A report on

**St Robert's Primary Catholic School
Danylan
Aberkenfig
Bridgend
CF32 9AB**

Date of inspection: April 2015

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: 25 June 2015

Context

St Robert's Catholic Primary School is in the village of Aberkenfig, in the Bridgend local authority. There are 179 pupils aged three to eleven years at the school, including 22 pupils in the part-time nursery class. There are six mainstream classes of mixed age groups.

Approximately 12% of pupils are eligible for free school meals. This is much lower than the national average. A very few pupils are looked after by the local authority. Nearly all pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. No pupils speak Welsh as a first language at home or have English as an additional language.

The school has identified around 14% of pupils as having additional learning needs. This is well below the average for Wales. There have been no fixed-term exclusions in the last year.

The last inspection was in March, 2009. The current headteacher took up the post in July 2011.

The individual school budget per pupil for St. Robert's Roman Catholic Primary School in 2014-2015 means that the budget is £3,321 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,735 and the minimum is £2,926. St. Robert's Roman Catholic Primary School is 25th out of the 49 primary schools in Bridgend 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 school's current performance is good because:

- Most pupils achieve good standards by the end of the Foundation Phase and key stage 2
- More able pupils in upper key stage 2 make good and sometimes very good progress
- Nearly all pupils feel safe in school and have a positive attitude to health and fitness
- Nearly all pupils participate enthusiastically in their work and are keen to learn
- The school provides many worthwhile and interesting learning experiences that meets the needs of most pupils
- All teachers have high expectations of all pupils and this contributes well to the good progress that most make
- The school is a caring environment where all staff value pupils highly

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision and a set of core values that promote improvement in standards and wellbeing successfully
- The school pays good attention to local and national priorities such as the implementation of the Literacy and Numeracy Framework
- The school's self-evaluation process is well established and involves all staff and governors
- The school identifies accurately relevant areas for improvement and these inform priorities in the school improvement plan
- The school works effectively with a range of partners to improve its provision
- The headteacher deploys all staff effectively to make best use of their experience and expertise
- The school provides good value for money

Recommendations

R1 Improve pupils' standards in their use of numeracy skills across the curriculum

R2 Improve pupils' independent skills to enable them to make decisions about their own learning

R3 Ensure that planning secures the systematic development of pupils' information and communication skills (ICT)

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

Most pupils begin school with skills, knowledge and understanding that are in line with, or slightly above, those expected for their age. Most pupils achieve good standards by the end of the Foundation Phase and key stage 2.

Across the school, most pupils listen very well to adults and to each other. In the Foundation Phase, most pupils talk enthusiastically about their work and answer questions readily, using appropriate vocabulary. Many older pupils in key stage 2 express their opinions confidently and articulately, for example when sharing their work about the Victorian era in Wales. Most pupils across the school enjoy engaging visitors in conversation and explain their work well.

Most pupils in the Foundation Phase use their knowledge of letter names and sounds effectively to work out unfamiliar words. They use picture clues well to help them to understand the meaning of a text and they use punctuation successfully to aid fluency when reading. Many Year 6 pupils have a good understanding of the texts they read using a range of strategies successfully to infer and deduce meaning. They read widely and talk readily about books and authors they like. Throughout the school, most pupils enjoy reading.

In the Foundation Phase, most pupils make good progress in their writing skills. By the end of the Foundation Phase, most pupils use their literacy skills confidently and write effectively and independently. In key stage 2, most pupils write intelligently in a variety of forms. Many more able pupils produce extended work of good quality and use a wide vocabulary to enrich their work. An example of this is writing a report of a visit to a mining heritage site linked to historical work in class. Most pupils show an effective grasp of form when writing and develop their ideas imaginatively and spell correctly. They present their work neatly.

