



*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**

**Bro Dewi VA School  
Nun Street  
St David's  
Haverfordwest  
Pembrokeshire  
SA62 6NU**

**Date of inspection: September 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
<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.

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:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**This document has been translated by Trosol (English to Welsh).**

**© Crown Copyright 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 18/11/2014**

## Context

Ysgol Bro Dewi is a Church in Wales voluntary-aided school in the cathedral city of St David's in Pembrokeshire. There are 98 pupils aged three to 11 years at the school, including 10 children in the nursery. There are three mixed-age classes and one single age class.

Currently, 5% of pupils are eligible for free school meals. This is significantly below average for primary schools in the local authority and in Wales.

The school has identified 18% of pupils as having additional learning needs, including two pupils who have a statement of special educational needs. This is below the average for primary schools in Wales.

The local authority describes the school as English medium with a significant use of Welsh. Almost all pupils come from English-speaking homes. Very few come from Welsh-speaking homes. Very few are from a minority ethnic background or have English as an additional language.

The last inspection was in October 2008. The headteacher has been in post since September 2013.

The individual school budget for Ysgol Bro Dewi in 2014-2015 means that the budget is £4,359 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,240 and the minimum is £3,570. Ysgol Bro Dewi is 22<sup>nd</sup> out of 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is adequate because:

- many pupils make good progress and achieve well during their time at the school;
- standards of speaking and listening are good;
- standards in Welsh second language are good
- staff provide good quality care, support and guidance to pupils;
- the school is an inclusive community, which values pupils highly and supports them well; and
- the school has effective links with a good range of partners.

However:

- over the past four years, pupils' performance does not compare well with that of pupils in similar schools;
- many pupils do not apply their extended writing and numeracy skills well enough across the curriculum; and
- the Foundation Phase curriculum is not fully embedded.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a clear vision and high expectations that have been conveyed successfully to the staff and governors;
- leaders have an accurate understanding of the school's strengths and areas for improvement;
- improvement priorities focus clearly on raising standards and improving pupils' wellbeing; and
- sound strategies have been implemented to improve behaviour and attendance.

However:

- improvement strategies have yet to impact fully on raising overall standards;
- recent initiatives have not had ensured that the quality of teaching and assessment is consistently good in all classes;
- leaders do not always evaluate the impact of new initiatives effectively enough to ensure consistent improvement in standards; and
- the governing body's role in challenging the school is in its early stages.

## Recommendations

- R1 Raise standards in pupils' extended writing skills across the curriculum
- R2 Ensure continuity and progression in the development of pupils' literacy and numeracy skills across the curriculum
- R3 Ensure that the Foundation Phase curriculum is fully embedded
- R4 Ensure that all teaching meets the needs of pupils of all abilities, particularly the more able
- R5 Ensure that marking procedures are consistent across the school so that pupils know how to improve their work
- R6 Ensure that the evaluation of progress against the improvement priorities focuses clearly on pupil outcomes

### **What happens next?**

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.

## Main findings

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

**Adequate**

#### Standards: Adequate

The school's baseline assessment indicates that the many pupils have knowledge, understanding and skills in line with or above the level expected for their age when they enter the school. During their time in school, many pupils, make good progress and achieve well. Pupils who are eligible for free school meals achieve well compared to their peers in similar schools. Most pupils with additional learning needs make good progress. However, pupils of higher ability, particularly in the Foundation Phase, are not always achieving as well as they could.

Most pupils in the Foundation Phase communicate effectively with adults and each other. They listen attentively and respond confidently to questions and instructions. They are eager to talk about their work and many use mature vocabulary when engaged with their learning. In key stage 2, many pupils speak confidently in a wide range of situations to staff, visitors and each other. Most contribute effectively in lessons, and use their language skills well to provide clear explanations. Across the age range, many pupils recall previous learning well and they use this information effectively in lessons to acquire new information and skills. Most are able to sustain their concentration for appropriate lengths of time in lessons.

Across the school, many pupils read well in line with their age and ability. Many pupils in the Foundation Phase enjoy listening to stories and join in rhymes and songs enthusiastically. By the end of the Foundation Phase most have a good knowledge of letter sounds and they use this knowledge appropriately to read familiar and unfamiliar words. A few are beginning to use a wider range of suitable strategies to read unfamiliar texts effectively. In key stage 2, most pupils read fluently and accurately an appropriate range of texts with good expression. Most express preferences regarding what type of books they most enjoy. By the end of the key stage, many pupils use reference books confidently and use index and content pages correctly to find information on specific subjects in reference books. The majority use higher order reading skills such as skimming text well to gain information to support their work in other subjects.

