



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

**St David's R.C. Jnr. & Inf. School
Caldicot Way
Pontrhydyrun
Cwmbran
Torfaen
NP44 1UF**

Date of inspection: May 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
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.

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Context

St David's Roman Catholic Primary School is a voluntary-aided school, which serves the parish of St David's and Our Lady of the Angels in Cwmbran. Most pupils who attend St David's Roman Catholic Primary School come from the immediate area around the school.

The school provides education for 232 pupils from three to 11 years of age. Pupil numbers have risen by 24% in the last 18 months. Across the school, pupils are taught in single-age classes. Twenty-three percent of pupils are eligible for free school meals, which is slightly above the average for primary schools in Wales. The school has identified 18% of pupils as having additional learning needs. No pupil has a statement of special educational needs.

Nearly all pupils come from English-speaking homes. No pupil speaks Welsh as a first language at home. A very few pupils come from ethnic minority backgrounds or speak English as an additional language. No pupils are looked after by the local authority.

The current acting headteacher took up post in September 2012.

The individual school budget per pupil for St David's Roman Catholic Primary School in 2013-2014 is £3,465 per pupil. The maximum per pupil in Torfaen is £5,481, and the minimum £2,854. St David's Roman Catholic Primary School is 15th out of 29 schools in Torfaen in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- many pupils show effective progress in developing their skills in speaking, listening and reading;
- many pupils develop their numeracy skills well;
- a majority of pupils with additional learning needs attain their individual learning targets;
- pupils' wellbeing is good;
- pupils' attendance is a strong feature of the school; and
- the majority of teaching is good.

However:

- pupils do not attain high enough standards at the end of key stage 2 at the expected level in English and at the higher levels in English and mathematics;
- there are not enough opportunities for pupils to practise their skills in literacy and numeracy across the curriculum; and
- staff do not mark and assess pupils' work consistently across the school.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the acting headteacher provides effective leadership and has a clear strategy to raise pupils' standards of achievement;
- the acting headteacher and senior leadership team have high expectations of the staff and pupils, and they communicate these clearly;
- all staff have a clear understanding of their roles and responsibilities and work well as a team to improve provision and raise standards;
- the school's self-evaluation report is analytical and accurate;
- the school improvement plan is appropriately linked to the self-evaluation plan and senior leaders monitor the plan regularly and take any necessary action; and
- performance management links appropriately to raising pupils' standards and to implementing actions in the school improvement plan.

However:

- the future leadership and management of the school are not secure enough;
- the governing body has not established stable leadership of the school over too

long a period; and

- pupils' standards have declined during the extended period of uncertainty over the school's senior leadership and governance.

Recommendations

- R1 Raise the levels of pupils' attainment in English at the expected level, and in English and mathematics at the higher level
- R2 Improve opportunities for pupils to write extensively in subjects across the curriculum
- R3 Improve opportunities for pupils to use numerical skills in subjects across the curriculum
- R4 Extend the range of teaching strategies and resources used in lessons to engage and challenge all pupils more fully
- R5 Improve the consistency of marking and assessment
- R6 Establish secure, stable and effective leadership and governance to take forward improvements and to raise standards

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

Standards in literacy and numeracy are improving across the Foundation Phase and key stage 2.

Most pupils in the Foundation Phase make steady progress in speaking and reading. They express their ideas clearly and confidently. By the end of the Foundation Phase, most pupils read well from a range of texts. They can explain to others the information or stories they are reading. While pupils listen carefully to their teachers, on occasion, a few pupils do not listen carefully enough to one another.

By the end of key stage 2, most pupils achieve adequate standards in speaking and reading. They express their ideas confidently and they respond thoughtfully to questions. Most pupils listen attentively to other pupils and their teachers. Most pupils in key stage 2 show a good understanding of the texts they read. More fluent readers have a good awareness of the effect of punctuation on a text and they read aloud with intonation. Many pupils are able to find and use information from reference sources appropriately.

Most pupils across the Foundation Phase and key stage 2 write well in a range of styles across the curriculum. Most pupils use punctuation appropriately to their stage of learning. However, most pupils do not write extensively enough in English or in subjects across the curriculum.

