



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**St Josephs R.C.Primary School Neath  
Cook Rees Avenue  
Neath  
SA11 1UR**

**Date of inspection: November 2014**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

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

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

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**Publication date: 16/01/2015**

## Context

St. Joseph's Catholic Primary School is in the town of Neath. The school currently contains 150 pupils from the ages of 3 to 11. The number on roll has increased steadily since the last inspection. There are five single-age classes and one mixed-age class, plus a part-time nursery.

Approximately 29% of pupils are eligible for free school meals, which is above the national average of 21%. Around 15% have additional learning needs, which is below the national average. No pupils have a statement of special educational needs. About 7% of pupils come from an ethnic minority background and around 4% receive support in English as an additional language. No pupils speak Welsh as a first language. A very few pupils are looked after by the local authority.

The school was last inspected in October 2008. The headteacher was appointed in September 2007.

The individual school budget per pupil for St. Joseph's Catholic Primary School (Neath) in 2014-2015 means that the budget is £3,314 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,108 and the minimum is £2,863. St. Joseph's Catholic Primary School is 45<sup>th</sup> out of the 66 primary schools in Neath Port Talbot in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- 
- nearly all pupils make good progress in their literacy and numeracy skills;
- standards in Welsh second language are generally good;
- no specific groups underachieve;
- all pupils behave very well;
- attendance has improved steadily in recent years;
- there is a high quality of care, support and guidance; and
- the quality of teaching is good overall.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides very efficient and effective leadership;
- the governing body is fully involved in the life and work of the school and holds the school's leaders to account appropriately;
- the school has a rigorous approach to self-evaluation, based securely on first-hand evidence;
- governors and staff play an important role in school improvement;
- all staff work well together as a team; and
- partnerships with parents, the parish and the local community are positive and well developed.

## Recommendations

- R1 Plan and implement specific strategies to ensure that pupils in key stage 2, especially the more able, develop more independence in their learning
- R2 Ensure that the delivery of the curriculum in key stage 2 is structured more coherently
- R3 Develop individual target setting, assessment for learning and marking procedures to ensure that pupils know how to improve their work
- R4 Increase opportunities for pupils to develop their knowledge and understanding of sustainable development and global citizenship
- R5 Develop more robust links within the cluster of schools, especially in relation to transition arrangements and the standardisation and moderation of pupils' work.

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

Nearly all pupils make good progress in their literacy and numeracy skills. All pupils listen well and speak clearly and confidently to adults and each other.

In the Foundation Phase, nearly all pupils enjoy reading. They use phonic skills well to sound out unfamiliar words. They read fluently and with expression relevant to their age and ability. In key stage 2, most pupils read accurately and confidently. They have well-developed decoding skills. They can discuss the plot and characters in books with interest. Most read with meaningful expression and pay good attention to punctuation and textual cues. Many have higher-order reading skills, such as predicting endings and inferring meaning.

By the end of the Foundation Phase, many pupils begin to write independently in a suitable range of genres. Their spelling and use of punctuation are appropriate for their age, but their handwriting and presentation skills are more variable. Most pupils in key stage 2 write across the curriculum to the same standards as they achieve in their English lessons. They use an appropriate range of genres for different purposes and audiences. By the end of the key stage, the majority write in a neat and legible style and the presentation of their work is generally good. Their use of spelling and punctuation is accurate overall. There is some evidence of extended writing, but this is limited in scope.

In both key stages, all pupils apply their knowledge and understanding of numeracy across the curriculum appropriately. By the end of the Foundation Phase, nearly all pupils read and write numbers to 100 competently. They add, subtract and order two-digit numbers accurately. They double and halve numbers, count in twos, fives and tens and use counting-on strategies successfully. They begin to understand place value using hundreds. They start to use standard units of measurement accurately and handle, collate and interpret data well in different ways.

By the end of key stage 2, most pupils add, subtract, multiply and divide using large numbers. They convert between decimals, fractions and percentages and change improper to proper fractions correctly. They measure length, weight, capacity and temperature accurately in metric units. Most pupils can answer random tables questions quickly and have well-developed mental mathematical skills. However, their problem-solving skills and their use of alternative strategies to reach correct solutions swiftly are generally less well developed.

Nearly all pupils make good progress in Welsh and standards are generally good. In the Foundation Phase, pupils use a range of greetings with increasing confidence and describe accurately how they are feeling and what the weather is like. By the end of key stage 2, pupils use a wide variety of questions and extended answers in Welsh lessons. They talk about themselves and describe their favourite activities and clothes. They read simple texts and write in a range of genres well. However, they are less confident when using Welsh in more informal situations.