By the end of the Foundation Phase, many pupils present their written work neatly. They are beginning to use simple punctuation with a reasonable degree of accuracy. More able pupils write appropriately for a range of purposes for example when writing a prayer, retelling a familiar story and composing a letter. Very few write independent extended pieces of writing across the curriculum. In key stage 2, most pupils of all ability are able to convey facts and information in a variety of forms. Many pupils' writing is well organised and interesting. They use punctuation appropriately and spelling is generally accurate. However, pupils' presentation of their work is not always of a good standard. More able pupils write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative, for example when adapting stories from different cultures. However, few pupils consolidate and extend their writing skills sufficiently to produce extended pieces of writing of good quality across the curriculum.

Most pupils in the Foundation Phase make appropriate progress in mathematical development. By the end of the Foundation Phase, most have a good understanding of number bonds to ten and can order numbers to at least 20. Many add and subtract numbers to 10 correctly. They are beginning to use standard measures for length with increasing accuracy. Many collect and present data using simple bar graphs appropriately. In key stage 2, many pupils achieve good standards in mathematics lessons. They understand place value and develop a range of strategies to solve problems. By the end of key stage 2, many pupils present information and results systematically for example in science. They use and interpret mathematical symbols and diagrams effectively. However, they do not consistently apply their numeracy skills in other areas of learning at a high enough level compared to their work in mathematics.

Many pupils in the Foundation Phase make good progress in learning Welsh and display a positive attitude towards the language. This progress is maintained throughout key stage 2. Many older pupils are eager to talk about personal interests and offer comprehensive reasons for their likes and dislikes. Most pupils' Welsh second language reading skills are good. A few more able pupils use fairly complex sentence structures in their written work.

Over the last three years, pupil performance at the expected outcome 5 at the end of the Foundation Phase has fluctuated. Performance in literacy has varied, moving the school between the bottom 25% and the top 25% of similar schools. Performance in mathematical development has varied, moving the school between the upper 50% and the top 25%. In key stage 2, performance at the expected level 4 in English and science in 2014 places the school in the top 25% of similar schools. Performance in mathematics places the school in the lower 50% of similar schools. Over the past four years, performance in English has varied, moving the school between the bottom 25% and the top 25% of similar schools. Performance in mathematics has placed the school in the lower 50% in three of the past four years. Performance in science has placed the school in the top 25% in three of the past four years.

Over the last three years, performance at the higher-than-expected outcome (outcome 6), in the Foundation Phase in literacy has varied, moving the school between the bottom 25% and the top 25% of similar schools. In mathematical development, performance has varied, moving the school between the lower 50% and top 25% of similar schools. Over the past four years, the school's performance in key stage 2 in all three subjects, at the higher-than-expected level, has varied, moving the school between the bottom 25% and the top 25% of similar schools.

### **Wellbeing: Good**

Most pupils have a good understanding of how to stay healthy through eating a well-balanced diet and taking plenty of exercise. They feel safe in school and are confident that staff will deal promptly with any worries or incidents that occur.

Most pupils behave well. Many are well motivated, focus on their work and co-operate effectively with one another in their lessons and activities. However, the behaviour of a very few pupils disrupts the learning of others in a minority of lessons. Many pupils gain a suitable understanding of their strengths and weaknesses through increasing involvement in assessment, agreeing success criteria and setting personal targets.

Rigorous procedures put in place to improve attendance ensured that the school's overall attendance rate improved significantly in 2013-2014. Attendance rates had placed the school in the lower 50% of similar schools in two of the previous three years. Nearly all pupils are punctual.

The school council and eco-group are appropriately involved in the school's decision-making process. They feel that staff value their opinions and listen to them. Members are actively involved in identifying and promoting activities to support a range of local and national charities.

