A report on

Wolfscastle Community Primary School
Glancleddau
Wolfscastle
Haverfordwest
Pembrokeshire
SA62 5LZ

Date of inspection: November 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:

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

The report was produced in accordance with Section 28 of the Education Act 2005.

Publication date: 22/01/2016

Context

Wolfscastle Community Primary School is situated in the rural village of Wolfscastle. The school serves the area itself and the wider area. It is maintained by Pembrokeshire local authority. At present, there are 39 pupils on roll, which includes four part-time nursery age pupils. Pupils are taught in two mixed-age classes.

Over the last three years, about 9% of pupils have been eligible for free school meals, which is considerably lower than the average for Wales. Forty-seven per cent of pupils come from Welsh-speaking homes. Pupils are taught through the medium of Welsh in the Foundation Phase and through the medium of Welsh and English in key stage 2, with the aim of making them bilingual by the time they transfer to the secondary school. About 21% of pupils are on the additional learning needs register.

The school was last inspected in March 2010. The headteacher has been in post since September 2014, following a period of six years as acting headteacher.

The individual school budget per pupil for Wolfscastle Community Primary School in 2015-2016 is £5,389. The maximum per pupil in primary schools in Pembrokeshire is £6,208 and the minimum is £3,454. Wolfscastle Community Primary School is in fifth position of the 61 primary schools in Pembrokeshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress in their learning
- Pupils' attendance rates are excellent and have placed the school consistently in the top 25% in comparison with similar schools
- The pupil's voice has high priority in the school's work
- The standard of teaching across the school is robustly good
- There is a clear emphasis on delivering a practical curriculum that engenders pupils' desire to learn

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear and purposeful vision for improvement
- Governors use information about the school's performance data effectively to challenge the school
- The school has a wide range of effective self-evaluation activities
- Leaders identify strengths and areas to be improved suitably
- The school has a strong partnership with parents and the community
- The school works successfully with other schools

Recommendations

R1 Raise standards of extended writing in both languages across the curriculum

R2 Ensure that numeracy and information and communication technology (ICT) skills are planned purposefully across the curriculum

R3 Ensure that planning and teaching provide opportunities for pupils to develop as independent learners

R4 Refine monitoring reports, by acting more effectively on findings that arise from them in order to address improvements quickly

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

How good are outcomes?	Good

Standards: Good

The majority of pupils' standards of literacy and numeracy on entry to the school are appropriate to their age. During their period at the school, most pupils make good progress in their learning. Pupils who have additional learning needs make sound progress from their starting point in line with their targets. In the Foundation Phase, the youngest pupils settle in quickly and develop effectively as confident learners.

Most pupils in the Foundation Phase listen attentively and converse enthusiastically about their work, using suitable syntax and vocabulary that is appropriate to their age and ability. Most pupils in key stage 2 communicate clearly and confidently in both languages in classroom discussions. By Year 6, many discuss aspects of their work intelligently, using appropriate vocabulary in Welsh. An example of this is pupils discussing and presenting the legend of the 'The boy and the wolf' in a modern style.

Many pupils in the Foundation Phase read fluently and use their phonological work successfully to build unfamiliar words. Most have a good understanding of what they are reading. Many pupils' awareness of the features of books is developing appropriately. By the end of key stage 2, many pupils read aloud with meaning and expression and their understanding of what they are reading is sound. However, a few pupils' reading skills are stronger in English than in Welsh. Most pupils' higher reading skills are good. They use text appropriately in order to discover relevant information about a particular subject, for example when researching the work of the poet Waldo Williams.

By the end of the Foundation Phase, most pupils write effectively for various purposes across the curriculum, for example when writing an explanation of the life cycle of a frog. Most pupils' spelling skills are good and nearly all more able pupils make effective use of vocabulary to create effect in their writing. They write extended sentences by using a variety of conjunctions. By the end of key stage 2, most pupils vary sentences and use an increasing range of relevant vocabulary effectively in Welsh and English. Many pupils write successfully in a range of limited written forms across the curriculum. For example, they write a persuasive letter in Welsh to invite an artist to design the local chapel. However, the extended writing of the majority of pupils has not developed fully.

In the Foundation Phase, most pupils use and apply their numeracy skills appropriately in a variety of situations. Most pupils show a sound awareness of various units of measurements and time.

Most have a sound awareness of fractions of shapes. They count, measure and handle data on a level that is appropriate to their age and ability, and address interesting tasks. Specific examples in the Foundation Phase include producing graphs on the height of members of their family.

