



*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**

**Solva C.P. School  
Solva  
Haverfordwest  
Pembrokeshire  
SA62 6TS**

**Date of inspection: January 2015**

**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.

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)

**© Crown Copyright 2015: 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: 17/03/2015**

## Context

Solva County Primary School is in the coastal village of Solva in Pembrokeshire. It is an English medium school but with significant use of Welsh.

There are currently 80 pupils on roll, including nine who attend the nursery on a part-time basis. There are four full-time classes. All the pupils come from English speaking homes. Around 9% of pupils are eligible for free school meals, which is below the average for Wales. The school has identified 15% of its pupils as having additional learning needs, which is below the Welsh average. No pupils speak English as an additional language.

The current headteacher took up post in 2005 and the school's last inspection was in September 2011.

The individual school budget per pupil for Solva C.P. School in 2014-2015 means that the budget is £4,169 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,240 and the minimum is £3,570. Solva C.P. School is 32nd out of the 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>Unsatisfactory</b>

### Current performance

The school's current performance is adequate because:

- Most pupils make satisfactory progress during their time at the school
- Many pupils' speaking and listening skills are developing well
- Many pupils develop appropriate reading skills
- Relationships between staff and pupils are positive
- Almost all pupils have high standards of behaviour and wellbeing

However:

- Many pupils make insufficient progress in their acquisition of knowledge, understanding and skills
- Many pupils do not apply their literacy and numeracy skills well enough across the curriculum
- The achievement of more able pupils is not as good as that of pupils in similar schools and too few pupils attain the higher levels the end of key stage 2
- Pupils' ability to speak Welsh is underdeveloped and the school has no plan for progression in Welsh across the school
- The planning of learning experiences does not cover the National Curriculum and religious education requirements
- Teachers' expectations of pupils' achievement are too low
- Unsatisfactory teaching was observed in a few lessons

### Prospects for improvement

Prospects for improvement are unsatisfactory because:

- Leaders have had too little impact on maintaining and improving standards of all pupils since the last inspection
- Leaders do not provide clear direction or high enough expectations for staff
- Performance management arrangements are not robust enough to hold teachers fully to account for the standards that pupils achieve
- The role of the governing body as a critical friend is underdeveloped
- Monitoring and evaluation arrangements lack focus and do not provide an accurate picture of the quality of teaching and learning

However:

- The school does have a variety of partnerships which support pupils effectively

## Recommendations

- R1 Improve outcomes for more able pupils
- R2 Raise standards of Welsh as a second language
- R3 Ensure that the school plans appropriately for pupils to gain full access to the curriculum over their time at the school
- R4 Provide suitable opportunities for pupils to develop their literacy and numeracy skills across the curriculum
- R5 Improve teachers' marking of pupils' work to ensure that comments indicate ways in which they can improve
- R6 Ensure that leaders provide clear direction and have high expectations for staff and pupils
- R7 Develop the role of the governors in challenging the school
- R8 Ensure that rigorous monitoring by leaders at all levels results in improvement in pupils' outcomes

### **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?

Adequate

#### Standards: Adequate

Many pupils enter the school with good skills and most make satisfactory progress during their time at the school.

In the Foundation Phase and key stage 2, most pupils speak confidently and enjoy discussing topics in pairs and small groups. They enjoy engaging visitors in conversation and explain their work competently. Almost all pupils listen carefully to the teacher and to each other and are able to sustain their concentration for appropriate lengths of time.

Many pupils develop appropriate reading skills. In nursery and reception, they make a steady start in learning new letters and sounds. As they move through the Foundation Phase, many develop suitable strategies to decode words and, by the end of Year 2, many are competent in reading books appropriate for their age. In key stage 2, pupils consolidate their skills and many read with expression, and have an understanding of what they have read. By the end of key stage 2, many pupils read at a level that is at least in accordance with their age.

In the Foundation Phase, many pupils make sound progress in developing their writing skills. Younger pupils learn to form letters correctly and convey their ideas appropriately in simple sentences. By the end of the Foundation Phase, many pupils are beginning to use their writing skills to record information suitably. For example, when retelling familiar stories and recording simple science experiments. Many use phonic strategies appropriately to attempt to spell new words and are developing an understanding of basic punctuation. However, their use of more complex punctuation is limited.

