



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 Joseph's R.C. Primary School
Sully Road
Penarth
Vale of Glamorgan
CF64 2TQ**

Date of inspection: March 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.

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

This and other Estyn publications are available on our website: 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: 15/05/2015

Context

St. Joseph's Roman Catholic Primary School is in the town of Penarth. It serves the Catholic parishes of St Joseph's and St Mary's in the eastern Vale of Glamorgan.

The school currently has 221 pupils from the ages of three to eleven. The number on roll has increased considerably over the last three years. There are seven single-age classes, plus a morning and afternoon part-time nursery.

Approximately 9% of pupils are eligible for free school meals, which is well below the national average of 21%. Around 21% have additional learning needs, which is around the national average. Very few pupils have a statement of special educational needs. Around 18% of pupils come from an ethnic minority background, the majority of whom receive support in English as an additional language. No pupils speak Welsh as a first language or are looked after by the local authority.

The last inspection was in June 2010. The headteacher took up his post in November 2010 and a new deputy headteacher is due to start in April 2015.

The individual school budget per pupil for St. Joseph's RC Primary School in 2014-2015 means that the budget is £3,362 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £6,237 and the minimum is £2,727. St. Joseph's RC Primary School is 30th out of the 48 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The school is good because:

- Although outcomes have varied over recent years, evidence in the school indicates that nearly all pupils currently achieve good standards in literacy and numeracy by the end of key stage 2
- In particular, nearly all pupils make good progress in reading
- A few older more able pupils in key stage 2 excel especially in mathematics
- No specific groups underachieve significantly
- Attendance is improving and is now better than the average for similar schools
- Through the new school parliament, many pupils make a significant contribution to the school's decision-making process
- The reconfiguration of the learning environment and the bespoke range of furniture in classrooms are innovative features

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides dynamic and strong leadership, particularly through his innovative approach to many aspects of school life, which are having a positive effect on pupils' learning
- Most governors are suitably involved in determining the school's strategic direction and in the self-evaluation and school improvement processes
- Several initiatives over recent years are impacting successfully on pupils' standards and their enjoyment of learning
- The school has a rigorous approach to self-evaluation, based securely on first-hand evidence
- A wide range of high quality and valuable collaborations contribute significantly to pupils' learning experiences

Recommendations

- R1 Improve standards of handwriting and presentation in the Foundation Phase and the younger key stage 2 classes
- R2 Raise standards in Welsh second language, particularly in key stage 2
- R3 Ensure that all teaching is of a consistently high standard

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Throughout the school, nearly all pupils apply their literacy skills effectively across the curriculum. Many pupils in the Foundation Phase speak clearly and confidently. They are keen to talk about their work. They answer questions thoughtfully, choosing their words well. In key stage 2, nearly all pupils are articulate and describe their thoughts and ideas using a mature and well-developed vocabulary. Across the school, nearly all pupils have good listening skills.

Many pupils in the Foundation Phase read at an appropriate level for their age and ability. They use phonic knowledge well to build words and they use pictures and context to help them make sense of what they read. By the end of key stage 2, nearly all pupils read fluently, expressively and with good understanding. They describe plot, setting and characterisation vividly and make sensible predictions of how stories might end. Most use factual books to locate information quickly using contents pages and indexes accurately.

In the Foundation Phase, most pupils produce pieces of writing of an appropriate length for their age. In many cases, they use capital letters and full stops correctly, although a majority do not form letters well or present their work neatly enough. Towards the end of key stage 2, pupils write accurately for a range of purposes and audiences, adapting their style appropriately. Many use a broad range of interesting adjectives to enhance their work and write extended pieces in a neat and legible cursive style. They develop good higher order skills, for example by showing empathy when writing newspaper reports.

In both key stages, all pupils apply their numeracy skills across the curriculum appropriately. By the end of the Foundation Phase, nearly all pupils add, subtract and order two-digit numbers up to 100 accurately and understand place value. They count in twos, fives and tens and use counting-on strategies successfully. They name basic two and three-dimensional shapes correctly and understand simple symmetry. They start to tell the time and use coins and standard units of measurement accurately. They gather, sort and present data effectively by means of tables, graphs and diagrams.

