



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

A report on

**Ysgol Mair Catholic School
St Margaret's Drive
Rhyl
Sir Ddinbych
LL18 2HY**

Date of inspection: January 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Mair Catholic Primary School is in Rhyl in the Denbighshire local authority. The school has 334 pupils aged three to eleven years on roll, including 42 who attend the nursery on a part-time basis. There are 13 classes in the school. Around 27% of pupils are eligible for free school meals. This is above the average for Wales (20%).

The school has identified about 20% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs. Around 74% of pupils are of white British ethnicity. A minority of pupils are of European, Asian, Chinese, mixed race or other heritage. Approximately 24% of pupils speak a language other than English at home. There were four fixed-term exclusions during the last year.

The last inspection of the school was in January 2009. The current headteacher has been in post since January 2002.

The individual school budget per pupil for Ysgol Mair Catholic Primary School in 2015-2016 means that the budget is £3,455 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,860 and the minimum is £2,933. Ysgol Mair is 38th out of the 46 primary schools in Denbighshire in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Adequate

Current performance

The current performance of the school is adequate because:

- Many pupils make good progress and achieve well by the end of the Foundation Phase
- Nearly all pupils that are new to the English language make good progress and achieve good standards in their learning
- By the end of key stage 2, many pupils make very good progress in developing their information and communication technology (ICT) skills
- Most pupils behave well in lessons and around the school
- Nearly all pupils feel happy and safe in school
- Most pupils' social and life skills are developing well

However:

- Many pupils make only satisfactory progress in key stage 2
- Not enough pupils make sufficient progress in developing their reading, writing and numeracy skills as they move through the school
- Pupils eligible for free school meals do not achieve as well as others
- Rates of attendance are consistently low

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher promotes a caring, inclusive community and all members of the school community have a strong sense of belonging
- In the Foundation Phase, leaders ensure good levels of collaboration amongst staff and secure good outcomes for pupils
- Subject leaders have been successful in improving standards and provision in ICT
- The school has appropriate self-evaluation processes
- The school acts on recommendations from external reviews effectively to improve provision and standards
- There are appropriate links between the school's evaluation of performance data and improvement plans
- The school works effectively in partnership with a wide range of agencies to support all pupils' learning and wellbeing

However:

- Arrangements for self-evaluation and school improvement planning do not focus robustly enough on improving teaching and learning
- The school's expectations of those in leadership roles are not always clear and arrangements to hold leaders to account for improving standards of teaching and learning are underdeveloped
- The school does not make effective use of the Pupil Deprivation Grant

Recommendations

R1 Improve standards of reading and writing across the school and standards of numeracy at key stage 2

R2 Improve standards of Welsh

R3 Improve pupils' attendance, punctuality and wellbeing

R4 Improve the consistency and quality of teaching and marking to ensure that pupils of all abilities make the progress they are capable of making

R5 Improve the quality of strategic leadership at all levels

R6 Ensure that self-evaluation and improvement processes focus robustly on improving the quality of teaching and learning

R7 Use the Pupil Deprivation Grant effectively to raise standards for pupils eligible for free school meals

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 skills, knowledge and understanding that are at the level expected for their age. Overall, they make good progress as they move through the Foundation Phase and satisfactory progress in key stage 2.

Most pupils have appropriate speaking and listening skills. They follow instructions well from a young age, for example when changing from one activity to another in the nursery class. Pupils in Year 2 communicate well during learning experiences, for example to explain how to use a hundred square. In key stage 2, many pupils communicate appropriately when completing tasks in pairs during lessons and in whole school assemblies in their roles as school councillors.

In the Foundation Phase, many pupils read with appropriate understanding and fluency from familiar texts. They have a suitable range of strategies to help them to read unfamiliar words. In key stage 2, most pupils read accurately. They have a sound understanding of the features of fiction and non-fiction books. A majority of pupils scan texts successfully to find specific information. However, across the school, many pupils often read books that do not challenge them sufficiently and this limits their progress.

In the Foundation Phase, many pupils present their written work appropriately. They use suitable punctuation, for example to demarcate sentences. They use vocabulary related to topics successfully. However, a majority have an insecure understanding of phonics and often spell basic words incorrectly. Overall, they do not write at length with sufficient independence for a broad enough range of purposes. By the end of key stage 2, many pupils present their work well. They have a sound understanding of the features of different styles of writing, use a suitable range of vocabulary and organise their work into paragraphs successfully. However, they develop many of these skills in Year 6 and do not make sustained progress throughout key stage 2. Generally, pupils do not apply their writing skills at a similar standard in their topic work as they do in English lessons.

