



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 R.C. Primary School
Caedraw Road
Merthyr Tydfil
CF47 8HA**

Date of inspection: October 2013

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 Mary's R.C. Primary School is in Merthyr. Pupils come from a wide catchment area. Around 13% of pupils are entitled to free school meals. This is below local and national averages.

There are currently 199 pupils on roll, including 24 in the nursery class. The school admits pupils to the nursery at the age of three. Pupils are organised into eight classes with seven full-time and two part-time teachers.

English is the not main home language for just over 40% of pupils and most of these receive support for English as an additional language. These figures are significantly higher than national or local averages. The school has no pupils who are looked after by the local authority. Around 22% of pupils have additional learning needs. This is similar to local authority averages. No pupil has a statement of special educational need. There were no exclusions last year.

The headteacher was appointed in September 2013. There have been a significant number of staff absences over recent years.

The individual school budget per pupil for St Mary's R.C. Primary School in 2013-2014 means that the budget is £3,257 per pupil. The maximum per pupil in the primary schools in Merthyr Tydfil is £4,219 and the minimum is £3,257. St Mary's R.C. Primary School is 23rd out of the 23 primary schools in Merthyr Tydfil 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 current performance of the provider is adequate because:

- standards in both key stages are rising;
- the school generally performs well when compared to its family;
- many pupils make good progress from their starting points; and
- many pupils who receive support for English as an additional language achieve very well.

However:

- standards in the Foundation Phase remain in the lower 50% of those for similar schools;
- more able pupils do not always achieve highly;
- many pupils do not use their literacy and numeracy skills well enough in all subjects; and
- there are important shortcomings in teaching in a very few classes.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the new headteacher has a clear understanding of the school's strengths and shortcomings;
- in a short time she has put into place a range of initiatives to develop leadership and management that are already having a beneficial impact on provision and staff engagement; and
- there are clear plans and targets for school improvement.

However:

- it is too early to judge the impact of initiatives on pupil outcomes;
- there are shortcomings in the leadership structure of the school; and
- not all staff are involved effectively in self-evaluation or improvement planning.

Recommendations

- R1 Raise the standards of pupils' writing across the curriculum
- R2 Raise levels of attendance
- R3 Improve the quality of curriculum planning to ensure progression and continuity in pupils' learning
- R4 Improve the quality of teaching in upper keys stage 2
- R5 Improve the consistency and accuracy of teachers' assessment of pupils' work, especially in key stage 2
- R6 Clearly identify the roles and responsibilities of all staff to ensure that they are accountable for the school's provision and the standards pupils achieve
- R7 Involve all staff in a robust and rigorous system of self-evaluation to clearly identify and monitor the school's strengths and shortcomings

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 enter the school with standards that are at or below those of pupils of a similar age particularly in their literacy and numeracy skills. Over time, many pupils make strong progress in their learning. Many pupils who receive support for English as an additional language make very good progress and achieve well.

In lessons, most pupils listen well. Many answer questions enthusiastically in class but do not always contribute widely or confidently outside of lessons. They speak clearly and use a suitable vocabulary to present their ideas. Most pupils contribute well to group discussions to explore new ideas. Many pupils from a European background make very quick progress in their use of English.

Many Foundation Phase pupils read at an appropriate standard for their age. They confidently discuss books they enjoy and retell stories correctly. Less able pupils use the names and sounds of letters well to read unfamiliar words. By the end of Year 6, most pupils read clearly and with understanding, but do not make effective use of punctuation or expression to aid fluency. About half of pupils read regularly and they show a good understanding of different characters, and discuss readily authors or types of stories they like. Most can predict what will happen next in a story successfully. Pupils whose first language is not English show very good progress in their reading.

Across the school, many pupils write well in their literacy lessons for a range of purposes and audiences. Foundation Phase pupils write letters home from holiday or stories based on retelling well-known fairy tales successfully. They are beginning to make good use of the names and sounds of letters to spell simple words accurately. Older pupils produce thoughtful, extended pieces of work, such as an account of a visit to Aberfan. However, few older pupils spell well. Although presentation has improved this term, overall many pupils fail to present their work neatly or to punctuate this correctly on a regular basis. They do not use their literacy skills well or at a high enough level in subjects other than English.

