



*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 Mary's & St Patrick's Catholic Primary School  
Monica Street  
Maesteg  
Bridgend  
CF34 9AY**

**Date of inspection: July 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:

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

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

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**Publication date: 10/09/2014**

## Context

St Mary's and St Patrick's Roman Catholic Voluntary-Aided Primary School is in Maesteg. Pupils attend the school from the town of Maesteg and other areas of the Llynfi valley, extending from Llangynwyd in the south to Caerau in the north.

There are 237 pupils on the school roll, including 32 in the nursery.

Nearly a quarter of pupils are eligible for free school meals. This is above Wales and local authority averages. The school has identified nearly a third of pupils as having additional learning needs, including a very few pupils with a statement of special educational needs. A very few pupils are looked after by the local authority.

Nearly all pupils are white British. A very few pupils indicate they speak Welsh at home.

The headteacher was appointed in 2011. The school was last inspected in May 2008.

The individual school budget per pupil for St Mary's and St Patrick's Roman Catholic Primary School in 2013-2014 means that the budget is £3,133 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,608 and the minimum is £2,795. St Mary's and St Patrick's Roman Catholic Primary School is 38th out of the 50 primary schools in Bridgend in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- most pupils make good progress from their starting points;
- provision for pupils with additional learning needs is good;
- many pupils use their literacy and numeracy skills effectively across the school;
- teaching is of good quality;
- standards of behaviour are good; and
- the school provides well for pupils' wellbeing.

However:

- pupils' results at the end of key stage 2 do not compare favourably over time with the performance of pupils in similar schools;
- teachers do not build well enough on the skills pupils develop in information and communication technology (ICT) and Welsh in the Foundation Phase as they move through key stage 2; and
- attendance rates have placed the school in the lower 50% in comparison with similar schools in most recent years.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has raised expectations to tackle underachievement;
- a number of initiatives are clearly having a positive impact on pupils' achievements;
- the self-evaluation process focuses well on improving the standards that pupils achieve;
- the findings of the self-evaluation process feed directly into the school improvement plan; and
- partnerships with parents, the church, the local community and other agencies are effective and have a positive impact on pupils' wellbeing.

## **Recommendations**

- R1 Improve outcomes in key stage 2
- R2 Increase pupils' confidence in speaking Welsh
- R3 Improve attendance
- R4 Ensure that teachers plan all areas of the ICT curriculum systematically and progressively
- R5 Ensure consistency in assessment for learning across all classes

### **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

Most pupils make at least the expected levels of progress from a low baseline during their time in school.

Across the school, pupils communicate confidently and successfully and use appropriate vocabulary for their age and ability. Foundation Phase pupils are keen to talk to adults about their work and express their opinions well. The majority of pupils in key stage 2 have well-developed vocabulary and are always keen to offer answers or comments when speaking about their work.

Pupils' standards and skills in reading are generally good. Many pupils read accurately and with good expression and intonation. Many pupils read at an appropriate level for their age and ability. In the Foundation Phase, most pupils use a good range of strategies to work out unfamiliar words, which include decoding words and effective use of picture and contextual clues. In key stage 2, many older pupils can select suitable texts from a variety of different sources. They read a good range of books for pleasure, and speak enthusiastically and at length about their favourite authors. They have appropriate skills to help them to read with understanding. More able pupils are able to skim and scan texts efficiently to locate relevant information, including via internet search engines.

Many pupils in the Foundation Phase make good use of their knowledge of phonics to help them to spell common words accurately. They use capital letters and full stops correctly when punctuating their work. By the end of the Phase, many pupils write at length for a range of different audiences. Most key stage 2 pupils make good progress in developing their writing skills. They use their skills effectively to produce well-presented, extended and imaginative pieces of work. By the end of Year 6, more able pupils write very well across a range of different genres.

