



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
Queens Hill
Newport
NP20 5HJ
United Kingdom**

Date of inspection: November 2014

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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Publication date: 23/01/2015

Context

St Mary's RC Primary School is in the city of Newport, in the Newport local authority.

There are 385 full time pupils between the ages of four and 11 on roll, taught in 14 classes.

Around 11% of pupils are eligible for free school meals. This is below the national average. Around 66% of pupils are of white British ethnic origin with a minority from other ethnic backgrounds. There has been an increase in the number of pupils with English as an additional language since the last inspection to around 34%. No pupils come from homes where Welsh is the first language.

The school identifies that about 11% of pupils have additional learning needs, which is below the average for Wales. Very few pupils have statements of special educational needs. A very few pupils are looked after by the local authority. There have been no exclusions in the past year.

The headteacher took up her post in January 2007. The school's last inspection was in 2008.

The individual school budget per pupil for St Mary's R.C. Primary School in 2014-2015 means that the budget is £3,018. The maximum per pupil in the primary schools in Newport is £5,443 and the minimum is £2,459. St Mary's R.C. Primary School is 47th out of the 50 primary schools in Newport 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's current performance is good because:

- nearly all pupils make good progress at school and those with English as an additional language make very good progress from their starting points;
- the school is a caring, inclusive and happy community;
- pupils' information and communication technology (ICT) skills are excellent;
- pupils contribute fully to all aspects of school life and have mature attitudes to their responsibilities;
- attendance is good and has improved over recent years;
- pupils' behaviour is very good;
- staff work effectively as a team;
- the quality of teaching is good;
- support for pupils with additional learning needs is of a high quality; and
- strong partnerships have a positive impact on the life of the school.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher is a very effective leader and has developed a culture of shared responsibility among staff;
- senior leaders ensure that all staff are encouraged to develop professionally and reach their full potential;
- the governing body supports the school very well and provides very effective challenge to the school's leaders;
- self-evaluation processes take account of the views of the whole school community including pupils and parents;
- pupils are involved in school improvement and, as a result, standards in ICT have improved; and
- school leaders have been successful in raising standards, for example in mathematics.

Recommendations

- R1 Improve standards in the presentation of the work of older pupils
- R2 Ensure that pupils have sufficient opportunities to apply their numeracy skills across the curriculum with increasing challenge
- R3 Refine the school tracking system to track the progress of groups of vulnerable pupils more effectively

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

Many pupils start school with skills at or above the level expected for their age. During their time at the school, most pupils make good progress.

Nearly all pupils in the Foundation Phase listen well to adults and to each other. Most speak clearly and are confident when expressing opinions, for example when talking about how to make an electrical circuit or making healthy food choices. In key stage 2, nearly all pupils' speaking and listening skills are very good. They use these well in lessons, for example when debating whether wind farms have a positive or negative impact on the environment.

Most pupils in the Foundation Phase make good progress with reading. They read accurately and with good understanding. Nearly all pupils are able to use their phonic knowledge and picture clues to read unfamiliar words. They can say what they think will happen in a story based on the title and the cover. The more able pupils read fluently and understand the difference between story and information books. They use the index in a non-fiction book to find specific information and use dictionaries well to help find the meaning of words. In key stage 2, nearly all pupils apply a wide range of strategies to help them to read. They show a good understanding of what they have read and can predict what might happen next in a story. They use their research skills well, for example when finding out about renewable and non-renewable sources of energy.

Younger pupils, in the Foundation Phase, are confident at developing early writing skills. They use their growing knowledge of phonics to write simple words and short phrases independently. By the end of the Foundation Phase, nearly all pupils form letters well and use capital letters and basic sentence punctuation appropriately in their writing. The more able pupils use a suitable range of punctuation accurately, including speech marks. They write for a good range of purposes across the curriculum, for example writing letters to a supermarket asking if they can visit. In key stage 2, the majority of pupils write effectively across the curriculum, for example when re-writing Martin Luther King's speech to reflect their dreams for today's society or explaining how frogs are adapted to their environment.

Many pupils develop their number skills well in the Foundation Phase. They apply these appropriately in their topic work, for example when making bar graphs to show their favourite vegetables. In key stage 2, most pupils are developing good skills in handling numbers. They work out percentages of amounts well, for example when working out the discounted cost of goods in a sale. Pupils draw on a good range of mathematical strategies to support this work. Many apply their skills appropriately across the curriculum, for example when calculating the cost of a Tudor banquet. However, they do not always present their work carefully. At times, this results in inaccuracies, for example when setting out scales on graphs.

