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 Catholic Primary School
Milford Road
Newtown
Powys
SY16 2EH**

Date of inspection: March 2017

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: 12/05/2017

Context

St Mary's Catholic Primary School is a voluntary aided school near the centre of Newtown in Powys. The school draws its pupils from both the town and surrounding rural area.

There are 112 pupils on roll, including 10 in the full-time nursery class. The school has one single-age class and four mixed-age classes. About 16% of pupils are eligible for free school meals, which is just below the national average (19%). The school identifies around 22% of pupils as having additional learning needs, which is also just below the national average (25%). No pupil has a statement of special education needs. The majority of the pupils are of white British ethnicity. Around 28% of pupils receive support for English as an additional language. Very few pupils speak Welsh at home.

The headteacher was appointed in January 2004 and the last inspection was in November 2011.

The individual school budget per pupil for St Mary`s Catholic Primary School in 2016-2017 means that the budget is £3,249 per pupil.  The maximum per pupil in the primary schools in Powys is £5,561 and the minimum is £2,960. St Mary`s Catholic Primary School is 68th out of the 83 primary schools in Powys 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**:**

- Most pupils, including those with additional learning needs and English as an additional language, make good progress as they move through the school
- Most pupils achieve good standards in literacy, numeracy and information and communication technology (ICT) and use these well in other areas of learning
- Pupils' attitudes to learning are a strong feature and the behaviour of most pupils is very good
- The quality of teaching is consistently good and there are very positive working relationships between pupils and adults in all classes
- The school provides a broad range of interesting learning experiences
- Pupils receive effective support and guidance from staff

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has established a clear vision for the school based on continuous improvement and shared values
- The governing body is supportive of the school and most governors are developing their knowledge and understanding of the school's performance well
- There are clear and effective procedures for self-evaluation that enable members of staff and the governing body to gain an accurate understanding of the school's strengths and areas for development
- The school has a good record in bringing about improvement such as improving pupils' extended writing skills in key stage 2
- The school works well with a range of partners to improve pupils' outcomes and wellbeing
- The headteacher and governing body manage the school budget efficiently

Recommendations

R1   Improve standards achieved by more able pupils across the school

R2   Continue to improve standards in Welsh as a second language across the school

R3   Provide regular opportunities for pupils in the Foundation Phase and in key stage 2 to make independent choices about what and how they learn in classrooms and outdoors

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

About half the pupils enter the school with skill levels that are lower than expected for their age. Most pupils, including those with additional learning needs and those who have English as a second language, make sound progress from their starting points as they move through the school and achieve expected standards. In their lessons, and when discussing their work, most pupils recall previous learning well and show a good knowledge and understanding of what they have learnt.

Throughout the school, nearly all pupils listen very well and sustain their level of concentration, often for extended periods. By the time they reach Year 2, many pupils speak clearly to adults and in front of the class. By the end of key stage 2, nearly all pupils are articulate and speak confidently, for example when discussing the story of Prince Llewellyn and Gelert. Pupils who have English as an additional language speak with growing confidence.

Most pupils in the Foundation Phase develop their reading skills well. They apply phonic knowledge effectively and develop a range of suitable strategies that enable them to enjoy reading and to develop positive attitudes as readers. By the end of key stage 2, most pupils read confidently, fluently and with good comprehension. Most pupils develop a clear understanding of the difference between fact and fiction. More able pupils use good expression when reading aloud. Nearly all pupils use their skills well when researching information in books or on the internet.

Nearly all pupils make good progress in their writing skills in the Foundation Phase. Many produce short pieces of independent writing with reasonable accuracy. They write for different purposes using different genres, such as retelling 'The Little Red Hen'. As they move into key stage 2, most pupils continue to make good progress. They frequently write for a range of purposes, such as when making the diary of a Victorian child or presenting a balanced argument about the impact of the internet. Most pupils spell in line with their ability. Most use punctuation accurately and choose words carefully to add impact to their writing. Most pupils apply their writing skills across the curriculum well, particularly in their topic and science work. Nearly all pupils present their work very neatly.

In the Foundation Phase, most pupils make good progress in their numeracy skills. They count and measure effectively and solve simple everyday problems. Nursery children quickly find and count buried objects in their treasure hunt as pirates. By Year 2, most pupils record, compare and understand information in graphs, diagrams and basic tables well. However, a few more able pupils do not achieve as well as they should in mathematical development.