At the end of the Foundation Phase in 2014, when compared with similar schools, pupils' performance in literacy and mathematical development at both the expected outcome 5 and the higher outcome 6 places the school in the top 25%. However, in the previous two years, pupils' performance in both areas of learning at the expected outcome 5 places the school in the lower 50%. At the higher outcome 6 in the previous two years, pupils' performance in literacy placed the school in the lower 50% and in mathematical development in the higher 50%.

Over the last five years at the end of key stage 2, when compared with similar schools, pupils' performance has varied. In English at the expected level 4 it has placed the school between the top 25% and the lower 50%. At the higher level 5, the school has been between the higher 50% and the bottom 25%. Similarly, in mathematics and science, pupils' performance at both levels has placed the school between the top 25% and bottom 25%.

No specific groups underachieve to a significant degree. However, more able pupils do not always reach their full potential. Those eligible for free school meals do comparatively well in the Foundation Phase, although their performance in key stage 2 is more variable.

### **Wellbeing: Good**

Nearly all pupils have a good understanding of a healthy lifestyle and show a positive attitude towards maintaining their health through what they eat and physical exercise. All pupils feel safe within the school and know whom to speak to if they feel upset or worried.

All pupils behave very well in lessons, around the school and in the outside areas. Nearly all interact well together and show courtesy and respect to their peers and adults. They concentrate on their tasks for an appropriate length of time.

Attendance rates for 2012-2013 place the school in the lower 50% when compared with similar schools. However, the rates have risen steadily over the last three years. Moreover, unverified data for 2013-2014 indicates that this improvement has accelerated with the school achieving an attendance rate of 95.4%. Although, overall, pupils eligible for free school meals are absent more often, their attendance levels are also improving. Unauthorised absence is consistently low and the number of persistent absentees has declined sharply. Nearly all pupils arrive punctually at the start of the school day.

Nearly all pupils have the opportunity to take on responsibilities, for example through the school council, the eco committee and the health committee. The democratically elected school council makes suitable decisions and suggestions on a range of issues, such as purchasing playground equipment and proposing which charities the school will support. Members attend governing body meetings to explain their accomplishments.

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

The curriculum is broad and balanced and meets statutory requirements. Teachers plan termly topics that engage pupils effectively, although short-term plans, especially in key stage 2, lack relevant details. In addition, in key stage 2, the structure of the timetable leads to a fragmented learning experience at times, with the result that pupils are unable to finish their work.

A wide range of visits and visitors enhances pupils' learning experiences well. The provision for extra-curricular activities is more limited, although pupils of all ages can participate.

Teachers identify opportunities to develop pupils' literacy and numeracy skills across the curriculum successfully. Well-targeted intervention programmes provide pupils with effective support and challenge in these areas. However, the curriculum does not always extend more able pupils effectively. Pupils in key stage 2, in particular, have insufficient opportunities to develop their independent learning skills and to explore their own ideas and lines of enquiry.

Planning for the development of pupils' Welsh skills is good and shows coherence and progression. Teachers use a wide range of interesting resources. The school promotes pupils' understanding of Welsh culture effectively.

The school acts in a sustainable way. Particularly through its active eco committee, it provides opportunities for pupils to understand the need to recycle, reduce waste and look after the environment. However, many initiatives are at an early stage of development. Pupils learn about the lives of people in other countries and from different cultures, but their awareness of their role as global citizens is limited.

**Teaching: Good**

All teachers have relevant up-to-date subject knowledge and high expectations of pupils' abilities and achievement. They prepare lessons effectively and generally provide suitable activities for different ages and abilities.

All teachers structure lessons appropriately and conduct them at a suitable pace. They manage behaviour well and ensure that pupils remain on task. They use relevant questioning techniques to promote pupils' understanding and skills. However, especially in key stage 2, the range of teaching methods at times is limited.

Teachers and support staff work together effectively. They know pupils well and develop very positive working relationships with them. They praise and celebrate their efforts to encourage them appropriately to succeed.

The school assesses pupils using a suitable range of standardised tests, in order to identify individual needs and to inform planning and teaching. Teachers use an appropriate combination of tracking systems to measure and evaluate pupils' progress in detail.



The school sets challenging but realistic targets for pupils' achievement at the end of each key stage. However, the use of individual target setting and assessment for learning strategies is inconsistent across the school and at an early stage of development.

Teachers mark pupils' work conscientiously and their comments are positive, reflecting the school's marking policy. However, few remarks suggest the way forward or inform pupils how to improve their work. Annual reports to parents are very informative and well presented with targets for improvement in the core subjects. Parents appreciate the regular opportunities they have to consult with teachers about their child's progress.

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

The school makes appropriate arrangements for promoting healthy eating and drinking. It has established a range of initiatives, such as the healthy school committee and the well-attended breakfast club, to ensure that pupils pursue a healthy lifestyle while in school.