Pupils' skills in using ICT are excellent. In the Foundation Phase, most pupils develop their ICT skills well. They use tablet computers effectively, for example to make short animated films about the fire of London. In key stage 2, pupils use programmes effectively to generate music to create a soundtrack for videos that they have created.

Many pupils' Welsh language skills develop appropriately as they move through the school. Nearly all pupils in the Foundation Phase respond with understanding to instructions in Welsh. By the end of the Foundation Phase, pupils use simple words and phrases confidently and are keen to use these with adults around the school. Many pupils read simple Welsh texts with accuracy. By the end of key stage 2, pupils talk in Welsh, asking questions and providing answers in the past tense. They read short texts with expression and enthusiasm. However, they do not always understand what they are reading. Most pupils write simple Welsh texts accurately using the present and past tense.

In the Foundation Phase, pupils' performance at the expected outcome 5 in literacy and mathematical development in for the past three years has placed the school in the higher 50% when compared with similar schools. Performance of pupils at the higher-than expected outcome 6 in literacy has improved and in 2014 places the school in the top 25% of similar schools. In mathematical development, performance at the higher-than-expected level has placed the school in the higher 50% for the past three years.

In key stage 2 at the expected level 4, pupils' performance fluctuates slightly over time. In 2014 performance places the school in the higher 50% for English and mathematics when compared with similar schools, but in the lower 50% for science and the core subject indicator. At the higher-than-expected level 5, pupils' performance has placed the school in the higher 50% of similar schools for the past three years. In 2014, performance places the school in the top 25% for mathematics and the higher 50% for English and science when compared with similar schools. Most pupils receiving additional support in reading and numeracy make good progress during the period of intervention. Most pupils with additional learning needs reach the expected levels for their age by the end of the Foundation Phase or key stage 2.

Pupils eligible for free school meals attain as well as other pupils at the expected level in the Foundation Phase and key stage 2. At the higher than expected level, pupils in key stage 2 tend not to perform as well as other pupils. Nearly all pupils with English as an additional language achieve as well as other pupils. Pupils who enter school part of the way through a phase or key stage often make excellent progress and learn to read and write in English very quickly.

Wellbeing: Excellent

Nearly all pupils feel safe in school. They understand the importance of a healthy diet and regular exercise in becoming and staying healthy. Many pupils participate in the extensive range of extra-curricular sporting and cultural activities. Pupils in the Foundation Phase take part in daily physical activities each afternoon. They develop good social and physical skills as a result.

Nearly all pupils have a very positive attitude to their learning and show high levels of engagement in their work. They show care and concern for others and are confident in working independently and in groups. Pupils exhibit exemplary behaviour in lessons and around the school. They speak respectfully to adults and to one another, and are polite and welcoming to visitors.

Pupils' attendance rates have improved over the past four years and the school was in the higher 50% consistently when compared with similar schools. Unverified attendance data for 2013-2014 shows continued improvement with an overall attendance rate of 95.7%.

Pupils have extensive opportunities to express their opinions and to influence aspects of school life. This is an outstanding feature. Many pupils take on responsibilities through the highly effective pupil groups. These include the school council, digital leaders and the school excellence group. Pupils from these groups are involved in decision-making processes in the school and the wider community. For example, the school digital leaders have a direct impact on raising standards of ICT for other pupils in the school through sharing their knowledge and expertise. Pupils in the school excellence group meet the governing body regularly, for example to put forward a case for investing in additional equipment for ICT. Pupils who are not members of these groups take responsibility in other ways, for example acting as prefects or contributing to the 'News Crew'.

Pupils are involved well with the local community. For example, they donate the produce they collect for the Harvest Festival to the Newport food bank and collect batteries and textiles from the community to recycle. Pupils raise money for a variety of local and national charities. As a result, they have a good understanding of those less fortunate than themselves.

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

The school provides pupils with a good range of learning experiences. Teachers collaborate well to plan a flexible curriculum that meets the needs of all pupils. The school provides good opportunities to enhance the curriculum through a programme of well-planned visits and visitors to the school. These include visits to wind farms and the local church. Staff provide of a wide range of after school activities, such as cookery and board games.

