Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**All Saints R.C. Primary School
Heol yr Ysgol
Ebbw Vale
Blaenau Gwent
NP23 6QP**

Date of inspection: March 2016

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.

Publication date: 06/05/2016

Context

All Saints Roman Catholic Primary School is in Ebbw Vale in Blaenau Gwent. It is in the archdiocese of Cardiff. There are 214 pupils on roll aged 3 to 11. The school has eight classes in total, seven single age classes and one mixed- aged class.

The average proportion of pupils eligible for free school meals over the last three years is 57%, which is well above the national average (20%). The school identifies about 28% of pupils as having additional learning needs, which is close to the national average (25%). There were two temporary exclusions in the last 12 months.

Nearly all pupils are of white British ethnicity. No pupils speak Welsh at home. A very few pupils are learning English as an additional language. A very few pupils are looked after by the local authority.

The last inspection of the school was in January 2009. The headteacher took up her post in September 2013.

The individual school budget per pupil for All Saints Roman Catholic Primary School in 2015-2016 means that the budget is £4,353 per pupil. The maximum per pupil in the primary schools in Blaenau Gwent is £4,874 and the minimum is £3,597. All Saints Roman Catholic Primary School is 11th out of the 23 primary schools in Blaenau Gwent 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 current performance of the school is good because:

- Many pupils make strong progress from their starting-points as they move through the school
- Many pupils speak confidently, listen well and develop their reading skills at a good rate
- Pupils with additional learning needs receive effective support in classes and intervention groups and most make appropriate progress against their personal targets
- Nearly all pupils behave well in classrooms and around the school
- The overall attendance rate compares well with those of similar schools
- Teachers provide a stimulating range of learning experiences and the quality of teaching is consistently good across the school
- There is a caring, inclusive ethos that nurtures pupils well and helps them to make effective progress in their social, moral, spiritual and cultural development

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides effective leadership and strategic direction
- The leadership team works well together
- There is a good track record of improvement over the last two years
- The outcomes of self-evaluation processes provide an honest and accurate picture of the school's strengths and areas for development
- The governing body provides effective support, oversight and challenge to the leadership of the school
- The school manages its finances well and allocates appropriate resources to support the actions within the school improvement plan

Recommendations

R1 Raise standards of spelling and handwriting

R2 Plan for the development of pupils' numeracy skills across the curriculum more effectively

R3 Improve the quality of teachers' marking so pupils have a better idea of how to improve their work

R4 Formalise the leadership structure

R5 Involve pupils and parents more in the self-evaluation process

R6 Meet the needs of pupils more effectively in the nursery

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Nearly all pupils enter the school with knowledge, understanding and skills that are below or well below the average for their age. As they move through the school, pupils make good progress from their starting-points and achieve well by the end of key stage 2.

Most pupils' speaking and listening skills are good overall. In the Foundation Phase, pupils generally listen well to instructions, respond readily to questions and engage in purposeful talk during activities and play sessions. In key stage 2, pupils share their ideas with others well. Many take part in class discussions and offer their ideas confidently, for example when discussing characters in a story or the reasons for rationing in the Second World War.

Most pupils make good progress in developing their reading skills. By Year 2, many pupils read confidently and reasonably accurately for their age. Many use their increasing knowledge of letters and sounds to tackle unfamiliar words. As they progress through key stage 2, pupils develop their reading skills well. Many display a secure understanding of contexts, characters and plots in the stories they read in class and individually. They make sensible predictions about future events in books. Towards the end of key stage 2, most pupils use factual books and the internet effectively to search for relevant and reliable information on the topics they study in class.

In the Foundation Phase, most pupils develop their writing skills well. In Years 1 and 2, many write simple stories and use a suitable range of descriptive words. By Year 2, most write at an appropriate level, given their low starting-points on entry. A few more able pupils write effectively and at length over a wide range of tasks and use basic punctuation accurately. However, pupils do not form letters well or present their work neatly enough.

In key stage 2, most pupils extend their writing skills effectively and write well across an appropriately wide range of genres. Many produce effective writing in relation to work across the curriculum, for example to describe historical events or to recount their work on snail habitats. However, pupils' spelling is generally not accurate enough and often shows a lack of understanding of the spelling system and how it relates to the sounds of words. Too many pupils have weak handwriting skills.

In the Foundation Phase, most pupils use and apply their numeracy skills well in mathematics lessons. They recognise numbers up to 100 and measure accurately. Most apply halving and doubling strategies well and can add and subtract two-digit numbers confidently. Their understanding of simple fractions and time in analogue and digital formats develops well. However, pupils generally do not apply their numeracy skills extensively across the curriculum.