Most pupils make good progress in developing their mathematical skills in the Foundation Phase. They have a sound understanding of number facts, shape, measure and data handling. They develop and apply many of these skills well during outdoor learning activities, for example when measuring the area of leaves, using squared paper and counting how many full and half squares the leaf covers. In key stage 2, many pupils make satisfactory progress in developing their mathematical skills. In a few instances, pupils apply their numeracy skills appropriately in other subjects. For example, they plot graphs accurately to compare the weather in different locations. Overall, more able pupils do not always make enough progress in developing their numeracy skills in key stage 2.

Most pupils make satisfactory progress in learning and using the Welsh language. In the Foundation Phase, they follow basic instructions successfully. In key stage 2, most pupils write for a limited range of purposes, such as to create a dialogue. Their work usually contains a suitable range of sentence patterns and vocabulary. Many read appropriately from suitable texts and respond to questions about familiar topics, such as the weather, successfully. Very few pupils use Welsh outside of lessons.

By the end of key stage 2, many pupils make very good progress in developing their ICT skills. They use these skills effectively to support their learning across the curriculum and show high levels of engagement in their work. For example, Year 6 pupils use coding successfully to write repeat instructions to create two-dimensional shapes in mathematics lessons.

By the end of the Foundation Phase, pupils' performance at the expected outcome 5 is usually good. Generally, it places the school in the top 25% for pupils' mathematical development and in the higher 50% for attainment in their literacy skills when compared with similar schools. At the higher-than-expected outcome 6, pupils' performance is more variable.

In key stage 2, pupils' performance in English and science generally fluctuates, moving the school between the higher 50% and lower 50% when compared with similar schools at both the expected level 4 and the higher level 5 over the past four years. In mathematics, pupil performance at both the expected and higher levels places the school consistently in the lower 50% of similar schools.

Across the school, there is normally little difference in the performance of boys in comparison to girls. In the Foundation Phase, recent improvements in the performance of pupils eligible for free school meals mean that there is little difference in their performance and that of other pupils at the expected outcome. However, despite steady improvement at the higher-than-expected outcome, pupils eligible for free school meals usually attain considerably less well than their peers. In key stage 2, the performance gap between pupils eligible for free school meals and other pupils is usually notable. There is a declining trend of performance for this group of pupils in English and science at the expected level over the last three years. Pupils that learn English as an additional language often make speedy progress when they join the school and achieve good standards in most areas of learning.

Wellbeing: Adequate

Nearly all pupils feel happy and safe in school. They are aware of the importance of healthy eating and of taking regular exercise. However, a minority of pupils regularly make unhealthy choices and consume fizzy drinks and sugary snacks in school. Many pupils participate in a worthwhile range of extra-curricular activities, such as disco dancing and eco club. Older pupils take on responsibilities successfully to support younger pupils in the school, for example in their role as 'playground buddies'.

The behaviour of nearly all pupils is consistently good in lessons and around the school. In most lessons, pupils concentrate well in their learning. Most pupils work co-operatively, show perseverance and tackle activities with enthusiasm. However, pupils' ability to direct or improve their own learning is in the early stages of development.

The school council plays an active part in school life and represents pupils' views appropriately. They make appropriate decisions and carry out duties that benefit all pupils. These include developing policies to promote positive behaviour and monitoring rates of pupils' attendance. Digital leaders support other children to improve their ICT skills successfully, for example to help them understand how to stay safe when using the internet. Other groups, such as the eco committee, have a positive impact on the school's work through helping others to act sustainably.

Most pupils' social and life skills are developing well. Nearly all Year 6 pupils engage in the 'World of Work' programme, which broadens pupils' understanding of a range of careers and work outside school. Nearly all pupils who attend the peer-mentoring and friendship groups have improved confidence, wellbeing and self-esteem.

Rates of pupils' attendance usually place the school in the bottom 25% when compared with similar schools across Wales. A few pupils arrive late to school regularly.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

Teachers work diligently to ensure that all pupils have access to a broad and balanced curriculum, which meets statutory requirements. The school provides a range of learning experiences that meet the needs of most pupils appropriately. However, learning activities do not consistently provide enough challenge for more able pupils. This limits the progress they make. Pupils with specific needs receive a good range of personalised programmes to help them catch up to their peers. The school offers a varied range of extra-curricular activities, which enhance pupils' learning experiences well. These include a choir and a variety of sports clubs.