There is good provision for pupils' moral, social and cultural development, which permeates the life and work of the school. Effective procedures are in place to ensure pupils behave well. There have been no exclusions in the past year.

The school promotes good attendance and punctuality actively. Many recent initiatives, such as the 'punctuality alarm clock' and the colour-coded tracking system, are having a notable impact, especially on parents' and pupils' attitudes towards attending school. There is an effective first-day response system.

The school co-operates effectively with specialist agencies, including the police and health and social services. These collaborations strengthen the school's provision for wellbeing and reduce the impact of disadvantage on pupils. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Support for pupils with additional learning needs is effective. The school co-ordinates the provision well and makes extensive use of external advice and support to enable pupils to make good progress. Teachers agree detailed targets for development in individual education plans with pupils and parents, in order to enable pupils to make progress and to achieve their goals.

### **Learning environment: Good**

The school is a friendly, inclusive and caring community, where there are positive and supportive relationships between staff and pupils. Staff value all pupils equally regardless of their background. The school promotes tolerance and harmony successfully and places a strong emphasis on respecting each other and embracing diversity. Every pupil has equal access to all areas of the school's provision.

The well-maintained and secure buildings and grounds meet the needs of pupils well. Displays in classrooms and corridors are bright and celebrate pupils' successes and achievements effectively. The refurbished toilets are clean and fresh. The school has recently developed its playgrounds and outside areas to provide a more stimulating outdoor learning environment.

There is a range of learning resources of good quality that meet the needs of pupils effectively, including a well-stocked library. The school has recently increased its provision for information and communication technology (ICT) with up-to-date tablet computers, although in key stage 2 these have to be shared between three classes and this restricts their incidental use.

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

The headteacher provides effective leadership. She has a clear vision for the school and has introduced many successful initiatives to bring about improvements, such as raising attendance levels. She is very active around the school and fosters good working relationships with staff, pupils, parents and governors.

The deputy headteacher is very supportive and undertakes a number of important responsibilities well. . The temporary appointment of a teaching and learning responsibility post holder on a rota basis is beneficial, enabling the school to achieve specific priorities, for example in ICT.

Staff meet regularly, share good practice and work together well as a team. All teachers have areas of responsibility, which they carry out effectively and conscientiously.

The governing body is fully involved in the life and work of the school. Members are very supportive and well informed about the school's performance, procedures and provision. Most have subject interests and visit regularly for various purposes.

Governors play an important role in school improvement and hold the school's leaders to account appropriately. They understand and evaluate their role and conduct business efficiently.

The school addresses local and national priorities well. For example, standards in literacy and numeracy are improving and the specific focus on the performance of pupils eligible for free school meals is having a beneficial impact on their achievement.

### **Improving quality: Good**

The school has a rigorous approach to self-evaluation, based securely on first-hand evidence. There is a culture of honest review across the school to which all staff and governors contribute.

The senior management team and staff analyse performance data thoroughly, in order to plan for improvement in standards. Curriculum leaders scrutinise the quality of work in pupils' books regularly. Together with a programme of classroom observations, this provides them with a good understanding of the quality of teaching and learning throughout the school. The self-evaluation process also takes good account of the views of parents and pupils, for example through regular questionnaires and meetings.

The self-evaluation report is comprehensive and provides an accurate assessment of the school's strengths and areas for development. Leaders use this information well to determine relevant priorities and targets for school improvement. The school development plan is concise and clear with a manageable number of targets. These identify appropriate success criteria, timescales, responsibilities and costs.

### **Partnership working: Good**

Partnerships with parents, the parish and the local community are positive and well developed. The school communicates effectively with parents through a wide range of media, including the school website, newsletters, text messages, regular consultations and presentation evenings. Parents feel that they are well informed and that the school welcomes their support and involvement. This close partnership impacts positively on pupils' enjoyment of learning and the progress they make.

The school has good links with the local community. In particular, there is a close partnership between the school and its local playgroup. This assists pupils in settling quickly into school and ensures early identification of individual needs. Links with the parish church are also strong and promote pupils' development very well.

Transition arrangements between the school and its receiving Catholic secondary school provide pupils with helpful support and experiences to prepare them for the next phase in their education. However, the school has not contributed to the production and approval of the transition plan.

The school works with other schools in the cluster to moderate and standardise pupils' work. However, procedures for ensuring the accuracy and validity of National Curriculum assessment and sharing good practice are relatively underdeveloped.

### **Resource management: Good**

The school has a full complement of well-qualified and experienced teachers. Support staff have relevant roles and responsibilities and make a valuable contribution to pupils' learning and wellbeing.

