



*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**

**Wick Marcross C.I.W. Primary School  
Church Street  
Wick  
Cowbridge  
Vale of Glamorgan  
CF71 7QE**

**Date of inspection: July 2014**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

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

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

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

## Context

Wick and Marcross Church in Wales Primary School draws pupils from a 40 square mile radius around the village of Wick and Marcross in the Vale of Glamorgan. Seventy per cent of the pupils travel to school by bus.

The pupil roll has grown steadily over the last four years and there are 112 pupils in the school. There are five classes, three of which are mixed year groups. Pupils in Years 5 and 6 are taught in single year groups.

Around 25% of pupils registered at the school are from forces families. This contributes to a high mobility rate on the register. The percentage of pupils eligible for free school meals has varied from 9% to 13% in 2013-2014. Around 25% of pupils have additional learning needs. No pupils have statements of special educational needs.

No pupil speaks Welsh at home as their first language. A very few pupils speak English as an additional language.

The current headteacher took up her post in September 2005. The school was last inspected in May 2008.

The individual school budget per pupil for Wick and Marcross Church in Wales Primary School in 2014-2015 means that the budget is £4,192 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £6,237 and the minimum is £2,727. Wick and Marcross Church in Wales Primary School is sixth out of the 48 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- nearly all pupils make good progress in their learning from the starting points with which they enter the school;
- standards of oracy are good;
- standards of writing at key stage 2 are very good;
- pupils are well motivated and courteous to each other and to adults, and enjoy school; and
- the provision for pupils' emotional wellbeing is excellent.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and senior leadership team provide very effective and consistent leadership to the school and they have appropriately high expectations of all stakeholders;
- the staff work effectively as a team with pupils' progress and achievement as their focus;
- self-evaluation is honest, open and robust and there are clear links to the school's self-improvement plan;
- the governing body works strategically and is a good critical friend to the school; and
- the school has highly effective partnerships, which support pupils' learning and wellbeing well.

## Recommendations

- R1 Improve pupils' higher order reading skills and their ability to decode unfamiliar words
- R2 Extend across the curriculum the opportunities for pupils to use numerical skills purposefully
- R3 Extend the opportunities for more able pupils to engage in open-ended tasks
- R4 Improve the consistency of teaching spelling across the school

### 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

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Nearly all pupils make good progress from their starting points during their time in the school.

In the Foundation Phase and key stage 2, most pupils speak confidently. They listen carefully to their teachers and other pupils. They respond thoughtfully to questions. Nearly all pupils collaborate and share ideas well in pairs and groups.

Most pupils across both key stages read well in line with their age and ability. Most take good account of punctuation when they read aloud. More able pupils read with good intonation. However, in both key stages, many pupils do not use the strategies they know to decode unfamiliar words effectively. Many pupils do not routinely use the strategies they know to find the meaning of unfamiliar words.

Across the school, most pupils enjoy reading. They read a suitable range of fiction and non-fiction texts. They have a good understanding of the texts they read. They can explain clearly the details of a story or factual article and they express their opinions clearly. However, the skills of many pupils in key stage 2 to interpret the suggested meaning in texts are underdeveloped.

Most pupils' writing in the Foundation Phase and key stage 2 is of a high standard and pupils write in a wide range of genres across the curriculum. Most pupils across the school present their work well. In the Foundation Phase, most pupils form their letters well. They write simple sentences correctly using a good range of vocabulary. In key stage 2, most pupils write interesting and well-sequenced extended pieces of work. In most cases, pupils' writing shows a rich vocabulary, a sound command of grammar and excellent application of creative writing techniques. As a result, most produce well-crafted and imaginative pieces of work. However, too many pupils at the end of the Foundation Phase and across key stage 2 do not spell high frequency words accurately.