Most pupils across the school show steady progress in gaining an appropriate range of numerical skills relevant to their age. However, pupils do not use their numerical skills often enough in subjects across the curriculum.

Overall, more able pupils do not achieve high enough standards in English and mathematics.

Most pupils have sound information and communication technology (ICT) skills relevant to the technology currently available to them in school. However, pupils' thinking and independent working skills are more limited.

Standards in Welsh lessons are adequate. By the end of key stage 2, most pupils use an increasing range of vocabulary and they are able to express opinions. A minority of pupils use good pronunciation and intonation. More able pupils spell familiar words and write simple sentences accurately. Most pupils across the school understand the Welsh spoken to them by their teachers, although they do not often use Welsh in reply. Pupils' knowledge of the Welsh dimension is limited.

When compared with levels in similar schools, pupils' performance in the Foundation Phase at the expected outcome 5 has declined. Performance in mathematical development moved the school from the higher 50% of similar schools in 2012 to the

lower 50% in 2013, and in the same period performance in literacy moved the school from the higher 50% to the bottom 25% of similar schools. The performance of more able pupils at outcome 6 also declined from 2012 to 2013. Performance in literacy at outcome 6 moved the school from the top 25% to the higher 50% of similar schools, and performance in mathematical development moved it from the top 25% to the lower 50% of similar schools.

In 2013 at key stage 2, performance at the expected level 4 in English has meant that the school has remained in the lower 50% of similar schools. Performance in English at the higher level declined, moving the school from the top 25% in 2012 to the lower 50% in 2013. The performance of pupils at the expected level 4 in mathematics and science improved, moving the school from the bottom 25% in 2012 to the higher 50% in 2013 when compared with similar schools. However, the performance of more able pupils at the higher level 5 in mathematics and science declined, moving the school from the higher 50% to the lower 50% over the same period.

Wellbeing: Good

Pupils' wellbeing is a strong feature of the school. Nearly all pupils feel safe in school. They are confident in the school's systems to keep them safe from bullying and harassment. They have a good understanding of how to keep well through regular exercise and healthy eating.

There is a strong sense of community and inclusion in the school and pupils enjoy coming to school. Pupils' attendance has improved over the last three years, raising the school from the lower 50% when compared with similar schools in 2011 to the top 25% in 2013. Nearly all pupils arrive punctually.

Nearly all pupils are well motivated. They participate well in lessons and they generally behave well in the playground and at lunchtimes.

The school council has undertaken a number of fund-raising activities, such as a sleep-over to raise money towards ICT equipment, and has made presentations to the governing body and pupils in assembly. The eco-committee has helped to enhance the outdoor learning environments through planting flowers and vegetables. It has developed an eco-timetable, which reminds staff and pupils to turn off lights and recycle used paper. Pupils keep notes of meetings, but they do not take on roles of responsibility within the groups, such as chairing the group.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school provides a suitable range of learning experiences, which meets the requirements and the needs of most pupils. The Foundation Phase provides a good range of activities for learning outdoors and these contribute effectively to the pupils' enthusiasm to discover and to learn.

The quality of curriculum planning is adequate. The school has recently adopted a number of commercial schemes to underpin planning in English and mathematics. It has also undertaken initial steps to plan for incremental development of skills in literacy and numeracy across the curriculum. However, these developments are at an early stage.

The school's newly-appointed co-ordinator has reviewed and improved the provision of ICT resources and activities significantly in the past year. Provision now includes opportunities for pupils to learn how to write simple programs.

The school provides a good range of extra-curricular clubs that match pupils' interests well and enrich their learning. Visitors to the school help to extend pupils' understanding of the wider world, for example through a programme of visits by leaders from the world of work.

The school makes appropriate provision for the promotion of the Welsh language in lessons, but there are not enough opportunities for pupils to practise their skills in Welsh outside formal lessons. The opportunities to learn about Welsh heritage and culture are limited.