Nearly all pupils of all ages play together happily at break time and lunchtime. Most show respect, courtesy and consideration for each other and for adults. Through curricular and other school activities, and in particular the well-attended after-school clubs, most pupils acquire a good range of social and life skills, which prepare them well for life outside school.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
---	-----------------

### **Learning experiences: Adequate**

The school provides a suitable range of learning experiences that generally meet the requirements of the National Curriculum in key stage 2. Teachers plan the curriculum well around a range of interesting themes and topics. The planning and provision in the Foundation Phase are suitable and ensure that most activities meet the needs of a majority of pupils. However, the school has not fully embraced the Foundation Phase philosophy in all areas of learning. Opportunities for pupils to make choices and develop as independent learners are limited, especially for outdoor activities.

The school has made suitable progress towards introducing the national literacy and numeracy framework. Short term planning provides appropriate opportunities for most pupils to develop their literacy and numeracy skills during English and mathematics lessons. However, most teachers do not provide regular opportunities for pupils to develop and apply these skills systematically across the curriculum, as they move through the school. Opportunities for pupils to write creative and extended pieces of work are inconsistent.

Teachers' planning and provision for pupils with additional learning needs in literacy and numeracy are effective. However, in a majority of classes, learning experiences do not always provide sufficient challenge, particularly for the more able pupils.

There are good opportunities for pupils to develop their oral, reading, and writing skills in Welsh. All teachers encourage pupils to use Welsh throughout the day and pupils respond confidently with enthusiasm. Pupils have appropriate opportunities to learn about Welsh culture and traditions. The school has established a positive attitude towards Wales and the Welsh language. This is strength of the school.

The school promotes the importance of sustainability and global citizenship appropriately. For example, pupils regularly recycle waste materials. Respecting multiculturalism, promoting the school's values and developing fairness and equal opportunities are strong elements of the school's culture.



## **Teaching: Adequate**

All teachers have up-to-date subject knowledge. They are good language models for pupils and many use skilful questioning to help pupils understand and to develop their thinking and communication skills. In most lessons, support staff work alongside teachers skilfully and contribute effectively to pupils' learning.

In the majority of classes, where the quality of teaching is most effective, teachers have clear learning objectives and share these with pupils well to provide a clear purpose for the learning taking place. In these lessons, introductions are brisk and purposeful and teachers using a range of strategies well. Teachers match tasks appropriately to pupils' different abilities and ensure that most pupils are motivated and challenged. They use an appropriate range of resources and manage behaviour well. However, in a minority of classes, where teaching is less effective, learning objectives are unclear and learning tasks do not always challenge pupils of all abilities enough, particularly the more able. As a result, the pace of learning is slow and pupils receive too few opportunities to develop their independent learning skills.

Teachers mark pupils' work regularly and provide positive feedback on their achievements. However, the quality of marking is inconsistent and is not always sufficiently detailed to ensure that pupils understand what they need to do to improve their work. A minority of teachers do not always link their marking to pupils' individual targets, learning objectives or success criteria.

The school has effective policies and procedures for the assessment and recording of pupils' progress and has recently established a whole-school tracking system. Staff use the information effectively to identify pupils with additional learning needs. However, staff are not yet using this information well enough to consistently support planning to meet the needs of all learners. Appropriate arrangements are in place for standardising and moderating teachers' assessments.

Opportunities for pupils to assess their own work and the work of others is developing appropriately and are beginning to have an impact on pupils' learning and outcomes. However, assessment for learning strategies are a good feature in only a minority of lessons.

Parents receive clear information on their children's achievements through the end of year reports and meetings twice a year.

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

The school is a well-organised, caring community where everyone feels valued. Provision for pupils' health, spiritual, moral social and cultural development is of a high quality and enables pupils to make strong progress in their wellbeing. Acts of collective worship have a clear focus on whole school values and beliefs and provide suitable opportunities for pupils to reflect upon moral and spiritual issues.

The school has policies and appropriate arrangements for promoting pupils' healthy living and wellbeing. It has recently established appropriate arrangements to deal with any unruly behaviour. The school has implemented a range of effective strategies to promote regular attendance. These have had a significant impact on improving levels of attendance.

The school provides worthwhile opportunities for pupils to work collaboratively and, as a result, they work together well in groups.

The school has a clear, well-managed system for identifying the needs of pupils with additional learning needs. Staff provide effective support and use a wide range of appropriate intervention programmes to support these pupils. As a result, many pupils make good progress. The school makes effective use of pupils' individual educational plans to set clear targets, which are reviewed regularly with the pupils and their parents.

