



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

**A report on**

**St Margaret's R.C. Primary School  
Ty Fry  
Aberdare  
Rhondda Cynon Taff  
CF44 7PP**

**Date of inspection: February 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:

<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: 28/04/2016**

## Context

St. Margaret's is a voluntary-aided Roman Catholic primary school near Aberdare in Rhondda Cynon Taf local authority. The school has 133 pupils, including 12 pupils who attend the nursery on a full-time basis. There are five mixed-age classes and a nursery class. The nursery class is also attended by pre-nursery age children.

About 23% of pupils are eligible for free school meals, which is above the national average of 20%. The school identifies around 46% of pupils as having additional learning needs, which is above the national average of 25%. Around 12% of pupils have English as an additional language. No pupils have a statement of special education needs. No pupils speak Welsh as their first language.

The deputy headteacher is currently the acting headteacher and took up this position in November 2014. The school's last inspection was in 2009.

The individual school budget per pupil for St Margaret's R.C. Primary School in 2015-2016 means that the budget is £3,488 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. St Margaret's R.C. Primary School is 38th out of the 105 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is adequate because:

- Nearly all pupils behave very well and are strongly motivated to learn, and most make good progress in relation to their starting points
- Most pupils' speaking and listening skills develop well
- Most pupils with additional learning needs make good progress in meeting their targets
- Nearly all pupils understand how to keep healthy
- The quality of care, support and guidance is good
- There is good teaching evident in the school

However:

- Levels of pupil attendance are below those of similar schools
- The quality of teaching is not consistent enough throughout the school
- In the Foundation Phase, pupils are over reliant on adult support and do not apply their skills, especially in numeracy, to other areas of learning
- Throughout the school pupils' ability to use the Welsh language is underdeveloped

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The acting headteacher is providing strong leadership and a clear focus on school improvement
- The governing body supports and challenges the school well
- The school's self-evaluation processes are thorough and clearly identify appropriate areas for development
- The reformed senior leadership team is developing effectively and has put in place appropriate systems to improve the tracking of pupils and setting of challenging targets

However:

- New initiatives to raise standards have only very recently been put in place and are yet to prove their effectiveness
- The school does not have a strong record of delivering improvement
- The school lacks permanence and stability in its senior leadership team, which includes an acting headteacher and an acting deputy headteacher

## **Recommendations**

- R1 Improve pupils' use of numeracy in different areas of learning in the Foundation Phase
- R2 Raise standards in Welsh throughout the school
- R3 Ensure appropriate levels of challenge and encourage independent learning for pupils in the Foundation Phase
- R4 Ensure that the quality of teaching is consistent and that teachers use assessment effectively to support all pupils
- R5 Improve levels of attendance

### **What happens next?**

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Many pupils enter the school with skill levels that are below those normally expected for pupils of their age. Most make steady progress from their starting points during their time in the school and achieve expected standards. A minority achieve higher than expected standards by the end of key stage 2.

Throughout the school, pupils participate very enthusiastically in the activities prepared for them. They have a positive attitude and are extremely willing to learn.

In the Foundation Phase, most pupils listen carefully to their teacher and respond appropriately to questions. Older Foundation Phase pupils apply themselves to their work with adult direction, speaking and listening effectively to carry out tasks. In key stage 2, most pupils respond very well orally and follow instructions accurately. Older pupils use more adventurous vocabulary to explain their work, for example using terms such as personification and metaphor correctly when discussing poetry. Most collaborate readily in group activities, taking notice of the views of their classmates and contributing effectively to class speaking and listening activities.

As they move through the school, pupils' reading develops appropriately for their age and ability and overall they use their reading skills effectively to support their learning in different subjects. Most pupils in the Foundation Phase learn suitable ways to tackle unfamiliar words. They comment appropriately on the characters and ideas in passages they have just read, but are only beginning to understand the difference between story-books and factual writing. In key stage 2, most pupils develop a clear understanding of the difference between fact and fiction. They use reference books such as a thesaurus effectively. Most know how to use contents pages and to read for different purposes. They read fluently and accurately and more able pupils use good expression when reading aloud.

