



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

**A report on**

**St Winefride's R.C. School  
Whitford Street  
Holywell  
Flintshire  
CH8 7NJ**

**Date of inspection: March 2016**

**by**

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

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

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

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

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

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

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

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

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

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**Publication date: 20/05/2016**

## Context

St Winefride's Catholic Primary School is a voluntary aided school in Holywell in Flintshire. The school has 170 pupils aged three to eleven years on roll, including 23 who attend the nursery on a part-time basis. There are seven classes in the school. Around 20% of pupils are eligible for free school meals. This is in line with the average for Wales.

The school has identified about 32% of pupils as having additional learning needs. This figure is above the national average for primary schools (25%). Very few pupils have a statement of special educational needs. Most pupils are of white British ethnicity. Approximately 9% of pupils are new to the English language. No pupils come from Welsh speaking families. There were two fixed-term exclusions during the last academic year, 2014-2015.

The last inspection of the school was in June 2009. The current headteacher has been in post as acting headteacher since January 2011 and as permanent headteacher since September 2013. A new deputy headteacher joined the school in September 2014.

The individual school budget per pupil for St Winefride's Catholic Primary School in 2015-2016 means that the budget is £3,136 per pupil. The maximum per pupil in the primary schools in Flintshire is £4,838 and the minimum is £2,809. St Winefride's Catholic Primary School is 47th out of the 67 primary schools in Flintshire in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is adequate because:

- Most pupils make appropriate progress from their individual starting points as they move through the school
- Nearly all pupils with additional learning needs make good progress in relation to their individual learning goals
- Most pupils make good progress in developing their speaking and listening skills
- Most pupils make good progress in developing their Welsh language skills
- Nearly all pupils behave well in lessons and around the school
- Teachers' marking regularly helps pupils to improve their work
- The school places a high priority on the care support and guidance it gives to pupils
- The school is an inclusive and welcoming community that values all pupils equally

However:

- Pupils' performance in end of key stage assessments is consistently weak in comparison with that in other similar schools
- Rates of pupils' attendance are low in comparison with those of other similar schools
- Pupils' do not have well developed independent learning skills
- Standards in mathematics and numeracy across the curriculum are below those expected, especially in the Foundation Phase

### Prospects for improvement

The school's prospects for improvement are adequate because:

- Senior leaders provide strong strategic direction for the school
- Senior leaders demonstrate the capacity to implement change successfully and secure improvements
- All staff understand their roles and work well as a team
- The effective governing body is committed to the development of the school and undertakes its role conscientiously
- There are appropriate systems for self-evaluation and school improvement planning
- There are many effective partnerships that benefit pupils
- Sound arrangements are in place to support the training needs of all staff

However:

- The school does not have a strong track record of securing high standards
- Monitoring activity does not focus robustly on improving the quality of teaching and learning
- Strategic leadership of the Foundation Phase does not have enough impact on improving the quality of provision or outcomes for pupils

## **Recommendations**

R1 Improve standards of mathematics and numeracy across the school

R2 Improve standards of pupils' independent writing

R3 Improve attendance

R4 Ensure that all teachers match the level of challenge to pupils' needs consistently in lessons

R5 Improve strategic leadership of the Foundation Phase to secure improvements in standards and pupils' independent learning skills

R6 Strengthen planning for improvement based on the rigorous monitoring of teaching and learning

### **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

Most pupils enter the school with skills that are similar to those expected for their age. Overall, they make appropriate progress as they move through the school.

Across the school, most pupils make good progress in developing their speaking and listening skills. They speak confidently in front of others to express opinions and to share ideas, for example when discussing topic work about polar explorers. Most pupils are developing a wider range of spoken vocabulary. This is beginning to support them to improve other literacy skills such as writing.

Most pupils make suitable progress in developing their writing skills. In the Foundation Phase, they show a developing awareness of phonics when spelling simple words and a sound grasp of basic punctuation. A few more able pupils make ambitious vocabulary choices when writing. They organise their writing well with a start, middle and end and use features such as time connectives well. In key stage 2, many pupils write for an appropriate range of purposes. They create poems, reports to recount events and letters. Overall, they show a sound understanding of the features of different types of writing. Many pupils spell common words with increasing accuracy. By the end of key stage 2, most more able pupils use a good range of punctuation and organise their work into paragraphs successfully. Across the school, many pupils use their writing skills appropriately in their topic work, for example to write instructions or to make predictions in science work. However, pupils do not write at length with sufficient independence in English or in topic work often enough.