In key stage 2, most pupils' mathematical skills develop well. They use a suitable range of strategies effectively when undertaking multiplication and division. Most develop a sound understanding of place value, decimals, metric units and negative numbers. They use their numeracy skills purposefully, when required, in other subjects. For example, they construct line graphs in Years 5 and 6 on the distance a snail travels in habitats kept at different temperatures and they use their knowledge of angles to program a buggy to follow a set path.

In the Foundation Phase, many pupils display positive attitudes to learning Welsh and respond appropriately to regular instructions in Welsh from staff. In the earlier part of key stage 2, pupils are beginning to develop a useful range of set phrases in Welsh, but do not always apply them confidently or correctly. By the end of key stage 2, most pupils show an increasing grasp of more challenging vocabulary and sentence structures. Most are confident using the present tense, but less so when using the past tense. They write well about themselves and from the viewpoint of other historical characters.

Pupils' performance at the expected outcome at the end of the Foundation Phase has tended to place the school in the lower 50% for literacy and mathematical development over the last four years when compared with similar schools. At the higher outcome, there is no overall pattern over the same period.

Pupils' performance at the expected and higher level at the end of key stage 2 has varied greatly over the last four years compared with levels in similar schools. However, pupils' performance at both levels last year placed the school in the top 25% for English, mathematics and science.

Overall, as a group, pupils eligible for free school meals have tended not to do as well as other pupils over the last four years in teacher assessments at the end of the Foundation Phase at both the expected and higher outcomes. However, at the end of key stage 2 last year, all pupils eligible for free school meals attained the expected level in English and mathematics and the gap between them and other pupils at the higher level narrowed greatly in both subjects.

Wellbeing: Good

Nearly all pupils feel happy and safe in school, especially as a result of strengthened safeguarding arrangements and more secure access to the building. Pupils have a good understanding of how to keep safe online. Most pupils show courtesy and good behaviour in the classroom and on the playground. Most have a good understanding of how to become healthy and fit, for example pupils run a Welsh-medium fruit tuckshop at break time. Pupils feel that staff listen well to what they have to say and respond appropriately.

Pupils engage with their learning well and most show good levels of motivation and concentration in classes. A suitable number of pupils engage actively in after-school activities, for example netball, gardening, performing arts and choir. Pupils' attendance rates have shown consistent improvement over the last few years. Last year, pupils' overall attendance rate placed the school in the higher 50% when compared with similar schools. The attendance of pupils eligible for free school meals is generally the same as that of other pupils. Nearly all pupils' punctuality is good.

The pupils undertake a wide range of responsibilities across the school, for example through the school council, eco gladiators, sports council, playground buddies, 'helpwr heddiw' and digital leaders. This enables pupils to make worthwhile contributions to the life and work of the school. This has resulted in improved provision for pupils, for example better playground equipment and marking for games on the school yard.

Many pupils take part in concerts and raise money for a suitable range of charities in the community. These activities strengthen their involvement in their local area and contribute in a valuable way towards their personal development.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides pupils with a broad and balanced curriculum that enriches their learning well. Teachers plan the curriculum in detail and provide stimulating and engaging experiences for pupils, including team teaching with teachers from partner comprehensive schools. The planning in the Foundation Phase ensures that pupils benefit from a wide range of well-structured and integrated activities. All teachers collaborate well when planning learning across the key stages. Overall, the curriculum builds systematically on the knowledge and skills that pupils have developed in previous classes as they move through the school. Planning for literacy across the curriculum is well established and takes good account of the national literacy and numeracy framework. Teachers provide a particularly wide range of opportunities for pupils to write across a variety of genres. However, planning for numeracy across the curriculum is more limited.

The school has improved its provision for Welsh considerably over the last few years due to better planning and more consistent expectations across the school. Pupils have worthwhile opportunities to develop their speaking and listening skills outside of Welsh lessons, for example with a Welsh-medium tuck shop, 'da iawn' tickets as an incentive to use Welsh, regular Welsh-medium assemblies and Eisteddfodau. The curriculum pays appropriate attention to developing pupils' understanding of the history and culture of Wales, for example through work on The Mabinogion and Cantre'r Gwaelod, St David's Day activities and visits to Llancaiach Fawr.

The school promotes pupils' awareness of sustainable development and global citizenship successfully, for example by promoting energy conservation, gardening and healthy eating. The school has good links with a school in the Czech Republic with pupils writing letters to each other. Pupils learn about the lives of people in other countries well through charity work and the taught curriculum. Due to local authority arrangements, the school is not able to recycle paper at the moment, but the eco 'gladiators' have written letters and met with the local authority's waste management officer to try to improve the situation.