Standards in mathematics are generally good and improving in both key stages. Pupils make sound use of these skills in the Foundation Phase, for example to count money and change, to measure the length of the 'three bears' beds or to collect data about favourite restaurants. In key stage 2, there is limited evidence of pupils using their number, measuring or data skills or applying them at the same level as in mathematics lessons.

Last year boys performed higher than girls in the Foundation Phase but less well in key stage 2. Pupils entitled to free school meals achieve less well than their peers. More able pupils do not always make enough progress, but less able pupils do well following effective support.

Most pupils' speaking and listening skills in Welsh are developing well in the Foundation Phase. The majority of pupils in key stage 2 understand simple instructions in Welsh used by staff. However, many pupils use a limited range of sentence patterns when speaking. They write simple phrases competently but very few write in Welsh at an appropriate level. Pupils of all ages do not apply their Welsh language skills well enough outside the classroom.

Although performance in the Foundation Phase in 2013, at the expected outcome 5, rose significantly, it remains in the lower 50% when compared to performance levels in similar schools. Results for more able pupils at outcome 6 placed the school in the top 25% of similar schools for pupils' mathematical development but in the lower half for their literacy and personal and social development. The school was mainly in the upper half when compared to other schools in its family.

Trends over the last four years in key stage 2 have shown a steady rise at the expected level 4, which placed the school in the top 25% of similar schools in 2013. Results for more able pupils at the higher level 5 fell and placed the school in the lower 50% when compared to similar schools. At the expected level, the school was consistently the highest performing in its family. Pupils' results for higher level place the school below the family average.

Assessments, especially those at the end of key stage 2, do not always reflect the standards of pupils' work accurately.

Wellbeing: Adequate

Nearly all pupils enjoy school and are eager to learn. They feel safe in school and know whom to talk to if they are worried or upset. Most pupils behave well, are polite and show care and respect for others. They have a good understanding of the importance of healthy eating and drinking and the need to take regular exercise to stay fit. They enjoy taking part in a range of after school activities including art and rugby.

The school council and the eco committee have a positive impact on school life. For example, they have carried out a survey of pupils to choose new resources, which has improved pupils' enjoyment of break times. Pupils have good links with the local area such as singing at community events and raising money for local charities.

Many pupils work independently or in small groups successfully and concentrate well on tasks and activities. Pupils are beginning to have a valuable say in what they learn in lessons. Most pupils can say what they do well, know their targets and understand how these help to improve their work.

Most pupils arrive at school on time although a very few are often late. The most recent school attendance data, at nearly 92%, is similar to that for the previous four years. This places the school consistently in the bottom 25% of similar schools. Recent initiatives to address the low attendance figures have not yet had time to show impact.

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

| |
|-----------------|
| Adequate |
|-----------------|

Learning experiences: Adequate

Overall, the school provides a broad and balanced curriculum for pupils. Well-planned learning experiences meet the needs of most learners, particularly in the Foundation Phase. Support for pupils who receive help with English as an additional language is of a high quality. However, in key stage 2, the school does not plan consistently well enough, especially in science, to make sure that the curriculum builds effectively on pupils' previous learning.

The recent improvements in weekly planning are helping staff to build worthwhile opportunities for pupils to use their literacy and information and communication technology (ICT) skills in all areas of learning. The effective grouping arrangements for mathematics in key stage 2 have helped to raise standards, although planning for numeracy across the curriculum is less well developed.

The school's provision for Welsh language helps pupils to make good progress in the Foundation Phase. However, this is less evident in key stage 2. Purposeful learning opportunities, including visits to Aberfan and Swansea War Museum, help develop pupils' knowledge of the history and culture of Wales appropriately.

Through the school's topics on environmental issues, pupils show a good understanding of the importance of caring for the world around them. The school provides few opportunities for pupils to develop a good understanding of the wider world.

