



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

**A report on**

**St Mary's Roman Catholic - Brynmawr  
Catholic Road  
Brynmawr  
Blaenau Gwent  
NP23 4EF**

**Date of inspection: June 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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## Context

St Mary's Roman Catholic Primary School is in Brynmawr in the Blaenau Gwent local authority. It serves the parishes of St Mary's Brynmawr, St. Mary's Abertillery and the former parish of St. David's Llanhilleth. There are 240 pupils on roll aged from 3 to 11 years, 35 of whom attend the nursery.

Most pupils are of white British ethnicity. A very few pupils speak English as an additional language and no pupil speaks Welsh at home. The three-year average of pupils eligible for free school meals is about 38%. This is notably above the national figure of 20%. The school identifies around 25% of pupils as having additional learning needs. This is similar to the national average. A very few pupils at the school have a statement of special educational needs.

Estyn last inspected the school in June 2009. The current headteacher took up his post in March 2003.

The individual school budget per pupil for St Mary's Roman Catholic, Brynmawr in 2015-2016 means that the budget is £4,051 per pupil. The maximum per pupil in the primary schools in Blaenau Gwent is £4,874 and the minimum is £3,597. St Mary's Roman Catholic, Brynmawr is 18th out of the 23 primary schools in Blaenau Gwent 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 school's current performance is adequate because:

- Many pupils listen well and speak confidently
- By the end of key stage 2, most pupils have effective reading skills
- A few more able pupils write well, use interesting adjectives and more advanced structures, such as rhetorical questions, to convey meaning
- At the end of key stage 2, many pupils have effective number skills
- Most pupils with additional learning needs make good progress towards achieving their individual targets
- Nearly all pupils behave well, and are polite, courteous and respectful to each other and adults
- Most pupils demonstrate positive attitudes to learning and feel valued and supported in school
- All adults have strong and successful working relationships with pupils and this contributes successfully to pupils' enjoyment of school life
- Many teachers plan engaging lessons and use a range of interesting resources that encourage the participation of most pupils effectively
- In many lessons, teachers use effective questioning techniques to help pupils develop and explain their thinking

However:

- A minority of Foundation Phase pupils do not read at a high enough level or have strong enough number skills
- Across the school, too many pupils do not write well enough
- Too many pupils have weak Welsh language skills
- A minority of teachers do not implement long-term plans consistently or well enough and this means that the curriculum lacks breadth and balance
- In a minority of lessons, teachers' expectations of what pupils can achieve are not always high enough and they do not plan learning to ensure that they challenge all pupils at a suitable level
- A few teacher assessments at the end of the Foundation Phase and key stage 2 are overgenerous and do not match the standards of pupils' work

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher and leadership team work diligently to ensure that all pupils are cared for effectively

- The senior leadership team share roles within the school appropriately
- Leaders monitor the work of the school regularly in order to bring about improvements
- Governors are supportive of the school's leadership and know the school community well
- Governors carry out their statutory duties well
- School leaders use a suitable range of evidence to help evaluate successes and areas that need improvement
- Leaders supplement self-evaluation information suitably with useful reports from staff who oversee major subject areas
- The school development plan is a useful document that identifies areas for improvement
- Improvement plans contain appropriate actions for school staff and have quantifiable targets that allow leaders to measure the school's successes

However:

- The school's leadership does not always oversee important areas of the school's work strongly enough and leaders do not always challenge identified shortcomings robustly
- Leaders have not ensured the accuracy of pupil assessments
- Governors lack accurate, first-hand information about the progress the school is making and therefore find it difficult to challenge leaders effectively
- School leaders do not always follow up identified shortcomings quickly or comprehensively
- The pupil deprivation grant is not targeted well to improve outcomes for all pupils eligible for free school meals

## Recommendations

R1 Improve standards in mathematical development and reading in the Foundation Phase, and in writing across the school

R2 Improve pupils' Welsh language skills

R3 Develop accurate teacher assessment and pupil tracking systems

R4 Strengthen monitoring activities and address identified shortcomings robustly

R5 Ensure that the pupil deprivation grant is effective in meeting the needs of all eligible pupils

### 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 begin school with literacy and numeracy skills that are appropriate to or below those expected for their age. As they progress through the school, a minority of pupils do not make strong enough progress.

