



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 Therese's R.C. School
Southdown Road
Sandfields
Port Talbot
SA12 7HL**

Date of inspection: December 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: 06/02/2015

Context

St Therese's Roman Catholic Primary School mainly serves the Sandfields estate in Aberavon in Port Talbot. There are currently 239 pupils on roll, including 33 who attend the nursery on a part-time basis. There are seven full-time classes. Nearly all the pupils come from English-speaking homes. Around 25% of pupils are eligible for free school meals, which is above the average for Wales. The school considers that 34% of pupils have additional learning needs, which is above the Welsh average. Around 14% of pupils speak English as an additional language.

The current headteacher took up his post in September 2008 and the school's last inspection was in November 2008.

The individual school budget per pupil for St Therese's Catholic Primary School in 2014-2015 means that the budget is £3,068 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,108 and the minimum is £2,863. St Therese's Roman Catholic Primary School is 53rd out of the 66 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- pupils' use of Welsh is developing well;
- the school places a high priority on pupils' wellbeing;
- overall attendance is improving and compares well with the attendance rates of similar schools;
- most teachers plan interesting learning experiences for pupils;
- support for pupils with additional learning needs is effective; and
- the high quality of the learning environment supports teaching and learning well.

However:

- pupils' ability to apply their literacy and numeracy skills across the curriculum is limited;
- more able pupils are not always challenged enough to reach their full potential;
- written marking does not consistently make clear what pupils have achieved and what they need to do to improve; and
- assessment by pupils of their own work and the work of other pupils is underdeveloped.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the recent expansion of the senior management team provides a better strategic direction to the work of the school;
- all staff have clear roles and responsibilities, which they understand well;
- the school development plan identifies well-focused priorities for improvement;
- leaders take good account of the views of pupils;
- close partnerships with parents and the Church are a strong feature of school life;
- a good range of training opportunities for staff link well to the school's priorities for improvement; and
- the governing body is supportive and well informed.

However:

- performance management arrangements are not robust enough to hold teachers fully to account for the standards that pupils achieve;

- the role of the governing body as a critical friend is underdeveloped;
- monitoring and evaluation arrangements lack a sharp focus and do not provide an accurate picture of the quality of teaching and learning; and
- the school provides only adequate value for money.

Recommendations

- R1 Improve pupils' ability to apply their literacy and numeracy skills across the curriculum
- R2 Ensure greater levels of challenge for more able pupils so that they meet their full potential
- R3 Improve teachers' marking of pupils' work to ensure that comments indicate what pupils do well and what they need to do to improve
- R4 Improve the effectiveness of performance management
- R5 Improve the monitoring and evaluation of teaching and learning in order to judge standards more accurately and robustly

What happens next?

The school will draw up an action plan that 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

Many pupils enter the school with skills below the average for pupils of a similar age and most make steady progress during their time at the school.

In the Foundation Phase and key stage 2, many pupils speak confidently in class and enjoy discussing topics in pairs and in group work, for example when they consider the content of a newspaper report on disappearing European landmarks. They enjoy engaging visitors in conversation and explain their work well. Almost all pupils listen carefully to the teacher and to each other.

Many pupils develop good reading skills. In nursery and reception, they make a good start in learning new letters and sounds. As they move through the Foundation Phase, many develop effective strategies to decode words and, by the end of Year 2, many are competent in reading books appropriate for their age. In key stage 2, pupils consolidate their skills and begin to read with expression, and have a clear understanding of what they have read. By the end of key stage 2, many pupils read at a level at least in accordance with their age. More able pupils use strategies, such as skimming and scanning, effectively to research information.

In the Foundation Phase, many pupils make sound progress in developing their writing skills. Younger pupils learn to form letters correctly and convey their ideas well in simple sentences. By the end of the Foundation Phase, many pupils are beginning to use their writing skills to record information and to express their ideas, for example when writing about their visit to St Fagans National History Museum. Their work shows that they are developing an understanding of basic punctuation and can use phonic strategies effectively to attempt to spell new words. More able pupils begin to use more complex punctuation, but this is not always consistent.

