this is the use of measurement and scale to create a design for the nature area.

The number of pupils who are eligible for free school meals is very low, and therefore comparisons of their performance against that of other pupils are not reliable.

There is no significant difference between the achievement of boys and girls at the expected levels or higher at the end of either the Foundation Phase or key stage 2 over the last four years.

At the end of the Foundation Phase, the school's performance at the expected outcomes and higher in literacy and mathematical development has varied in comparison with that of similar schools over a period of four years. The school's performance at the expected level and higher at the end of key stage 2 has varied in every core subject over the same period in comparison with the results of similar schools.

### **Wellbeing: Good**

Nearly all pupils state that they are happy at the school and feel safe. Nearly all pupils' behaviour is very good and they show respect for their peers and adults within the school.

Nearly all pupils have a good awareness of the need to eat healthily and to take regular physical exercise, and a large number take advantage of the opportunity to attend sports clubs at the end of the day.

The school's attendance is consistently higher than the median in comparison with that of similar schools over four years. Nearly all pupils arrive at school punctually.

Nearly all pupils across the school show a good level of motivation and perseverance in their work. They keep on task well for extended periods and make effective use of their time. Many of them develop their understanding of their targets and of the success criteria that are set for the various tasks. They co-operate well together and foster independent learning skills appropriately.

Members of the school council are enthusiastic and active, and they have a positive effect on the school environment. A good example of this is the 'community reading chair' that has been created in collaboration with local craftspeople. The 'Calon Lân' group place a particular focus on health and the environment, and a digital presentation has been created in order to share these practices with other schools.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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### **Learning experiences: Good**

The school plans effective learning experiences across the curriculum, which respond well to pupils' interests. Provision meets the requirements of the National Curriculum, the Foundation Phase and the Literacy and Numeracy Framework. However, there are few opportunities to learn about other beliefs within the agreed syllabus for religious education.

The school is developing effective methods of planning to introduce skills across the curriculum. Provision ensures that pupils acquire literacy, communication and numeracy skills robustly within lessons. The school has a suitable information and communication technology (ICT) work programme, which is embedded appropriately in the experiences that pupils receive across the school.

Provision for developing the Welsh language and the Welsh dimension is delivered consistently across the school. This is enriched by visits to local history centres and residential centres. The school also receives visits from Welsh artists and literary figures in order to enrich the curriculum. There are various opportunities for pupils to receive wide experiences when speaking and reading in a wide range of forms. The strategies of the 'Cymry Cŵl' (cool Welsh people) group have a positive influence on the school's Welsh ethos.

Provision for promoting pupils' understanding of issues involving sustainable development is good. The work of the eco committee reinforces this work very successfully. For example, pupils have co-operated with parents in order to establish a nature area in the school grounds, which ensures that they have rich experiences. Pupils have a good awareness of the importance of conserving energy, recycling and reducing waste. However, there are limited opportunities for pupils to learn about the wider world.

### **Teaching: Good**

Across the school, most teachers plan interesting learning experiences that motivate pupils to learn. Many lessons include robust introductions and structures that ensure that pupils are able to respond successfully to their tasks. The effective co-operation that exists between teachers and assistants ensures that most pupils make good progress in their learning, and the robust relationship that exists between staff and pupils creates a friendly and caring ethos. Nearly all members of staff model language clearly and correctly, which contributes well to the accuracy of pupils' oracy. Teachers have good subject knowledge, and they link their lessons effectively to previous learning. In the very few examples where teaching is a little less effective, classroom organisation limits pupils' ability to be independent learners and achieve as well as they could.

Teachers make robust use of assessment for learning strategies across the school. They mark pupils' work regularly and provide suitable feedback to them. Pupils receive appropriate opportunities to act on this feedback by improving pieces of their work. This improves their understanding of the next steps in their learning. Teachers track pupils' progress successfully and use the information effectively to identify and provide appropriate activities for specific groups of pupils.



Annual reports for parents include valuable comments on their child's progress along with suitable targets in order to improve.

### **Care, support and guidance: Good**

The school is a very caring community that promotes its pupils' spiritual, moral, social and cultural development effectively. An ethos of respect, responsibility and care is a strong element of school life. Arrangements for safeguarding pupils meet requirements and are not a cause for concern. This caring ethos ensures that pupils understand their right to be safe, and they know to whom to turn if they are worried or anxious about something.

The headteacher has robust procedures for improving attendance. As a result, pupils' attendance rates are consistently high. The school has very effective procedures for supporting pupils' health and wellbeing, including close and effective links with the welfare services, the police, the school nurse and social services. It also has appropriate arrangements for eating and drinking healthily. This has a positive effect on pupils' understanding of matters involving their health and wellbeing. The variety of internal and extra-curricular activities also promotes this element well; for example, pupils enjoy taking part in valuable cookery activities at school.