Most pupils make good progress in mathematics. At the end of the Foundation Phase, they compare and order two-digit numbers successfully, have a sound understanding of number bonds to 20 and complete basic addition and subtraction problems within 20 successfully. Most pupils are able to apply their numeracy skills well during problem solving. By the end of key stage 2, most pupils work confidently to solve suitably challenging number problems involving addition, subtraction, multiplication and division. They apply their mathematical skills successfully during real life activities, for example calculating combinations of different foods from a fast food restaurant. They calculate fractions of whole numbers accurately and record their answers systematically. Most pupils use their numeracy skills appropriately in other subjects, such as science.

By the end of the Foundation Phase, most pupils understand a range of Welsh words and phrases and use basic sentence patterns correctly. In Year 2, pupils read familiar, simple books in Welsh enthusiastically, often using correct pronunciation. In

key stage 2, many pupils read well with good understanding and develop their writing skills appropriately in Welsh lessons. Most pupils' progress in reading and understanding texts is appropriate and their development of oracy skills in Welsh is increasing. However, they do not speak the language often enough across other activities throughout the school.

Many pupils eligible for free school meals attain as well as other pupils at the expected levels for their age. They tend to perform less well at the higher-than-expected levels. Pupils with additional learning needs contribute well in class and work successfully with the teaching assistants who support them. They make good progress when measured against the targets in their individual learning plans. More able pupils in upper key stage 2 make good and sometimes very good progress. Generally, there is no significant difference between the performance of boys in comparison with girls.

In the Foundation Phase, pupils' performance at the expected outcome 5 has declined over time and has placed the school in the lower 50% when compared with similar schools across all learning areas.

At the higher-than-expected outcome 6, pupils' performance in mathematical development has fluctuated, moving the school between the top 25% and upper 50% when compared with similar schools. Pupils' performance in literacy has moved the school from the top 25% to the upper 50%.

In key stage 2, over the last four years, pupils' performance at the expected level 4 has mainly placed the school in the lower 50% of similar schools in English and mathematics. Pupils' performance in science has moved the school from the bottom 25% to the lower 50% of similar schools.

Over the last four years, pupils' performance at the higher-than-expected level 5 has placed the school in the top 25% and the upper 50% in all three core subjects when compared with similar schools.

Wellbeing: Good

Nearly all pupils feel safe in school and have a positive attitude to health and fitness. They understand the importance of a healthy lifestyle. Nearly all pupils behave very well in classes, on the playground and during collective worship. Most pupils play well together and share equipment and take turns sensibly. They enjoy school, and co-operate very well with each other during lessons.

Pupils have a strong commitment to the school and, as they mature, they are willing to shoulder additional responsibilities. For example, they look after the younger pupils and hold daily peer mediation drop in sessions for the whole school. The school council is active and pupils' opinions have an appropriate effect on various aspects of provision, such as improving activities during playtimes. Nearly all pupils participate enthusiastically in their work and are keen to learn. However, pupils do not take enough responsibility to make choices about their own learning.

Many pupils contribute to a wide range of social events and activities and they have a strong awareness of the local community. For example, most pupils participate in the Citizenship Award, which encourages them to take responsibility in the parish and also by designing a mosaic to commemorate the First World War.

Attendance figures are improving due to strong links between pupils, parents, and the Education Welfare officer. Over the last four years, attendance rates have remained mainly in the upper 50% when compared with those of similar schools. Most pupils are punctual at the start of the school day.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides many worthwhile and interesting learning experiences that meet the needs of most pupils. There is a suitable emphasis on learning through practical experiences and the use of the outdoors for most pupils in the Foundation Phase. However, there are too few opportunities for a older pupils in the Foundation Phase to develop their independent learning skills. The school provides regular activities to enhance the curriculum through a range of visits, for example to national museums and to the local coastline. A good range of extra-curricular activities such as the choir and gardening club are popular with pupils and enhance their learning well.

The school has made good progress in incorporating the Literacy and Numeracy framework into its planning. The school plans effectively for the development of pupils' literacy skills in all areas of learning, although opportunities to develop numeracy skills are less frequent. Regular activities develop pupils' problem solving and thinking skills effectively. However, teachers are only beginning to plan opportunities for the development of information technology skills systematically across the school.