In the Foundation Phase, many pupils read with suitable fluency and understanding. They use decoding strategies appropriately to breakdown unfamiliar words. In key stage 2, many pupils are enthusiastic readers. They read with good levels of fluency and expression. More able pupils infer hidden messages from the text successfully. They explain a character's feelings and actions in a story, using supporting evidence from the text well. In lessons, more able pupils apply their reading skills successfully, for example to read a letter from Zeus in their work about mythology.

In the Foundation Phase, most pupils work competently with numbers to 20 to add and subtract. They complete suitable number sequences successfully, for example by counting in sets of 10. Most pupils have a sound understanding of shapes and their properties. However, many pupils do not make sufficient progress in their mathematical development overall. By the end of Year 6, most pupils have good number skills. For example, they add and subtract four-digit numbers confidently. They measure angles accurately and calculate percentages of a total successfully. In a few instances, pupils combine their number skills well to solve suitable problems, for example to calculate the costs of a holiday. However, pupils' data handling skills are not well developed. Overall, pupils do not make enough progress in developing or applying numeracy skills across the curriculum.

Most pupils make good progress in developing their Welsh skills. In the Foundation Phase, they use the Welsh language confidently in Welsh lessons and, in other subjects, to follow instructions and to respond to questions. By Year 6, they speak confidently on a range of familiar subjects and with accurate pronunciation. A few pupils show a broad range of vocabulary when responding to questions. A minority of pupils read challenging sentences in Welsh accurately during lessons. Most pupils make good progress in their written work and write about a variety of subjects. Many pupils are keen to engage in simple conversations in Welsh outside of lessons.

By the end of the Foundation Phase, pupils' performance at the expected outcome 5 is relatively weak in comparison with that in other similar schools. In most years, this has placed the school in the lower 50% or bottom 25% of similar schools for both literacy and mathematical development. At the higher-than-expected outcome 6, comparative performance is usually good in both areas of learning. The school is normally in the top 25% for mathematical development.

At the end of key stage 2, pupils' performance is consistently weak when compared with the performance of pupils in other similar schools. In English, mathematics and science, the school is consistently in the bottom 25% of similar schools at both the expected level 4 and the higher-than-expected level 5.

Nearly all pupils with additional learning needs make good progress in relation to their individual learning goals. In the Foundation Phase, girls usually outperform boys by a notable margin in both literacy and mathematical development. There is no consistent pattern in the comparative performance of boys and girls at key stage 2. Overall, the attainment of pupils that are eligible for free school is normally lower than that of other pupils, especially in key stage 2 in the last two years. Most pupils that are new to the English language make good progress in all aspects of their learning.

### **Wellbeing: Adequate**

Nearly all pupils feel safe in school. They are confident that adults will listen to them and treat their concerns seriously. They have a good understanding of the importance of healthy eating and taking regular exercise. They demonstrate this by participating regularly in a good range of after school activity clubs. Nearly all pupils are aware of how to stay safe when using the internet.

Nearly all pupils behave well in lessons and around the school. They are kind and courteous to one another. They co-operate well at work and at play. Pupils' attendance shows a slight downward trend over the last four years. In each of the last two years, the school has been in the bottom 25% when compared with other similar schools. Most pupils arrive at school punctually.

The school council represents the views and opinions of the school's pupils appropriately. The council is beginning to have a positive impact on school life, for example through timetabling activities for other pupils at playtimes and contributing to the process of appointing of new staff. The school's eco committee actively promotes sustainable living. Members regularly arrange recycling activities such as a second hand school uniform sale. They also designed and built the bottle greenhouse, which enables pupils to grow plants and produce.

Many older pupils take on additional responsibilities well, for example in their role as play leaders at break times and hall monitors during collective worship. Many pupils contribute to life in the local community appropriately through donations to the local foodbank and by collecting litter. Overall, pupils' ability to direct and improve their own learning is at an early stage of development.