In key stage 2, most pupils' mathematical skills in lessons and in books are sound. Most of them use their numeracy skills accurately when planning and calculating the cost of a 'glamping' activity. They use suitable strategies to find the perimeters of two-dimensional shapes, and a few more able pupils calculate the area of irregular shapes accurately. In science, most pupils use their numeracy skills suitably to record the results of scientific investigations. An example of this is the data that is recorded on the effect of physical exercise on the heartbeat. However, pupils across the school do not use their numeracy skills consistently enough in other subjects.

Over the years, there has been a comparatively small number of pupils (ten or fewer) in year groups at the end of the Foundation Phase and key stage 2. This can have a considerable effect on the school's benchmark performance in comparison with that of similar schools and in comparison with national averages.

In the Foundation Phase over the last four years, the school's performance at the expected outcome has generally placed the school in the top 25% in comparison with similar schools in literature and communication in Welsh and mathematical development. The school's performance at the higher outcome has varied, moving it between the bottom 25% and the top 25% in mathematical development, whilst the pattern in literacy has placed the school in the top 25% for the last three years.

At the end of key stage 2, the school's performance at the expected level in all core subjects has placed it in the top 25% in comparison with similar schools for three of the last four years. Over a period of four years, the school's performance at the higher level has varied, moving it between the top 25% and the bottom 25% in all core subjects in comparison with other schools.

As numbers are so small, it is not possible to compare the performance of boys and girls or the performance of pupils who are eligible for free school meals with the others.

Wellbeing: Excellent

Nearly all pupils feel safe at school and know to whom to turn if they are anxious. They have a strong understanding of what is need to keep fit. Most pupils attend the after-school sports club, which contributes to their fitness. Pupils' behaviour around the school is robustly good. They are courteous towards adults and peers and show enthusiasm and motivation towards their learning.

Pupils' attendance levels are excellent. The school's attendance percentage has placed it consistently in the top 25% in comparison with similar schools. Pupils have a full understanding of the importance of attending school. The school council has produced a pamphlet to encourage and maintain high attendance and has shared it very successfully with other schools in the catchment area. This has a very positive effect on attendance at Wolfscastle School along with other schools. This is a strength at the school.

A very inclusive ethos can be felt among pupils and they are very caring of each other. Nearly all pupils contribute regularly and effectively to various activities at the school and in the community. Pupils play a prominent part in a local festival and help

to arrange activities. They contribute extensively to the local newsletter, 'Wolfwhistle', which develops and enriches their literacy skills well, as well as developing a feeling of pride in their community.

Most pupils know what they must do to improve their work. The oldest pupils at the school have contributed considerably to a number of school policies, including the marking policy and the policy on internet safety. As result, the pupil's voice has a full role in the school's policies and work.

Key Question 2: How good is provision?	Good

Learning experiences: Adequate

The school provides interesting and stimulating learning opportunities for pupils. Short-term plans are detailed, identify learning objectives clearly and provide stimulating activities that are differentiated appropriately. However, the school does not have long-term plans that show clearly enough that all skills are being developed fully. There is a Literacy and Numeracy Framework in place but activities do not always show progression and continuity purposefully enough. There are no regular opportunities for pupils to develop their literacy skills fully across a range of subjects.

The school provides a range of stimulating experiences that promote the Welsh dimension very effectively. This enables pupils to learn about the culture of their local area and the whole of Wales. An example of this is the visitors who come to the school, along with a number of visits away from the site, such as residential courses at Urdd centres.

The school provides good opportunities to develop pupils' understanding of global citizenship through thematic work on Patagonia and work on a book called 'if the world were a village'.

The eco committee contributes effectively to reducing waste, for example through recycling plastic and clothes. As a result, most pupils' understanding of the importance of caring for the wider world is sound.

Teaching: Good

Teachers plan interesting experiences that gain pupils' interest well. In the Foundation Phase, there is a clear emphasis on presenting a practical curriculum that engenders pupils' desire to learn. Effective co-operation between teachers and assistants provides appropriate support for individuals and specific groups of learners. As a result, most pupils make purposeful progress in lessons.

Teachers' lively presentations stimulate pupils well. Teachers question effectively, which enables pupils to expand and explain their answers fully. In general, activities are differentiated well to respond to pupils' needs. However, at times, there is over-direction by teachers. This restricts pupils' ability to become independent learners and take a full role in their own learning.

Teachers mark pupils' work regularly and pupils have a good understanding of the marking system. Overall, teachers' comments are constructive, and give guidance to pupils on what needs to be done improve their work. However, this has not been developed across a full range of subjects.