By the end of key stage 2, many pupils convey their ideas appropriately in their writing, and are beginning to use interesting vocabulary, for example when writing a recount of people's experiences in the World War 1 trenches in Morfa Bay. However, they do not extend their skills enough by writing longer pieces for a wide range of audiences or purposes. Pupils' ability to redraft their work effectively is underdeveloped. In both key stages, most pupils' ability to apply their writing skills in work across the curriculum is limited.

In the Foundation Phase, many pupils develop sound numeracy skills. At the beginning of the Foundation Phase, nearly all pupils count accurately to 20 and many know the number bonds to 10. By the end of Year 2, many can add and subtract numbers up to 100 and use standard units of time appropriately. In key stage 2, many use their multiplication and division skills competently to convert units of measurement. Many older pupils demonstrate a sound understanding of decimals and fractions and have good mental recall of multiplication facts to 12. However, in both key stages, pupils' ability to use their numeracy skills in other areas of learning is limited.

The majority of pupils with additional learning needs make sound progress as they move through the school. However, more able pupils do not always reach their full potential.

Across the school, most pupils understand and respond appropriately to greetings and instructions in Welsh during lessons, collective worship and in informal situations. Pupils demonstrate good attitudes to learning the language but lack a sufficient grasp of a range of patterns and vocabulary to communicate confidently in different situations. Overall, pupils' oral, reading and writing skills in the Welsh language are underdeveloped.

Performance in the Foundation Phase over the last three years, at the expected outcome 5, has varied, moving the school between the lower 50% and bottom 25% in literacy and mathematical development when compared with similar schools. This demonstrates an upward trend in literacy and no notable trend in mathematical development. At the higher than expected outcome 6 over the same period, performance in both these areas of learning demonstrates an upward trend and has varied, moving the school between the bottom 25% and higher 50% of similar schools.

In key stage 2, over the last four years, performance has been variable when compared with that of similar schools. In English and science at the expected level 4, performance has moved the school between the lower 50% and the top 25% of similar schools, but performance in mathematics has moved it between the higher 50% and top 25%. This demonstrates an upward trend in science and no notable trend in English and mathematics. At the higher than expected level 5, performance in English and mathematics has moved the school between the bottom 25% and the top 25% of similar schools, generally demonstrating a downward trend, with science placing the school consistently in the lower 50% and bottom 25%.

The outcomes for pupils eligible for free school meals have been higher than those of their peers for mathematical development in the Foundation Phase and in English and mathematics in key stage 2 over the past two years.

### **Wellbeing: Good**

Most pupils have a good understanding of the need to keep fit and take part in physical activity regularly, and of the importance of eating and drinking healthily. Nearly all pupils feel safe and secure at school and confidently turn to adults for support and advice.

Nearly all pupils behave consistently well. They are courteous towards each other and adults and demonstrate caring attitudes and respect for others.

Over the past four years, attendance has generally improved. However, this improvement has not kept pace with that in similar schools. Attendance has fluctuated between the top 25% and the bottom 25% when compared with similar schools over four years. Most pupils arrive at school punctually.

Across the school, pupils undertake appropriate responsibilities well. The Super Ambassadors and members of the school council and the eco club understand their roles well and take pride in their responsibilities. Pupils are involved in making many decisions within the school. For example, pupils decided on which books to purchase for the new school library.

Pupils contribute well to local events and support a range of charities. For example, the school choir sings within the community to raise money for those less fortunate than themselves.

Most pupils have good attitudes to learning and maintain concentration well during lessons. However, many pupils do not have the appropriate skills needed to improve their own learning.

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

<b>Adequate</b>
-----------------

### **Learning experiences: Unsatisfactory**

There are significant shortfalls in the curriculum that the school provides for pupils. The school does not plan systematically for the development of pupils' knowledge, understanding or skills within an appropriate range of contexts year on year. There is limited coverage of the Foundation Phase areas of learning and the National Curriculum subject areas. As a result, pupils do not receive a broad and balanced curriculum, and learning experiences do not meet the needs of all pupils fully.