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

The school curriculum provides pupils with a suitable range of interesting learning experiences that meet all requirements. However, teachers do not always make the best use of available teaching time, particularly in the Foundation Phase, to maximise learning opportunities for pupils. Valuable educational trips and visits are a strong feature of the school and support learning well. For example, key stage 2 pupils visit an aquarium as part of their 'Under Water' topic. The school provides an extensive range of extra-curricular activities to enhance pupils' learning. These include poetry, street dance, guitar and various sports clubs.

The school has appropriate plans to implement the National Literacy and Numeracy Framework. A strong focus on developing pupils' speaking and writing skills is beginning to have a positive impact on pupils' standards, for example by broadening their vocabulary and understanding of the features of different styles of writing. However, opportunities for pupils to use their writing skills independently are less well developed. Provision for the development of numeracy skills across the curriculum does not support pupils to apply existing skills or develop new learning well enough.

The school provides useful opportunities for pupils to develop thinking skills, for example by ranking events or objects in order of importance in their topic work. Provision for information and communication technology (ICT) is effective and enhances pupils' learning across the curriculum. In the Foundation Phase, provision does not consistently enable pupils to develop their independent learning skills, for example by initiating their own activities.

The Welsh language has a high profile in the school. Frequent, formal and informal, Welsh lessons support pupils to develop their skills progressively and make good progress in acquiring the language. There are worthwhile opportunities for pupils to develop their understanding of the culture and heritage of Wales through studies of famous Welsh celebrities and visits to places of interest including a residential trip to Glan Llyn.

The school promotes pupils' understanding of sustainability issues well through a series of well-planned topics and events. Special events such as 'Global Citizenship Week' and topic work in religious education support pupils to develop a good awareness of other cultures and faiths.

### **Teaching: Adequate**

Many teachers have good subject knowledge. They plan lessons that engage pupils successfully and in a few instances use particularly interesting stimuli, such as



'Granny's handbag', to promote curiosity and good levels of discussion amongst learners. Most teachers have high expectations of pupils' behaviour and manage this well. Teaching assistants support pupils' learning and wellbeing effectively in lessons, withdrawal groups and nurture sessions.

Many teachers share learning objectives and success criteria with pupils at the start of lessons. As a result, pupils normally know what they need to do to succeed. However, the level of challenge in tasks does not consistently match pupils' needs well enough. Teachers provide too few opportunities for pupils to develop their skills independently. For example, they use too many worksheets that structure tasks for pupils.

Teachers mark pupils' work regularly. In most classes, they identify accurately what pupils have done well and what they need to do to improve. In key stage 2, most teachers give pupils suitable time to improve or correct their work after marking. Arrangements to involve pupils in assessing their own work or the work of others are at an early stage of development. Many teachers and teaching assistants question pupils effectively to help them to recall prior learning.

The school tracks pupils' progress effectively. Teachers use this information appropriately to identify pupils who need additional support in their learning. Systems to support accurate end of key stage teacher assessment are effective.

Reports to parents meet requirements. They are informative and identify appropriate next steps for learning.

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

The school places a high priority on the care support and guidance it gives to pupils. It provides worthwhile opportunities to develop pupils' spiritual, moral, social and cultural understanding. School leaders have implemented effective strategies to help pupils that need additional support to participate in school life actively. For example, a support for identified pupils helps them to develop social and communication skills well. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school engages the support of external agencies and specialists effectively. The co-ordinator for additional learning needs organises their input efficiently and this enables the school to provide well for its most vulnerable pupils. For example, working with Team around the Family has improved outcomes for pupils.

Provision for pupils with additional learning needs is effective. There are comprehensive systems to identify pupils who need extra help with their learning at an early stage and provide them with timely and well-planned support. The school makes effective use of staff expertise to implement successful intervention strategies to support pupils. As a result, most pupils with additional learning needs make good progress.

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

## **Learning environment: Good**

The school is an inclusive and welcoming community. Pupils have equal access to all aspects of the school's curriculum and to the range of extra-curricular activities provided. The wellbeing of all members of the school community is a priority of the school and this underpins its caring ethos.