Across the school, most pupils develop good mathematics skills during focused lessons. They are beginning to apply numerical skills well in other subjects across the curriculum. By the end of the Foundation Phase, most pupils can read and write numbers to one hundred, organise data in bar graph charts to show the outcomes of surveys and estimate and measure the lengths of different objects. By the end of key stage 2, most pupils understand simple ratio and proportion. They can calculate profit and loss, draw graphs accurately to express outcomes of research and draw appropriate conclusions. Most more able pupils apply thinking skills well to calculate answers to verbal and numerical reasoning problems.

Most pupils across the school use information and communication technology (ICT) very effectively to support their learning. They use electronic tablets efficiently to photograph and video aspects of their work, alongside written accounts. Many pupils make good use of the internet to research issues or ideas for their work. In key stage 2, pupils make good progress in learning how to create simple programs.

Most pupils develop good skills in Welsh. Pupils in the Foundation Phase reply to simple questions accurately. Older pupils in key stage 2 reply to questions in extended sentences, explaining their ideas or expressing their preferences. In the Foundation Phase, most pupils write simple dialogues accurately, while in key stage 2 pupils write well in extended sentences and different tenses. Many pupils across the school read Welsh aloud with good pronunciation. Most pupils have a sound knowledge of the local Welsh heritage and culture.

The high mobility rates of pupils at the school and the relatively small number of pupils in classes at the end of the key stages can significantly affect the school's overall performance in the end of key stage assessments in comparison with national benchmarks from one year to the next.

When compared with that of similar schools, pupils' performance over the past two years in achieving the Foundation Phase indicator placed the school in the bottom 25%. Performance for 2012 and 2013 in literacy and mathematical development at the expected outcome 5 also placed the school in the bottom 25%. Over the two-year period, pupils' achievements in the Foundation Phase at the higher outcome 6 in literacy and numeracy have also placed the school in the bottom 25% of similar schools.

At the end of key stage 2, pupils' performance over the past four years when compared to that of similar schools, has been variable. Pupils' performance at the expected level 4 in English and mathematics has declined, moving the school from the upper 50% to the bottom 25% of similar schools, while performance over the same period in science has declined, moving the school from the top 25% to the bottom 25%. However, at the higher level 5 over the same period, performance has placed the school mainly in the upper 50% of similar schools in English, mathematics and science.

### **Wellbeing: Good**

Pupils' behaviour in and around the school is of a high standard. Nearly all pupils show high levels of courtesy and politeness to their fellow pupils and to adults. All pupils feel safe in school and enjoy being in school. Nearly all pupils have a good understanding of healthy eating and the benefits of regular exercise.

The school council and eco-committee make a very positive contribution to representing the pupil voice and to developments in school life. The school council has been instrumental in collecting pupils' votes for additional facilities in the school. This has resulted in a new garden in the grounds where pupils can enjoy quiet activities. Playground pals help to ensure that all pupils are included in play time activities. They help to resolve differences of opinion between pupils effectively, if these arise.

The eco-committee carries out weekly recycling duties around the school. The committee has taken a lead role in developing the allotment area in the school grounds. This produces a number of vegetables, which the school cook uses in the preparation of school dinners. Pupils also sell vegetables to raise money for charity and school funds.

Pupils' attendance is good overall. There have been no unauthorised absences in the last school year. Most pupils arrive at school punctually.

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

The school offers a broad and balanced curriculum, which meets the statutory requirements.

Planning in the Foundation Phase classes is a particular strength. All pupils benefit from a wide range of well-structured and integrated learning. The broad curriculum in key stage 2 builds successfully on pupils' previous knowledge and understanding. There are good opportunities for pupils to use ICT and to develop their writing skills. However, planning that enables a consistent approach to spelling, comprehension and numeracy skills is less well developed. Planning is effective in meeting the needs of most pupils.

Planning for the Welsh language is appropriate. Many teachers use Welsh regularly in lessons. The school provides suitable opportunities for pupils to develop their understanding of Welsh culture and heritage.

The school provides a good range of clubs, which enrich pupils' learning experiences well. Teachers link very effectively with the village and wider community to provide pupils with high quality learning experiences that extend the curriculum.