Many pupils enjoy a comprehensive range of after-school clubs, which enhance their health and wellbeing.

Teaching: Adequate

Most teachers have good working relationships with pupils. They plan work well so that it is engaging and many teachers provide pupils with an appropriate level of challenge. They use resources to good effect including a suitable range of ICT. Most teachers' classroom management is effective. They allow pupils to work in small groups, pairs or as individuals successfully. Many teachers manage and work well with the additional adults in the classroom to support pupils' learning, especially for those whose first language is not English.

In a very few classes, teaching has important shortcomings. The pace of these lessons is slow. Teaching does not engage pupils and consequently they lose interest. Activities do not challenge pupils well enough at an appropriate level, and staff do not have high enough expectations of what pupils can do. It is not clear to pupils the outcomes they should achieve. These issues limit pupils' progress significantly.

Teachers mark pupils' work regularly and generally give pupils useful feedback on what they have done well and how they can improve their work. Many pupils use this feedback well to help them to improve their work. A majority of older pupils are beginning to evaluate their own and others' work successfully.

Staff are beginning to use the new school system for tracking pupils' progress purposefully. However, their on-going assessments and those at the end of key stage 2 do not always reflect the standards of pupils' work accurately. The school keeps parents well informed about their children's progress, achievement and wellbeing through regular meetings and annual written reports.

Care, support and guidance: Good

The school is a safe, caring community that values all pupils equally. It supports pupils' spiritual, moral, social and cultural development successfully, particularly through religious education. It deals well with any incidents of poor behaviour by pupils and helps them to reflect on right and wrong successfully. Staff provide good arrangements to develop pupils' understanding of healthy living and to support their wellbeing. The school has appropriate arrangements to promote healthy eating and drinking.

A strong feature of the school is the early identification and intervention for pupils who need extra help with their learning. In particular, pupils whose first language is not English receive very effective help from the school and specialist services. This results in them making quick and consistently good progress, especially in their speaking and reading.

Provision for pupils who have individual education plans is effective. Parents are well informed and involved in processes to review their children's progress.

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

Learning environment: Good

The school has established a calm and inclusive ethos. Staff promote respect, tolerance and care for others very well. The school values the diversity of pupils' backgrounds and meets the needs of an increasingly varied pupil community successfully.

There are attractive, interesting displays, which celebrate pupils' work, particularly in the Foundation Phase. The good supply of resources matches pupils' learning needs purposefully. The recent changes to the school building mean that it is fully accessible to all pupils. The building is secure and well maintained. Improvements to both indoor and outdoor facilities in the Foundation Phase enhance all pupils' learning experiences well. The reorganisation and redecoration of the school's upper storey provide pupils with an effective learning environment.

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

Leadership: Adequate

The new headteacher has a clear vision for the school. She shares this vision and her values effectively with staff, governors and pupils. In a professional and open manner, she offers a clear strategic direction to the life and work of the school. This is beginning to have a positive effect on improving standards of teaching, learning, and the welfare of pupils across the school. The staff and governors are working effectively in partnership with the head to realise her vision. Regular school meetings now focus effectively on standards, the quality of teaching and areas for improvement.

As part of recent changes in the staffing structure, a few members of staff such as the literacy co-ordinator have taken on new roles and responsibilities competently. However, there are shortcomings in the leadership structure of the school due to a lack of clearly defined roles and responsibilities to ensure accountability for improving standards.

The school demonstrates an appropriate commitment to addressing national priorities. For example, there is good attention in the Foundation Phase to tackling disadvantage and improving standards in literacy, particularly for those pupils whose first language is not English. However, the school has made less progress in developing Welsh as a second language.

The governing body shares the headteacher's sense of direction for the school. The governors are supportive of the school and are keen to see improvements. They visit the school regularly, but their role in monitoring the provision and challenging the school as critical friends is not yet fully developed.

Improving quality: Adequate

The school is developing effective procedures for self-evaluation. In the most recent report, key priorities for improvement are identified clearly through careful analysis of data and scrutiny of pupils' work. The school has made good use of the recent review by the local authority to develop its understanding of its strengths and areas for improvement.