The school site and buildings are safe, secure and suitably maintained. There is sufficient classroom space for the number of pupils on roll. Staff make effective use of available space to support pupils' learning and wellbeing, for example by dedicating small rooms to nurture provision. The extensive outdoor areas provide valuable spaces for pupils to play and learn, for example in the eco and planting areas. However, not all Foundation Phase classes benefit from direct access to outdoor learning spaces and this limits the range of learning experiences offered to pupils at times. An ample supply of good quality learning resources support teaching and learning well. Displays around the school are an appropriate record of pupils' experiences and achievements.

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

Senior leaders provide strong strategic direction for the school, with a clear focus on raising standards and improving learning opportunities for pupils. They communicate this vision effectively to all staff. For example, there is a clear focus on school priorities in staff meetings. As a result, staff work together as a close, efficient team.

Leaders have established a clear staffing structure with specific roles and responsibilities for all staff. Staff, at all levels, understand their roles well and perform them conscientiously. Thorough performance management arrangements ensure that staff have clear targets linked to raising standards. Teaching staff complete detailed action plans that support improvement in their areas of responsibility successfully. Strong leadership has a positive impact on implementing whole school priorities and improvements in key stage 2. However, leadership is less effective in securing improvements in the Foundation Phase.

The school has made sound progress in addressing the national priority of improving the performance of pupils eligible for free school meals. However, progress in raising standards in numeracy is less successful. Overall, the school is at an early stage in securing improvements and ensuring that all pupils achieve as well as they should.

The effective governing body is committed to the development of the school and undertakes its role conscientiously. Governors have a strong strategic role in monitoring the performance of the school and the progress pupils are making, particularly through the work of a quality assurance committee. Governors have a sound knowledge of the school's strengths and areas that need to be developed. They challenge school leaders effectively and work closely with them to secure improvements.

### **Improving quality: Adequate**

The school has developed appropriate systems to evaluate the quality of many aspects of its work. All staff and governors make a valuable contribution to self-evaluation through the work of a key questions forum. The school takes the views of parents and pupils into account fully when reviewing the school's performance. Staff use a range of first-hand evidence, including the rigorous analysis of data and subject action plans, to identify specific areas where improvements are needed. Staff undertake a range of monitoring activities, including the observation of lessons and the scrutiny of pupils' work. However, monitoring does not focus sufficiently on outcomes for pupils and the quality of teaching. As a result, the self-evaluation report does not identify important areas where the school needs to improve.

Leaders use the outcomes of self-evaluation to inform priorities in the school improvement plan. They ensure that the plan has an appropriate focus on improving outcomes for pupils, with four main priority areas. Action taken by the school has led to overall improvement, for example, in raising standards in Welsh. In addition to the main priorities, the school has many additional improvement targets. These are too numerous for the school to address effectively and work on these distracts staff from the school's main priorities at times.

The school has made sound progress in addressing the recommendations from the last inspection. However, aspects of the school's monitoring work, particularly lesson observations, have not improved sufficiently.

### **Partnership working: Good**

The school has a strong partnership with parents and keeps them well informed through regular detailed newsletters. The school actively encourages parents to be involved in their child's learning, for example through the valuable family learning programme. The home school association works successfully with staff to develop community links and support school improvement initiatives through fundraising.

Effective links with the parish, local industry and visitors to school develop the learning opportunities for pupils and their knowledge of the local community. The school works in close partnership with the on-site playgroup, including the shared use of outdoor areas and visits by Foundation Phase pupils to watch the Easter concert. The sharing of information and expertise helps children to transfer confidently to the nursery class. There are strong links with the high school, which include joint working on a specific project based on a drama production and the sharing of an annual retreat day. The close and effective links ensure that pupils are confident to transfer to the next stage of their education.

The school works effectively with officers from the Diocese and advisory staff. They use advice constructively in order to raise standards and improve provision. The school has developed close working links with many local schools to share good practice and support school improvement. Teachers work regularly with other local schools to ensure consistency and accuracy in the school's end-of-key-stage assessments.

## **Resource management: Adequate**

There are sufficient, well-qualified teaching and support staff to ensure the successful delivery of the curriculum. Leaders deploy them carefully to make the best use of their experience and expertise.

Sound arrangements are in place to support the training needs of all staff identified through performance management processes. These include valuable opportunities for them to undertake training in school on specific aspects of school improvement, for example developing strategies to improve pupils' writing.