By the end of key stage 2, many convey their ideas successfully and use interesting vocabulary, for example to write a radio broadcast to save orang-utans. However, they do not extend their skills enough by writing longer pieces for a wide range of different audiences or purposes. Pupils' ability to redraft their work effectively is underdeveloped. Many pupils develop neat cursive script, but standards of handwriting and presentation vary too much. In both key stages, most pupils' ability to apply their writing skills in work across the curriculum is limited.

In the Foundation Phase, many pupils develop sound numeracy skills. In Year 2, many can double and halve numbers successfully within 20. More able pupils can double multiples of 5 and 10 to 100. In both key stages, many pupils have a good understanding of measurement. In key stage 2, many use their multiplication and division skills well to convert units of measurement. Many older pupils demonstrate a secure understanding of decimals and fractions and have good mental recall of multiplication facts to 12. However, pupils' ability to apply their numeracy skills in other areas of learning is limited.

Most pupils who learn English as an additional language make good progress in developing their literacy skills. Most pupils with additional learning needs make sound progress as they move through the school. However, more able pupils do not always reach their full potential.

In both key stages, pupils display enthusiasm for learning the Welsh language and make good progress. They are confident in practising their oral skills and use the language to ask and answer simple questions correctly. In the Foundation Phase, many pupils are beginning to develop independent writing skills, for example when they write a Christmas list to Sion Corn. In key stage 2, most pupils use a suitable range of vocabulary and use the past tense appropriately to write short pieces, for example when they use adjectives to describe Willy Wonka.

Performance in the Foundation Phase over the last three years, at the expected outcome 5, has varied, moving the school between the lower 50% and bottom 25% of similar schools for literacy and mathematical development. At the higher than expected outcome 6 over the same period, performance in both these areas of learning has moved the school between the bottom 25% and higher 50% of similar schools, with an overall trend of improvement.

In key stage 2, over the last four years, performance has been variable when compared to that of similar schools. In English and science at the expected level 4, performance has varied, moving the school between the lower 50% and the top 25%, and performance in mathematics has moved the school between the higher 50% and top 25%. At the higher than expected level 5, performance in all three subjects has moved the school between the bottom 25% and the top 25% of similar schools, with an overall trend of improvement.

The outcomes for pupils eligible for free school meals compared to other pupils have varied with no clear trend over the past three years in both the Foundation Phase and key stage 2.

Wellbeing: Good

Most pupils show a good understanding of the importance of health, fitness and healthy living and take part in physical exercise activities regularly. Nearly all feel safe in school and are confident that staff will deal quickly with any incidents that arise.

Most pupils show enthusiasm for their learning and concentrate well in class. Nearly all pupils' behaviour is good. Most show high levels of respect and concern for others and take on responsibility readily. Most pupils work together effectively in pairs and small groups.

Pupils' attendance rates show an overall upward trend over the past four years and attendance compares favourably with that of similar schools. Most pupils arrive punctually for the start of the school day.

Pupils are actively involved in decision-making within the school. In particular, the school and eco councils have undertaken a number of useful activities, such as

designing the outdoor area and improving incentives for attendance. Pupils develop their social and life skills successfully and older pupils choose to raise funds for charities of their choice through their work in 'Mini Vinnies'.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides a wide range of learning experiences based on a broad and balanced curriculum that meets statutory requirements. In both the Foundation Phase and key stage 2, teachers plan well together to make sure that pupils build on their earlier learning appropriately, as they move through the school. However, they do not always translate this good long-term planning into their lessons. This inhibits, for instance, the development of pupils' literacy and numeracy skills in work across the curriculum and the use of the outdoor learning environment in the Foundation Phase.

Teachers organise most intervention groups well to support the development of identified pupils' literacy and mathematical skills. In many classes, teachers do not develop pupils' independent learning skills, especially those pupils who are more able. Recent planning to develop pupils' information and communication technology (ICT) skills is less effective than in the past. Visits, visitors and extra-curricular activities, such as the rugby, football and netball clubs, enrich the curriculum well.