By the end of the Foundation Phase, many pupils listen well and speak confidently. At the end of key stage 2, most pupils have satisfactory speaking and listening skills. They talk politely with adults and each other, listening to others suitably, asking questions and responding to others' viewpoints. However, a minority of older pupils do not have a wide enough vocabulary.

In the Foundation Phase, a majority of pupils read suitably well, at a level expected for their age. However, a minority do not read at a high enough level and have few skills beyond simple phonics to help them read and understand new words. By the end of key stage 2, most pupils have effective reading skills. They understand well many of the devices that authors use to create meaning, such as using similes to describe events and characters. Many older pupils use higher-order reading skills effectively, such as skimming and scanning documents, to obtain evidence from written texts.

By the end of the Foundation Phase, a majority of pupils write satisfactorily in a range of styles, such as letters and recounts. However too many are not able to write independently at a good enough level. In key stage 2, many pupils demonstrate adequate writing skills. By the end of Year 6, many pupils write confidently in a suitable range of styles, such as letters, descriptions and explanations, for example when explaining to others why trolls are dangerous. A few more able pupils write well, use interesting adjectives and more advanced structures, such as rhetorical questions, to convey meaning. However, across the school, too many pupils use a narrow vocabulary and limited range of punctuation accurately. A significant minority of pupils have weak spelling and handwriting skills. Too many pupils do not apply their writing skills at a high enough level across the curriculum.

At the end of the Foundation Phase, many pupils have sound number skills. They add and subtract numbers efficiently and use different combinations of money well to pay for items in a shop. However, overall their skills in this area are underdeveloped. For example, they are not able to recall and use simple multiplication tables effectively or extract and interpret information from simple charts and diagrams and draw appropriate conclusions well enough. By the end of key stage 2, many pupils have effective number skills. They calculate the percentage of quantities accurately, and multiply and divide using decimals and calculate areas of shapes well. They determine the mean, median mode and range of a set off numbers successfully, for example when evaluating temperatures in different cities in the United Kingdom. Many older pupils apply their numeracy skills suitably in other subjects, such as science.

By the end of the Foundation Phase, most pupils understand a limited range of simple Welsh phrases and words, such as those related to the weather and to different colours. However, they use only a very few common sentence patterns successfully, such as asking where someone lives. In key stage 2, many pupils still answer and ask only a narrow range of questions confidently. Across the school, most pupils read simple texts with suitable understanding. However, most pupils' ability to write independently in Welsh is limited.

Many pupils in key stage 2 demonstrate effective problem-solving and thinking skills, for example when solving problems in mathematics. Most pupils with additional learning needs make effective progress towards achieving their individual targets.

At the end of the Foundation Phase, over the last four years, pupils' performance at the expected outcome in literacy has placed the school mostly in the higher 50% when compared with similar schools. Over a similar period, performance in mathematical development, at the expected outcome, shows a declining trend and the school has remained in the lower 50% for the last two years. At the higher than expected outcome there is no overall pattern in pupils' performance in literacy or mathematical development when compared with that of similar schools.

At the end of key stage 2, pupils' performance at the expected and higher levels in English, mathematics and science has placed the school generally in the higher 50% or top 25% of similar schools over the last four years. However, in both key stages, teachers' assessment of pupils' attainment is not always accurate, and in too many cases overgenerous.

In both key stages, pupils eligible for free school meals generally perform less well than other pupils.

### **Wellbeing: Good**

Nearly all pupils demonstrate a secure understanding of healthy eating and drinking and the importance of physical exercise. They feel secure in school and understand well how to stay safe online. All pupils know to whom they would turn should a problem arise.

Nearly all pupils behave well and move in an orderly manner around the school. They are polite, courteous and respectful to each other and adults. Most pupils demonstrate positive attitudes to learning and feel valued and supported in school. They sustain concentration in class appropriately and participate with enthusiasm in most lessons.

Members of the school council, eco-committee and other groups, including the school's 'Cryw Cymraeg', are involved actively in making decisions and taking responsibility around the school. For example, the school council worked proactively and effectively with school leaders to develop the outdoor classroom, which provides a worthwhile learning environment for pupils.

Attendance is generally good. In most years, attendance rates place the school in the higher 50% or top 25% when compared with similar schools. There is no difference between the attendance of pupils eligible for free school meals and that of other pupils.