The school makes appropriate use of a range of relevant support services. It works effectively with the behaviour support teacher and educational psychologists to provide good quality support and guidance for pupils. A few pupils benefit significantly from the effective intervention of the speech and language service.

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

### **Learning environment: Good**

Staff promote a strong sense of care, inclusion and belonging in all aspects of school life. It is a happy community with a family atmosphere where all pupils have equal access to the provision. The school's positive ethos encourages pupils to show respect, care and concern towards each other and the wider community.

Accommodation is of good quality and is sufficient for the number of pupils. It is secure and well maintained and provides a well-ordered environment that supports learning well. Classrooms are well equipped with resources of good quality that match the needs of pupils well. Colourful and interesting displays throughout the school reflect pupils' skills and achievements.

The extensive grounds are well equipped and provide pupils with a valuable learning resource. Staff make particularly good use of the outdoor space to provide stimulating and challenging extra-curriculum activities that enhance pupils' learning and wellbeing successfully.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
--	-----------------

### **Leadership: Adequate**

The headteacher has a clear vision focused on raising standards and improving pupils' wellbeing. She has identified important priorities for improvement and is successful in communicating these priorities to staff and governors.

Leaders set high expectations for all staff and tackle underperformance robustly. The effective monitoring procedures implemented by the headteacher since her appointment are beginning to impact on pupil outcomes and the quality of provision.

All members of staff have job descriptions that reflect their roles and responsibilities accurately. Staff work effectively together and they undertake their responsibilities diligently. The performance management system is suitable and there are appropriate arrangements in place to monitor and evaluate formally the quality of teaching in all classes. However, they do not impact consistently on improving teachers' skills and assessment practices.

The school gives suitable attention to many local and national priorities. However, many of the initiatives have yet to impact fully on standards. The Foundation Phase curriculum is yet to be fully embedded in the school.

The governors are supportive of the school's work, meet regularly and are aware of their responsibilities. They receive detailed reports from the headteacher and know the school's strengths and areas for development thoroughly. Governors have a sound understanding of how school performance compares with that of other similar schools. Their role in challenging the school and holding it to account is at an early stage of development.

### **Improving quality: Adequate**

The headteacher has established effective procedures for self-evaluation. In recent months, the school has made good progress with several initiatives, although they have not yet had enough impact on raising standards and improving the quality of provision overall.

The procedures draw on a wide range of first-hand evidence. This evidence includes analysis of pupil performance, lesson observations, scrutiny of books and external audits. All teachers are involved in the process of monitoring provision and standards and their evaluations contribute to identifying areas in need of improvement. There are regular opportunities for pupils, governors and parents to express their views about the work and life of the school. The school's self-evaluation report provides an accurate and detailed account of the school's strengths and areas for development.

The outcomes from the self-evaluation report inform the school improvement plan appropriately. The improvement plan has a manageable number of priorities that focus well on raising standards and improving the quality of provision. Success criteria are clear and set within realistic timescales. Teachers and governors have appropriately delegated roles and responsibilities for implementing and monitoring the plan. However, they do not always evaluate the impact of new initiatives effectively enough to ensure consistent improvement in standards.

### **Partnership working: Good**

The school works effectively with a wide range of partners and that has beneficial effect on pupils' wellbeing and learning. Parents are supportive of the school and the school values their contributions. A significant number of parents volunteer to lead after school clubs. They offer a wide range of expertise to enrich pupils' learning experiences including non-verbal communication skills, and control technology skills. Volunteers from the local community are regular visitors to the school. They make a significant contribution to pupils' learning by listening to readers and supporting small-group activities in classrooms.

Partnerships with the local family of schools are productive. This includes working together to share information and expertise. For example, the family of schools are working effectively together to meet the requirements of the national literacy and numeracy framework.

Effective transition arrangements with the local secondary school ensure that pupils are confident to move on to the next phase of their education. A particular strength is the sharing of resources to ensure that vulnerable pupils are well supported. Cluster procedures for standardisation and moderation of pupils' work are well established and support the appropriate assessment of pupils' work.

The school works well in partnership with the local authority and specialist agencies to support pupils' learning and wellbeing.