Teachers provide regular opportunities for pupils to use their literacy and numeracy skills. Teachers and support staff in the Foundation Phase use the outdoor environment effectively and develop pupils' numeracy skills across the curriculum. However, across the school, teachers do not always ensure that pupils build effectively on prior learning to develop their reading, writing and numeracy skills progressively.

Provision for ICT is a strength throughout the school and, as a result, pupils often make very good progress by the end of key stage 2, for example in using coding skills.

Teachers plan appropriately for the development of pupils' Welsh language skills. Well-planned learning experiences, such as topic work about castles, the school eisteddfod and residential visits to Glan Llyn, ensure that pupils develop a suitable understanding of the culture and heritage of Wales.

The school develops pupils' understanding of sustainability issues successfully, for example through monitoring paper waste, electricity consumption and developing an understanding of the impact of climate change. Arrangements to develop pupils as global citizens are a strong feature of the school. The school takes every opportunity to celebrate diversity within the school community and wider world successfully, for example through studies of other cultures and links with a school in Ethiopia.

Teaching: Adequate

Overall, the quality of teaching is too variable across the school. Teaching in the Foundation Phase is effective in many lessons. This supports many pupils to make good progress. Teachers plan lessons creatively to develop pupils' thinking and numeracy skills regularly. Often, lessons include worthwhile use of outdoor learning areas and valuable links to real life experiences. This promotes high levels of engagement in learning. In key stage 2, most teachers have suitable subject knowledge and manage pupils' behaviour well. However, in a minority of classes, the pace of learning is too slow and teaching does not build effectively enough on prior learning experiences. Across the school, teachers do not always plan tasks well enough to match the needs of pupils of different abilities. They do not consistently provide enough challenge for more able pupils. Most teaching assistants support pupils' progress appropriately.

Teachers' use of assessment for learning strategies is in the early stages of development. In a minority of classes, teachers share learning intentions and success criteria effectively with pupils at the beginning of each lesson. This helps pupils to understand how to be successful in their work and to review their own progress at the end of lessons. In upper key stage 2, these strategies support pupils to make good progress. Nearly all teachers mark pupils' work regularly. Normally, they identify what pupils have done well and give suitable praise for effort. However, teachers do not always identify pupils' next steps for learning effectively. Processes for pupils to improve the quality of their work in response to teachers' written feedback have a limited impact.

The school monitors the progress of all pupils diligently as they move through the school. Teachers use this information appropriately to identify those who need additional support with their learning. There are satisfactory arrangements to ensure that teachers' end of key stage assessment judgements are accurate.

Parents receive useful information about their children's achievements and progress through regular parents' meetings and detailed annual reports.

Care, support and guidance: Adequate

The school is successful in providing a caring and supportive environment where pupils are respectful and free from harassment. There are many regular opportunities for pupils to engage in physical activity. This promotes their health and fitness effectively. However, arrangements for promoting healthy eating and drinking are not always appropriate or effective in influencing pupils' choices.

Learning experiences provide pupils with worthwhile opportunities to develop their spiritual, moral, social and cultural understanding. Collective worship and circle time sessions enable pupils to consider their own values and beliefs as well as the feelings and viewpoints of others. All pupils visit the local church for celebrations, particularly at Christmas, Easter and leavers' mass. The school celebrates its diverse population successfully throughout the year in events such as an international week where pupils learn about other cultures and beliefs.

The school liaises effectively with a range of services such as the police and educational psychology service to provide good quality support to pupils and their families. In particular, the school provides very good support for pupils that are new to the English language. This has resulted in improved outcomes for this group of learners. Provision for pupils with additional learning needs is effective. As a result, most pupils that require extra support to make good progress. Assessment, recording and reporting procedures meet statutory requirements with parents and pupils having appropriate involvement in setting and reviewing learning targets.

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

Learning environment: Good

The school is a caring and supportive environment that values all pupils equally. The school's commitment to celebrating the diversity of all pupils is a prominent feature of its work. As a result, a culture of mutual care, tolerance and respect permeates the school.

The school has ample space for the number of pupils on roll. Classrooms are large and maintained well, and they provide a good learning environment for all pupils. Staff make effective use of additional spaces such as the prayer room and a room for pupils learning English to enhance curriculum provision and to strengthen the school's inclusive ethos. A range of good quality learning resources matches pupils' needs and interests appropriately. Displays around the school celebrate pupils' achievements and support learning successfully. The outside facilities at the school are extensive with useful fenced off areas that support effective outdoor learning in the Foundation Phase.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

The headteacher promotes a caring, inclusive community for the school based on its strong Christian ethos. He shares this successfully with all pupils, staff, governors and parents. As a result, all members of the school community have a strong sense of belonging.