Provision for pupils who have additional learning needs is effective. Teachers use a variety of appropriate methods in order to identify pupils' needs at an early stage and take appropriate steps to meet their needs. The school has effective plans to support pupils who need help. Incisive targets are shared and reviewed with parents and pupils regularly. Staff co-operate well to provide effective work programmes for these pupils. As a result, the school ensures that most pupils make good progress against their targets.

### **Learning environment: Good**

There is a welcoming, warm and caring ethos at the school, which ensures equal access to all pupils. Pupils have an opportunity to represent their peers on a variety of committees at the school. An emphasis is placed on the importance of showing respect and courtesy to all, which leads to a safe environment that fosters care for others.

There is an extensive supply of good quality resources to support learning and teaching. The community sports field is used effectively for clubs and physical exercise lessons. Attractive and colourful displays celebrate pupils' successes and work across the school effectively. The school's buildings and grounds are safe and are maintained effectively.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The experienced headteacher knows the school and its community very well. She has a clear vision for raising standards and ensuring pupils' wellbeing. Governors,

parents, staff and pupils share that vision, and the strong ethos of teamwork that exists contributes well to achieving the school's objectives. Leaders have high expectations and the thorough monitoring procedures that exist ensure that staff operate appropriately. Staff meetings are held regularly and these focus well on raising pupils' standards of attainment, setting targets and planning for improvement.

Staff job descriptions are current and reflect their roles and responsibilities clearly. There are expedient and purposeful performance management arrangements in place and staff's individual objectives link closely to the school's priorities for improvement. These objectives are reviewed thoroughly and the process contributes effectively to raising standards of learning and teaching.

Governors are extremely supportive and they have a sound understanding of the school's strengths and the areas that need to be improved. They co-operate closely with staff to monitor the school's work and pupils' achievement. Governors are intelligent strategic leaders and critical friends, who hold the school to account for its performance.

### **Improving quality: Good**

The school's thorough self-evaluation procedures enable it to know itself well. Effective use is made of monitoring activities including scrutinising pupils' work books, analysing data and observing lessons. The school obtains parents' views regularly and responds positively to their comments. Pupils contribute to the self-evaluation process appropriately by participating in a number of committees that exist in the school. For example, by listening to pupils' comments, the school now provides hockey lessons and has created a reading corner for the breakfast club.

The self-evaluation report is concise and gives a clear and balanced picture of the school's strengths and the areas that need improvement. The areas for improvement are conveyed well as priorities in the development plan. The plan includes a manageable number of priorities, measurable targets and specific sums of funding. The plan ensures that staff and governors play their part well by implementing the plan and monitoring progress effectively. Monitoring arrangements show that the school has made good progress against the priorities of the previous plan and has responded thoroughly to almost all of the recommendations from the previous inspection.

### **Partnership working: Good**

The school has established a number of very beneficial strategic partnerships.

There is a very good partnership with parents. They are very supportive of the school's work and attend a number of workshops that are arranged for them in order to be able to support their children well.

The partnership with local authority officers contributes effectively to raising standards and improving the quality of provision for pupils. Close co-operation with specialist agencies ensures very good support and help for vulnerable pupils and families.

The school plays a key part in community life, by competing enthusiastically in the local eisteddfod annually and attending the chapel and church for special occasions. Members of the community expand pupils' learning experiences well by conducting art, gardening and creative writing workshops.

Transition arrangements with the nursery school and two secondary schools are beneficial and ensure that pupils settle in easily as they move forward to the next stage in their education. The school standardises and moderates pupils' work effectively with schools in the cluster, which contributes well to ensuring consistency in the accuracy of teachers' assessments. The school shares funding with local schools in order to buy resources to improve provision for pupils. However, there are few opportunities for staff to share good practice with other schools in the locality and beyond.

### **Resource management: Good**

The school has a successful management structure that shares responsibilities effectively. Leaders make the best use of staff's expertise to realise the school's aims, plans and strategic responsibilities successfully. The school has an adequate supply of teachers and teaching assistants in order to cover all aspects of the curriculum. There are suitable opportunities for planning, preparation and assessment periods for teachers. All staff support each other and co-operate effectively to support pupils. Learning assistants use their expertise to support specific groups of pupils successfully.

Processes for managing staff's performance lead to setting appropriate objectives that are linked to the school's priorities for improvement and their professional development needs. This has a positive influence on the quality of teaching and learning. A good example of this is the way that they have begun to learn more about current strategies to improve pupils' reading skills.