Pupils understand well the importance of their role in the community and particularly the part they play in the life of the church. They participate actively in community events, for example through participation in church services. These links help to improve pupils' social and communication skills and help them to prepare well for life outside of school.

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

The school has well developed long-term planning that allows for the systematic teaching of all areas of learning and subject areas across the curriculum progressively. However, leaders have introduced a few of these recently and they have yet to have a strong impact on pupils' learning. A minority of teachers do not implement long-term plans consistently or well enough. As a result, the school does not offer a broad and balanced curriculum for all of its pupils consistently. There is a wide range of extra-curricular and enrichment activities. These enhance the curriculum and participation levels are high with different pupil groups attending.

There is effective short and medium-term planning to support the development of pupils' wider skills, including literacy, numeracy, information and communication technology (ICT) and Welsh. However, not all teachers provide consistent learning experiences that allow pupils to develop these skills effectively, for example to develop successful enough writing or ICT skills

The planning for developing pupils' Welsh language skills is suitable. However, a minority of teachers do not implement this consistently or at a high enough level. As a result, many pupils do not develop their Welsh skills successfully enough. Teachers exploit worthwhile opportunities within the curriculum for pupils to learn about the culture and history of Wales, for example through the school's annual school Eisteddfod, trips to cultural centres and the study of Welsh artists. As a result, most pupils' understanding of their Welsh heritage is developing well.

Pupils benefit from effective opportunities to learn about sustainability. For example, they recycle and grow vegetables and flowers in the school's greenhouses. The curriculum offers pupils suitable opportunities to learn about their place as global citizens. As a result, many pupils show an appropriate awareness and understanding of their place in the wider world.

**Teaching: Adequate**

All adults have strong and successful working relationships with pupils and this contributes well to pupils' enjoyment of school life. Many teachers plan engaging lessons and use a range of interesting resources that encourage the participation of most pupils effectively. For example, they theme lessons around interesting characters in popular literature. In many classes, teachers use effective questioning techniques to help pupils develop and explain their thinking. As a result, in these classes, teachers ensure that learning progresses at a good pace. However, in a minority of classes, teachers' expectations of what pupils can achieve are not high enough and they do not plan learning to ensure that they challenged all pupils at a suitable level. Learning support staff make valuable contributions in most classes, but they do not always act as good learning models for the Welsh language.

Nearly all teachers mark pupils' work suitably, recognising when pupils meet their learning objectives. However, in general, written feedback does not focus well enough on helping pupils improve their learning. Throughout the school, pupils have satisfactory opportunities to assess their own and others' learning.

All teachers use computer based tracking systems to record pupils' progress as they move through the school. However, too many of the recorded levels are inaccurate. This means that the school does not have a clear picture of the progress that pupils make. In addition, a few teacher assessments at the end of the Foundation Phase and key stage 2 are overgenerous and do not match well enough with the standards of pupils' work.

The school's annual reports to parents meet requirements and provide parents with useful information about their children's time at school.

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

The school functions as a well-ordered and caring community with clearly understood expectations. It promotes effectively the benefits of healthy living, including the importance of exercise. The school makes appropriate arrangements for promoting healthy eating and drinking. Provision for spiritual, moral, social and cultural development is strong and this is evident in all aspects of school life. For example, pupils participate actively in services in the local church and this furthers their understanding of spirituality well.

Staff liaise effectively with specialist agencies to support individual pupils. For example, they work closely with a local outreach service and hearing and visual support services. These links benefit individual pupils greatly.

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

The provision for pupils with additional learning needs is comprehensive. Nearly all teachers identify pupils requiring support effectively and leaders ensure that these pupils benefit from appropriate intervention strategies. Teachers prepare and implement individual education plans well and these support targeted pupils' learning effectively. As a result, effective intervention programmes, taught by skilled teaching assistants, have a positive effect on pupils' learning and enable most to achieve their targets. Staff inform parents well about their child's progress through regular consultations and this is strengthening home-school links.

### **Learning environment: Good**

The school is a happy and caring environment, with a strong inclusive ethos. All pupils have equal access to all areas of the curriculum. All staff treat every pupil equally, regardless of background or ability. For example, staff help pupils who need extra support to attend after school clubs. All adults at the school place a strong emphasis on recognising, respecting and celebrating diversity and different faiths.