Teaching: Good

All teachers plan the work for their classes thoroughly and use a stimulating variety of strategies to engage pupils and to promote their learning. They draw out and extend

pupils' oral responses effectively through appropriate questioning and encouragement. Staff provide regular support during lessons to ensure that pupils make good progress. The work in all nearly all classes moves forward at a suitable rate. Teachers set out learning objectives and share success criteria with pupils well. Teachers use ICT effectively to support pupils' learning in most classes, for example through the regular use of tablet computers to research topics. Teachers encourage pupils' independent learning successfully, for example in well-designed continuous provision in the Foundation Phase and regular investigations and research tasks in key stage 2.

Learning support assistants collaborate well with teachers. They make significant contributions to pupils' learning and provide good support for individuals and groups. A few push pupils' learning forward extremely well by asking well-considered and challenging questions that prompt pupils to think further about their initial responses. Teachers and support staff manage pupils' behaviour very well.

Regular team teaching towards the end of key stage 2 in English, mathematics and science with staff from local comprehensive schools stimulates and engages pupils' interest well. As a result, nearly all pupils concentrate and apply themselves well over an extended period.

Teachers mark pupils' books regularly. Nearly all identify positive aspects in pupils' work and provide suggestions about how pupils can improve their work. However, the quality of these improvement targets is inconsistent. Too many are not precise enough or readily achievable in the short term. Pupils are beginning to use success criteria linked to the lesson objectives to assess their own work and the work of others in the class appropriately.

The school has detailed assessment procedures and systems. Staff monitor pupils' progress effectively using a mix of electronic and paper-based tracking systems. The school uses a suitable range of standardised tests as pupils move through the school, for example in reading and spelling, to provide useful information on pupils' progress. Staff identify pupils who are falling behind quickly and put in place appropriate additional support, where required. Annual reports to parents meet requirements and include useful information about pupils' progress.

Care, support and guidance: Good

The school has a strong sense of community within a generally calm and orderly environment. Pupils feel safe, valued and secure. Staff know the pupils well and support them successfully. The school provides appropriate opportunities for pupils to develop a good understanding of diversity.

The school implements a wide range of effective incentives and rewards to improve attendance, for example the weekly celebration of high levels of class attendance. Pupils and parents are well aware of the importance of regular attendance and punctuality. As a result, overall attendance rates have improved and the proportion of persistent absence has declined greatly.

The school provides a wide range of opportunities for pupils to develop strong social, moral, spiritual and cultural awareness. For example, by working with an outside agency, older pupils have performed 'Romeo and Juliet' in a professional theatre and developed good social and learning skills as a result.

The school has appropriate arrangements for promoting healthy eating and drinking through the curriculum. Improvements to the play resources in the school yard have further enhanced opportunities for physical exercise at break and lunch times and pupils respond well to these improvements. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The additional needs co-ordinator undertakes her role particularly well. There is early identification of pupils' needs and staff put in place effective support as a result, for example specific intervention programmes. Pupils with additional needs have relevant, child-friendly education plans that staff review regularly in collaboration with parents and pupils. Teaching assistants play a significant role in ensuring pupils with additional needs make good progress in relation to their personal targets. There are relevant and effective links with outside agencies and services. For example, the support of a local special school has enabled the development of effective education programmes and transition plans for individual pupils with complex needs.

Learning environment: Good

The school has a caring, welcoming ethos that promotes equality and respect between pupils and staff successfully. Appropriate arrangements are in place to prevent and to respond to any unacceptable behaviour or discrimination. Pupils have equal access to all learning experiences. The school uses the pupil deprivation grant well to ensure that pupils eligible for free school meals have full access to the opportunities provided by the school.

The building is secure and well maintained. It meets the needs of pupils well. Attractive and informative displays enhance the learning environment and celebrate pupils' achievements effectively. Most classrooms are of an appropriate size for the number of pupils on roll. The school has improved the use of available space, for example through the development of small-group intervention rooms.

There is a large and well-maintained outside area. Recent developments have had a positive impact on improving the learning environment. For example the development of the school pond has provided further worthwhile opportunities for science investigations and the new playground equipment has extended opportunities for play well. Improvements to the outside areas in the Foundation Phase have enhanced provision and pupils and staff make good use of these areas. Pupils have access to a wide range of resources of good quality to support their learning.