Many pupils make reasonable progress in developing their numeracy skills in mathematics lessons. For example, Year 2 pupils have a good understanding of volume and as a result are able to construct their own measuring jugs from discarded bottles. More able pupils understand how to check their measurements by adding and subtracting water to increase their sense of accuracy. At the end of key stage 2, many pupils understand more complex mathematical concepts, such as ordering numbers to three decimal places. In Foundation Phase and key stage 2, many pupils make effective use of their numeracy and literacy skills in other areas of the curriculum.

In the Foundation Phase, many pupils develop their ICT skills well and make effective use of tablet computers, programmable toys and desk-top computers. However, these skills are not sufficiently built upon in key stage 2 to enable pupils to achieve higher-order skills, such as creating their own models or simulations and investigating the effects of changing data.

Many pupils in the Foundation Phase achieve appropriate standards in Welsh. They understand and respond well to a limited range of simple questions and instructions. In key stage 2, many pupils respond appropriately during lessons, using a range of language patterns in the present and past tense with increasing confidence. At the end of key stage 2, many pupils write interesting sentences and extended pieces of writing, which is generally accurate. Their reading displays a good level of understanding with the majority able to read with fluency and accuracy. However, few pupils use Welsh incidentally or respond appropriately when addressed by an adult in Welsh.

At the end of the Foundation Phase, pupils' performance at the expected outcome (outcome 5) is good. In relation to similar schools, pupil performance places the school in the higher 50% for mathematical development and personal and social development, and in the top 25% for literacy.

In key stage 2, the performance at the expected level (level4) is not as strong. Performance in English and science in 2013 places the school in the lower 50% of similar schools, but performance in mathematics places it in the bottom 25% of similar schools. Over the past three years, the schools' performance has fluctuated, moving the school between the higher 50% and bottom 25% for all three subjects.

Performance at the higher levels (outcome 6 in the Foundation Phase and level 5 in key stage 2) is variable in the Foundation Phase and key stage 2. However, in 2013, pupils' performance at outcome 6 in nearly all indicators in the Foundation Phase places the school between the higher 50% and top 25% of similar schools. Performance at level 5 in key stage 2 places it consistently in the top 25% in all subjects.

### **Wellbeing: Adequate**

Nearly all pupils enjoy attending school. They are well motivated and enthusiastic, and many of them are attentive in class. Pupils feel safe and are confident to ask for support if necessary. They are polite, show courtesy, care and concern for each other, and have respect for staff and visitors.

Members of the active school council and eco-committee are proud of their work and take their responsibilities seriously. They feel that they make a positive contribution to decision-making. For example, the improved arrangements during play times has impacted positively on pupils' wellbeing.

Pupils of all ages have a good understanding of how to remain healthy and they understand that healthy foods and exercise have a beneficial long-term effect. Most pupils develop their fitness by taking part in physical activities both during and after school.

Community involvement is a strong feature of the school. Pupils show high levels of care and concern and many become active citizens within their locality, for example by collecting food for the Maesteg food bank and visiting local care homes to distribute cards. Most pupils have a voice and the school has established a 'senedd'

to listen to concerned groups, such as the eco council. This has a positive impact on pupil's wellbeing in the school.

Over the past five years, the school's overall attendance rate has placed it mainly in the lower 50% when compared with similar schools. In 2013, the rate was around 93%, but attendance is improving and the annual attendance rate is currently 95%. Nearly all pupils arrive at school on time.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school provides a broad, balanced, relevant and coherent curriculum, which builds successfully upon existing knowledge. Teachers plan effectively and provide good enrichment activities that are having a positive effect on improving standards.

The provision for the development of numeracy and literacy skills throughout the school is good. Planning for the development of ICT is good in Foundation Phase but less well developed in key stage 2, especially the higher order skills.

The school provides well for pupils who attend specialist intervention sessions. The provision for more able and talented pupils is good, with appropriate identification and tracking strategies in place.