Teachers and staff use a wide range of assessment materials and standardised tests to assess pupils' achievement. The information is used effectively to provide support for individuals as needed. The school uses an electronic system appropriately to track pupils' progress and to set targets for improvement.

Annual reports for parents include purposeful comments on their child's progress as well as targets for improvement.

Care, support and guidance: Good

The school makes robust arrangements for promoting eating and drinking healthily and provides a wide variety of opportunities for pupils to keep fit, through the curriculum and extra-curricular activities. The school celebrates pupils' successes effectively, by using reward systems such as star of the week, perfect attendance and Cymry cryf (strong Welsh people). This has a positive effect on pupils' wellbeing, behaviour and attitude to learning.

A wide variety of rich experiences is provided within the school and the community which develops pupils' social and cultural skills very successfully. An example of this is visits to local places of worship, as well as the Wolfscastle Festival. This ensures that pupils act fully as members of the community.

The school provides valuable opportunities for pupils to develop their spiritual and moral awareness though regular assemblies. This has a positive effect on pupils' wellbeing. Appropriate use is made of external specialist services such as the educational psychologist and family support agencies. This enriches the wellbeing of pupils and families well.

The school's arrangements for safeguarding meet requirements and are not a cause of concern.

The school has successful arrangements for identifying and supporting pupils who have additional learning needs. The school provides effective intervention programmes for pupils and specific groups. This ensures that pupils have support and full access to the curriculum. There are individual education plans of a good standard and they are evaluated and updated regularly. As a result, most of these pupils make sound progress against their targets.

 Learning environment: Good

The school is a welcoming community that encourages high standards of morals and good behaviour among pupils. Staff foster a caring ethos that ensures that pupils have equal access to all aspects of school life. Staff ensure care and respect between pupils and adults and between pupils and their peers.

The school ensures that pupils have a sound awareness of the importance of attendance and include them fully in the school's plans. Pupils' work to develop the school's gardens has won national prizes. This has fostered pupils' pride and responsibility for their local community.

The school has a wide range of resources that support effective learning and teaching. Stimulating and attractive displays celebrate pupils' work successfully. This engenders pupils' respect for their work. The school has a suitable supply of ICT resources that develop learners' digital skills appropriately. The school uses the outdoor area effectively in order to implement the principles of the Foundation Phase. The school's site is safe and the school council is active in the work of keeping the school's grounds and the community clean and tidy.

How good are leadership and management?	Good

Leadership: Good

The headteacher has a clear and purposeful vision for improving the school. She shares the vision successfully with pupils, staff, parents and governors. Through the regular, effective use of the statement, 'Dyro dy law i mi, ac mi awn i ben y mynydd' (Give me your hand and we will go to the top of the mountain), the headteacher, staff and governors ensure an inclusive learning community, in which a high priority is placed on pupils' standards and wellbeing.

The headteacher and staff work well as a team. All members of staff have a relevant job description and they undertake their roles conscientiously. They review their subjects regularly and develop their monitoring and observation skills appropriately.

The school has performance management arrangements for teaching staff and support staff that meet statutory requirements. The school satisfies many national priorities successfully. One of the school's strengths is the strong focus on maintaining pupils' high attendance. The work on developing the literacy and numeracy framework is developing suitably.

Governors are very supportive of the school. They have a sound understanding of standards and how the school is performing in comparison with similar schools. They use a wide range of information in order to identify strengths and areas to be improved. For example, many governors observe lessons, scrutinise books and receive comprehensive reports from the headteacher. They use the information successfully in order to challenge the school and to develop their role as critical friends well.

Improving quality: Good

The headteacher has established a wide range of suitable self-evaluation activities. The school has appropriate arrangements to monitor the standard of teaching and learning by observing lessons and scrutinising pupils' work. Reports that arise from the process identify strengths and areas to be developed suitably. However, leaders do not re-visit improvement targets regularly enough in order to measure progress fully. The school seeks the views of parents and governors effectively in the

self-evaluation process. One of the strengths of the process is the way in which the school seeks pupils' views successfully. For example, through the work of the school council and relevant questionnaires, the school has adapted the way of responding to pupils' work.

The self-evaluation document is based on a wide range of evidence, including a detailed analysis of performance data. Although the report is rather descriptive in places, it identifies the school's strengths well and, overall, identifies the areas for improvement suitably.

There is an appropriate link between the self-evaluation report and the school development plan. The school development plan has a reasonable number of appropriate improvement targets, costs and success criteria. The headteacher and governors review targets well regularly. However, the success criteria are not always quantitative enough in order to measure progress specifically enough.