In key stage 2, most pupils' numeracy skills are secure and they apply these accurately across the curriculum; particularly in science, for instance, when reading temperatures or preparing spreadsheets. Most pupils use their knowledge of place

value to multiply and divide whole numbers and decimals accurately. They use mathematical language correctly, for example when describing shapes and measures. Most Year 6 pupils are confident when working with fractions, decimals and percentages. However, a few more able pupils in key stage 2 do not achieve as well as they should in English and mathematics.

Most pupils across the school use ICT with confidence and for a range of purposes. In the Foundation Phase, most pupils use tablets effectively to take pictures. Many use publisher programs confidently to create simple venn diagrams, for example to sort shapes. By the end of Year 2, most pupils create and interpret databases and bar graphs linked to eye colour and birthdays. Most use a variety of programs confidently to draw pictograms, block graphs and bar charts to help their numeracy and literacy skills. Most pupils use modelling programmes accurately, for example by following instructions from a partner to direct a programmable toy.

In key stage 2, nearly all pupils communicate information clearly on screen and present their work in a variety of ways to suit the audience. In Years 4 and 5, most pupils interrogate data effectively, for example to calculate the cost of packed lunches. By Year 6, many pupils use coding confidently. Most pupils use the internet effectively to research topics and enhance their literacy skills, for example writing imaginative diaries of life in the Victorian workhouse. Pupils' understanding of the importance of e-safety is secure throughout the school.

Most pupils across the school make appropriate progress in developing their Welsh language skills. Most respond positively to instructions and display a good understanding of Welsh used by staff. The majority of pupils are beginning to use Welsh in their work in other subjects and in less formal situations at school. However, in the Foundation Phase and in key stage 2, most pupils' reading and writing skills are relatively weak and at an early stage of development.

At the end of the Foundation Phase over the last four years, pupils' performance in literacy and mathematical development at the expected outcome has regularly placed the school in the lower 50% or bottom 25%. Performance at the higher outcome has regularly placed the school in the lower 50% for literacy, but in the higher 50% or top 25% for mathematical development.

Over the same period, pupil performance at the expected level 4 at the end of key stage 2 has tended to place the school in the lower 50% or bottom 25% for English, but the top 25% for mathematics. Performance in science has varied greatly from year to year. Performance at the higher level 5 has tended to place the school in the lower 50% or bottom 25% in all core subjects.

In the Foundation Phase and key stage 2, over the past four years, boys and girls as a group have tended to do as well as each other, and pupils' eligible for free school meals have generally done as well as other pupils.

Wellbeing: Good

Pupils' attitudes to learning are a very strong feature of the school and contribute successfully to their good progress and achievement. In lessons, nearly all pupils demonstrate high levels of interest and co-operate with each other well. Most pupils sustain concentration for long periods. The behaviour of nearly all pupils around the school is exemplary and they are courteous and polite to each other and visitors.

Most pupils develop effective learning skills as they progress through the school. By the end of key stage 2, they have a secure understanding of how well they are doing and what they need to do to improve their work.

Many pupils have a positive impact on the quality of school life. The food and fitness committee makes pupils more aware of how to keep safe and healthy. For example, they monitor the standard of hygiene around the school well. The school council is enthusiastic and plays an active role in the life of the school; for example they monitor attendance and organise fundraising activities for charities, such as Children in Need.

Nearly all pupils feel safe in school and understand how to use the internet safely. They have a secure understanding of the importance of a healthy lifestyle and can describe the benefits of eating a balanced diet, drinking enough water and taking exercise.

Many pupils take an active role in community activities and take pride in the opportunity to participate in local events, such as the town carnival. This helps pupils to gain a greater awareness of what goes on in their community.

Over the last two years, attendance rates have placed the school in the higher 50% of similar schools. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Adequate

The curriculum meets the requirements of the Foundation Phase and the National Curriculum well. Staff work together effectively to plan a variety of interesting learning experiences that engage nearly all pupils' interest successfully. Good examples include work about the adventures of pirates, Welsh legends and life in Victorian workhouses. However, there are limited opportunities indoors and outdoors for pupils in the Foundation Phase and in key stage 2 to make independent choices about what and how they learn.