The school has made limited progress in integrating the Literacy and Numeracy Framework within its curriculum plans. As a result, teachers' planning is ineffective in helping pupils to develop their literacy, numeracy and information and communication technology (ICT) skills appropriately across other areas of the curriculum.

The school does not plan for progression in the way it develops pupils' speaking, reading and writing skills in Welsh. This restricts pupils' progress in Welsh.

The school promotes pupils' understanding of Welsh culture and traditions through various topics and projects appropriately. Pupils' involvement in local and national eisteddfodau promotes their Welsh language skills within different contexts. Trips and visits to the Urdd camp in Cardiff and Llangrannog help to enhance this learning.

The opportunities to promote education for sustainable development and global citizenship are limited. Extra-curricular activities help pupils to understand the importance of acting sustainably by minimising waste and recycling. A recent project based on The Congo has strengthened pupils' understanding of their role as global citizens.

### **Teaching: Adequate**

Throughout the school, working relationships between pupils and staff are positive, which helps to ensure that most pupils focus well in lessons. Teachers manage their classes appropriately in most lessons. This results in pupils behaving well and concentrating appropriately on their tasks. Learning support assistants support pupils competently in the majority of lessons. However, in a minority of lessons, teachers do not deploy adult support appropriately to benefit groups of pupils fully.



In a few lessons where teaching is most effective, pupils are involved in their own planning, the pace is good and the level of challenge is appropriate for all pupils. Where teaching is less effective, over-direction by the adults limits opportunities for pupils to develop as independent learners. Teachers do not always adapt the tasks sufficiently to challenge pupils of all abilities to achieve as well as they could, especially those who are more able. Teachers' expectations of what pupils can achieve are often too low.

Most teachers mark pupils' work regularly and comment positively on their achievements. In a few examples, written comments focus on helping pupils to understand how to improve their work. Many teachers set learning objectives, which help pupils to understand the focus of the lesson. However, teachers do not use these effectively to monitor pupils' progress. The use of self-assessment and peer-assessment by pupils to evaluate their own work and the work of other pupils is at an early stage of development. Teachers set targets for nearly all pupils, which focus on improving literacy and numeracy skills. However, these do not link to the specific needs of the pupils sufficiently to improve standards.

The school analyses a wide range of data to monitor pupils' progress. Teachers identify those who require additional support and plan appropriately to meet their needs. Arrangements to moderate teacher assessments are appropriate and involve all teachers.

Reports to parents are informative and provide appropriate information on pupils' progress and achievements. The reports include useful targets for improvement and they meet statutory requirements.

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

The school is a caring and welcoming community where staff place a high emphasis on the wellbeing of their pupils. There are appropriate arrangements in place to develop pupils' understanding of wellbeing and promoting healthy lifestyles, including eating and drinking, healthily. Teachers promote pupils' spiritual, moral, social and cultural development well.

The school works successfully with a range of external agencies to ensure appropriate support for pupils. It has effective arrangements to promote good behaviour and regular attendance.

The school uses a range of interventions successfully to support pupils with additional learning needs. Individual education plans for pupils include clear targets and there are appropriate arrangements for discussing progress with parents. Teaching assistants provide valuable additional support in classes and small withdrawal groups. However, in a few lessons where support is less effective, pupils are withdrawn at inappropriate times. This impedes their progress.

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

## **Learning environment: Good**

The school is a caring community, which places great emphasis on its values. Its ethos reflects the good working relationship between staff, pupils and parents. The school promotes inclusivity and diversity and pupils have equal access to learning experiences provided by the school.

The school's accommodation is appropriate and well maintained. Pupils benefit from the recent investment in the library and the outside area in the Foundation Phase. Wall displays, both internally and externally, enhance the learning experiences and reflect the local heritage.

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

## **Leadership: Unsatisfactory**

School leaders have had too little impact on maintaining and improving standards of all pupils since the last inspection. They do not provide clear direction or high expectations for staff. As a result, there is not enough focus on improving learning outcomes for pupils across the school.