The school has a suitable leadership structure. Leaders work conscientiously to carry out their responsibilities. However, the school's expectations of those in leadership roles are not always clear and arrangements to hold leaders to account for improving standards of teaching and learning are underdeveloped. There are pockets of effective leadership in the school. In the Foundation Phase, leaders ensure good levels of collaboration amongst staff and encourage a culture of reflective practice, for example by visiting other successful schools to observe practice. This has helped the school to address the national priority of implementing of the Foundation Phase successfully. Subject leaders have been successful in improving standards and provision in ICT. They have improved the quality of provision for Welsh and used the Literacy and Numeracy Framework to plan for developing pupils' literacy and numeracy skills across the curriculum appropriately.

However, these initiatives have not yet had enough impact on the standards that pupils achieve. Leaders monitor how well pupils eligible for free school meals are performing, but do not work strategically to improve performance for this group of pupils.

There are appropriate systems for the performance management of all staff. However, performance targets do not always focus robustly on improving teaching or outcomes for pupils.

The governing body is supportive and knows the school community well. Governors meet regularly and receive appropriate information about the school through senior leaders' reports and through visits to school to look at pupils' work and to observe lessons. As a result, their role in self-evaluation is developing appropriately. They have a satisfactory understanding of the school's performance in comparison to that of other schools. Overall, the governing body provides appropriate levels of support and challenge to the school.

Improving quality: Adequate

The school has appropriate self-evaluation processes. However, evaluation processes tend to focus more on what the school provides than on improving quality. Senior leaders analyse a wide range of data comprehensively. This includes data from national tests and end of key stage teacher assessments. They use this information to identify strengths and relevant areas for improvement. However, the school's arrangements for leaders to scrutinise pupils' work and to monitor teaching and learning are not robust enough. As a result, leaders do not identify important shortcomings in teaching or the quality of pupils' work quickly enough. This limits their capacity to secure important improvements. The school's self-evaluation arrangements take appropriate account of the views of parents and pupils. The school responds well to recommendations from external evaluations, for example to improve the presentation of pupils' work and to improve provision for pupils with additional learning needs.

There are appropriate links between the school's evaluation of performance data and improvement plans. The school's improvement plan has a manageable number of priorities and identifies responsibilities suitably. However, improvement plans do not always identify clearly the actions required to secure improvement or specify arrangements to measure the impact of improvement initiatives. This limits the school's ability to evaluate the effectiveness of its work.

The school has shown the capacity to bring about change and secure improvements in recent times. Examples include successful changes to Foundation Phase provision and a range of approaches that have effectively reduced the attainment gap between boys and girls.

Partnership working: Good

The school works effectively in partnership with a wide range of agencies to support all pupils' learning and wellbeing. The school has an effective relationship with advisory services and this supports provision for pupils new to the English language well. The school has been used as an example of good practice in this area for other schools.

The school has positive relationships with most parents. This supports parents to play an active part in their child's education. There is an active parent teacher association that raises funds for the benefit of all pupils. They donate this funding so that each class receives a budget for resources. Funding from this group ensures that pupils have a good variety of equipment to improve play times. A successful partnership with Llandrillo College supports parents in helping their child with reading and numeracy skills at home.

There are thorough arrangements to ensure that pupils have a smooth transition into the school from the on-site playgroup and, as a result, settle quickly. A good range of transition activities prepare pupils well for their move to high school. There are suitable processes with the local cluster of schools to moderate the accuracy of teachers' assessments at the end of Year 2 and Year 6. Portfolios of pupils' work representing agreed levels generally support accurate end of key stage assessments.

Strong links with the wider community, including contacts with local artists, poets and theatre groups, provide valuable enrichment to the school's curriculum. For example, local community groups enable younger key stage 2 pupils to develop their computer skills beyond the school day.

Resource management: Adequate

The school has enough suitably qualified staff and an effective range of resources to deliver the curriculum appropriately. The headteacher deploys staff competently to meet the needs of most pupils. Arrangements for teachers' planning, preparation and assessment time meet requirements.

Senior leaders provide staff with a suitable range of training opportunities that enable them to develop their professional practice. These include training to develop effective practices in assisting pupils who are new to the English language. However, senior leaders do not always pay sufficient attention to developing the skills of those in leadership positions. The school has established a number of worthwhile professional networks, for example to develop effective use of a national learning platform to improve pupils' use of ICT. The school shares this practice successfully with other schools in its role as a digital pioneer school.