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

Leadership: Good

The headteacher provides clear strategic leadership that focuses appropriately on improving outcomes and provision for all pupils. In the relatively short period since her appointment, she has made a number of key improvements to the school. Members of the recently-established senior leadership team support her well. All staff have up-to-date job descriptions. However, the distribution of leadership roles to staff is at an early stage of development and is not fully formalised. The school has appropriate systems for the performance management of teachers with objectives that link well to school priorities for improvement. However, arrangements for the appraisal of teaching assistants are less consistent.

The school organises regular staff and management meetings that have a clear focus on improving pupils' standards and addressing school priorities. Leaders analyse a suitable range of data thoroughly and share outcomes effectively with all staff to ensure that they challenge underperformance.

The school pays good attention to addressing many national priorities, for example in developing the Foundation Phase and improving provision for literacy across the curriculum and Welsh. However, leaders have made less progress in developing provision for numeracy across the curriculum.

Members of the governing body are well-informed and committed to school improvement. Regular reports from the headteacher ensure they have a good understanding of the learning experiences of pupils and the standards that they achieve. They have a sound understanding of the progress that the school is making and a clear view of priorities to improve further. Governors are regular visitors to the school, spending time in classrooms and undertaking learnings walks. They use their findings well to inform self-evaluation processes. They challenge the leadership of the school robustly. However, the annual governors' report to parents does not meet all statutory requirements.

Improving quality: Good

There is a worthwhile annual cycle of activities where leaders and managers gather valuable first-hand information to inform the school's self-evaluation processes. These include regular lesson observations, scrutiny of pupils' work, monitoring of teachers' planning and talking to pupils. Leaders also undertake regular and rigorous analysis of a wide range of data on pupils' performance. They have started to share the findings of monitoring activities with staff to improve teaching and learning. For example, teachers are beginning to make improvements to the quality of marking following feedback from the scrutiny of pupils' books.

The school uses the results of these activities to produce an accurate self-evaluation report that identifies clearly the school's strengths and areas for improvement. All staff and governors discuss and agree the report. However, the school does not use the views of parents and pupils well enough to inform the self-evaluation process.

The school's improvement plan has appropriate targets for improvement. Action plans show relevant activities and suitable timescales, resources and success criteria. Leaders base improvement targets appropriately on the findings from the self-evaluation report. Members of the senior leadership team take responsibility for overseeing specific elements of the plan and monitor regularly their progress in meeting targets. The school has a good record in recent years of making improvements, for example in raising standards of mathematics and improving the learning environment.

Partnership working: Good

Transition arrangements with pre-school nursery settings and with secondary schools are good. Specialist secondary staff use their expertise in English, mathematics and science to teach Year 5 and 6 pupils on a regular basis and this has engaged pupils' interest and enthusiasm very well. The school takes part in valuable joint training with other local schools, for example, most recently, on improving the teaching of mathematical reasoning and improving behaviour management skills. Teachers work together with colleagues in other local schools to moderate samples of pupils' work accurately at the end of key stage 2. However, moderation arrangements within the cluster at the end of the Foundation Phase are less well developed.

The school has valuable partnerships with local businesses and organisations that support the school through providing resources and opportunities for visits. For example, the owner of a local sports shop sponsors the school's sports kit. Members of the local parish are regular visitors to the school and attend mass and coffee mornings.

Over recent months, communication channels with parents have started to improve. For example, there is greater use of the school's website to set out a calendar of events, with reminders sent by letter and text. Parents now attend school more regularly to support activities, for example through pupil performances, coffee mornings, drop-in sessions and regular parent assemblies.

Resource management: Good

Teachers and teaching assistants are suitably qualified and experienced to teach the curriculum effectively. The headteacher deploys staff carefully to ensure that they have the greatest impact on improving pupils' learning. The provision in the nursery meets guidelines in terms of the ratio of adults to children, but it does not fully meet the complex needs of a few children. The deputy headteacher provides suitable support for newly-qualified teachers.

Arrangements for teachers' planning, preparation and assessment time are effective. Senior leaders receive suitable additional non-contact time for leadership duties. Performance management arrangements enable staff to develop their expertise through a wide range of professional development activities.

Leaders manage the school finances effectively to ensure that they allocate money efficiently to support school improvement priorities and agreed enhancements to the school environment. The school uses the pupil deprivation grant funding well, for

example to improve the attendance of vulnerable pupils and to provide intervention support for pupils with additional needs. However, leaders do not systematically track the impact of the grant on improving outcomes for all pupils eligible for free school meals.