In a short period of time the headteacher and staff have worked productively to bring about improvements in teaching and learning. Staff are beginning to have a much clearer understanding of the school's strengths and weaknesses and their involvement in improving quality is developing well.

Although the process has not had sufficient time to impact fully on standards and provision, there is an early indication of the impact of change. For example, whole school short term planning has become more consistent and the development of literacy skills across the curriculum is now evident.

The outcomes of the self-evaluation process have an appropriate influence on priorities in the school development plan. Timescales, success criteria and roles of key persons are clearly identified. However, the monitoring arrangements to evaluate the impact of initiatives have only been recently implemented.

The school has established the Foundation Phase well following the previous inspection. However, progress overall has been less effective in meeting the recommendations to improve the standards of Welsh, developing bilingualism and attendance.

Partnership working: Good

The school has purposeful links with both the local community and the parish. Many pupils benefit from opportunities to take part in local events such as attending mass at St Mary's Church or singing for the mayor. Occasionally, members of the community come to the school to share their experiences with pupils. This contributes positively to enriching pupils' experiences.

The school has good relationships with most parents or carers and works effectively with other agencies. These links enable staff to deliver improved provision and support that impact positively on pupils' outcomes and wellbeing. There is a very active 'Friends of St Mary's' group who raise funds for various school resources, and parents recently helped to redevelop the school library. The school encourages new families to spend an afternoon in the school on a weekly basis. This fosters effective relationships with parents and ensures that pupils settle quickly when they start in the nursery.

There are good links with other schools in the cluster. Suitable arrangements with the partner high school enable pupils to transfer smoothly to their next stage of learning.

The school now works closely with the local authority to help develop the effectiveness of the school's self-evaluation and improvement planning.

Resource management: Adequate

Leaders and managers pay appropriate attention to managing staffing and financial resources. The school has enough qualified staff and all teachers receive appropriate time for planning, preparation and assessment. The very effective deployment of staff to support pupils with English as an additional language is a strength of the school.

The headteacher and the finance committee of the governing body keep school expenditure under regular review. The school's spending decisions relate purposefully to the school's priorities and to pupils' learning needs.

A minority of staff are involved in networks of professional practice with other local schools. However, these are having little impact at present on improving standards.

Support staff understand their roles and work effectively together. A recent development in the performance management procedures now ensures that all non-teaching staff members have appropriate targets. The school makes good use of its accommodation.

Taking into account the standards pupils achieve, the quality of teaching and shortcomings in the leadership structure of the school, the school provides adequate value for money.

Appendix 1

Commentary on performance data

Performance in the Foundation Phase in 2013, at the expected outcome 5, rose significantly. However, when compared to similar schools, St Mary's remains in the lower half in relation to performance in the Foundation Phase indicator and pupils' mathematical development, and in the lowest 25% for pupils' literacy and personal and social development. Results for more able pupils at outcome 6 placed the school in the top 25% of similar schools for pupils' mathematical development but in the lower half for their literacy skills and the lowest 25% for their personal and social development.

When compared to others in its family at outcome 5, the school was above the average for the Foundation Phase indicator and pupils' literacy and mathematical development but below for their personal and social development. At outcome 6, it was the best performing school in relation to pupils' mathematical development and performed above the family average for both literacy and personal and social development.

Trends over the last four years in key stage 2 have shown a steady rise at the expected level 4, which placed the school in the top 25% of similar schools for all subjects and the core subject indicator in 2013. The school was consistently the highest performing in its family.

Results for more able pupils at level 5 fell. Mathematics results placed the school in the lower 50% of similar schools, and those for English and science placed it in the bottom 25%. Attainment at level 5 is below the family average in English and science and around the average in mathematics.

Assessments, especially those at the end of key stage 2, do not always reflect the standards of pupils' work accurately.