In the Foundation Phase, pupils undertake a suitable range of written tasks. They develop their handwriting skills appropriately. Most shape their letters to print words legibly and a majority progress suitably to write in sentences and produce lengthier passages of writing with adult support. In key stage 2, pupils make good progress in learning to write for different purposes, such as stories, descriptions of scientific experiments, letters or instructions. They make good use of different ways to plan their writing to produce more extended pieces of work. As they move through key stage 2, most pupils develop joined handwriting and present their work effectively for a variety of purposes.

A majority of pupils in the Foundation Phase make adequate progress in developing numeracy skills. They count confidently in multiples of 10 and 20 and recognise odd and even numbers. They read and write numbers up to 100 accurately and use their knowledge to add and subtract single and two digit numbers correctly. More able pupils have an appropriately developing knowledge of multiplication tables. Many

use a ruler to measure the length of different objects in the classroom with a good degree of accuracy. However, pupils do not apply their numeracy skills in other areas of learning.

In key stage 2, standards in mathematics lessons are good and most pupils achieve well. By the end of key stage 2, they use their secure understanding of place value to add, subtract, multiply and divide numbers up to 1,000 accurately. Most handle fractions competently and convert common fractions to decimals and percentages. They use line graphs purposefully to present their findings and interpret these with a good understanding. Most pupils apply the numeracy skills they acquire in mathematics lessons at the same level in other subjects, particularly in science.

As pupils move through the school, many make slow progress in developing their Welsh oral skills. Most respond to instructions and display a reasonable understanding of Welsh used by teachers in Welsh lessons. In the Foundation Phase and in key stage 2, most of pupils' reading and writing skills in Welsh are at an early stage of development. Most pupils do not make enough progress in using Welsh in their work in other subjects and in less formal situations in school.

Most pupils who have support for additional learning needs make good progress in relation to their individual targets. Pupils with English as an additional language make good progress.

The performance of pupils in the Foundation Phase at the expected levels in literacy and numeracy in the last four years has tended to place the school in the lower 50% when compared with similar schools. Performance at the higher level is more variable.

In three of the last four years, pupils' performance at the expected level in English and mathematics at the end of key stage 2 has generally placed the school in the higher 50% when compared with similar schools. In science at the expected level in the last three years, pupils' performance has consistently placed the school in the top 25%. At the higher level, performance tends to place the school in the higher 50% for English but varies in mathematics and science.

Pupils eligible for free school meals tend to perform less well than other pupils. There were no pupils eligible for free school meals in Year 6 to compare in 2015. However, in the last two years in the Foundation Phase the gap in achievement has closed considerably.

Small numbers make yearly comparisons difficult but girls tend to outperform boys in assessments at the end of the Foundation Phase. There is no consistent pattern in key stage 2 at the expected level. Boys have performed better than girls in key stage 2 at the higher level in the last two years.

### **Wellbeing: Adequate**

The behaviour of nearly all pupils is very good. They listen and respond well to adults and almost all pupils work and play together happily. Generally, pupils are polite, support each other and are kind to those who are younger.

Most pupils say that they feel safe and happy at school. They readily speak to all staff and feel confident that teachers and others will listen carefully and help them if they have a problem.

Nearly all pupils understand how to keep healthy by eating wisely and exercising regularly.

Most pupils participate very enthusiastically and enjoy their learning. The positive attitude of pupils in lessons is a strength of the school. Nearly all collaborate willingly. They support each other well and are able to work in pairs and groups effectively.

The elected school council is a useful forum for pupils. It has initiated a number of positive changes, especially in developing the school outdoor environment. The school council has helped enable more efficient use of space at playtimes by devising a rota for playing football. Foundation Phase pupils are keen to make suggestions about the type of work they should do and choose topics that interest them.

Levels of attendance remain consistently low. Over the last four years, pupils' attendance has placed the school in the bottom 25% or lower 50% when compared with similar schools. A few pupils are regularly late for school.

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

The school provides a well-balanced curriculum offering interesting learning experiences that match most pupils' needs successfully. Curriculum plans develop pupils' skills effectively as they move from Foundation Phase into key stage 2. The school provides effective in-class additional support for pupils who need extra help to make progress. A good range of out-of-school activities is available to support pupils' wider interests, such as in sport and dance. The school plans well for pupils to visit museums and sites of historical interest to enhance their learning. Performances by touring theatre groups and visits by a local artist provide valuable opportunities to raise pupils' cultural awareness and to enjoy the arts.

Provision for information and communication technology (ICT) is good. There are high quality interactive screens in classrooms. Tablet computers and other equipment are easily accessed by pupils throughout the school.