In general, the school's learning resources are of good quality. However, provision for ICT is limited. Displays celebrate pupils' achievements effectively. For example, the 'Spotlight' exhibiting area gives pupils a sense of ownership and pride in their achievements. Staff use the external space efficiently and leaders ensure that the outdoor environment for the Foundation Phase is resourced suitably. Staff maintain the accommodation and grounds well and the school offers a safe and secure environment for all pupils.

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

The headteacher and leadership team work diligently to ensure that all pupils are cared for effectively whatever their background or ability. They share this inclusive vision well with all staff and the wider school community.

The senior leadership team share roles within the school appropriately. In a few areas, they monitor the work of the school to bring about improvements. For example, at the beginning of this year, leaders introduced a programme of performance management, observations and training for support staff. As a result, nearly all pupils who receive extra help from support staff with their literacy or numeracy skills make good progress. Regular staff and leadership team meetings focus on agreed improvement priorities. However, leaders do not always oversee important areas of the school's work strongly enough and they do not challenge shortcomings robustly. For example, leaders have not ensured that pupils access a sufficiently broad and balanced curriculum in all classes. As a result, a majority of pupils lack sufficient opportunities to develop skills and knowledge in important curriculum areas, such as ICT. Leaders have also not ensured that the assessment of the standards that pupils achieve is accurate.

Governors are supportive of the school's leadership, know the school community well and perform their statutory duties efficiently. However, governors do not always have accurate or first-hand information about the progress that pupils are making and this makes it difficult for them to challenge leaders effectively. In general, leaders pay suitable attention to local and national priorities, for example by developing outdoor provision in the Foundation Phase appropriately. However, they do not always target resources aimed at tackling underperformance due to poverty robustly enough.

### **Improving quality: Adequate**

The school uses a suitable range of evidence to help it evaluate its successes and areas that need improvement. This includes regular monitoring of pupils' books and observations of teaching by teams of senior leaders. Leaders supplement self-evaluation information suitably with useful reports from staff who oversee major subject areas. However, a minority of cases, judgements are overgenerous and do not identify shortcomings in teaching and pupils' standards robustly, for example the weak standards in Welsh across the school.

The school development plan identifies appropriate areas for improvement. It contains actions for staff and has quantifiable targets that allow leaders to measure

the school's successes. Staff understand the priorities for improvement well. As a result, the school has achieved improvements in provision, such as the development of the outdoor learning area, and in a few cases improvements in standards, such as in reducing the attainment gap between boys and girls. However, in important areas, leaders have not followed up identified shortcomings. For example, standards of writing across the school remain weak and the quality of pupils' presentation varies from class to class despite the fact that self-evaluation work identified these as shortcomings on a number of occasions over recent years. Despite improvements in outcomes for pupils who are eligible for free school meals, their performance still lags behind that of other pupils.

### **Partnership working: Good**

The school has strong working relationships with parents, which support pupils' wellbeing effectively. Parents receive good quality information about school events and learning activities that their children undertake. In the past year, leaders have further strengthened partnerships with parents through a series of workshops and events where parents found out more about how to help their child at home through experiencing a session in school. As a result, parents are comfortable approaching the school with suggestions or problems.

A wide range of effective partnerships has a positive effect on pupils' awareness of their place in the community and their life skills. For example, local businesses provide placements that help older pupils develop their confidence and improve their understanding of the world of work. Similarly, pupils have good opportunities to develop organisational and oracy skills through their close and supportive partnership with St Mary's Church.

The school collaborates well with other schools locally and with the local authority. For example, the school is working with the local authority to develop a child-centred approach to reviewing the progress of pupils with statements of special educational needs. This has improved parents' collaboration with the process measurably.

Effective links with local secondary schools help nearly all pupils to transfer smoothly to the next stage of their education.

### **Resource management: Adequate**

The school is a supportive learning community where all staff are eager to share their knowledge and ideas. School leaders manage all staff appropriately. There are a sufficient number of suitably qualified and experienced teachers and support staff to teach the curriculum satisfactorily. School leaders provide suitable training opportunities for staff and link this well to whole school priorities and performance management targets. For example, targeted training for learning support assistants impacts positively on pupils undertaking intervention strategies.