The school plans well for the development of pupils' literacy, numeracy and ICT skills. The focus on improving pupils' writing skills has had a positive impact on standards. For example, most pupils in key stage 2 now produce extended pieces of writing to a good standard and have a strong understanding of the features of different forms of writing.

The school enriches pupils' learning experiences successfully by arranging visits to the local library, food festivals, museum, Conwy castle and a residential centre. However, opportunities for pupils to participate in extra-curricular activities after school are very limited.

There is appropriate planning to develop the Welsh language. By creating a positive ethos and through regular promotion of the Welsh language by all staff, the provision engages most pupils' interest and enthusiasm. Teachers use Welsh phrases regularly and purposefully in lessons, class displays and around the school.

However, the provision does not ensure that pupils' reading and writing skills develop as well as they could as they move through the school. The school promotes pupils' understanding of the culture and heritage of Wales effectively with regular opportunities to learn about their town and the capital city of Wales.

The school provides an appropriate range of opportunities for pupils to learn about sustainability and global issues, for example through assemblies, charity raising events and class topics.

Teaching: Good

There are effective working relationships between adults and pupils, which foster a successful learning environment. Teachers have a secure knowledge of the areas of learning and the subjects they teach and use a suitable range of methods to stimulate the interest of pupils. They link their lessons well with pupils' previous learning. They plan interesting activities that encourage pupils to participate and to work hard in groups and on their own.

Teachers set clear learning objectives for their lessons and share these well with pupils to provide a clear purpose to the learning that takes place. They sequence activities well to ensure pupils' learning proceeds at an appropriate pace. They ask purposeful questions to consolidate and extend pupils' understanding.

Teachers provide useful oral feedback during lessons. They mark pupils' work effectively, providing pupils with a good balance of positive feedback and comments that help pupils know how to improve their work. Effective procedures are in place to provide opportunities for pupils to evaluate their own work and the work of others.

The school has effective procedures to track pupils' progress, which include the use of standardised tests, teacher assessment and the scrutiny of pupils' work. Teachers use the information appropriately to set specific targets and suitable tasks for most pupils so that they are able to move on to the next stage in their learning.

The school keeps parents well informed about their child's progress. Annual reports to parents are detailed and of good quality.

Care, support and guidance: Good

The school places a strong emphasis on developing pupils' health and wellbeing. There are appropriate arrangements for promoting healthy eating and drinking and for ensuring that pupils understand how to be safe. The pupils' food and fitness council is active in encouraging pupils to take positive steps to improve their standard of health.

Provision to promote pupils' spiritual, moral, social and cultural development is successful through assemblies and curricular activities. There are good opportunities for pupils to take on responsibility and to develop a clear understanding of living and working together in a community. There are purposeful opportunities for pupils to reflect on their values and beliefs, such as how to be a good friend to others. This underpins the way nearly all pupils treat other pupils with respect.

The school has a purposeful range of initiatives in place to encourage good attendance. These have resulted in improved attendance over the last two years.

Staff identify pupils with additional learning needs at an early stage. They offer effective support through intervention groups with a specific focus on improving literacy and numeracy skills. Pupils' individual education plans include clear and achievable targets. The school provides appropriate support for pupils for whom English is an additional language and, as a result, they make sound progress.

There is close co-operation between the school and specialist services, such as the speech and language and counseling services. The school uses their advice and support for individual pupils with additional needs to provide guidance for pupils and parents of good quality.

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

Learning environment: Good

The school is a happy and caring community, where staff treat pupils fairly and with respect. It is an inclusive and welcoming community, in which nearly all pupils feel safe and happy. The school promotes successfully a strong sense of responsibility from older pupils towards younger pupils. Staff teach pupils purposefully about respect for diversity through a varied range of work, including studying life in other countries, such as Uganda.

The school is in an attractive setting next to the town park. The buildings and grounds are well maintained, safe and secure. The school's accommodation meets the needs of its pupils well. There is sufficient space within classrooms and around the school to deliver all aspects of the curriculum. There are resources of good quality in all areas that support teaching and learning effectively. These include an appropriate selection of books and ICT resources. Displays around the school celebrate pupils' achievements well and contribute considerably to a welcoming learning environment. Staff have developed outdoor learning areas creatively, but not all teachers make full use of these to stimulate and to support the development of pupils' literacy, numeracy, social and problem-solving skills.