Provision for Welsh in both key stages is good. All staff promote the language and Welsh culture regularly. Visits to places of interest, such as St Fagans National History Museum, help to develop pupils' awareness of their history well.

There is appropriate provision to enable pupils to learn about sustainability, and they regularly recycle and conserve energy. However, provision to develop pupils' understanding of global citizenship is less well developed.

Teaching: Adequate

Most teachers have good up-to-date knowledge of the subjects they teach. They deliver a suitable range of interesting learning experiences in lessons. Many use an appropriate variety of teaching strategies, such as effective questioning, to interest and engage pupils. Most teachers set clear learning objectives, which help pupils to understand the focus of the lesson. In the best examples in a few classes, teachers use these effectively to monitor pupils' progress at the end of lessons. However, teachers do not always adapt the tasks they set pupils well enough to challenge all pupils to achieve as well as they could, especially those who are more able.

Working relationships between pupils and staff are good and this helps to ensure that most pupils concentrate well in lessons. Effective classroom management in the majority of classes ensures good behaviour.

Teachers mark pupils' work regularly and comment positively on their achievements. In the best practice in a few classes, written comments focus well on helping pupils to know how to improve their work and to achieve their targets. The use of self-assessment and peer-assessment by pupils to evaluate their own work and the work of other pupils is at an early stage of development.

The school analyses a wide range of data to monitor pupils' progress. Teachers identify those who require additional support quickly and plan appropriately to meet their needs. Arrangements to moderate teacher assessments are appropriate, but they do not always ensure accurate outcomes.

Reports for parents are informative and provide appropriate information on pupils' progress and achievements. The reports include useful targets for improvement and they meet statutory requirements.

Care, support and guidance: Good

The school is a very caring community. Staff place a high emphasis on the wellbeing and health of all pupils and there are effective arrangements in place to promote these aspects of the school's work. The school makes appropriate arrangements for promoting healthy eating and drinking.

Learning experiences promote pupils' personal development and wellbeing effectively, including their moral, social and cultural development. Pupils agree 'Golden Rules' for their class, which provide agreed standards of behaviour and have led to improvements in their wellbeing. There are good arrangements to encourage pupils' regular attendance.

The school has effective links with specialist agencies, such as the police and road safety team, to reduce the risk of harm to pupils. Support for vulnerable pupils and those with additional learning needs is good. Staff identify pupils with additional learning needs quickly and provide them with effective support. Pupils' individual education plans have clear targets against which to track progress, but pupils are not always aware of these. However, most targeted pupils make good progress in line with their abilities.

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

Learning environment: Good

The school has a welcoming ethos where staff value all pupils and treat them equally. All pupils have access to the full range of activities the school provides. Staff encourage pupils to respect the views of others and nearly all pupils show respect and tolerance throughout the school day.

The interior and exterior learning environments are of good quality. They provide a stimulating and well-maintained learning environment to support teaching and learning. The school has a range of purposeful areas for pupils to explore, play and learn, including a pond area, a multi usage games area and well-equipped Foundation Phase outdoor areas. Displays support the delivery of the curriculum well in most areas of the school.

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

Leadership: Adequate

The relatively new staffing structure has expanded the school's senior management team appropriately. The structure focuses responsibilities well on improving literacy and numeracy and gives a better strategic direction to the work of the school. The deputy headteacher supports the headteacher well, but she carries a heavy burden of delegated responsibilities and, until very recently, a full-time teaching commitment. There are clear roles and responsibilities for other teachers and teaching assistants and these often relate closely to their particular talents, qualifications and interests. Staff generally undertake these roles and responsibilities well.

Senior managers meet formally a few times a term to discuss a range of pertinent school issues and there are weekly whole-school staff meetings. However, these meetings do not always focus sufficiently on the impact of the many recent initiatives, such as the introduction of a new literacy and numeracy scheme, on improving the quality of pupils' work.