In view of the good progress that most pupils make and the improving quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6773315 - All Saints R.C. Primary School

Number of pupils on roll	202
Pupils eligible for free school meals (FSM) - 3 year average	56.5
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	16	33	24	24
Achieving the Foundation Phase indicator (FPI) (%)	75.0	78.8	70.8	83.3
Benchmark quartile	2	2	4	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	16	33	24	24
Achieving outcome 5+ (%)	75.0	78.8	70.8	83.3
Benchmark quartile	3	3	4	3
Achieving outcome 6+ (%)	31.3	12.1	12.5	25.0
Benchmark quartile	1	4	4	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	16	33	24	24
Achieving outcome 5+ (%)	75.0	81.8	70.8	87.5
Benchmark quartile	3	3	4	2
Achieving outcome 6+ (%)	12.5	6.1	12.5	20.8
Benchmark quartile	3	4	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	16	33	24	24
Achieving outcome 5+ (%)	93.8	81.8	79.2	95.8
Benchmark quartile	1	4	4	2
Achieving outcome 6+ (%)	31.3	15.2	29.2	29.2
Benchmark quartile	2	4	3	3

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.

6773315 - All Saints R.C. Primary School

Number of pupils on roll	202
Pupils eligible for free school meals (FSM) - 3 year average	56.5
FSM band	5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	15	16	21	14
Achieving the core subject indicator (CSI) (%)	73.3	68.8	76.2	100.0
Benchmark quartile	3	4	3	1
English				
Number of pupils in cohort	15	16	21	14
Achieving level 4+ (%)	73.3	68.8	76.2	100.0
Benchmark quartile	3	4	3	1
Achieving level 5+ (%)	*	*	33.3	57.1
Benchmark quartile	*	*	2	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	15	16	21	14
Achieving level 4+ (%)	73.3	87.5	85.7	100.0
Benchmark quartile	3	2	2	1
Achieving level 5+ (%)	*	*	33.3	57.1
Benchmark quartile	*	*	2	1
Science				
Number of pupils in cohort	15	16	21	14
Achieving level 4+ (%)	73.3	87.5	81.0	100.0
Benchmark quartile	4	2	3	1
Achieving level 5+ (%)	*	*	33.3	50.0
Benchmark quartile	*	*	2	1

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.

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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.	102		93	9		Rwy'n teimlo'n ddiogel yn fy ysgol.
			91%	9%		
			98%	2%		
The school deals well with any bullying.	102		96	6		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			94%	6%		
			92%	8%		
I know who to talk to if I am worried or upset.	102		100	2		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	102		101	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			99%	1%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	102		98	4		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
			96%	4%		
I am doing well at school	102		92	10		Rwy'n gwneud yn dda yn yr ysgol.
			90%	10%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	102		101	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	102		101	1		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			99%	1%		
			98%	2%		
My homework helps me to understand and improve my work in school.	102		89	13		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			87%	13%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	102		98	4		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			96%	4%		
			95%	5%		
Other children behave well and I can get my work done.	102		85	17		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			83%	17%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	102		79	23		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			77%	23%		
			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.	72	41 / 57%	25 / 35%	5 / 7%	1 / 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	71	49 / 69%	20 / 28%	2 / 3%	0 / 0%	1	Mae fy mhlentyn 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	57 / 79%	14 / 19%	1 / 1%	0 / 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	71	44 / 62%	26 / 37%	1 / 1%	0 / 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	69	23 / 33%	36 / 52%	7 / 10%	3 / 4%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	71	46 / 65%	23 / 32%	2 / 3%	0 / 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	71	47 / 66%	24 / 34%	0 / 0%	0 / 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	71	31 / 44%	32 / 45%	7 / 10%	1 / 1%	1	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	69	44 / 64%	18 / 26%	7 / 10%	0 / 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	70	40 / 57%	27 / 39%	3 / 4%	0 / 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	70	39 / 56%	27 / 39%	3 / 4%	1 / 1%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	71	36 / 51%	31 / 44%	2 / 3%	2 / 3%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	70	32 / 46%	35 / 50%	2 / 3%	1 / 1%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	41%	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.	71	44 62%	22 31%	3 4%	2 3%	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.	67	32 48%	27 40%	6 9%	2 3%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	71	39 55%	30 42%	2 3%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	63	29 46%	33 52%	0 0%	1 2%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	72	44 61%	25 35%	3 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	71	42 59%	15 21%	10 14%	4 6%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Barry Norris	Reporting Inspector
Elizabeth Jane Counsell	Team Inspector
Alun Rees	Team Inspector
Sarah Botterill	Lay Inspector
Roger Rees	Peer Inspector
Jill Jones (headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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
- 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
- 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.