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

Leadership: Good

The headteacher offers effective and purposeful leadership to the school, with a clear vision and high expectations. She shares these successfully with staff, parents, pupils and governors. She is supported well by members of staff, who share the same values with regard to pupils' education and wellbeing. They work together effectively as a team and carry out their subject responsibilities competently. This has led to good standards throughout the school.

Staff meetings are conducted regularly and focus clearly on priorities for improvement. Each member of staff keeps detailed notes of meetings to ensure that

they understand their roles and responsibilities in fulfilling the school's priorities. The focus on raising standards, through robust evaluation systems, ensures that the school's performance is challenged regularly by members of staff and governors.

Rigorous performance management arrangements contribute to improvements in teaching and learning, and offer effective opportunities to promote the staff's professional development. A good example of this is the way in which teachers give pupils regular opportunities, to evaluate their own work and that of others.

The school responds well to national and local priorities and ensures that there is a clear focus on developing pupils' skills in literacy, numeracy, and ICT. Assessment for learning is a strong feature and has resulted in pupils having a very clear understanding of how well they are doing.

The governing body is supportive of the school and most governors are developing their knowledge and understanding of the school's performance well. Many have undergone appropriate training and have developed their skills and confidence to challenge the school and to hold it to account for the standards pupils achieve.

Improving quality: Good

There are clear and effective procedures for self-evaluation. The self-evaluation report is clear and identifies appropriate priorities well, all of which focus appropriately on standards and pupils' wellbeing. It draws on a suitable range of first-hand evidence, including classroom observations, analysis of performance data, the monitoring of provision and scrutiny of pupils' work. The outcomes of these activities determine the main priorities in the school development plan well.

The school draws successfully on the views of parents and pupils. The views of pupils through the work of the 'Criw Cymraeg' has highlighted areas for development in order to improve standards in Welsh, and includes the use of Welsh outside the classroom and improved standards of reading.

The school development plan focuses well on raising standards and improving provision for pupils. It includes an appropriate range of relevant steps and identifies members of staff who are responsible for achieving them. It includes challenging success criteria and specific timescales for completing tasks. The school monitors the progress of the school development plan effectively.

The school has a good track record in taking forward improvements to its provision. For example, it has implemented effective support programmes for pupils who have additional learning needs, including those who are new to the English language. As a result, most make good progress, particularly in language, mathematics and in their personal and social development. Recent actions to improve pupils' writing in key stage 2 have been successful.

Partnership working: Good

The school works well with a range of partners to improve pupils' outcomes and to support their wellbeing. Effective systems are in place to develop links with parents, for example through the 'meet and greet' meeting at the start of the school year.

There are purposeful termly forums where parents receive a presentation on the progress the school makes against its priorities along with an opportunity to raise any issues they wish to discuss.

Links with the local community are well established and beneficial. For example, nursery pupils visit the local library regularly to develop their interest in reading. The school enters a float in the annual town carnival each year. Strong links exist between the school and a local residential home where pupils visit and sing to residents. This helps to broaden pupils' experiences and provides worthwhile opportunities for them to develop their social and life skills.

The school works closely with other local schools to standardise and to moderate pupils' work. As a result, teachers' assessments of pupils work are accurate and reliable.

The school has effective arrangements for the transfer of pupils' information from local playgroups. This provides staff with a good understanding of the needs and interests of pupils who settle quickly into their new school. Well-established transition arrangements with the local secondary school ensure pupils are confident to move on to the next stage in their education.

Resource management: Good

There are enough experienced teaching and support staff to cover all aspects of the school's work. The supportive contribution of teaching assistants is one of the school's strengths. They offer valuable support to teachers and help to improve pupils' attainment, particularly the literacy and numeracy skills of pupils with additional learning needs.

All staff access relevant programmes of continuing professional development, linked to their identified needs and whole-school targets. This has a positive impact on standards and provision, particularly in improving pupils' writing skills across the curriculum. A few teachers have worked effectively with other schools, for example in evaluating skills across the curriculum. Each teacher has appropriate planning, preparation and assessment time each week.

The school manages and monitors its finances well and makes good use of its delegated budget and other grants. Governors ensure that school improvement priorities receive appropriate funds. The school makes effective use of the Pupil Deprivation Grant to fund additional staff that provide a wide range of targeted intervention programmes to improve the reading and numeracy skills of pupils eligible for free school meals.