There are good opportunities for pupils to learn about the history and culture of Wales. For example, pupils visit Cardiff, local castles, and the surrounding environment to enhance their knowledge of Welsh history. Visits to Llangranog enhance pupils' knowledge of Welsh culture. Bilingual signage throughout the school serves as a constant reminder to all pupils that Welsh is a living language. Teachers plan a range of suitable Welsh activities, although pupils are reluctant to make effective use of the oral skills learnt, outside the classroom.

There are good arrangements for pupils to learn about sustainability and to develop an understanding of local and global issues. The ECO Council works actively to encourage pupils to save energy, recycle and buy fair trade goods. There is an exceptionally good range of extracurricular activities that enhance pupils' learning and are well attended.

### **Teaching: Good**

Recent initiatives to improve teaching have begun to have a positive impact in terms of the quality of teaching in classes, but not in relation to standards overall at this stage.

Teachers have up-to-date subject knowledge, set appropriately high expectations for learners and plan lessons that are interesting and stimulating. They organise tasks and resources well and match these carefully to pupils' ability levels. They make good use of the limited outdoor environment to enhance pupils' learning. There is a high level of challenge in focused activities for more able pupils.

Teachers establish positive learning environments for pupils through frequent use of praise and successful behaviour management. Lessons mostly move along at an appropriate pace and teachers provide good opportunities for pupils to recall previous knowledge and to reinforce their learning.

School support staff make a significant contribution to pupils' learning and engage them in their learning well. Teachers and support staff collaborate well in classrooms and they plan and track pupils' achievements effectively.

The school ensures that nearly all pupils make expected progress in line with their starting points. Teachers take part in a good range of moderation activities to support the accuracy of their assessments. All teachers mark pupils' work regularly. Their comments on pupils' written work are supportive and in most cases they provide pupils with useful feedback on what they have done well and how to improve their work. However, marking is not always consistent. As a result, pupils do not always have the opportunity to comment on their own work or the work of other pupils and do not fully understand what they need to do to improve.

Annual reports to parents are clear and informative and parents and carers feel very well informed about their children's progress.

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

The school has a strong moral and spiritual ethos. There are clear, well-developed procedures to care for and support pupils in all aspects of school life. This makes a significant contribution towards their wellbeing. Pupils take responsibility for looking after each other through the 'pastoral group' and 'playground partners'.

The school has the appropriate arrangements to promote healthy eating and drinking. Most pupils make good use of the extensive range of after-school sports clubs. They eat a balanced diet in school, which includes healthy fruit snacks at break times.

The school identifies vulnerable pupils appropriately and works collaboratively with outside agencies to provide early intervention and support for them. For example, there are effective arrangements to support pupils' mental health and emotional wellbeing and these have resulted in an improvement in the confidence, attitude and behaviour of identified pupils.

The school has clear identification and monitoring arrangements to support pupils with additional learning needs. Arrangements for the preparation, use and regular review of individual educational plans are effective. Plans contain clear targets. Staff monitor pupils' progress against these targets regularly to ensure that these pupils are making suitable progress. Teachers involve parents fully in the process.

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

## **Learning environment: Good**

The school is very effective in promoting a caring ethos based on its Christian values. It treats all pupils equally and ensures that pupils have equality of provision; inclusion and access to all areas of the curriculum. Staff promote the importance of diversity and tolerance of others well. They ensure that pupils are free from any form of harassment or bullying.

The school has made substantial improvements to its accommodation in recent years. These have had a positive impact on pupils' attitudes, wellbeing and the outcomes they achieve. The buildings are well maintained and staff use the limited indoor space available to them well. Staff make creative use of the limited space outdoors to establish stimulating learning areas for pupils.

Resources in classrooms and other areas of learning are good and match pupils' learning needs well. Displays throughout the school are interesting and effective, and they further enhance the visually-stimulating learning environment.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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## **Leadership: Good**

The adequate grade awarded for standards differs from the grade awarded for leadership. This is because the procedures and policies implemented by the headteacher, following her appointment in 2011, are now beginning to have a positive impact on pupil outcomes and the quality of provision, but have not affected standards fully at this stage.