In all classes, there are opportunities for pupils to practise Welsh language patterns daily. However, there are too few opportunities for pupils to use the language outside of Welsh lessons. Teachers plan appropriate activities to develop the Welsh dimension. For example, visits are made to important Welsh heritage museums, such as at St Fagans and Caerleon.

The eco committee actively encourages all pupils to act in a sustainable way, for example by monitoring the use of energy and recycling products. Pupils' understanding of gobal citizenship is less well developed, but they do raise funds to support children in countries who are less fortunate than themselves..

Teaching: Good

All teachers have high expectations of all pupils and this contributes well to the good progress that most make. They plan stimulating activities that gain and maintain pupils' interest well. All staff use probing, open-ended questions in order to develop and improve pupils' understanding of tasks, and encourage them to expand on their answers. Teaching assistants provide good support for pupils' learning and contribute well to pupils' standards and wellbeing.

Teachers manage behaviour across the school well, which ensures an atmosphere in which pupils are able to learn successfully and build on previous experiences. In most lessons, teachers explain new ideas clearly, ensure a good pace to sessions and stimulate pupils effectively. In a very few lessons, teachers lead pupils too much and there is a lack of opportunities for pupils to develop fully as independent learners.

Teachers actively use assessment for learning strategies consistently well in all classes. Teachers mark work constructively and provide appropriate oral and written feedback for pupils on their efforts. Many of the older pupils are beginning to respond to these comments effectively.

Teachers use a suitable range of assessments that measure pupils' abilities and progress accurately. They record this information using electronic systems that enable staff to monitor each pupil's progress and intervene promptly when they are not making the expected progress.

Well-presented and informative end-of-year reports to parents provide useful information on their child's progress.

Care, support and guidance: Good

The school is a caring environment where all staff value pupils highly. There is an atmosphere of mutual respect and trust. Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. For example, school assemblies offer interesting opportunities for pupils to develop their understanding of different emotions and characteristics, for example happiness, love and acts of kindness. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has effective systems in place to support all pupils and parents who require specialist and personal support. For example, it makes valuable use of the cluster Family Engagement Officer to work with parents and pupils in the school's 'Learning Café' initiative. These sessions impact successfully on improving attendance and the wellbeing of many pupils.

The provision for pupils with additional learning needs is good. The school has effective procedures and systems for identifying, supporting, challenging and monitoring pupils with additional needs. Staff identify pupils needing support at an early age. This enables teachers to provide a good range of interventions to ensure that all pupils achieve as well as they can. These include programmes to help pupils improve their social, emotional, literacy and numeracy skills. The school has clear individual education plans for all learners with additional needs. Support assistants provide particularly effective support for pupils with additional needs both within the classroom and through specific interventions.

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

Learning environment: Good

The school is a close welcoming Christian community that is inclusive to all. All pupils have opportunities to participate in a range of activities to prepare them for the next step in their life. Clear procedures and policies promote equality and positive behaviour effectively. This helps pupils to develop tolerance and respect for each other. There is an appropriate emphasis on recognising, celebrating and respecting diversity.

The school is fully accessible. The accommodation is in good order and provides a pleasant learning environment for all pupils. The school uses all available space purposefully. Displays in classrooms and communal areas support pupils' learning well. All classrooms have a good range of good quality learning resources. The school has a stimulating outdoor environment, which gives good opportunities for outdoor learning. Outdoor resources for the Foundation Phase are appropriate. Staff use these resources creatively to enhance pupils' learning experiences.

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

Leadership: Good

The headteacher has a clear vision that promotes improvement in standards and wellbeing successfully. All staff support her and share a set of core values and a common purpose effectively.

The school leadership team contributes well to the strategic direction and to the every-day management of the school. As a result, leaders make good progress towards achieving the school's priorities. Staff receive regular updates through a well-organised programme of management meetings and in-service training. All staff have clearly defined job descriptions, and demonstrate a good understanding of their roles and responsibilities. The headteacher challenges underperformance robustly and has high expectations of all staff and pupils. As a result, pupils achieve very well and standards of behaviour and attitudes to learning are good. The school has effective systems for managing the performance of teachers. This process links well to school priorities and is successful in bringing about change. For example, a focus on providing challenging activities for the more able pupils has resulted in improving the attainment for these pupils.