The school is implementing the literacy and numeracy framework well. Teachers' planning for developing literacy skills is strong. However, planning for the application of numeracy skills across the curriculum to ensure progression is not as well developed. Planning for the development of pupils' ICT skills is a particular strength. As a result, pupils throughout the school confidently use a wide range of ICT programmes well to support their learning.

The school promotes pupils' understanding of Welsh culture and traditions well. Teachers provide good opportunities for pupils to learn about Welsh singers and artists such as Katherine Jenkins and Laura Ashley. They plan learning experiences

about local places of interest, for instance the Newport transporter bridge. The school has improved the provision for developing pupils' Welsh language skills. The use of a group of older pupils to promote the language in the playground is particularly successful in ensuring opportunities for all pupils to hear and use Welsh outside the classrooms.

All teachers promote pupils' awareness of sustainable development and global citizenship successfully. There are good opportunities to raise pupils' awareness of recycling, energy saving and how to improve the environment in the school and their community. The school has made links with schools in Belgium and Georgia and is developing these to help pupils' understanding of life in other countries.

Teaching: Good

Nearly all teaching ensures that pupils make good progress. Teachers make sure that pupils understand the aims of lessons and give clear explanations of tasks and activities. They use a good range of strategies to support pupils' learning. For example, they provide pupils with opportunities to work in pairs and groups. This enables pupils to share ideas and to develop their thinking. Nearly all lessons proceed at a good pace. Teachers plan activities that motivate pupils and most pupils engage well with their learning activities. Teaching assistants contribute effectively to the progress that pupils make in lessons. They support pupils who require additional help well during intervention programmes and, as a result, these pupils make good progress in developing their literacy and numeracy skills.

All teachers mark pupils' work regularly. Their written comments show pupils what they have done well and what they need to do next to improve their work. In the most effective marking, teachers challenge pupils to develop their ideas further. Through useful feedback, teachers ensure that pupils are aware of the next steps they need to take in their learning. Nearly all teachers provide opportunities for pupils to assess their own and others' work.

Annual reports to parents are of good quality and inform parents of pupils' progress and what they need to do to improve.

Care, support and guidance: Excellent

The provision for the care, support and guidance of pupils is outstanding. The school promotes pupils' spiritual, moral, social and cultural development very well. Assemblies and a range of visits and visitors enhance pupils' learning experiences effectively. Visitors include parents who attend school to talk to pupils about their experiences, for example about what it is like to move to Wales from another country.

The school makes appropriate arrangements for promoting healthy eating and drinking. The replacement of afternoon break time with a well-structured activity time supports Foundation Phase pupils' physical and social development very well.

The school uses support services very effectively. It offers very good support for vulnerable pupils through specialist counselling sessions. The deputy headteacher runs a highly effective programme for children who need emotional support, for

example following a family bereavement. The school makes very good use of the local authority's expertise in supporting pupils with English as an additional language. As a result, the school's provision to support these pupils and families is exceptional and nearly all pupils make very good progress.

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

Teachers identify pupils with additional learning needs at an early stage. The school provides very effective support for pupils with additional learning needs. Staff work well as a team to provide high quality learning experiences, including a good range of intervention programmes. These match very well to pupils' needs. As a result, pupils with additional learning needs make very good progress. Teachers track pupils' progress in detail and review individual development plans regularly to ensure that pupils have suitable and challenging targets.

Learning environment: Good

The ethos of the school is positive and caring and supports the development of pupils' wellbeing extremely well. The excellent teamwork between all staff provides pupils with a high quality and supportive learning environment, which reflects the school's Christian ethos very well. There is a clear emphasis on recognising, respecting and celebrating diversity. The school treats all pupils with respect and ensures that they all have equal access to a full range of learning experiences. This includes an extensive range of extra-curricular activities.

The school has a good range of resources for both the Foundation Phase and key stage 2. Outdoor classroom spaces are well designed and easily accessible, and they support pupils' learning effectively. For example, teachers use the woodland area to teach pupils about solar energy and to highlight the need to use the outdoor environment safely. The school provides a welcoming learning environment for pupils and well-ordered areas for teaching and learning. Attractive displays that celebrate pupils' work and achievements as well as displays that promote the school's Christian ethos are evident throughout the school. The school's buildings and site are secure and well maintained. However, some areas adjacent to the school, owned by the council, that the school uses for lunch and physical activities, are of a lower standard.