### **Resource management: Adequate**

The school manages its finances well. The headteacher and the governing body's finance committee plan the school's expenditure carefully. The allocation of financial resources meets the priorities identified in the school improvement plan. Pupil deprivation grant funding is used well to meet the specific needs of an identified group of pupils.

The school has a good level of suitably-qualified staff and uses their expertise well to enrich pupils' learning experiences. There are suitable arrangements for teachers' planning, preparation and assessment time.

Sound performance management arrangements identify suitable opportunities for the development and training needs of most teachers. The school is developing appropriately as a learning community and teachers participate effectively in networks of professional practice with other schools.

The school is well resourced and the learning environment is bright and stimulating. However, leaders do not always plan sufficiently to ensure that all areas, in particular the outdoors, are used purposefully to support learning.

In view of the standards achieved by the pupils, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6683310 - Ysgol Bro Dewi Church in Wales VA

Number of pupils on roll	110
Pupils eligible for free school meals (FSM) - 3 year average	10.1
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	15	10	15
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	80.0	100.0	86.7
Benchmark quartile	3	1	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	15	10	15
Achieving outcome 5+ (%)	80.0	100.0	86.7
Benchmark quartile	4	1	3
Achieving outcome 6+ (%)	26.7	20.0	53.3
Benchmark quartile	3	4	1
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	15	10	15
Achieving outcome 5+ (%)	93.3	100.0	93.3
Benchmark quartile	2	1	2
Achieving outcome 6+ (%)	33.3	20.0	40.0
Benchmark quartile	1	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	15	10	15
Achieving outcome 5+ (%)	93.3	100.0	93.3
Benchmark quartile	3	1	4
Achieving outcome 6+ (%)	33.3	40.0	60.0
Benchmark quartile	3	3	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.

**6683310 - Ysgol Bro Dewi Church in Wales VA**

Number of pupils on roll	110
Pupils eligible for free school meals (FSM) - 3 year average	10.1
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	12	21	12	11
<b>Achieving the core subject indicator (CSI) (%)</b>	83.3	100.0	83.3	90.9
Benchmark quartile	3	1	3	3
<b>English</b>				
Number of pupils in cohort	12	21	12	11
Achieving level 4+ (%)	91.7	100.0	83.3	100.0
Benchmark quartile	2	1	4	1
Achieving level 5+ (%)	58.3	28.6	25.0	54.5
Benchmark quartile	1	3	4	1
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	12	21	12	11
Achieving level 4+ (%)	83.3	100.0	91.7	90.9
Benchmark quartile	3	1	3	3
Achieving level 5+ (%)	41.7	23.8	25.0	54.5
Benchmark quartile	2	4	4	1
<b>Science</b>				
Number of pupils in cohort	12	21	12	11
Achieving level 4+ (%)	100.0	100.0	91.7	100.0
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	33.3	23.8	16.7	54.5
Benchmark quartile	2	4	4	1

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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.	52	52 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	52	46 88%	6 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	52	51 98%	1 2%	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	52	51 98%	1 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	52	52 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	51	50 98%	1 2%	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.	52	52 100%	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.	51	51 100%	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.	52	42 81%	10 19%	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.	52	51 98%	1 2%	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.	52	34 65%	18 35%	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	51	43 84%	8 16%	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.	13	11 85%	2 15%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	13	11 85%	2 15%	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.	13	11 85%	2 15%	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.	13	9 69%	4 31%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	13	7 54%	5 38%	1 8%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	13	8 62%	5 38%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	13	8 62%	5 38%	0 0%	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.	13	7 54%	3 23%	2 15%	0 0%	1	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%	2%		
Staff treat all children fairly and with respect.	13	9 69%	3 23%	0 0%	0 0%	1	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.	13	9 69%	4 31%	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.	13	9 69%	4 31%	0 0%	0 0%	0	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.	11	6 55%	4 36%	0 0%	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.	13	8 62%	2 15%	3 23%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	13	11 85%	2 15%	0 0%	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.	13	8 62%	5 38%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	13	9 69%	4 31%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	11	7 64%	3 27%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	13	10 77%	3 23%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	13	11 85%	2 15%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Goronwy Morris	Reporting Inspector
Rhian Jones	Team Inspector
Michaela Leyshon	Lay Inspector
Dyfrig Ellis	Peer Inspector
Samatha Vaughan	Nominee

## Copies of the report

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