Planning to develop pupils' understanding of sustainability is very good and pupils are involved in a wide range of activities, such as growing, using and selling their own fruit and vegetables. A published book with examples of their work in the school allotment helps to share this good practice with other schools. The school provides good opportunities for pupils to develop their understanding of global citizenship through links with schools abroad and its own pupils.

**Teaching: Good**

Teachers have good subject knowledge and staff have high expectations of most pupils. Teachers and support staff have positive working relationships with pupils that foster learning effectively.

All staff work well together to plan effectively to ensure that pupils are motivated and engaged. They make imaginative use of a wide range of stimulating resources to develop pupils' learning, particularly in ICT and the outdoor environment and to provide pace and challenge. However, on occasions, staff do not challenge more able pupils enough.

Teachers use assessment for learning techniques very effectively to monitor rigorously pupils' progress and the standards pupils achieve. They engage pupils regularly in assessment of their own and other pupils' work. Regular marking and verbal feedback means that pupils understand well what they need to do to improve their work. Staff track pupils' progress closely at an individual, group and subject level and they intervene promptly to ensure pupils' meet their targets.

The school provides regular information to parents about pupils' achievements. The annual statutory report meets requirements and provides appropriate opportunities for pupils and parents respond in writing.

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

The school provides very well for the diverse and mobile community that it serves. There is very effective provision for promoting pupils' spiritual, moral, social and cultural development.

All staff place a very high emphasis on the emotional wellbeing of all pupils and this is an excellent feature of the school. School staff and the wider school community provide particularly effective and sensitive support to pupils whose parents serve in the forces. The school takes very good account of the pressure pupils may be under when parents deploy to conflict zones. The care provided for forces families includes the appointment of a specialist support officer to help them during times of deployment or transition and to signpost them to a wide range of helpful services, when needed. In addition, around 25% of pupils may need to move schools in the course of the academic year. This means that pupils who move, and those who remain in the school, may experience disruption more often than might be expected in other schools. To support pupils and their families through this process, the school has developed very good quality materials to help parents and pupils at times of transition into or from the school. It also pays very good attention to the emotional needs of pupils who remain in school.

The knowledge, expertise and skills of staff responsible for pupils with additional learning needs are extensive. Tracking and support systems for all pupils are very detailed. Pupils with additional learning needs and their families benefit from a high level of guidance and support. The school has highly effective relationships with specialist external agencies, which provide a holistic approach to pupils' educational and emotional development.

The school makes appropriate arrangements for promoting healthy eating and drinking. Arrangements for safeguarding meet requirements and give no cause for concern.

### **Learning environment: Good**

The school is very successful in providing a happy, inclusive environment. Its aims and values strongly reflect the Christian ethos, which permeates all aspects of school life. There is a clear emphasis on recognising and respecting diversity within the school's own community and the wider world.

Staff make effective use of the internal layout of the school. Displays in corridors and classrooms are attractive and a useful stimulus to learning. Resources are plentiful for all areas of the curriculum.

The extensive outdoor surroundings provide excellent opportunities for all pupils across the school to learn through exploration. The 'Values Garden', nature area and allotment enrich learning experiences for all pupils.

The school has been successful in seeking outside funding to match their own to buy high quality resources, such as ICT equipment and software. Comprehensive use is made of the very good range of resources both inside and outside the classroom.

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

The headteacher provides very effective leadership. She has a clear vision based on the Christian values of 'We work, we play, we care, we pray'. She communicates this exceptionally well to all staff, governors and parents and she instils a culture of high expectations throughout the school. This has a positive effect on pupils' outcomes and wellbeing.

All regular management meetings have a clear focus on raising standards. Each teacher is a leader of learning and this ensures that teachers play a full role in the development of the curriculum and the school. There are clear timetables, systems and procedures to meet the identified targets for improvement. All staff work extremely well as a mutually supportive team. They share a well-focused commitment to achieve targets.

Teachers and support staff know the needs of each pupil very well. They contribute ideas regularly through weekly meetings, and take forward initiatives to deliver better outcomes for pupils. For example, teachers share ideas for activities for outdoor activities, which help to engage and motivate pupils.