The school pays good attention to local and national priorities such as the implementation of the Literacy and Numeracy Framework.

Governors receive comprehensive reports on the school's performance from the headteacher. They use the data provided effectively to evaluate the impact of learning on standards achieved. This enables them to ask more challenging questions and to work purposefully with senior leaders to improve the school's performance.

Improving quality: Good

The school's self-evaluation process is well established and involves all staff and governors. To inform the process, subject co-ordinators produce detailed reports and action plans, following thorough monitoring of standards and provision.. The school takes good account of parents' views through regular questionnaires, and of the views of pupils through the school council. The senior management team has a clear knowledge of the strengths of the school, and of what it needs to improve.

The self-evaluation report presents an accurate picture of the school. It is mainly evaluative, and provides sound judgements about the standards, provision and leadership of the school. Senior leaders make good use of the evidence gathered from a rigorous analysis of performance data, lesson observations, monitoring teachers' planning and scrutiny of pupils' work to determine clear, relevant priorities for school improvement.

The school identifies relevant areas for improvement accurately and these inform priorities in the school improvement plan. The plan has an effective focus on improving pupils' outcomes and includes clear actions, success criteria, monitoring arrangements, funding implications and responsibilities. The strategies it deploys to improve the quality of provision and raise standards of achievement are effective. Those targeted at the needs of pupils from disadvantaged backgrounds are successfully narrowing the gap between their performance and that of other pupils.

Partnership working: Good

The school works effectively with a range of partners to improve its provision. Links with parents are very good and the school offers all parents regular opportunities to visit the school to learn about new initiatives. For example, parents work alongside their children on literacy and numeracy activities during each term. This helps them to understand better what their children are learning and has a very positive effect on pupils' achievement and wellbeing.

The school has close links with the local church. For example, the priest visits school to take collective worship and contributes to religious education lessons.

Effective arrangements for the introduction of new pupils into the nursery class ensure that they settle quickly. Worthwhile transition arrangements with the secondary school, including the 'Aspirations Café' initiative, encourage pupils to move to the next stage in their education with confidence. The school uses a range of services provided by the local authority and regional consortium purposefully, particularly to support pupils with additional learning needs.

Teachers have met regularly with their colleagues in the cluster of schools to ensure secure moderation of pupils' work, to improve collective worship and to develop useful strategies for implementing the Literacy and Numeracy Framework.

Resource management: Good

The headteacher deploys all staff effectively to make best use of their experience and expertise. Many support staff lead intervention groups successfully. This helps to promote high levels of pupil wellbeing and improves behaviour and attendance for targeted pupils.

The school uses performance management well to identify the training needs of all staff. They all have access to a wide range of courses to support their professional development. This enables the school to achieve its strategic priorities successfully. There are appropriate arrangements for teachers' planning, preparation and assessment time. Teachers have worked well together in a network of professional practice to improve the standards of boys' writing and pupils' thinking skills.

The headteacher, with the support of the governing body, manages the school budget and its resources effectively to meet the priorities in the school improvement plan. The headteacher, with the support of the local authority finance officer, monitors expenditure carefully. The school makes good use of the Pupil Deprivation Grant from the Welsh Government to improve outcomes for disadvantaged pupils, through the provision of targeted intervention programmes, which raise standards of literacy, reading and wellbeing.

As a result of the good standards that pupils achieve and the overall quality of provision, particularly in relation to teaching and assessment, the school provides good value for money.