The headteacher has a strong vision for the future development of the school. She shares this effectively with governors, parents, staff and pupils. Raising standards and setting high expectations are an integral part of school life. An effective team of managers has developed the shared vision for improvement well. The headteacher has distributed leadership roles well among staff at all levels. This is working well as managers now take responsibility for improvements and the impact that this has on standards. There are frequent and varied opportunities for leaders and managers to monitor teaching and learning.

Leaders use the detailed analysis of performance data and close tracking of pupil progress to challenge underperformance. Performance management arrangements link well to whole school development and strategic planning. Performance management includes teachers and support staff.

Governors fulfil their roles as critical friends with a high level of success. They are supportive and have a clear understanding of the progress that the school has made over recent years. There is a good balance of skills and expertise within the governing body, which is used to good effect. All governors have attended relevant training and regularly visit the school in order to gain first hand evidence of standards achieved by the pupils.

Managers have successfully implemented initiatives to meet national and local priorities. For example, the Foundation Phase provision is a strong feature and is well established, and staff share this good practice with other schools.

### **Improving quality: Good**

The school has established effective procedures for self-evaluation. The self-evaluation procedures draw on a wide range of first-hand evidence. This evidence includes an analysis of the performance of pupils, regular classroom observations of teachers, scrutiny of pupils' work and consideration of the views of pupils, governors and parents. All teachers take part in the monitoring and evaluating the school's standards and provision. The subject co-ordinator evaluations contribute well to identifying target areas in need of improvement.

The headteacher, senior management team and governors have an accurate picture and understanding of the school's strengths and areas for development. They make effective use of this information to set accurate, challenging targets for improvement. This links closely to the school improvement plan.

The school improvement plan is a comprehensive document that identifies appropriate actions, success criteria, time scales and cost implications. Leadership responsibilities enable teachers and middle managers to monitor progress, to drive forward school improvements and to report progress to senior managers on a regular basis. Implementation of the improvement plan is particularly effective and is beginning to have a positive impact on raising standards.

### **Partnership working: Good**

There are a suitable variety of strong partnerships that benefit the whole school community, and which support improvements to standards and the wellbeing of pupils. Parents are supportive of the school and the school values their contributions. Parents appreciate the regular information they receive about the life and work of the school. Working with the local credit union and food bank demonstrates the commitment that staff, pupils and governors have for caring for its community.

The school fosters strong links with the local community and there are many positive contributions to school life. For example, the school uses the local park, leisure centre, council chamber and grounds of the parish church to broaden experiences for pupils. The link with the diocese helps to foster a strong family atmosphere in which pupils feel secure and free to enjoy their learning.

Good transition arrangements ensure that all pupils are fully prepared to move onto the next phase of their education. The school organises additional transition activities for individual pupils as needed. This secures the emotional wellbeing of these pupils well.

Working closely within two clusters of schools and the support of the consortium has had a significant impact on the rapid development within school. In return, other schools have visited to observe good practice, such as the Foundation Phase provision and the effective introduction of literacy programmes.

### **Resource management: Adequate**

The school manages its resources appropriately. There are well-established procedures in place to ensure that the allocation of financial resources meets priorities identified in the school improvement plan.

The school has an appropriate level of suitably-qualified staff and uses their expertise to enrich teaching and learning and to deliver the curriculum appropriately. The recent introduction of a Welsh second language teacher together with managerial time for middle managers is beginning to have a positive impact on raising standards throughout the school.

Teachers have worked together effectively in professional learning communities within school and across the cluster. These have had a positive impact on pupil standards and extending the expertise of staff.