The school provides good opportunities for pupils to gain an understanding of the lives and cultures of other people across the world. These have included learning about different countries' food and the writing and culture of China. The school has made good progress in providing opportunities for pupils to learn about sustainable development through activities related to the school environment.

Teaching: Adequate

Teachers and support staff work well together to create appropriate learning environments for pupils.

In most cases, teachers structure lessons well and, in the majority of classes, the quality of teaching is good. In these classes, teachers make learning objectives clear to pupils, and success criteria are well matched to learning objectives. Teachers manage pupils' behaviour effectively through well-paced lessons. They use a variety of questioning techniques and activities well to help pupils develop their understanding of the topic. They ensure that all pupils have an opportunity to contribute to class discussion and assess their own learning.

In a minority of less successful lessons, teachers do not plan a varied enough range of activities and resources to motivate and to challenge pupils, particularly more able pupils, and the pace of lessons is often too slow.

Most teaching assistants provide pupils with additional learning needs with well-focused support.

The school has recently introduced an electronic tracking system to gather an appropriate range of assessment data to monitor pupils' progress. Staff are beginning to use the system effectively to set basic and higher targets for pupils.

They monitor pupils' performance closely against the targets and they provide timely interventions.

The school has recently reviewed its marking and assessment policy. Nearly all teachers ensure that pupils know and understand their targets for learning. Most teachers give pupils regular verbal feedback and they mark pupils' work regularly. However, a minority of teachers do not apply the marking policy consistently and written comments do not provide pupils with enough information about how well they achieved the learning objective or how to improve their work. The opportunities that teachers provide for pupils to learn by evaluating their own and other pupils' work vary too much across the school.

Annual reports to parents provide clear information about pupils' achievements and identify suitable targets for improvement. There are regular opportunities for parents to discuss their child's progress with class teachers and senior leaders.

Care, support and guidance: Good

The school places a high priority on supporting the wellbeing of its pupils. It provides an inclusive environment for pupils, and nearly all pupils feel safe in school. This has a positive effect on pupils' behaviour and attitudes.

The school places an appropriate emphasis on pupils' spiritual development and there is regular collective worship. It promotes pupils' moral and social development successfully. However, aspects of personal and social education, such as pupil contribution to decision-making, are underdeveloped. Pupils have extensive opportunities to take part in a good range of cultural activities. The school makes appropriate arrangements for promoting healthy eating and drinking.

Support for pupils with additional learning needs and for pupils with social and emotional difficulties is good. Staff identify pupils with additional learning needs at an early stage and give them timely support. The additional learning needs co-ordinator tracks pupils' progress robustly. Staff review individual education plans regularly with parents and pupils. These actions result in improved confidence and progress in pupils' learning. Productive links with a wide range of support services ensure that specific expertise and advice are easily accessible to pupils and their families.

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

Learning environment: Good

The school has a positive, inclusive ethos and demonstrates a strong commitment to its Christian mission statement and values. It helps pupils to understand other faiths and cultures effectively.

The accommodation has benefited from extensive improvement and is well maintained. The condition of the toilets for pupils is poor, but plans are in place to improve the toilet facilities. Under the acting headteacher's leadership, staff, parents and pupils have re-developed the spacious outdoor learning areas. The outdoor

areas now provide a very attractive environment where pupils can play games at break times, and which staff can use effectively for teaching and learning.

Well-planned and bright displays in classrooms and corridors celebrate pupils' achievements well and provide good support for pupils' learning. The displays promote the school's caring ethos effectively.

There are enough resources to meet pupils' learning needs.

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

The acting headteacher provides effective leadership. Working closely with staff, he has made significant changes and improvements to the school since his appointment in September 2012. The changes are having a positive impact on the development of leadership skills across the school, and particularly in developing the senior leadership team. He has appropriately high expectations of leaders, staff and pupils and he communicates these effectively. The acting headteacher prioritises actions well and provides clear direction and encouragement to the work of the school. As a result, team work across the school has improved significantly.

The senior leadership team provide good support to the work of the school. They have a good balance of experience and expertise. The members of the senior leadership team have well-defined responsibilities and they are fully involved in the analysis of performance data and in monitoring learning and teaching. This is having a significant impact on improving provision and raising pupils' standards.