Partnership working: Good

The school has a very strong partnership with parents. The parents and friends of the school association is very supportive. It arranges successful activities to raise money to buy resources for the school, for example ICT equipment, and when adapting the building in order to give pupils in key stage 2 access to the outdoor area.

The school co-operates effectively with schools in the cluster and the secondary school. Successful moderation and standardisation meetings ensure accuracy when levelling pupils' work and consistency across the cluster. The school uses expertise within local schools and the secondary school in order to enrich pupils' experiences. For example, they used the expertise of the secondary school to create a performance of 'A Midsummer Night's Dream'.

The school makes valuable use of the local community and the wider community, and plays an integral part in the community. A very good example of this is the particular way in which the pupils have worked with the community in order to win the 'Wales in Bloom' and 'Britain in Bloom' awards. As a result, nearly all pupils have a sense of the importance of their local area and pride in it.

Transfer systems between the school and the secondary school are of a good standard. Pupils visit the secondary school from an early age and older pupils receive a beneficial programme of transition activities. As a result, pupils move forward to the next stage in their education successfully.

Resource management: Good

The school has an appropriate number of qualified staff who deliver a curriculum that gains the interest of almost all pupils well. The headteacher has deployed staff effectively by considering their strengths. The school makes skilful use of the assistants who make a suitable contribution to pupils' learning experiences. Arrangements for planning, preparation and assessment meet statutory requirements and staff use the time effectively to plan purposefully.

The school works successfully with other schools. Teachers are part of a beneficial learning community in order to develop standards of written Welsh. As a result, many pupils' writing skills have improved across the school. The school uses specialists effectively in order to reinforce pupils' learning experiences. Good examples of this are the use of the music service and sports specialists.

The headteacher, the secretary and the finance sub-committee monitor funding carefully. The school uses financial contributions from the local community effectively in order to improve the outdoor provision. This ensures that the youngest pupils have full access to the principles of the Foundation Phase.

The school makes valuable use of the Pupil Deprivation Grant in order to ensure full access to all the school's activities and trips.

Considering pupils' outcomes over time, the school provides good value for money.

Appendix 1: Commentary on performance data

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

6682254 - Wolfscastle CP

Number of pupils on roll	38
Pupils eligible for free school meals (FSM) - 3 year average	8.8
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	*	5	7	5
Achieving the core subject indicator (CSI) (%)	*	100.0	85.7	100.0
Benchmark quartile	*	1	3	1
English				
Number of pupils in cohort	*	5	7	5
Achieving level 4+ (%)	*	100.0	85.7	100.0
Benchmark quartile	*	1	4	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	*	5	7	5
Achieving level 4+ (%)	*	100.0	85.7	100.0
Benchmark quartile	*	1	3	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	*	5	7	5
Achieving level 4+ (%)	*	100.0	85.7	100.0
Benchmark quartile	*	1	4	1
Achieving level 5+ (%)	*	*	*	100.0
Benchmark quartile	*	*	*	1
Science				
Number of pupils in cohort	*	5	7	5
Achieving level 4+ (%)	*	100.0	85.7	100.0
Benchmark quartile	*	1	4	1
Achieving level 5+ (%)	*	*	*	100.0
Benchmark quartile	*	*	*	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 to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	19		19 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	19		19 100%	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.	19		19 100%	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	19		19 100%	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.	19		19 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	19		19 100%	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.	19		19 100%	0 0%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
I know what to do and who to ask if I find my work hard.	19		19 100%	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.	19		19 100%	0 0%		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.	19		19 100%	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.	19		19 100%	0 0%		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	19		19 100%	0 0%		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 rresponses 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.	20	20 100%	0 0%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	19	19 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn 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.	20	20 100%	0 0%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	20	20 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	20	20 100%	0 0%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	20	20 100%	0 0%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	20	20 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	18	16 89%	2 11%	0 0%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	20	20 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	20	19 95%	1 5%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	20	20 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	19	19 100%	0 0%	0 0%	0 0%	1	Mae fy mhlentyn 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.	20	19 95%	1 5%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	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.	20	19 95%	1 5%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	20	18 90%	2 10%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	20	20 100%	0 0%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	14	13 93%	1 7%	0 0%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	20	19 95%	1 5%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	20	20 100%	0 0%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Anwen Eluned Griffith	Reporting Inspector
Jonathan Cooper	Team Inspector
David Owen Jenkins	Lay Inspector
Catrin James	Peer Inspector
Wendy Raymond	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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