Staff participate actively in networks with other schools that provide valuable opportunities for them to improve their professional skills. The sharing of successful practice with other schools has supported staff in developing assessment for learning strategies and preparing to develop outdoor learning for Foundation Phase pupils.

The headteacher and governors monitor spending rigorously in order to reduce the school's deficit budget. They allocate appropriate funding to support priorities for improvement. The school makes good use of the Pupil Deprivation Grant to improve outcomes for pupils eligible for free school meals. The provision of targeted intervention programmes in literacy and the use of a nurture group for vulnerable pupils has have a positive impact on pupils' skills and achievement.

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

## Appendix 1: Commentary on performance data

### 6643307 - St Winefride's

Number of pupils on roll	173
Pupils eligible for free school meals (FSM) - 3 year average	19.8
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	23	23	23	26
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	78.3	78.3	82.6	84.6
Benchmark quartile	3	3	3	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	23	23	23	26
Achieving outcome 5+ (%)	82.6	78.3	82.6	84.6
Benchmark quartile	3	4	4	4
Achieving outcome 6+ (%)	26.1	34.8	26.1	42.3
Benchmark quartile	2	1	3	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	23	23	23	26
Achieving outcome 5+ (%)	78.3	78.3	95.7	88.5
Benchmark quartile	4	4	2	3
Achieving outcome 6+ (%)	34.8	39.1	21.7	42.3
Benchmark quartile	1	1	3	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	23	23	23	26
Achieving outcome 5+ (%)	91.3	91.3	91.3	96.2
Benchmark quartile	3	3	4	3
Achieving outcome 6+ (%)	52.2	56.5	34.8	61.5
Benchmark quartile	2	2	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.

**6643307 - St Winefride's**

Number of pupils on roll 173  
 Pupils eligible for free school meals (FSM) - 3 year average 19.8  
 FSM band 3 (16%<FSM<=24%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	18	17	10	23
<b>Achieving the core subject indicator (CSI) (%)</b>	77.8	52.9	50.0	78.3
Benchmark quartile	3	4	4	4
<b>English</b>				
Number of pupils in cohort	18	17	10	23
Achieving level 4+ (%)	77.8	52.9	50.0	78.3
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<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	18	17	10	23
Achieving level 4+ (%)	88.9	58.8	60.0	82.6
Benchmark quartile	3	4	4	4
Achieving level 5+ (%)	*	*	*	21.7
Benchmark quartile	*	*	*	4
<b>Science</b>				
Number of pupils in cohort	18	17	10	23
Achieving level 4+ (%)	83.3	76.5	50.0	82.6
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

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.	88		85 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	87		74 85%	13 15%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	87		85 98%	2 2%	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	88		85 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.	88		86 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	85		80 94%	5 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.	88		88 100%	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.	88		88 100%	0 0%	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.	87		78 90%	9 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.	88		83 94%	5 6%	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.	87		64 74%	23 26%	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	85		81 95%	4 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	44	28 64%	13 30%	3 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	43	32 74%	11 26%	0 0%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	43	38 88%	5 12%	0 0%	0 0%	0	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.	42	27 64%	12 29%	3 7%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	40	8 20%	26 65%	4 10%	2 5%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	44	26 59%	16 36%	2 5%	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.	43	28 65%	14 33%	1 2%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	42	25 60%	11 26%	6 14%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	44	25 57%	13 30%	4 9%	2 5%	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.	43	26 60%	16 37%	1 2%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	44	30 68%	13 30%	1 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	33	22 67%	8 24%	1 3%	2 6%	10	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	44	20 45%	20 45%	2 5%	2 5%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	44	33 75%	8 18%	2 5%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	42	31 74%	7 17%	3 7%	1 2%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	41%	8%	2%		
The school helps my child to become more mature and take on responsibility.	43	31 72%	11 26%	0 0%	1 2%	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.	31	15 48%	13 42%	2 6%	1 3%	12	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.	44	22 50%	19 43%	2 5%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	43	22 51%	18 42%	2 5%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Mr Richard Lloyd	Reporting Inspector
Mr Peter Morris	Team Inspector
Mr James Kerry George Jones	Lay Inspector
Ms Helen-Marie Davies	Peer Inspector
Miss S Jones Evans (Headteacher)	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language
- mathematics
- science

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

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

### **All-Wales Core Data sets**

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

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

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