Teachers' planning contains worthwhile opportunities to develop pupils' literacy and numeracy skills. However, they do not all ensure that pupils use the opportunities to develop their numeracy skills in wider areas of learning, particularly in the Foundation Phase. The curriculum generally provides a good and varied range of topics to develop literacy skills.

The newly introduced scheme of work for Welsh is beginning to be effective in developing pupils' oral, reading and writing skills. It engages pupils' interests and fosters positive attitudes to the language. However, the school does not have clear

enough procedures in place to promote Welsh outside lessons. The school promotes pupils' understanding of Welsh culture and traditions strongly in a range of subjects and activities.

Education for sustainable development and global citizenship is currently a main focus of the school council and is promoted appropriately. Pupils develop a strong understanding of global citizenship and the lives and needs of children overseas. For example, they sponsor a child in Zimbabwe by organising fundraising events.

### **Teaching: Adequate**

Overall, teachers prepare and organise lessons appropriately using a range of suitable strategies. Teachers and learning support staff know their pupils well and have positive relationships with them. Generally, they make good use of praise and encouragement, which promotes a positive working atmosphere in lessons.

In many classes, teachers devise high quality, purposeful, learning activities that clearly motivate their pupils. Teachers maintain a strong pace of learning and a variety of approaches that keep pupils involved in their learning. However, the quality of teaching is not consistent throughout the school. In a minority of classes the learning is not delivered well enough and pupils' time and focus are not suitably managed. As a result, pupils do not receive opportunities to learn with a suitable balance between teacher-led and other more independent activities.

Teachers mark pupils' work regularly and provide useful oral feedback and encouragement. The school has introduced a range of methods to involve pupils more in assessing and making judgements about their learning and how to improve their work. Generally, pupils know what they must do to succeed and how to indicate when they need help. Overall, these systems are beneficial and improve the quality of learning.

Teachers make accurate assessments of standards of attainment. The school has put in place suitable standardised tests and assessment procedures to monitor pupils' progress. It is currently introducing new systems that generate targets for pupils in identifying the next steps that they need to take in their learning. It is too early to judge the effectiveness of these initiatives.

Annual reports are suitably detailed and provide parents with useful information about their children's progress. They include targets for improvement in learning areas and the core subjects. Parents have regular opportunities to consult with teachers throughout the year.

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

The successful promotion of pupils' social, moral and cultural development is an integral part of the school day. There are good opportunities for pupils to take on responsibility and to develop a clear understanding of living and working together in a caring community.

The school makes appropriate arrangements to promote healthy eating and drinking and keeping fit. Pupils have regular opportunities to exercise during playtimes, physical education lessons and after school activities.

The school has effective links with a range of specialist services and outside agencies. For example, it makes good use of the local authority specialist speech and language service and the behaviour support teacher.

The provision for pupils with additional needs is strong. The school has robust arrangements for the early identification of pupils with additional needs. Pupils' individual learning plans are of good quality and contain clear targets. Teachers involve parents and pupils fully when reviewing individual plans. This enables pupils to make good progress in meeting their personal targets.

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

The school has worked hard recently to highlight the importance of improving attendance by making direct contact with parents, sending letters and sharing information by telephone. However, attendance rates remain low compared with those of similar schools.

### **Learning environment: Good**

The school places a strong emphasis on moral values and pupils' care and respect for themselves and others. It promotes a very inclusive ethos that values all pupils and ensures that they have equal opportunities. Diversity is positively recognised and achievements of all are promoted and celebrated.

The school's accommodation is clean and well maintained and is sufficient for the number of pupils on roll. The school site is safe and secure. Indoor areas are of a good quality. They are varied and provide bright spaces for learning. Attractive displays that celebrate pupils' work and share their opinions and points of view enhance the school environment. All teaching areas have ready access to the outdoor learning spaces and playgrounds. However, the outside areas are not developed well enough to support learning effectively.

The school makes good use of its updated ICT provision and learners have easy access to a range of digital learning resources. The school has a sufficient stock of books and other equipment to meet pupils' learning needs.

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

The acting headteacher has established a strong and purposeful vision and a set of core values for the school that reflect and support its Christian ethos well. All staff members share these and work successfully to create a welcoming, well-ordered, inclusive learning environment for all pupils. The recently formed interim senior leadership team knows the school well and sets challenging targets and expectations for the whole school.