All staff share a common vision, values and purpose. Roles and responsibilities are clearly defined and shared effectively. The senior leadership team meet frequently. Staff meetings have clear agendas, minuted records and action points that are followed through. As a result, there is now a focused approach to raising pupils' standards. However, there is uncertainty over the long-term impact of the current leadership arrangements.

Following the departure of the headteacher five years ago, the governing body has been unable to secure permanent leadership for the school. This has led to the school losing focus, until relatively recently, on key issues of school improvement. Additionally, frequent change in the leadership of the governing body has limited its capacity to provide clear, strategic direction for the school. However, governors have recently undertaken training and they are gradually developing a better understanding of the day-to-day work of the school and pupil attainment. As a result, they are beginning to fulfil the role of critical friend to the school more effectively.

Improving quality: Good

The school has established a robust process of self-evaluation, which takes into account the views of staff, pupils and parents. As a result, the school's self-evaluation report draws on a wide range of first hand evidence and provides an honest and accurate evaluation of the school's strengths and areas for development.

The school improvement plan draws directly from the self-evaluation processes and focuses appropriately on pupils' outcomes. Actions within the plan have suitable timescales and resources. Staff training is planned effectively and links clearly to school targets. Staff collaborate well to develop the whole-school plan.

Senior leaders monitor the school improvement plan regularly and appropriately to determine the impact of actions on raising pupils' standards and improving provision.

The headteacher and a member of the senior leadership team undertake regular classroom observations to monitor the quality of teaching and learning. Teaching staff scrutinise pupils' work and school data on a regular basis. This is leading to appropriate target setting, which is helping to improve pupils' standards.

Partnership working: Good

Staff and parents have worked well together to improve the outdoor learning environment. Teachers provide workshops to help parents support their child's reading skills at home. The school's use of social media is popular with parents and keeps them in touch with activities involving their children during the school day.

The school's partnership with pre-school provision results in the effective transfer of pupils from playgroup to the Foundation Phase. Partnership activities focused on sport and ICT, led by teachers from the secondary school, help pupils at the end of key stage 2 to transfer confidently into secondary school. As a result of good links with other local primary schools, pupils enjoy sporting competitions against neighbouring schools.

Partnerships with the parish have resulted in older pupils taking part in a simulated evacuation day as part of their history topic. This involved parishioners visiting Year 6 pupils and telling them about their Second World War experiences. In return, the pupils helped the parishioners to improve their ICT skills. This work also improved pupils' understanding of the needs of others.

The school works effectively with the local cluster of schools to share staff training activities and good practice. This has resulted in the school developing a more robust system for monitoring pupils' literacy and numeracy skills.

Resource management: Adequate

In the past few years, the school has not had stable leadership or staffing. This has had a negative impact on pupils' standards and the quality of provision. The school currently has enough suitably-qualified staff to lead the school, to deliver the curriculum and to raise pupils' standards of learning. However, the long-term leadership of the school is uncertain with senior roles held in acting capacities only. Staff work well together to ensure appropriate support for pupils and to create a secure and pleasant atmosphere.

The arrangements for performance management are robust and staff benefit from a range of professional development opportunities, which link well to the priorities in the school improvement plan.

A newly-formed professional learning community within the school enables staff to develop and share their professional knowledge. There are sound networks of professional practice with other schools and partners.

The school's staffing and financial resources are well managed. The school's spending decisions relate well to identified priorities for improvement. The school has had a small deficit in the last financial year, but future financial plans show a potential small surplus in the next financial year as pupil numbers are increasing.

Due to the appropriate use the school makes of its funding and the adequate progress made by pupils, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In 2013 at the end of the Foundation Phase, pupils' attainment at the expected level (outcome 5) in literacy was below the averages for the family and local authority, but in line with the average for Wales. In mathematical development, pupils' attainment was in line with the averages for the family, the local authority and Wales. However, in personal and social development, pupils' attainment was below the averages for the family, the local authority and Wales.