By the end of key stage 2, nearly all pupils add, subtract, multiply and divide confidently using large numbers. They convert between decimals, fractions and percentages correctly. They answer random tables questions quickly and have well-developed mental mathematical and problem-solving skills, especially a few who are more able. Nearly all pupils measure length, weight, capacity and temperature accurately in metric units and have a good understanding of fundamental geometry and co-ordinates. They apply their knowledge and understanding well to real-life situations.

In Welsh, many pupils in the Foundation Phase make a sure start, for example when counting to ten or learning the names for colours and everyday objects. However, this good progress does not continue through key stage 2. Although older pupils extend their vocabulary and write short sentences in the present and past tenses, for example about their holidays, many do not pronounce Welsh words appropriately when speaking and reading aloud and they lack fluency to sustain a simple conversation. Nearly all pupils have an appropriate understanding of their Welsh heritage.

Over the last three years at the end of the Foundation Phase, when compared with similar schools, pupils' performance in literacy and mathematical development at the expected outcome 5 places the school consistently in the bottom 25% or lower 50%. At the higher outcome 6, pupils' performance in literacy varies, moving the school between the bottom 25% and the higher 50%. Performance is more consistent in mathematical development at the higher outcome and shows an improving trend, moving the school to the top 25% of similar schools in 2014.

At the end of key stage 2, when compared with similar schools, pupils' performance in English at both the expected level 4 and the higher level 5 has placed the school in the higher 50% or top 25% for three of the last four years. Over the same period, performance in mathematics and science has been more variable, placing the school generally between the bottom 25% and top 25% of similar schools at both the expected and higher levels. Inspection evidence, however, indicates that by Year 5 and Year 6 nearly all pupils currently achieve well across the curriculum.

No specific groups underachieve significantly. Pupils eligible for free school meals do comparatively less well in both key stages, although numbers are small.

Wellbeing: Good

Nearly all pupils have a thorough understanding of the importance of maintaining a healthy lifestyle through good eating habits and regular exercise. They feel safe in the school.

Most pupils behave well in the classroom, around the school and during outdoor learning sessions. They relate well to each other and treat adults with courtesy and respect. Most maintain their focus and enthusiasm during lessons and nearly all have a positive attitude towards their work.

Attendance has fluctuated over recent years. Rates for 2013-2014 place the school in the higher 50% when compared with similar schools and this improvement is currently continuing. Pupils eligible for free school meals generally attend less well than their peers. Unauthorised absence and persistent absentees are declining. Most pupils arrive at school punctually.

The new school parliament allows many pupils to make decisions about their life in school. For example, they can choose to join a range of ministries and teams and can apply to become a cabinet member. As a result, nearly all pupils feel that they have a strong voice and enjoy the opportunities to be involved in all aspects of school development, including the curriculum and the learning environment. These innovative arrangements are beginning to impact positively on pupils' self-esteem across the school.

Older pupils are able to empathise with people in other countries through fundraising projects and developing entrepreneurial skills, for example by producing and selling items at an enterprise fair.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

Recent revisions to the school curriculum are helping to develop a personalised learning approach that incorporates effectively all statutory requirements. As part of this initiative, staff teams use an electronic tracking system rigorously to plan the next steps in pupils' learning. As a result, pupils develop skills in literacy, numeracy and information and communication technology (ICT) that build precisely on what they already know, understand and can do. This approach is enriching pupils' learning and is beginning to have a positive effect on their achievement and motivation. A good range of clubs and out-of-school activities also enhance pupils' learning.

In Welsh, although teachers deliver specific lessons each week and short daily sessions, pupils, especially in key stage 2, have too few opportunities to speak the language during the day and this restricts the progress that they make. The curriculum features the history, geography and culture of Wales prominently and includes relevant local studies, such as the effects of the blitz on Cardiff. These experiences help to raise pupils' interest and motivation.