A culture of collaboration and teamwork is developing well and teachers share a common understanding of the school's priorities for improvement and are continually striving to improve standards. There is a clear willingness to take on new ideas and ways of working. Staff meetings and monitoring reports focus well on important issues of performance and progress towards meeting current whole school priorities. This has already resulted in improved provision for Welsh, better resources for ICT and more effective systems for assessing pupils' progress.

Arrangements for managing the performance of teachers are in place and link appropriately with priorities to improve pupil outcomes.

The governing body has supported the school effectively during a difficult period of change. Governors receive regular reports from the headteacher and through their links with individual classes are beginning to have a better understanding of provision and the standards that pupils achieve. Governors have a good knowledge of the school's strengths and areas for development and of the priorities within the school improvement plan. They challenge the school effectively and hold it to account for its performance. The school is responding positively to local and national educational initiatives, for example in raising standards in literacy and in beginning to improve pupils' Welsh language skills.

Although the strong leadership and drive for improvement recently established is beneficial, the acting headteacher and acting deputy headteacher are not permanently appointed. The overall leadership position of the school remains uncertain.

### **Improving quality: Adequate**

The school's self-evaluation report is comprehensive and presents an accurate and honest picture of the school's strengths and areas for development. The report makes good use of first-hand evidence such as data analysis, scrutiny of pupils' work and talking to pupils. These are carefully considered to determine the main priorities in the school improvement plan.

The work of the school council has been instrumental in bringing about a number of changes, for example the recent improvement in playground games for pupils. The school draws successfully on the views of staff, governors and parents. The recently organised forum for parents that meets regularly with members of the governing body is proving very useful in seeking their views about many aspects of school life.

There is a clear link between the self-evaluation report's findings and the priorities in the school improvement plan. It is detailed, with a manageable number of priorities that the school is addressing in a structured way. It identifies relevant and specific actions to be taken and includes success criteria that focus well on improving pupils' outcomes. It identifies the members of staff who are responsible and specific deadlines for completing tasks. Monitoring arrangements are clear. However, the actions agreed have not had sufficient time to impact on pupils' outcomes.

Progress towards the recommendations from the last inspection has been slow until recently, for example in improving pupils' Welsh language skills and providing appropriate challenge for more able pupils to reach higher standards, particularly in the Foundation Phase.

### **Partnership working: Good**

The school has established a wide range of effective partnerships with parents, the community and other schools. Parents are very supportive of the school and are kept well informed of the school's work through newsletters, texting services, the website and activities at school, such as family learning sessions. Parents have raised considerable funds to improve the outdoor learning and playing areas in the Foundation Phase and in key stage 2. Pupils benefit greatly by having more attractive surroundings and more play equipment for use in break times.

The school has good links with the wider community. Links with the local church are particularly strong. Members from local businesses and residents support the school in a number of ways, such as painting murals on external walls and supporting pupils with their art work.

There are effective transition arrangements with a local playgroup and with the partner high school. As a result, pupils are prepared well and have a good understanding of what to expect, and they settle quickly when they move from one provision to the next.

The school works very productively with other schools in the area and regularly shares good practice. This is particularly evident in the work associated with improving provision in the Foundation Phase. Moderation of pupils' work with the local cluster of schools is being reviewed and portfolios are being usefully revised in order to help teachers in gaining an improved understanding of the standards expected when they assess pupils' work.

### **Resource management: Adequate**

The school has enough experienced teachers and learning support assistants to meet the needs of all pupils well. Learning support assistants offer valuable support to teachers through targeted interventions for individuals and groups of pupils. These have a positive influence on improving pupils' outcomes.

There are appropriate arrangements for managing teachers' performance. All teachers benefit from suitable training, which is organised on the basis of the school's needs and priorities. All teachers have appropriate arrangements for planning, preparation and assessment time.

The school is an effective learning community. It provides good opportunities for teachers to share good practice and to develop new ideas within and beyond the school, such as work to improve the quality of teaching and provision in the Foundation Phase. This has a positive impact on pupils' standards and wellbeing.

Generally, the school manages its resources and accommodation well. Outdoor areas are developed attractively for pupils. However, they are underdeveloped to support outdoor learning as part of the school curriculum.