There are effective procedures for the performance management and the professional development of teachers. Staff have appropriately challenging personal development targets linked to the priorities in the school improvement plan.

The school responds well to local and national priorities. This includes introducing new approaches in mathematics aimed at developing pupils' enquiry and investigative skills.

Governors have a diverse range of skills and expertise, which support the school well. The governing body is an effective critical friend to the school. It meets regularly and scrutinises the data and evidence in relation to the targets set out in the school's improvement plan. As a result, the governing body has a good understanding of the school's priorities and progress.

### **Improving quality: Good**

The school's self-evaluation processes are very effective. Records of observations and monitoring reports are detailed, comprehensive and systematic, and draw on first-hand evidence from a variety of sources. These include the views of pupils, governors and parents so that leaders have an accurate picture and understanding of the school's strengths and areas for further development.

Monitoring pupils' work, learning walks, lesson observations and rigorous attention to data inform the self-evaluation report. The headteacher analyses regularly the

school's progress against the school improvement priorities. Teachers with lead responsibilities for curriculum areas work very closely together and with learning support assistants to review progress, provision and targets for pupils. This has resulted in a very strong professional community where staff learn effectively from each other.

The findings from school self-evaluation activities link very effectively to the actions for improvement in the school improvement plan. The plan is a detailed and purposeful document. It sets out the school's priorities very effectively and acts as a high quality tool for raising standards, for example in mathematics and religious education.

The areas the school identifies for development match closely the findings of the inspection team.

### **Partnership working: Good**

The school works highly effectively with a wide range of partners to enhance pupils' learning opportunities and wellbeing.

The partnership with parents is outstanding. The school provides parents regularly with useful information about the life and work of the school through newsletters, curriculum booklets and an exemplary school website. Encouraging parents understanding of the curriculum and their involvement in pupils' learning is of the highest importance. Staff provide regular shared learning activities, such as the half termly 'Big Maths Café' where parents can come and develop an understanding of the mathematical concepts on which their children are working. Parents work very actively to support the school in its work and raise money to provide additional resources to enhance pupils' learning. Decisions about how to spend funds are by democratic vote. Parent helpers regularly support extra-curricular activities to ensure that all pupils have the opportunity to take part.

Very positive working relationships with the diocese and the underpinning values of the school have had a positive impact, not only on pupil wellbeing, but also on the wellbeing of staff and parents.

The school has been instrumental in developing a scheme of work for religious education. It includes well-planned opportunities for pupils to develop literacy and numeracy skills through the subject. The scheme of work is shared extensively across a wide area and has been adopted by a number of dioceses across South Wales. This is an excellent feature of the school's work.

The school works very effectively with local high schools to support pupils' successful transfer to Year 7. Arrangements include well-planned visits and a varied range of curricular and pastoral activities. The school has close links with the local pre-school settings to ensure effective settling in procedures. Children from the settings make regular use of the school's extensive range of outdoor facilities and attend school performances. There are very effective plans to ensure that pupils who leave and return, settle quickly and make immediate progress.

Joint working with the cluster of primary schools and the high school has resulted in effective moderation and agreed standardisation of assessments at the end of key stage 2 and the production of detailed portfolios of work. Similarly, teachers within the consortium moderate end of Foundation Phase work. These arrangements add appropriate rigour to the process of assessment and ensure that all partners are well informed about the standards that pupils should achieve.

The school has very effective partnerships with the local authority and local agencies, such as the school nurse and doctor. There are particularly strong links with a local college, where pupils have very good access to high quality outdoor education. This has helped to broaden pupils' physical skills and enjoyment of outdoor activities.

### **Resource management: Good**

The school has an appropriate number of well-deployed and qualified teaching staff to meet the needs of the curriculum. Highly skilled teaching assistants support pupils' well, particularly in raising the standards achieved by those with additional learning needs.