Provision for promoting pupils' understanding of environmental issues is good. The school eco and fair trade ministry leads this work, which involves the recycling of paper and plastic and the composting of food waste. Pupils develop their understanding of the wider world and other faiths and cultures well through their curriculum activities and their support for a range of charities, such as the victims of Ebola.

Teaching: Good

Nearly all teachers have relevant up-to-date educational knowledge. They prepare lessons effectively and provide a good range of activities and resources that match pupils' ages, abilities and needs well.

Nearly all teachers structure and organise lessons carefully to promote effective learning. They use praise and relevant questioning techniques well to help pupils succeed. Most encourage pupils to develop independent and co-operative learning skills and self-responsibility. Not all teachers, however, model good practice in handwriting and presentation and in communicating learning objectives. In addition, in a few lessons, there is a lack of pace and strategies to ensure pupils are continually on task.

Teachers and support staff work together effectively. They know pupils well and establish positive working relationships with them. They ensure that more able pupils and those who require extra help, for example in literacy, have relevant targeted support.

The school assesses and tracks pupils' progress thoroughly and effectively. It uses a range of standardised measures and strategies carefully to identify individual needs and to inform teaching, for example in the planning of learning tasks.

The school sets challenging but realistic targets for pupils' attainment at the end of each key stage. An effective system of individual target setting helps pupils to move their learning forward.

The school is developing useful assessment for learning strategies in lessons and in the marking of work. Comments on pupils' work are positive and, in most cases, help pupils to understand what they do well and where they need to improve. Annual reports to parents are personal and informative with helpful targets for improvement in the core subjects.

Care, support and guidance: Good

The school has effective arrangements to support pupils' wellbeing, to manage their behaviour and to promote good attendance. Learning experiences and collective worship, in particular, have a good focus on reflection and values and foster all pupils' spiritual, moral, social and cultural development well. Procedures include good use of specific programmes to encourage pupils' social and emotional development. For example, staff utilise nurture activities successfully to encourage the development of emotional resilience.

The school makes appropriate arrangements for promoting healthy eating and drinking. After-school clubs and extra-curricular activities further encourage an active lifestyle. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is good, including those for whom English is not their first language. The school uses innovative approaches to identify specific needs and teachers intervene early when support is required. They cater effectively for those requiring extra help through the use of well-trained support staff, appropriately differentiated activities and personalised learning programmes. In addition, parents and pupils are involved in the review of individual learning plans. As a result, nearly all pupils achieve their targets.

The school also makes effective use of a range of outside agencies, including the educational psychologist and speech and language therapists, to ensure that all pupils receive the help that they need.

Learning environment: Excellent

The school is a vibrant and inclusive community and this permeates all aspects of its work and daily life. Staff and pupils take responsibility to ensure that everyone within the school treats each other with care and respect, whatever their gender, race, creed or background. Security in and around the school is good.

Through research and co-operation with various agencies and businesses, the school has a highly innovative learning environment that has a significant effect on

pupils' achievement and wellbeing. For example, the remodelling of the central courtyard area and the reconfiguration of classrooms have increased the learning space. In addition, larger windows have improved light levels and ventilation. Staff and pupils have worked together to design a bespoke range of furniture to suit all pupils' learning needs. As a result, pupils look forward to coming to school and enjoy learning.

The outdoor environment includes a forest school, nature areas, a large field and a pioneering astronomical observatory, which pupils and the community use regularly. A recent addition is a nurture group chalet. All classes use the outdoor areas very well throughout the school day. The development of these stimulating features enhances considerably pupils' learning experiences.

The school has a wide range of high quality resources to promote effective learning in all classes. The provision for the Foundation Phase and for ICT and music is particularly good.

Key Question 3: How good are leadership and management?	Good
--	-------------

Leadership: Good

The headteacher provides dynamic and strong leadership. He has a clear vision for the school's future direction and improvement. Since his appointment, he has led many successful initiatives, for example in the redesign of the curriculum and the reconfiguration of the learning environment. These developments are having a positive effect on pupils' learning.