The headteacher and governing body manage the budget well and link spending efficiently to the priorities in the school improvement plan and the needs of their pupils. Leaders ensure that pupils have suitable access to most of the resources they need. However, resources to teach ICT and develop this skill across the

curriculum are not strong. The school uses most of its pupil deprivation grant to provide additional programmes for pupils who need support to develop their literacy and numeracy skills. This programme has been mostly effective and a majority of pupils who are eligible for free school meals benefit from this support. However, the school has not ensured that all pupils who are eligible for free school meals, including those who are more able, are similarly supported to reach their full potential.

Taking account of the standards achieved by pupils, the school offers adequate value for money overall.

## Appendix 1: Commentary on performance data

### 6773308 - ST MARY'S ROMAN CATHOLIC

Number of pupils on roll	231
Pupils eligible for free school meals (FSM) - 3 year average	37.9
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	30	30	26	30
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	73.3	83.3	76.9	80.0
Benchmark quartile	2	1	3	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	30	30	26	30
Achieving outcome 5+ (%)	80.0	83.3	76.9	86.7
Benchmark quartile	2	2	3	2
Achieving outcome 6+ (%)	16.7	20.0	34.6	26.7
Benchmark quartile	3	3	1	2
<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	30	30	26	30
Achieving outcome 5+ (%)	80.0	86.7	80.8	80.0
Benchmark quartile	2	2	3	3
Achieving outcome 6+ (%)	23.3	16.7	11.5	33.3
Benchmark quartile	2	3	4	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	30	30	26	30
Achieving outcome 5+ (%)	86.7	96.7	92.3	93.3
Benchmark quartile	3	1	2	2
Achieving outcome 6+ (%)	30.0	50.0	42.3	23.3
Benchmark quartile	2	1	2	4

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.

**6773308 - ST MARY'S ROMAN CATHOLIC**

Number of pupils on roll 231  
 Pupils eligible for free school meals (FSM) - 3 year average 37.9  
 FSM band 5 (32%<FSM)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	21	18	20	29
<b>Achieving the core subject indicator (CSI) (%)</b>	85.7	83.3	90.0	86.2
Benchmark quartile	1	2	1	2
<b>English</b>				
Number of pupils in cohort	21	18	20	29
Achieving level 4+ (%)	85.7	83.3	90.0	89.7
Benchmark quartile	1	2	1	1
Achieving level 5+ (%)	28.6	38.9	30.0	31.0
Benchmark quartile	2	1	2	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	21	18	20	29
Achieving level 4+ (%)	85.7	83.3	90.0	89.7
Benchmark quartile	1	2	1	2
Achieving level 5+ (%)	23.8	33.3	30.0	27.6
Benchmark quartile	2	1	2	3
<b>Science</b>				
Number of pupils in cohort	21	18	20	29
Achieving level 4+ (%)	85.7	83.3	90.0	89.7
Benchmark quartile	2	2	2	2
Achieving level 5+ (%)	33.3	38.9	35.0	31.0
Benchmark quartile	1	1	2	2

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	105		104 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	105		102 97%	3 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	105		104 99%	1 1%	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	104		103 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	105		104 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	105		100 95%	5 5%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	105		105 100%	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.	105		103 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	105		97 92%	8 8%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	105		105 100%	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.	105		88 84%	17 16%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	105		100 95%	5 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	36	31 86%	4 11%	0 0%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	36	30 83%	6 17%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	34	30 88%	4 12%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	34	26 76%	7 21%	1 3%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	32	20 62%	12 38%	0 0%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	34	24 71%	10 29%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	34	26 76%	7 21%	0 0%	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.	29	18 62%	10 34%	0 0%	1 3%	5	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.	32	24 75%	8 25%	0 0%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	19 63%	11 37%	0 0%	0 0%	4	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.	35	26 74%	9 26%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	32	27 84%	5 16%	0 0%	0 0%	3	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.	35	23 66%	9 26%	2 6%	1 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	36	31 86%	5 14%	0 0%	0 0%	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	22 67%	10 30%	0 0%	1 3%	3	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.	32	21 66%	11 34%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	19 70%	8 30%	0 0%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	34	26 76%	8 24%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	35	28 80%	7 20%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

### Appendix 3

#### The inspection team

Andrew Thorne	Reporting Inspector
Nicola Davies	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Kevin Phelps	Peer Inspector
Tim Baxter	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.