The school works appropriately within learning frameworks, which contributes well to enriching provision. This again has a positive effect on pupils' standards and attainment.

The school has thorough budgetary arrangements and expenditure is linked well to the school's objectives, targets and plans for improvement. The headteacher, administrative officer and governors monitor and manage finances carefully.

The pupil deprivation grant is used sensibly in order to improve the literacy, numeracy skills and wellbeing of specific groups of pupils. These pupils make good progress against their targets.

Considering pupils' standards of achievement, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6682233 -Ysgol Gymunedol Maenclochog

Number of pupils on roll	87
Pupils eligible for free school meals (FSM) - 3 year average	4.6
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	12	14	10	13
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	58.3	71.4	90.0	69.2
Benchmark quartile	4	4	3	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	12	14	10	13
Achieving outcome 5+ (%)	66.7	71.4	90.0	84.6
Benchmark quartile	4	4	3	4
Achieving outcome 6+ (%)	16.7	35.7	50.0	23.1
Benchmark quartile	3	2	1	4
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	12	14	10	13
Achieving outcome 5+ (%)	66.7	85.7	100.0	84.6
Benchmark quartile	4	3	1	4
Achieving outcome 6+ (%)	16.7	35.7	30.0	15.4
Benchmark quartile	3	2	3	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	12	14	10	13
Achieving outcome 5+ (%)	58.3	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving outcome 6+ (%)	0.0	57.1	80.0	46.2
Benchmark quartile	4	2	2	4

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

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

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

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

**6682233 - Ysgol Gymunedol Maenclochog**

Number of pupils on roll	87
Pupils eligible for free school meals (FSM) - 3 year average	4.6
FSM band	1 (FSM<=8%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	21	16	8	11
<b>Achieving the core subject indicator (CSI) (%)</b>	85.7	87.5	100.0	81.8
Benchmark quartile	3	3	1	4
<b>English</b>				
Number of pupils in cohort	21	16	8	11
Achieving level 4+ (%)	95.2	87.5	100.0	72.7
Benchmark quartile	2	3	1	4
Achieving level 5+ (%)	38.1	*	*	45.5
Benchmark quartile	2	*	*	3
<b>Welsh first language</b>				
Number of pupils in cohort	21	16	8	11
Achieving level 4+ (%)	76.2	87.5	100.0	81.8
Benchmark quartile	4	3	1	4
Achieving level 5+ (%)	23.8	43.8	*	*
Benchmark quartile	2	1	*	*
<b>Mathematics</b>				
Number of pupils in cohort	21	16	8	11
Achieving level 4+ (%)	95.2	87.5	100.0	90.9
Benchmark quartile	2	3	1	4
Achieving level 5+ (%)	28.6	37.5	*	54.5
Benchmark quartile	3	3	*	2
<b>Science</b>				
Number of pupils in cohort	21	16	8	11
Achieving level 4+ (%)	90.5	87.5	100.0	90.9
Benchmark quartile	3	4	1	4
Achieving level 5+ (%)	38.1	*	*	54.5
Benchmark quartile	2	*	*	2

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 to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	49		49 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	49		48 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.	49		49 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	49		49 100%	0 0%	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.	49		49 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	49		49 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	49		49 100%	0 0%	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.	49		49 100%	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.	49		44 90%	5 10%	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.	49		49 100%	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.	49		46 94%	3 6%	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	49		43 88%	6 12%	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 to date 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.	23	14 61%	9 39%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	24	15 62%	9 38%	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.	24	15 62%	9 38%	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.	22	15 68%	7 32%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	24	13 54%	10 42%	1 4%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	22	15 68%	7 32%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	23	14 61%	9 39%	0 0%	0 0%	1	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.	24	7 29%	13 54%	2 8%	2 8%	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.	23	15 65%	5 22%	3 13%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	23	12 52%	10 43%	1 4%	0 0%	1	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.	24	19 79%	5 21%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	20	13 65%	6 30%	1 5%	0 0%	4	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.	24	4 17%	16 67%	3 12%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	23	14 61%	6 26%	2 9%	1 4%	1	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.	17	5 29%	11 65%	1 6%	0 0%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	21	12 57%	8 38%	1 5%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	14	5 36%	9 64%	0 0%	0 0%	8	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.	24	12 50%	9 38%	3 12%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	23	15 65%	7 30%	1 4%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Kevin Davies	Reporting Inspector
Rhian Jones	Team Inspector
Michaela Leyshon	Lay Inspector
Robert Clive Williams	Peer Inspector
Shân Clarke	Nominee



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.