Appendix 1: Commentary on performance data

6723315 - St. Robert's RC Primary

Number of pupils on roll	172
Pupils eligible for free school meals (FSM) - 3 year average	12.6
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	13	15	21
Achieving the Foundation Phase indicator (FPI) (%)	100.0	93.3	90.5
Benchmark quartile	1	2	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	13	15	21
Achieving outcome 5+ (%)	100.0	93.3	90.5
Benchmark quartile	1	2	3
Achieving outcome 6+ (%)	38.5	46.7	42.9
Benchmark quartile	1	1	2
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	13	15	21
Achieving outcome 5+ (%)	100.0	93.3	90.5
Benchmark quartile	1	2	3
Achieving outcome 6+ (%)	46.2	33.3	42.9
Benchmark quartile	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	13	15	21
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	53.8	40.0	66.7
Benchmark quartile	1	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.

6723315 - St. Robert's RC Primary

Number of pupils on roll	172
Pupils eligible for free school meals (FSM) - 3 year average	12.6
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	14	22	25	25
Achieving the core subject indicator (CSI) (%)	78.6	81.8	88.0	88.0
Benchmark quartile	3	3	3	3
English				
Number of pupils in cohort	14	22	25	25
Achieving level 4+ (%)	78.6	81.8	88.0	92.0
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	35.7	31.8	48.0	52.0
Benchmark quartile	2	2	2	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	14	22	25	25
Achieving level 4+ (%)	78.6	86.4	92.0	92.0
Benchmark quartile	4	3	3	3
Achieving level 5+ (%)	42.9	36.4	48.0	52.0
Benchmark quartile	1	2	1	1
Science				
Number of pupils in cohort	14	22	25	25
Achieving level 4+ (%)	78.6	81.8	88.0	92.0
Benchmark quartile	4	4	4	3
Achieving level 5+ (%)	28.6	36.4	44.0	52.0
Benchmark quartile	2	2	2	1

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.	70		70	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	70		69	1		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			99%	1%		
			92%	8%		
I know who to talk to if I am worried or upset.	69		69	0		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			100%	0%		
			97%	3%		
The school teaches me how to keep healthy	69		69	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	70		69	1		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			99%	1%		
			96%	4%		
I am doing well at school	70		68	2		Rwy'n gwneud yn dda yn yr ysgol.
			97%	3%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	70		70	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	70		70	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	69		68	1		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			99%	1%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	70		69	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			99%	1%		
			95%	5%		
Other children behave well and I can get my work done.	67		64	3		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			96%	4%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	67		62	5		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			93%	7%		
			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	29 / 91%	2 / 6%	0 / 0%	1 / 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	33	31 / 94%	1 / 3%	0 / 0%	1 / 3%	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.	33	30 / 91%	2 / 6%	0 / 0%	1 / 3%	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.	33	25 / 76%	7 / 21%	0 / 0%	1 / 3%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	33	24 / 73%	7 / 21%	0 / 0%	1 / 3%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	33	30 / 91%	2 / 6%	0 / 0%	1 / 3%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	33	28 / 85%	4 / 12%	0 / 0%	1 / 3%	0	Mae'r staff yn disgwyl i fy mhlentyn 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	21 / 66%	10 / 31%	0 / 0%	1 / 3%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	32	26 / 81%	4 / 12%	0 / 0%	1 / 3%	1	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.	33	26 / 79%	6 / 18%	0 / 0%	1 / 3%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	33	26 / 79%	5 / 15%	0 / 0%	1 / 3%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	30	21 / 70%	8 / 27%	0 / 0%	1 / 3%	0	Mae fy mhlentyn 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	23 / 72%	8 / 25%	0 / 0%	1 / 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	33	29 88%	2 6%	1 3%	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.	33	20 61%	9 27%	1 3%	1 3%	2	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.	33	29 88%	3 9%	0 0%	1 3%	0	Mae'r ysgol yn helpu fy mhlentyn 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.	28	19 68%	4 14%	2 7%	1 4%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	32	22 69%	9 28%	0 0%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	33	26 79%	6 18%	0 0%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mrs Eleri Anwen Hurley	Reporting Inspector
Mrs Rhiannon Harris	Team Inspector
Mr Matthew Evans	Lay Inspector
Mr David Richard Harris	Peer Inspector
Mrs Carmen Beveridge (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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
- 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.