Although members of staff have current job descriptions, lines of accountability are not always clear. This means that many are unsure of their role, what they are responsible for and to whom they are accountable. Performance management systems are appropriate, but there is no robust system in place to monitor progress towards targets. As a result, leaders do not regularly challenge staff to improve their performance.

Staff meet regularly to discuss pertinent whole-school issues. However, these meetings do not always focus sufficiently on the impact of initiatives on standards, and leaders do not always ensure that staff undertake many of the action points from these meetings as agreed.

The school has paid insufficient attention to national priorities. It does not implement the Foundation Phase philosophy consistently. Assessment for learning, the Literacy and Numeracy Framework, and thinking skills initiatives are at very early stages of development, and promoting the curriculum in a progressive way is underdeveloped.

The governing body is supportive and knows the school community well. Governors meet regularly and receive information about the school through the headteacher's reports. Recent training and presentations on the school's attainment data ensure that governors are beginning to understand what they need to know in order to challenge the school more effectively. However, their role as a critical friend, to hold the school accountable for standards and provision, is underdeveloped.

## **Improving quality: Unsatisfactory**

Leaders and managers do not draw enough on first-hand evidence of standards and provision to inform the self-evaluation process. The school uses performance data appropriately and makes sufficient use of external monitoring reports. However, the

school's own monitoring systems lack appropriate rigour to ensure that the school has an accurate picture of its strengths and weaknesses across all aspect of its work. The self-evaluation report does not take account of enough evidence from a wide range of sources such as the views of parents, governors and other stakeholders.

The priorities identified in the annual school development plan broadly link to the outcomes of the self-evaluation report. Around half of the priorities focus appropriately on raising standards of achievement. Success criteria are generally not sufficiently specific or quantifiable to enable the school to measure the impact of its actions. Members of staff have allocated responsibilities for implementing the actions to achieve targets. However, the actions do not always focus sufficiently on enabling the school to achieve each target. Monitoring arrangements lack sufficient rigour to enable the school to measure the impact of actions on pupil outcomes.

The school has not fully met all of the recommendations from the last inspection. It has improved the quality of reading materials in the library, and pupils' reading standards are now broadly age appropriate. However, it has only made limited progress in strengthening pupils' understanding of their roles as citizens of the world, and has made insufficient progress in developing arrangements for pupils to assess their own work.

### **Partnership working: Good**

The school has a variety of effective partnerships that enrich pupils' learning experiences and contribute well to improving standards of achievement and wellbeing.

Parents are very supportive of the school and the school values their contributions. The parent teacher association contributes substantial sums of money to enable the school to arrange educational visits for pupils, and a parent works with pupils on the school's eco committee, which helps to raise their awareness of sustainability.

Links with the community are strong and diverse and pupils benefit from a variety of visits and visitors to the school. Examples of effective community links include creating art displays with a local artist, and weavers from the local woollen mill. Many pupils are involved in the local amateur drama society and lead Christmas and harvest services in the local church and chapel.

The school works closely with a number of specialist agencies to ensure appropriate support for all pupils. Staff support vulnerable pupils particularly well by working closely with the counselling service, educational psychologists and the youth service, and acting appropriately on their advice.

There are strong and productive links with the local play group, which ensure that pupils settle quickly and confidently in the nursery class. Transition arrangements with the secondary school are effective in preparing pupils well for the next stage in their education.

The strong partnership with other schools in the local cluster promotes the sharing of good practice well. This includes agreed procedures for standardising and moderating pupils' work to ensure that assessments are robust, consistent and accurate.

## **Resource management: Adequate**

School leaders deploy teachers and learning support assistants appropriately. However, the school does not make best use of teachers' ability to develop certain aspects of the curriculum, for example developing pupils' Welsh language skills throughout the school.

Most staff benefit from opportunities to attend a range of appropriate training events. Training for learning support assistants focuses appropriately on specialist requirements, for example supporting pupils' speech and language needs. However, performance management processes are not systematic or rigorous enough to identify the professional development needs of all teachers well enough.