Pupils' attainment at the higher level (outcome 6) in literacy in 2013 was in line with the family and local authority averages, but above the average for Wales. Pupils' attainment in mathematical development at the higher level was below the family and local authority averages, but in line with the average for Wales. However, in personal and social development, pupils' attainment was well below the family, the local authority and Wales averages at both the expected outcome 5 and higher outcome 6.

When compared with that in similar schools, pupils' performance at the end of the Foundation Phase at the expected outcome 5 has declined. Performance in mathematical development moved the school from the higher 50% of similar schools in 2012 to the lower 50% in 2013, and over the same period performance in literacy moved the school from the higher 50% to the bottom 25% of similar schools. The performance of more able pupils at the higher outcome 6 also declined between 2012 and 2013. Performance in literacy moved the school from the top 25% to the upper 50% of similar schools, and performance in mathematical development moved it from the top 25% to the lower 50% of similar schools.

At the end of key stage 2 in 2013, pupils' attainment at the expected level 4 in English was in line with the averages for the family, the local authority and Wales. Pupils' attainment in mathematics at the expected level 4 was above the averages for the family and Wales and in line with the local authority average. In science pupils' attainment was in line with the averages for the family, the local authority and Wales. At the higher level 5, pupils' attainment in English was below the family and local authority averages, but in line with the average for Wales. At the higher level 5 in mathematics, pupils' attainment was in line with the family, local authority and Wales averages. However, in science pupils' attainment below the family and local authority averages, but in line with the average for Wales.

Pupils' performance in 2013 at the expected level 4 in English has meant that the school has remained in the lower 50% of similar schools. Pupils' performance in English at the higher level 5 has moved the school from the top 25% to the lower 50% of similar schools. At the expected level 4 in mathematics and science, pupils' performance has improved, moving the school from the bottom 25% to the higher 50%. However, in 2013, the performance of more able pupils at the higher level 5 in mathematics and science has moved the school from the higher 50% to the lower 50%.

By the end of key stage 2 in 2013, boys and girls performed equally well at the expected level 4 in English. However, girls performed better than boys in the expected level 4 in mathematics and science. At the higher level 5, girls performed better than boys in English and science, while boys performed better than girls in mathematics.

At the end of key stage 2, pupils who were eligible for free school meals tend not to perform as well as other pupils in achieving the expected levels in the core subjects. The majority of pupils with additional learning needs made good progress and met their targets.

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.	92	89 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	92	81 88%	11 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.	92	81 88%	11 12%	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	91	88 97%	3 3%	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.	92	85 92%	7 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	92	86 93%	6 7%	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.	92	91 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	92	89 97%	3 3%	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.	92	72 78%	20 22%	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.	92	83 90%	9 10%	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.	91	56 62%	35 38%	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	91	62 68%	29 32%	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.	68	41 60%	24 35%	1 1%	2 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	68	47 69%	18 26%	3 4%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	68	54 79%	12 18%	0 0%	0 0%	2	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.	68	46 68%	19 28%	2 3%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	66	23 35%	35 53%	5 8%	2 3%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	68	41 60%	24 35%	3 4%	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.	68	41 60%	25 37%	2 3%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	66	30 45%	27 41%	6 9%	3 5%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	68	34 50%	26 38%	3 4%	3 4%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	68	43 63%	21 31%	1 1%	0 0%	3	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.	67	41 61%	23 34%	2 3%	1 1%	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.	62	26 42%	30 48%	0 0%	1 2%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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 am kept well informed about my child's progress.	68	34 50%	27 40%	5 7%	1 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	68	40 59%	22 32%	4 6%	1 1%	1	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.	68	27 40%	28 41%	10 15%	0 0%	3	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.	67	38 57%	25 37%	3 4%	0 0%	1	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.	62	25 40%	23 37%	3 5%	2 3%	9	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.	68	31 46%	28 41%	4 6%	1 1%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	67	43 64%	20 30%	1 1%	2 3%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Penny Lewis	Reporting Inspector
Lowri Haf Evans	Team Inspector
Matthew Evans	Lay Inspector
Jo Simons	Peer Inspector
Alison Baillon-Jones	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.