Due to changes in personnel, membership of the senior leadership team has fluctuated over the last year, but those involved have continued to provide effective support to staff. The acting deputy headteacher, in particular, has helped to maintain stability and to implement many school improvements.

Teachers and support staff have clear roles and they work together effectively in practitioner teams. They monitor and evaluate pupils' progress and the quality of education well. All contribute to moving the school forward positively.

Most governors have appropriate involvement in the life and work of the school. They have subject interests and visit regularly for various purposes, for example to undertake learning walks. This helps them to understand the school's performance and to determine its strategic direction through the self-evaluation and school improvement processes. It also enables them to ensure all statutory requirements are in place, including mandatory governor training.

The school addresses local and national priorities well. Raising standards in literacy and numeracy and reducing the impact of poverty on achievement are major features of its current improvement plan.

Improving quality: Good

Leaders and managers use a good range of first-hand evidence effectively to identify the school's strengths and areas for development. They analyse a wide range of detailed assessment data and track pupils' attainment rigorously to ensure nearly all reach their full potential. All staff co-operate fully in this process.

Through a comprehensive programme of monitoring and reviews, the school takes full account of the quality of teaching, as well as the standards of pupils' work. It also analyses and considers carefully the views of pupils and their parents as an integral part of the self-evaluation process. As a result, the self-evaluation report is thorough, detailed and accurate in its assessment of how the school needs to move forward.

There are clear links between the findings of the self-evaluation report and the priorities listed in the school improvement plan. The plan contains a manageable number of targets that are broken down into specific tasks. These have measurable success criteria that focus suitably on outcomes for pupils. The plan also identifies responsible persons, timescales and training needs, ensuring that the school allocates sufficient funding and resources to achieve its objectives. As a result, for example, the school is implementing the Literacy and Numeracy Framework and digital technologies successfully within its new curriculum.

The school has made clear progress towards many of the recommendations from the previous inspection. However, the school identifies correctly that standards in Welsh and aspects of teaching still require continued improvement.

Partnership working: Good

An innovative strategic approach to partnership working makes a major contribution to the school's development and success. For example, links with professional bodies and British universities reflect the headteacher's strong drive for evidence-based practice. These valuable collaborations contribute significantly to raising standards for many pupils and enriching their learning experiences, for example through their use of the observatory in the school grounds.

The school takes a leading role in developing joint working practices, especially in relation to the local consortium's challenge initiative. This collaborative approach has led to an increased capacity for improvement through the sharing of ideas and good practice. For example, the school is currently making a significant contribution to professional development in numeracy reasoning and learning behaviours at a local and regional level. High quality links with other local schools ensure that all pupils benefit from effective transition arrangements and from a rigorous and accurate quality assurance of their learning and work.

The school has extensive links with the community and the parish and liaises well with parents and carers. The development of home-school links through a digital learning tool is promoting a consistent approach to homework and encouraging positive relationships with parents, most of whom are supportive of the school's current initiatives. The school's various links with local businesses and societies foster interest in the world of work and help to prepare pupils for the next stage in their education.

Resource management: Good

Despite several staff changes over the last two years, the school has continued to make progress. All teachers and support staff, including those who are newly qualified, have relevant roles and responsibilities and make a valuable contribution to pupils' learning and wellbeing. All access beneficial programmes of continuing professional development, linked to their needs and school priorities. Several have gained new qualifications recently, which are helping to develop their classroom practice.

The headteacher and acting deputy headteacher currently lead performance management procedures in line with statutory requirements. All teachers have targets, which relate to pupil performance and, together with support staff, share a common target related to the school improvement plan, enabling the school to move forward as a whole, for example in developing consistent teaching and learning strategies.

The school manages its accommodation and resources well and the building is clean and tidy. Teachers' planning, preparation and assessment time operates effectively.

Since his appointment, the headteacher, in association with the governing body, has succeeded in balancing the budget. Spending decisions reflect school priorities and achieving best value. The school is very successful in attracting a range of additional funds to supplement its budget, for example in order to improve facilities and the environment.