Although a few common networks of professional practice exist with cluster schools, their use to support improvement in the school is at an early stage of development.

The headteacher and governing body, in partnership with the local authority finance officer, manage the school's finances satisfactorily. However, governors do not evaluate the effectiveness of spending in relation to pupil outcomes. The school uses the Welsh Government's Pupil Deprivation Grant suitably to provide extra support in literacy and numeracy to pupils eligible for free school meals, although leaders have not evaluated the effectiveness of this strategy well enough.

In view of the standards that many pupils achieve, the school offers adequate value for money.

## Appendix 1: Commentary on performance data

### 6682263 - Solva Community School

Number of pupils on roll	87
Pupils eligible for free school meals (FSM) - 3 year average	10.3
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	9	10	16
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	77.8	90.0	93.8
Benchmark quartile	4	2	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	9	10	16
Achieving outcome 5+ (%)	77.8	90.0	93.8
Benchmark quartile	4	3	2
Achieving outcome 6+ (%)	0.0	10.0	50.0
Benchmark quartile	4	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	9	10	16
Achieving outcome 5+ (%)	100.0	90.0	100.0
Benchmark quartile	1	3	1
Achieving outcome 6+ (%)	11.1	30.0	37.5
Benchmark quartile	4	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	9	10	16
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	22.2	20.0	62.5
Benchmark quartile	4	4	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.

**6682263 - Solva Community School**

Number of pupils on roll	87
Pupils eligible for free school meals (FSM) - 3 year average	10.3
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	14	10	11	16
<b>Achieving the core subject indicator (CSI) (%)</b>	71.4	80.0	90.9	93.8
Benchmark quartile	4	4	2	2
<b>English</b>				
Number of pupils in cohort	14	10	11	16
Achieving level 4+ (%)	85.7	90.0	100.0	93.8
Benchmark quartile	3	3	1	2
Achieving level 5+ (%)	50.0	50.0	27.3	37.5
Benchmark quartile	1	2	4	3
<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	14	10	11	16
Achieving level 4+ (%)	78.6	100.0	90.9	93.8
Benchmark quartile	4	1	3	2
Achieving level 5+ (%)	50.0	50.0	36.4	37.5
Benchmark quartile	1	1	3	3
<b>Science</b>				
Number of pupils in cohort	14	10	11	16
Achieving level 4+ (%)	85.7	80.0	90.9	93.8
Benchmark quartile	4	4	3	3
Achieving level 5+ (%)	50.0	40.0	27.3	37.5
Benchmark quartile	1	3	3	3

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary questionnaire (overall)

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	44		44 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	44		44 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	44		42 95%	2 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	44		42 95%	2 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	43		43 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	43		39 91%	4 9%	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.	44		43 98%	1 2%	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.	43		39 91%	4 9%	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.	44		41 93%	3 7%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	44		40 91%	4 9%	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.	43		32 74%	11 26%	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	41		36 88%	5 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 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.	14	12 86%	2 14%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	14	13 93%	1 7%	0 0%	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.	14	12 86%	1 7%	0 0%	0 0%	1	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.	14	12 86%	1 7%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	14	11 79%	3 21%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	14	11 79%	2 14%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	14	11 79%	2 14%	0 0%	0 0%	1	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.	14	8 57%	5 36%	0 0%	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%	1%		
Staff treat all children fairly and with respect.	14	12 86%	2 14%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	14	10 71%	2 14%	0 0%	0 0%	2	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.	14	13 93%	1 7%	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'.	14	11 79%	1 7%	0 0%	0 0%	2	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.	14	13 93%	0 0%	1 7%	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.	14	11 79%	3 21%	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.	14	9 64%	3 21%	0 0%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	14	13 93%	1 7%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	14	11 79%	1 7%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	14	13 93%	1 7%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	14	12 86%	1 7%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Kevin Davies	Reporting Inspector
Rhian Jones	Team Inspector
Glenda Jones	Lay Inspector
Lisa Mererid Mead	Peer Inspector
Dilwen Smith	School 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
- 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.