In view of the standards achieved by pupils and the overall quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6663320 - ST MARY`S R.C. (A) SCHOOL

Number of pupils on roll	110
Pupils eligible for free school meals (FSM) - 3 year average	12.3
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	19	16	17	19
Achieving the Foundation Phase indicator (FPI) (%)	84.2	87.5	88.2	89.5
Benchmark quartile	3	3	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	19	16	17	19
Achieving outcome 5+ (%)	84.2	87.5	88.2	89.5
Benchmark quartile	4	3	4	3
Achieving outcome 6+ (%)	26.3	50.0	35.3	15.8
Benchmark quartile	3	1	3	4
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	19	16	17	19
Achieving outcome 5+ (%)	89.5	87.5	88.2	89.5
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	42.1	43.8	41.2	21.1
Benchmark quartile	1	1	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	19	16	17	19
Achieving outcome 5+ (%)	89.5	87.5	100.0	89.5
Benchmark quartile	4	4	1	4
Achieving outcome 6+ (%)	68.4	50.0	58.8	63.2
Benchmark quartile	1	3	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.

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Number of pupils on roll	110
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Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	10	16	15	14
Achieving the core subject indicator (CSI) (%)	80.0	93.8	93.3	92.9
Benchmark quartile	4	2	2	3
English				
Number of pupils in cohort	10	16	15	14
Achieving level 4+ (%)	80.0	93.8	93.3	92.9
Benchmark quartile	4	2	3	3
Achieving level 5+ (%)	30.0	43.8	40.0	35.7
Benchmark quartile	3	2	3	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	10	16	15	14
Achieving level 4+ (%)	90.0	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	30.0	37.5	40.0	42.9
Benchmark quartile	3	3	3	3
Science				
Number of pupils in cohort	10	16	15	14
Achieving level 4+ (%)	90.0	100.0	93.3	100.0
Benchmark quartile	3	1	3	1
Achieving level 5+ (%)	30.0	31.3	33.3	42.9
Benchmark quartile	3	4	4	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.

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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.	68		68	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	68		62	6		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			91%	9%		
			92%	8%		
I know who to talk to if I am worried or upset.	68		64	4		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			94%	6%		
			97%	3%		
The school teaches me how to keep healthy	68		63	5		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			93%	7%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	68		57	11		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			84%	16%		
			96%	4%		
I am doing well at school	68		64	4		Rwy'n gwneud yn dda yn yr ysgol.
			94%	6%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	68		67	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.	68		67	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.	67		53	14		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			79%	21%		
			90%	10%		
I have enough books, equipment, and computers to do my work.	67		51	16		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			76%	24%		
			95%	5%		
Other children behave well and I can get my work done.	66		50	16		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			76%	24%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	67		61	6		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			91%	9%		
			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.	14	6 / 43%	7 / 50%	1 / 7%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	14	6 / 43%	7 / 50%	1 / 7%	0 / 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	14	8 / 57%	6 / 43%	0 / 0%	0 / 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	14	6 / 43%	6 / 43%	2 / 14%	0 / 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	14	2 / 14%	11 / 79%	0 / 0%	1 / 7%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	14	7 / 50%	5 / 36%	2 / 14%	0 / 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	14	8 / 57%	5 / 36%	1 / 7%	0 / 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	14	3 / 21%	10 / 71%	0 / 0%	1 / 7%	0	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	13	5 / 38%	6 / 46%	1 / 8%	1 / 8%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	14	4 / 29%	7 / 50%	2 / 14%	1 / 7%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	14	6 / 43%	7 / 50%	1 / 7%	0 / 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	14	3 / 21%	8 / 57%	1 / 7%	1 / 7%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	14	5 / 36%	7 / 50%	1 / 7%	1 / 7%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	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.	14	6 43%	4 29%	4 29%	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.	13	2 15%	10 77%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	14	6 43%	5 36%	1 7%	1 7%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	14	3 21%	7 50%	0 0%	2 14%	2	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.	14	3 21%	8 57%	2 14%	1 7%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	14	5 36%	5 36%	2 14%	1 7%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mervyn Jones	Reporting Inspector
Russell Grigg	Team Inspector
Justine Barlow	Lay Inspector
Emma Sullivan	Peer Inspector
Barbara Legge	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.