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

The headteacher provides excellent leadership for the school. She has a clear vision that includes empowering all staff and pupils and has worked hard to ensure that this has happened successfully. As a result, all members of the school community now have very good opportunities to contribute to the school's development. All members of staff have a clear understanding of their responsibilities and understand how these link to the school's improvement plans.

The headteacher has established a very effective, professional learning culture at the school. The process of performance management is well established. Senior leaders use the process very effectively to support the professional development of staff and they link targets well to school priorities. Senior leaders work across the school to provide high quality support and challenge for all colleagues. The mentoring and development of staff are a significant strength.

There is an excellent team spirit amongst staff, who work very effectively together. Staff know that their contribution to school life is valued by the headteacher and she sets high expectation of all staff. There is a clear focus on pupil attainment, school improvement targets and meeting local and national priorities, particularly in tackling all forms of deprivation. The headteacher has ensures that there are very effective arrangements to integrate pupils with English as an additional language. This is an outstanding feature of the school.

The governing body has a very positive impact on the work of the school. Governors have a very good understanding of the way the school is performing when compared with similar schools. They visit school regularly to meet staff and to take part in learning walks. This provides them with first-hand evidence of the work of the school. They use this information well to support and challenge the school. Governors contribute to self-evaluation and school improvement meaningfully and monitor the school's performance rigorously.

Improving quality: Good

The self-evaluation process is rigorous. It focuses clearly on pupil outcomes and includes a thorough analysis of performance data, regular monitoring of provision and a review of all aspects of school life. The whole school community is involved in this process including governors, parents and pupils. As a result of this work, the headteacher and senior management team have a clear view and an accurate understanding of the school's strengths and areas for development.

The contribution to self-evaluation and improvement planning made by the pupils' excellence group is a significant strength of the school. Pupil groups have brought about improvements in curriculum areas such as ICT and Welsh.

Performance data is used regularly and robustly to monitor progress and to plan for improvement. The self-evaluation report identifies clearly areas that require improvement linked to the standards that pupils achieve. As a result, the school has developed a succession of effective school improvement plans that have led to a continuing trend of improvement, for example to pupils' attainment in mathematics,

The school development links well to priorities identified in the school's self-evaluation report and has clear procedures for implementing them. Priorities focus well on the standards pupils achieve and the quality of teaching, for example targets for developing pupils' literacy and numeracy skills.

Partnership working: Excellent

The school has highly effective partnerships with parents, specialist support services and local authority education services. School leaders provide parents with regular information about the work of the school through a range of sources including pupil

planners. The strong partnership with parents has been very effective, for example in improving pupils' attendance and wellbeing. There are also well-established links with local authors who have had a positive impact on pupils' literacy skills.

The school has developed a range of very innovative ICT partnerships that have improved standards in ICT. For example, the pupils have designed their own applications and presented their designs to a recognised design company. This process provided the pupils with high quality opportunities to develop their oracy and entrepreneurial skills.

The school works very well with other local schools. Regular meetings provide opportunities to share good practice and to identify common school priorities. The schools work effectively to train leaders and to share staff training, for example about a project to improve pupils' writing skills. Meetings also focus on moderating standards of attainment and, as a result, assessments of pupils' work are accurate. The ICT leader shares his expertise with other local schools to help to improve provision. Teachers visit pupils at home and at their nursery or playgroup before they enter the reception class. As a result, pupils settle more quickly into school. The school makes good use of the feedback it receives from parents about these arrangements to inform future plans. The school has asked parents to evaluate this process, and feedback is very positive. Procedures for pupils transferring to the secondary school are very good. Teachers visit the secondary school in the first year that pupils are there to monitor their progress and to evaluate the success of transition arrangements.

Resource management: Good

Leaders have robust financial plans, which link clearly to the school's priorities and current needs. Governors meet regularly to plan and monitor spending effectively. The school has adapted its spending decisions appropriately in the light of sudden changes in the numbers of pupils with English as an additional language who attend the school.