There is a comprehensive staff development programme, based on whole-school and individual needs, involving internal and external providers and cluster arrangements. All staff have received training, for example in the Literacy and Numeracy Framework, ICT, data analysis and bilingualism.

The arrangements for teachers' planning, preparation and assessment time are appropriate. The school also allocates relevant management time for senior leaders, when necessary.

The headteacher leads performance management procedures. Teachers' individual targets focus appropriately on priorities in the school development plan. The arrangements involve all teachers, but not support staff.

The school manages its accommodation and resources well. It bases its spending decisions on school priorities and achieving best value. However, due particularly to the changes in staffing, the school accrued a large surplus of funds in recent years, resulting in the submission of an expenditure plan to the local authority to reduce the excess to a more appropriate level. Currently, this is decreasing at a suitable rate. The governing body is fully aware of the financial situation and is monitoring progress closely.

Current plans for spending the pupil deprivation grant focus appropriately on raising standards for pupils from disadvantaged backgrounds through the provision of support programmes and enriching experiences.

Due to its successful outcomes, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6713309 - St Joseph's Catholic Primary School (Neath)

Number of pupils on roll	164
Pupils eligible for free school meals (FSM) - 3 year average	28.5
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	21	22	21
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	81.0	86.4	95.2
Benchmark quartile	3	2	1
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	21	22	21
Achieving outcome 5+ (%)	81.0	86.4	95.2
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	19.0	27.3	52.4
Benchmark quartile	3	2	1
<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	21	22	21
Achieving outcome 5+ (%)	85.7	86.4	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	19.0	22.7	47.6
Benchmark quartile	3	3	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	21	22	21
Achieving outcome 5+ (%)	85.7	95.5	100.0
Benchmark quartile	3	2	1
Achieving outcome 6+ (%)	14.3	31.8	57.1
Benchmark quartile	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.

**6713309 - St Joseph's Catholic Primary School (Neath)**

Number of pupils on roll	164
Pupils eligible for free school meals (FSM) - 3 year average	28.5
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	23	14	17	29
<b>Achieving the core subject indicator (CSI) (%)</b>	78.3	100.0	82.4	89.7
Benchmark quartile	3	1	3	1
<b>English</b>				
Number of pupils in cohort	23	14	17	29
Achieving level 4+ (%)	78.3	100.0	88.2	89.7
Benchmark quartile	3	1	2	2
Achieving level 5+ (%)	17.4	35.7	29.4	37.9
Benchmark quartile	4	2	3	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	23	14	17	29
Achieving level 4+ (%)	78.3	100.0	88.2	96.6
Benchmark quartile	3	1	2	1
Achieving level 5+ (%)	0.0	21.4	29.4	37.9
Benchmark quartile	4	3	3	2
<b>Science</b>				
Number of pupils in cohort	23	14	17	29
Achieving level 4+ (%)	91.3	100.0	100.0	89.7
Benchmark quartile	2	1	1	3
Achieving level 5+ (%)	8.7	21.4	47.1	24.1
Benchmark quartile	4	3	1	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

##### Primary Questionnaire (Overall)

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.	71		71 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	71		63 89%	8 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	71		69 97%	2 3%	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	70		68 97%	2 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	71		70 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	69		67 97%	2 3%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	70		70 100%	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.	71		70 99%	1 1%	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.	70		70 100%	0 0%	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.	70		69 99%	1 1%	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.	70		46 66%	24 34%	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	70		57 81%	13 19%	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.	32	24 75%	7 22%	0 0%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	31	24 77%	6 19%	0 0%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	32	28 88%	2 6%	1 3%	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.	32	25 78%	6 19%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	32	17 53%	14 44%	0 0%	1 3%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	32	22 69%	9 28%	1 3%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	31	27 87%	4 13%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	32	20 62%	8 25%	2 6%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	32	25 78%	6 19%	0 0%	1 3%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	32	19 59%	12 38%	1 3%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	31	25 81%	5 16%	1 3%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	29	15 52%	11 38%	0 0%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	32	22 69%	9 28%	1 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	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.	32	23 72%	8 25%	0 0%	1 3%	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.	32	20 62%	11 34%	0 0%	1 3%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	32	24 75%	7 22%	1 3%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	26	15 58%	6 23%	0 0%	0 0%	5	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	32	17 53%	11 34%	2 6%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	32	26 81%	5 16%	0 0%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

### Appendix 3

#### The inspection team

Dr Peter David Ellis	Reporting Inspector
Mrs Rhiannon Harris	Team Inspector
Ms Michaela Leyshon	Lay Inspector
Mr Andrew Brasington	Peer Inspector
Mrs Claire Dineen (Headteacher)	Nominee

## Copies of the report

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

### 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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.