Performance management is in place for all staff, but the process is not robust enough to develop teachers' skills effectively and to hold them to account for the standards pupils achieve. The introduction of performance management arrangements for teaching assistants is very recent.

The school takes appropriate account of national priorities. For example, the organisation and delivery of the Foundation Phase is developing successfully in most classes. Work as part of the healthy schools initiative raises pupils' understanding of healthy lifestyles effectively.

The governing body carries out its statutory responsibilities diligently and members have a good understanding of the life and work of the school. Governors are supportive and their regular involvement has helped to bring about significant improvements to internal and external facilities and resources. Many of these improvements are having a positive effect on raising pupils' levels of wellbeing. Governors often challenge leaders over proposed changes and additions to the provision for teaching and learning. However, they do not evaluate robustly enough whether the resulting outcomes bring about improvements in the standards that pupils achieve.

Improving quality: Adequate

The self-evaluation report is lengthy and descriptive, but, with the help of information from local authority monitoring, the report identifies accurately several aspects that the school needs to improve. These aspects form the basis of targets in the current school development plan. The recent improvement in school development planning means that the current plan contains five well-focused targets with an emphasis on improving the standards that pupils achieve. There are clear success criteria against which to measure progress.

The school uses the outcomes from data analysis well to put in place additional support to improve the literacy and numeracy skills of targeted pupils. Other arrangements for self-evaluation include appropriately the monitoring of lessons, and scrutiny of teachers' planning and pupils' work. However, these arrangements lack a sharp focus. Monitoring criteria are too wide and leaders do not always apply these robustly when making judgements about teaching and the standards pupils achieve. This makes it difficult for leaders to gain an accurate picture of progress towards meeting priorities in the school development plan and in ensuring a consistently high quality of teaching and learning in all classes.

The school takes good account of the views of pupils. For example, pupils were unhappy with the school's approach to developing their writing skills and, as a result, the school has recently revised its methods for developing this skill. This new approach is providing greater motivation for pupils.

Partnership working: Good

The school provides a useful range of information for parents through regular newsletters, the attractive school prospectus, the website and the new newspaper produced by pupils. Many parents are supportive of the school and express their satisfaction with most aspects of its life and work. In particular, parents appreciate the wide range of opportunities the school provides for them to join in celebrations with pupils.

The headteacher works with leaders from other schools through the local authority 'LLAN' group to share ideas and good practice. This link has enabled staff to visit other schools in the authority to observe good practice in the Foundation Phase. As a result, staff are incorporating this practice into their own provision and this is leading to improved curriculum organisation and delivery in most classes in the Foundation Phase.

There is a good partnership with St Therese's Catholic Church, which is on the same site as the school. Pupils visit the church to study different aspects of the building to enhance their topic work. The local priest is a frequent visitor and helps to foster a strong sense of community throughout the school.

Well-established transfer links with the local Catholic secondary schools help to ensure the smooth transfer of nearly all pupils to Year 7. The school's links with the local Flying Start settings enable the sharing of written assessments on the development of pupils entering the nursery. These provide staff with a sound understanding of pupils' needs when they join the nursery class.

Resource management: Adequate

The school manages and deploys its staff appropriately. Teachers and support staff are well qualified to teach the curriculum. Most support staff assist pupils' learning competently in classes and in intervention groups.

Staff participate in a suitable range of training, which links well to identified whole-school priorities. Training also focuses well on more specialist requirements,

for example to support the provision of nurture arrangements for pupils with emotional difficulties and to support pupils' speech and language needs. In addition, training to improve behaviour management and the introduction of positive rewards has reduced successfully the number of incidents of disruption in classes and at break and lunch times. This has improved the wellbeing of nearly all pupils.

Staff are involved in professional learning communities with other local schools, for example to improve pupils' use and understanding of mathematical vocabulary. This project is improving outcomes in mathematics for more able pupils in Years 5 and 6. It is also promoting the better use of correct mathematical language by many pupils across the school.