The school manages its finances well and spending decisions match the school's priorities closely. The governing body finance sub-committee meets regularly and prepares detailed financial reports to enable governors to review the effectiveness of spending decisions.

The school uses specific grants, such as the Pupil Deprivation Grant, effectively to provide additional teaching time to support intervention groups, particularly in improving reading and spelling skills.

In view of the standards that pupils achieve, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6743314 - St. Margaret's Catholic Primary School

Number of pupils on roll	132
Pupils eligible for free school meals (FSM) - 3 year average	30.1
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	8	16	21	13
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	62.5	81.3	85.7	69.2
Benchmark quartile	4	3	2	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	8	16	21	13
Achieving outcome 5+ (%)	75.0	87.5	85.7	76.9
Benchmark quartile	4	2	3	4
Achieving outcome 6+ (%)	25.0	18.8	28.6	7.7
Benchmark quartile	2	4	2	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	8	16	21	13
Achieving outcome 5+ (%)	75.0	87.5	85.7	76.9
Benchmark quartile	4	3	3	4
Achieving outcome 6+ (%)	12.5	18.8	33.3	15.4
Benchmark quartile	4	3	1	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	8	16	21	13
Achieving outcome 5+ (%)	87.5	87.5	100.0	84.6
Benchmark quartile	3	4	1	4
Achieving outcome 6+ (%)	37.5	56.3	76.2	46.2
Benchmark quartile	2	1	1	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.

**6743314 - St. Margaret's Catholic Primary School**

Number of pupils on roll 132  
 Pupils eligible for free school meals (FSM) - 3 year average 30.1  
 FSM band 4 (24%<FSM<=32%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	20	9	16	10
<b>Achieving the core subject indicator (CSI) (%)</b>	85.0	100.0	81.3	90.0
Benchmark quartile	3	1	3	2
<b>English</b>				
Number of pupils in cohort	20	9	16	10
Achieving level 4+ (%)	85.0	100.0	87.5	90.0
Benchmark quartile	3	1	2	2
Achieving level 5+ (%)	25.0	*	37.5	*
Benchmark quartile	3	*	2	*
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	20	9	16	10
Achieving level 4+ (%)	85.0	100.0	87.5	90.0
Benchmark quartile	3	1	2	2
Achieving level 5+ (%)	30.0	*	31.3	*
Benchmark quartile	2	*	3	*
<b>Science</b>				
Number of pupils in cohort	20	9	16	10
Achieving level 4+ (%)	85.0	100.0	93.8	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	*	*	31.3	*
Benchmark quartile	*	*	3	*

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	60		59 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	60		55 92%	5 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	61		58 95%	3 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	61		59 97%	2 3%	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.	61		57 93%	4 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	60		58 97%	2 3%	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.	61		59 97%	2 3%	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.	61		57 93%	4 7%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	61		52 85%	9 15%	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.	61		57 93%	4 7%	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.	60		46 77%	14 23%	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	61		53 87%	8 13%	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.	38	17 45%	15 39%	5 13%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	38	22 58%	14 37%	1 3%	1 3%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	38	24 63%	11 29%	1 3%	2 5%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	37	21 57%	13 35%	2 5%	1 3%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	36	16 44%	16 44%	3 8%	1 3%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	37	18 49%	16 43%	2 5%	1 3%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	37	22 59%	13 35%	1 3%	1 3%	1	Mae'r staff yn disgwyl i fy mhentyn 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.	36	16 44%	15 42%	4 11%	1 3%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	37	20 54%	11 30%	4 11%	2 5%	1	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.	38	19 50%	16 42%	2 5%	1 3%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	38	22 58%	13 34%	2 5%	1 3%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	34	16 47%	15 44%	1 3%	2 6%	2	Mae fy mhentyn 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.	36	16 44%	13 36%	4 11%	3 8%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	37	21 57%	11 30%	2 5%	3 8%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	33	12 36%	17 52%	2 6%	2 6%	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.	37	19 51%	14 38%	3 8%	1 3%	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.	28	13 46%	13 46%	1 4%	1 4%	10	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.	37	14 38%	20 54%	2 5%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	37	19 51%	14 38%	1 3%	3 8%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Gregory John Owens	Reporting Inspector
Mervyn Lloyd Jones	Team Inspector
Andrea Louise Davies	Lay Inspector
Jayne Edwards	Peer Inspector
Joanna Taylor	Nominee

## Copies of the report

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