Teachers make effective use of their planning, preparation and assessment time and managers organise this time well. Good arrangements are in place for managing the performance of all staff, which determines personal targets and targets associated with priorities in the school development plan.

Considering pupils' outcomes, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

In 2013, pupils' performance at the end of the Foundation Phase at the expected outcome 5 in mathematical development and personal and social development places the school in the higher 50% when compared with similar schools. The school is in the higher 25% for pupils' literacy skills. At the higher-than-expected outcome (outcome 6), the school is in the top 25% for literacy and in the higher 50% for mathematical development and personal and social development when compared with similar schools in all areas of learning. The school's performance in these assessed areas is just above the average for its family of schools at outcome 5, but considerably higher than the family average at outcome 6.

In key stage 2, pupils' attainment in English, mathematics and science at the expected level 4 is below the family average for English, mathematics and science. In comparison with similar schools, pupils' performance in English and science places the school in the lower 50%. However, performance in mathematics is more variable and places the school in the bottom 25%. Performance at the expected level over time has fluctuated, moving the school from the higher 50% to the bottom 25% of similar schools. At the higher-than-expected level (level 5), the school's performance in 2013 is considerably above the family average and places it in the top 25% for all three subjects. It has fluctuated between the top 25% and bottom 25% of similar schools for performance in all three subjects over the last five years.

Boys as a group tend to perform better than girls at the expected level, but this is reversed in favour of the girls at the higher outcomes at Foundation Phase. Boys as a group perform better than girls at the expected and higher levels at the end of key stage 2.

In 2013, pupils eligible for free school meals perform better than other pupils. However, year on year, there is no significant difference between the performance of pupils who receive free school meals and other pupils.

## 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.	102	102 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		0%	0%	
The school deals well with any bullying.	100	96 96%	4 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		0%	0%	
I know who to talk to if I am worried or upset.	102	99 97%	3 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		0%	0%	
The school teaches me how to keep healthy	102	102 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		0%	0%	
There are lots of chances at school for me to get regular exercise.	100	97 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		0%	0%	
I am doing well at school.	102	97 95%	5 5%	Rwy'n gwneud yn dda yn yr ysgol.
		0%	0%	
The teachers and other adults in the school help me to learn and make progress.	100	100 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		0%	0%	
I know what to do and who to ask if I find my work hard.	102	98 96%	4 4%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		0%	0%	
My homework helps me to understand and improve my work in school.	102	98 96%	4 4%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		0%	0%	
I have enough books, equipment, and computers to do my work.	102	99 97%	3 3%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		0%	0%	
Other children behave well and I can get my work done.	101	77 76%	24 24%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		0%	0%	
Nearly all children behave well at playtime and lunch time.	98	83 85%	15 15%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		0%	0%	

## 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.	76	56 74%	19 25%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	77	61 79%	15 19%	1 1%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	77	62 81%	15 19%	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.	77	54 70%	20 26%	3 4%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	77	45 58%	31 40%	1 1%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	77	47 61%	29 38%	1 1%	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.	77	52 68%	24 31%	1 1%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	77	45 58%	27 35%	4 5%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	77	50 65%	25 32%	1 1%	1 1%	0	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.	77	56 73%	20 26%	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.	77	59 77%	18 23%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	74	44 59%	26 35%	1 1%	0 0%	3	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.	77	43 56%	29 38%	5 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	76	55 72%	20 26%	1 1%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	77	44 57%	23 30%	5 6%	0 0%	5	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.	77	50 65%	23 30%	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.	75	40 53%	22 29%	6 8%	0 0%	7	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.	77	46 60%	30 39%	1 1%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	75	54 72%	20 27%	0 0%	1 1%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Peter Roach	Reporting Inspector
Lisa Greenhalgh	Team Inspector
Julie Ann Price	Lay Inspector
Paula Vaughan	Peer Inspector
Jackie Phillips	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language;
- mathematics; and
- science.

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

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

### **All-Wales Core Data sets**

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

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

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