As the result of an external review, the headteacher and governing body have recently started to introduce more robust procedures for financial management. This means that arrangements for monitoring expenditure are generally appropriate. School leaders have identified a few suitable actions for using the Pupil Deprivation Grants such as developing nurture groups in the Foundation Phase. This has had a satisfactory impact on improving outcomes for pupils eligible for free school meals in this part of the school. However, the school's overall use of grant funding does not always support the intended recipients well enough, particularly in improving the standards they achieve in their learning.

In view of the standards that pupils achieve and the overall quality of teaching and leadership, the school offers adequate value for money.

Appendix 1: Commentary on performance data

6633315 - Ysgol Mair Catholic Primary School

Number of pupils on roll	332
Pupils eligible for free school meals (FSM) - 3 year average	26.8
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	41	28	39	56
Achieving the Foundation Phase indicator (FPI) (%)	87.8	89.3	89.7	89.3
Benchmark quartile	1	1	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	41	28	39	56
Achieving outcome 5+ (%)	87.8	89.3	89.7	91.1
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	24.4	7.1	35.9	26.8
Benchmark quartile	2	4	1	3
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	41	28	39	56
Achieving outcome 5+ (%)	97.6	89.3	94.9	94.6
Benchmark quartile	1	2	1	1
Achieving outcome 6+ (%)	31.7	25.0	28.2	35.7
Benchmark quartile	1	3	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	41	28	39	56
Achieving outcome 5+ (%)	97.6	96.4	97.4	96.4
Benchmark quartile	1	2	2	2
Achieving outcome 6+ (%)	51.2	28.6	43.6	51.8
Benchmark quartile	1	4	3	2

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.

6633315 - Ysgol Mair Catholic Primary School

Number of pupils on roll	332
Pupils eligible for free school meals (FSM) - 3 year average	26.8
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	46	31	37	32
Achieving the core subject indicator (CSI) (%)	76.1	87.1	83.8	84.4
Benchmark quartile	3	2	3	3
English				
Number of pupils in cohort	46	31	37	32
Achieving level 4+ (%)	82.6	90.3	89.2	87.5
Benchmark quartile	3	2	2	3
Achieving level 5+ (%)	15.2	32.3	27.0	34.4
Benchmark quartile	4	2	3	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	46	31	37	32
Achieving level 4+ (%)	84.8	87.1	89.2	87.5
Benchmark quartile	3	3	2	3
Achieving level 5+ (%)	19.6	29.0	29.7	31.3
Benchmark quartile	4	3	3	3
Science				
Number of pupils in cohort	46	31	37	32
Achieving level 4+ (%)	91.3	90.3	91.9	87.5
Benchmark quartile	2	2	2	3
Achieving level 5+ (%)	19.6	32.3	24.3	31.3
Benchmark quartile	3	2	3	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.	111		111 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	109		99 91%	10 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	110		101 92%	9 8%	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	111		108 97%	3 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.	111		110 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	109		103 94%	6 6%	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.	110		110 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	111		108 97%	3 3%	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.	108		97 90%	11 10%	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.	111		105 95%	6 5%	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.	108		82 76%	26 24%	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	107		90 84%	17 16%	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.	52	21 40%	28 54%	3 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	52	36 69%	15 29%	1 2%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	52	36 69%	16 31%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	52	30 58%	22 42%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	48	17 35%	28 58%	2 4%	1 2%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	52	22 42%	30 58%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	52	25 48%	26 50%	0 0%	1 2%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	50	22 44%	25 50%	3 6%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	52	25 48%	25 48%	2 4%	0 0%	0	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.	48	19 40%	27 56%	1 2%	1 2%	4	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	52	25 48%	26 50%	0 0%	1 2%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	47	14 30%	31 66%	2 4%	0 0%	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	52	16 31%	33 63%	3 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	51	23 45%	27 53%	1 2%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	47	15 32%	29 62%	1 2%	2 4%	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.	51	21 41%	29 57%	1 2%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	45	14 31%	28 62%	3 7%	0 0%	7	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.	50	24 48%	23 46%	2 4%	1 2%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	50	20 40%	26 52%	3 6%	1 2%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mr Richard Lloyd	Reporting Inspector
Mr Jonathan Cooper	Team Inspector
Mrs Sian Elizabeth Fielding	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Mrs Lisa Rowlands	Peer Inspector
Mr Stuart Plunket (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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