The headteacher and governing body manage the school's finances carefully and direct expenditure appropriately towards addressing the school's priorities, for example to improve substantially the indoor and outdoor learning environments. The school uses the Welsh Government's Pupil Deprivation Grant well to provide beneficial support in literacy and numeracy to pupils eligible for free school meals. Given the standards that pupils achieve and the quality of provision overall, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6713314 - St Therese's Catholic Primary School

Number of pupils on roll	242
Pupils eligible for free school meals (FSM) - 3 year average	25.1
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	28	28	26
Achieving the Foundation Phase indicator (FPI) (%)	75.0	85.7	84.6
Benchmark quartile	3	2	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	28	28	26
Achieving outcome 5+ (%)	75.0	85.7	84.6
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	17.9	21.4	30.8
Benchmark quartile	3	3	2
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	28	28	26
Achieving outcome 5+ (%)	78.6	85.7	84.6
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	0.0	17.9	26.9
Benchmark quartile	4	3	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	28	28	26
Achieving outcome 5+ (%)	85.7	100.0	96.2
Benchmark quartile	3	1	2
Achieving outcome 6+ (%)	14.3	42.9	50.0
Benchmark quartile	4	2	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6713314 - St Therese's Catholic Primary School

Number of pupils on roll	242
Pupils eligible for free school meals (FSM) - 3 year average	25.1
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	23	22	28	29
Achieving the core subject indicator (CSI) (%)	82.6	95.5	89.3	82.8
Benchmark quartile	2	1	1	3
English				
Number of pupils in cohort	23	22	28	29
Achieving level 4+ (%)	82.6	100.0	89.3	82.8
Benchmark quartile	2	1	2	3
Achieving level 5+ (%)	30.4	31.8	25.0	41.4
Benchmark quartile	2	2	3	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	23	22	28	29
Achieving level 4+ (%)	91.3	95.5	89.3	89.7
Benchmark quartile	1	1	2	2
Achieving level 5+ (%)	21.7	13.6	25.0	37.9
Benchmark quartile	3	4	3	2
Science				
Number of pupils in cohort	23	22	28	29
Achieving level 4+ (%)	87.0	95.5	89.3	86.2
Benchmark quartile	2	1	2	3
Achieving level 5+ (%)	26.1	36.4	17.9	37.9
Benchmark quartile	2	2	4	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

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.	106	103 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	103	103 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	105	105 100%	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	106	105 99%	1 1%	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.	106	106 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	106	102 96%	4 4%	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.	106	105 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.	106	105 99%	1 1%	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.	105	95 90%	10 10%	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.	105	103 98%	2 2%	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.	104	96 92%	8 8%	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	105	100 95%	5 5%	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.	18	11 61%	5 28%	1 6%	1 6%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	18	12 67%	4 22%	1 6%	1 6%	0	Mae fy mhlentyn 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.	18	12 67%	4 22%	2 11%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	18	13 72%	3 17%	1 6%	1 6%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	18	10 56%	5 28%	1 6%	2 11%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	18	12 67%	4 22%	1 6%	1 6%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	17	11 65%	3 18%	0 0%	1 6%	2	Mae'r staff yn disgwyl i fy mhlentyn 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.	18	11 61%	4 22%	1 6%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	18	11 61%	5 28%	1 6%	1 6%	0	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.	18	12 67%	5 28%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	18	13 72%	3 17%	1 6%	1 6%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	18	10 56%	5 28%	0 0%	2 11%	1	Mae fy mhlentyn 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.	18	11 61%	5 28%	1 6%	1 6%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	18	10 56%	6 33%	0 0%	2 11%	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.	18	8 44%	4 22%	2 11%	1 6%	3	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.	18	11 61%	5 28%	0 0%	1 6%	1	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.	16	8 50%	6 38%	0 0%	0 0%	2	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.	18	10 56%	5 28%	2 11%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	18	11 61%	5 28%	0 0%	2 11%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mr Kevin Davies	Reporting Inspector
Ms Rhona Edwards	Team Inspector
Matthew Evans	Lay Inspector
Mr Mark Steven Thompson	Peer Inspector
Mr Chris Welsh (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.