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 | Cytuno Agree | Anghytuno Disagree | |
|---|---|-----------------|-----------------------|--|
| I feel safe in my school. | 101 | 98 97% | 3 3% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 100 | 89 89% | 11 11% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 99 | 94 95% | 5 5% | Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio. |
| | | 97% | 3% | |
| The school teaches me how to keep healthy | 100 | 94 94% | 6 6% | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | 98% | 2% | |
| There are lots of chances at school for me to get regular exercise. | 97 | 81 84% | 16 16% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 96% | 4% | |
| I am doing well at school | 97 | 89 92% | 8 8% | 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. | 101 | 99 98% | 2 2% | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd. |
| | | 99% | 1% | |
| I know what to do and who to ask if I find my work hard. | 100 | 93 93% | 7 7% | 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. | 99 | 83 84% | 16 16% | 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. | 99 | 81 82% | 18 18% | 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. | 98 | 71 72% | 27 28% | Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith. |
| | | 78% | 22% | |
| Nearly all children behave well | 98 | 81 | 17 | Mae bron pob un o'r plant yn |

| | Number of responses Nifer o ymatebion | | Cytuno Agree | Anghytuno Disagree | |
|----------------------------|--|--|--------------|--------------------|--|
| at playtime and lunch time | | | 83% | 17% | 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 | Cytuno'n gryf Strongly Agree | Cytuno Agree | Anghytuno Disagree | Anghytuno'n gryf Strongly disagree | Ddim yn gwybod Don't know | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the school. | 42 | 17 40% | 23 55% | 2 5% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 42 | 30 71% | 12 29% | 0 0% | 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. | 42 | 23 55% | 18 43% | 1 2% | 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. | 40 | 22 55% | 16 40% | 1 2% | 0 0% | 1 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 34% | 3% | 0% | | |
| Pupils behave well in school. | 42 | 7 17% | 28 67% | 5 12% | 0 0% | 2 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 45% | 46% | 4% | 1% | | |
| Teaching is good. | 41 | 16 39% | 23 56% | 1 2% | 0 0% | 1 | Mae'r addysgu yn dda. |
| | | 60% | 35% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 42 | 19 45% | 19 45% | 0 0% | 0 0% | 4 | 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. | 39 | 12 31% | 23 59% | 3 8% | 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. | 41 | 12 29% | 25 61% | 3 7% | 0 0% | 1 | 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. | 41 | 13 32% | 24 59% | 3 7% | 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. | 41 | 20 49% | 18 44% | 2 5% | 1 2% | 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'. | 39 | 8 21% | 23 59% | 3 8% | 1 3% | 4 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 50% | 35% | 4% | 1% | | |

| | Number of responses Nifer o ymatebion | Cytuno'n gryf Strongly Agree | Cytuno Agree | Anghytuno Disagree | Anghytuno'n gryf Strongly disagree | Ddim yn gwybod Don't know | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| I am kept well informed about my child's progress. | 42 | 11 26% | 28 67% | 3 7% | 0 0% | 0 | 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. | 42 | 19 45% | 17 40% | 3 7% | 1 2% | 2 | 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. | 42 | 8 19% | 24 57% | 8 19% | 0 0% | 2 | 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. | 41 | 11 27% | 27 66% | 0 0% | 0 0% | 3 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | | 55% | 39% | 2% | 0% | |
| My child is well prepared for moving on to the next school or college or work. | 38 | 7 18% | 21 55% | 1 3% | 0 0% | 9 | Mae fy mhlentyn wedi'i barato'i'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. | 41 | 13 32% | 24 59% | 2 5% | 0 0% | 2 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | | 53% | 38% | 5% | 1% | |
| The school is well run. | 42 | 10 24% | 29 69% | 1 2% | 0 0% | 2 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | | 61% | 33% | 3% | 1% | |

Appendix 3

The inspection team

| | |
|--------------------|---------------------|
| Richard Hawkley | Reporting Inspector |
| Eleri Anwen Hurley | Team Inspector |
| Julie Ann Price | Lay Inspector |
| Joanne Garbutt | Peer Inspector |
| Karen Wathan | 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.