There are good opportunities for all staff to take part in training matched to school and national priorities and to develop their expertise appropriately. These include opportunities to develop their skills in teaching literacy and numeracy. Due to their experiences and training in the school, many senior post holders have progressed to leadership posts in larger schools in recent years.

The use of planning, preparation and assessment time for teachers is very effective. All staff plan collaboratively and they help to develop each other's knowledge and skills.

The headteacher and governing body manage the school budget efficiently. They ensure that funding matches well to the priorities identified in the school improvement plan. The school has been successful in seeking outside funding to match their own to buy high quality resources, such as ICT equipment and software.

In view of the effective way the school uses its funds and the outcomes achieved by pupils, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Due to the high mobility rates of pupils at the school and the relatively small number of pupils in classes at the end of the key stages, the data should be treated with caution as small cohorts can significantly affect the data.

At the end of the Foundation Phase in 2013, pupils' attainment at the expected level 5 in the Foundation Phase indicator was well below the family average. Pupils' attainment at the expected level 5 was also well below the family average in literacy and mathematical development, but in line with the family average in personal and social skills. At the higher level 6, pupils' attainment was in line with the family average in literacy and personal and social skills, but well below the family average in mathematical development.

When compared with similar schools, pupils' performance over the past two years in achieving the Foundation Phase indicator at the expected outcome 5 placed the school in the bottom 25%. Performance for 2012 and 2013 in literacy and mathematical development at the expected outcome 5 placed the school in the bottom 25%. Over the two year period, pupils' achievements in the Foundation Phase at the higher outcome 6 in literacy and numeracy also placed the school in the bottom 25%.

At the end of key stage 2 in 2013, pupils' attainment in the core subject indicator was well below the family average. At the expected level 4 in English, mathematics and science pupils' attainment was also well below the family average. However, at the higher level 5, pupils' attainment in English, mathematics and science was well above the benchmark when compared with the family average.

When compared to similar schools, pupils' performance over the past four years at the end of key stage 2 has been variable. Pupils' performance at the expected level 4 in English and mathematics has declined, moving the school from the upper 50% to the bottom 25% of similar schools, while performance over the same period in science has declined, moving the school from the top 25% to the bottom 25%. However, at the higher level 5 over the same period, the performance of pupils has placed the school mainly in the upper 50% of similar schools in English, mathematics and science.

In the Foundation Phase in 2013, girls achieved better than boys at outcome 5 and outcome 6. In key stage 2, boys performed better than girls at the expected level 4, while girls performed better than boys at the higher level 5.

Overall, outcomes for pupils eligible for free school meals in both the Foundation Phase and key stage 2 were lower than those not eligible for free school meals.

## 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.	73		73 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	73		73 100%	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.	73		73 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%	
The school teaches me how to keep healthy	73		73 100%	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.	73		73 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	73		73 100%	0 0%	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.	73		73 100%	0 0%	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.	73		73 100%	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.	73		69 95%	4 5%	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.	73		73 100%	0 0%	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.	72		72 100%	0 0%	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	73		72 99%	1 1%	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.	35	31 89%	4 11%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	35	32 91%	3 9%	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.	35	32 91%	3 9%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	35	26 74%	6 17%	0 0%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	35	18 51%	17 49%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	35	27 77%	8 23%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	35	29 83%	5 14%	0 0%	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.	35	19 54%	10 29%	4 11%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	35	28 80%	6 17%	0 0%	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.	35	20 57%	14 40%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	35	29 83%	6 17%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	34	19 56%	9 26%	0 0%	0 0%	6	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.	35	15 43%	15 43%	5 14%	0 0%	0	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.	35	27 77%	7 20%	1 3%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	35	21 60%	5 14%	1 3%	0 0%	8	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.	35	26 74%	9 26%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	32	13 41%	10 31%	0 0%	0 0%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	35	24 69%	10 29%	1 3%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	35	32 91%	3 9%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Penny Lewis	Reporting Inspector
Buddug Bates	Team Inspector
Julie Price	Lay Inspector
Joanne Garbutt	Peer Inspector
Ceri Thomas	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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