The school has enough teachers with expertise to deliver the full curriculum and to meet the needs of individuals and the school's priorities fully. All staff have clear job descriptions that correspond appropriately to their roles. Teachers are well qualified and they possess a suitable range of expertise across the curriculum. There are appropriate arrangements for teachers' planning, preparation and assessment time. School leaders use support teachers effectively and they have a positive effect on the attainment of pupils, particularly those with additional learning needs.

School leaders ensure that all staff have good training opportunities linked to the performance management processes. The school has very effective networks of professional practice within the school and with other schools. These have led to better outcomes for pupils, for example improved ICT skills. The school makes good use of funds to support vulnerable pupils, for example through ensuring that they have good access to ICT equipment in school and at home.

In view of the standards pupils achieve, the school gives good value for money.

Appendix 1: Commentary on performance data

6803302 - St Marys Primary School

Number of pupils on roll	374
Pupils eligible for free school meals (FSM) - 3 year average	10.9
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	57	38	50
Achieving the Foundation Phase indicator (FPI) (%)	89.5	86.8	94.0
Benchmark quartile	2	3	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	57	38	50
Achieving outcome 5+ (%)	93.0	94.7	94.0
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	28.1	50.0	46.0
Benchmark quartile	2	1	1
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	57	38	50
Achieving outcome 5+ (%)	93.0	92.1	96.0
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	28.1	31.6	40.0
Benchmark quartile	2	2	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	57	38	50
Achieving outcome 5+ (%)	96.5	97.4	98.0
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	45.6	78.9	80.0
Benchmark quartile	2	1	1

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.

6803302 - St Marys Primary School

Number of pupils on roll	374
Pupils eligible for free school meals (FSM) - 3 year average	10.9
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	53	51	53	57
Achieving the core subject indicator (CSI) (%)	94.3	88.2	92.5	91.2
Benchmark quartile	1	2	2	3
English				
Number of pupils in cohort	53	51	53	57
Achieving level 4+ (%)	94.3	96.1	98.1	94.7
Benchmark quartile	1	1	1	2
Achieving level 5+ (%)	52.8	49.0	54.7	47.4
Benchmark quartile	1	1	1	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	53	51	53	57
Achieving level 4+ (%)	96.2	88.2	92.5	94.7
Benchmark quartile	1	3	2	2
Achieving level 5+ (%)	43.4	37.3	37.7	50.9
Benchmark quartile	1	2	2	1
Science				
Number of pupils in cohort	53	51	53	57
Achieving level 4+ (%)	96.2	98.0	98.1	94.7
Benchmark quartile	2	2	2	3
Achieving level 5+ (%)	64.2	62.7	50.9	50.9
Benchmark quartile	1	1	1	2

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.	99		99 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	99		93 94%	6 6%	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		99 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	99		99 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	99		95 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	99		94 95%	5 5%	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.	99		98 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	99		99 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	99		92 93%	7 7%	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		90 91%	9 9%	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.	99		80 81%	19 19%	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	99		97 98%	2 2%	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.	71	34 48%	37 52%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	72	45 62%	27 38%	0 0%	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.	72	42 58%	29 40%	0 0%	0 0%	1	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.	72	30 42%	38 53%	0 0%	0 0%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	72	30 42%	37 51%	1 1%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	71	30 42%	37 52%	0 0%	0 0%	4	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	72	41 57%	28 39%	2 3%	0 0%	1	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.	72	27 38%	35 49%	4 6%	0 0%	6	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.	72	26 36%	32 44%	6 8%	1 1%	7	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.	71	29 41%	38 54%	0 0%	0 0%	4	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.	72	32 44%	38 53%	1 1%	0 0%	1	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'.	70	21 30%	31 44%	3 4%	0 0%	15	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.	71	18 25%	41 58%	9 13%	1 1%	2	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.	72	32 44%	30 42%	9 12%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	72	19 26%	39 54%	8 11%	0 0%	6	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.	72	29 40%	39 54%	0 0%	0 0%	4	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.	69	20 29%	33 48%	1 1%	1 1%	14	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.	72	27 38%	38 53%	6 8%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	72	28 39%	40 56%	1 1%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mrs Jane Mccarthy	Reporting Inspector
Mr David Kenneth Davies	Team Inspector
Ms Andrea Louise Davies	Lay Inspector
Mr William Howlett	Peer Inspector
Mr Glyn Williams	Peer Inspector
Mrs Natalie Gould (Headteacher)	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 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.