Current plans for spending the pupil deprivation grant focus appropriately on the development of nurture groups, intervention strategies and improving social and emotional health for pupils who are in need. Many of the Year 6 pupils supported in 2013-2014 attained level 4 in English and all made two levels of progress from their starting points.

Due to the successful outcomes achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6733368 - ST. JOSEPH'S RC PRIMARY SCHOOL

Number of pupils on roll	212
Pupils eligible for free school meals (FSM) - 3 year average	7.3
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	21	24	26
Achieving the Foundation Phase indicator (FPI) (%)	81.0	91.7	88.5
Benchmark quartile	3	2	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	21	24	26
Achieving outcome 5+ (%)	85.7	91.7	88.5
Benchmark quartile	4	3	4
Achieving outcome 6+ (%)	28.6	25.0	46.2
Benchmark quartile	3	4	2
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	21	24	26
Achieving outcome 5+ (%)	90.5	91.7	88.5
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	38.1	41.7	50.0
Benchmark quartile	2	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	21	24	26
Achieving outcome 5+ (%)	100.0	91.7	96.2
Benchmark quartile	1	4	4
Achieving outcome 6+ (%)	38.1	33.3	76.9
Benchmark quartile	3	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.

6733368 - ST. JOSEPH'S RC PRIMARY SCHOOL

Number of pupils on roll	212
Pupils eligible for free school meals (FSM) - 3 year average	7.3
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	19	29	13	19
Achieving the core subject indicator (CSI) (%)	94.7	89.7	100.0	89.5
Benchmark quartile	2	3	1	3
English				
Number of pupils in cohort	19	29	13	19
Achieving level 4+ (%)	94.7	96.6	100.0	94.7
Benchmark quartile	2	2	1	3
Achieving level 5+ (%)	57.9	58.6	38.5	52.6
Benchmark quartile	1	1	3	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	19	29	13	19
Achieving level 4+ (%)	94.7	89.7	100.0	89.5
Benchmark quartile	2	3	1	4
Achieving level 5+ (%)	47.4	48.3	23.1	31.6
Benchmark quartile	2	2	4	4
Science				
Number of pupils in cohort	19	29	13	19
Achieving level 4+ (%)	100.0	96.6	100.0	94.7
Benchmark quartile	1	3	1	3
Achieving level 5+ (%)	63.2	51.7	30.8	42.1
Benchmark quartile	1	2	4	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

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.	88		87 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	88		69 78%	19 22%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	88		86 98%	2 2%	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	88		74 84%	14 16%	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.	88		72 82%	16 18%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	88		80 91%	8 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.	88		84 95%	4 5%	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.	88		86 98%	2 2%	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.	87		61 70%	26 30%	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.	88		79 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.	88		55 62%	33 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	88		62 70%	26 30%	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.	50	28 56%	19 38%	2 4%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	50	37 74%	12 24%	1 2%	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.	49	33 67%	16 33%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	50	25 50%	21 42%	2 4%	1 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	49	23 47%	23 47%	2 4%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	50	21 42%	24 48%	0 0%	1 2%	4	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	50	32 64%	14 28%	1 2%	0 0%	3	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.	49	20 41%	20 41%	6 12%	1 2%	2	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.	49	25 51%	18 37%	1 2%	1 2%	4	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.	49	32 65%	16 33%	0 0%	0 0%	1	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.	50	34 68%	13 26%	3 6%	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'.	50	17 34%	21 42%	4 8%	0 0%	8	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.	49	17 35%	24 49%	4 8%	3 6%	1	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.	50	27 54%	17 34%	4 8%	2 4%	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.	50	22 44%	17 34%	6 12%	1 2%	4	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.	49	30 61%	17 35%	1 2%	1 2%	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.	47	17 36%	13 28%	1 2%	1 2%	15	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.	49	29 59%	18 37%	1 2%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	50	29 58%	16 32%	3 6%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Dr Peter David Ellis	Reporting Inspector
Mr Christopher Ian Dolby	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Ms Justine Baldwin	Peer Inspector

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
- 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.