



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

**Murch Junior School
Fairoaks
The Murch
Dinas Powys
Vale of Glamorgan
CF64 4QU**

Date of inspection: October 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:

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

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

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Context

Murch Community Junior School is in the village of Dinas Powys in the Vale of Glamorgan. It provides education for pupils aged seven to eleven. There are currently 211 pupils on roll. The school is organised into eight classes, two per year group with ten teachers and four support staff.

The school identifies 17% of the pupils as having additional learning needs. No pupils have a statement of special educational needs. Very few pupils speak English as an additional language and no pupils come from a Welsh speaking family. Very few pupils are looked after by the local authority.

Almost 10% of pupils are eligible for free school meals, which is well below the national average. Very few pupils are from an ethnic minority background.

The school was last inspected in 2008. The previous headteacher left the school in August 2014. The deputy headteacher is currently leading the school in an acting capacity.

The individual school budget per pupil for Murch Junior School in 2014-2015 means that the budget is £3,431. The maximum per pupil in the primary schools in the Vale of Glamorgan is £6,237 and the minimum is £2,727. Murch Junior School is 26th out of the 48 primary schools in the Vale of Glamorgan 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:

- nearly all pupils make at least good and in some instances very good progress in their learning and skills development across the curriculum;
- attendance is excellent and has placed the school in the top 25% of similar schools for the last five years;
- the purposeful learning environment and rich curriculum contribute effectively to pupil outcomes;
- teaching is good and this ensures that most pupils are engaged and enthusiastic learners; and
- the welcoming and respectful ethos contributes significantly to pupils' wellbeing.

Prospects for improvement

The school's prospects for improvement are good because:

- the acting headteacher, senior leadership team and governing body have a clear vision for the school that they communicate effectively to all stakeholders;
- leaders know the school's strengths and areas for development well;
- self-evaluation is based firmly on first hand evidence, including a comprehensive analysis of a wide range of data;
- governors are supportive and provide appropriate challenge to the school;
- in a short space of time, the acting headteacher has brought about a number of improvements that have a positive effect on raising pupils' standards and their levels of wellbeing; and
- leaders and managers ensure the careful targeting of funds to help meet school priorities.

Recommendations

- R1 Extend the challenge for more able pupils
- R2 Improve the consistency of marking and moderation of pupils' work
- R3 Ensure that best practice in the quality of teaching and assessment is shared systematically within the school

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

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|---|-------------|
| Key Question 1: How good are outcomes? | Good |
|---|-------------|

Standards: Good

Nearly all pupils enter the school with literacy and numeracy skills that are at least those expected for their age. During their time in the school, nearly all pupils make good and in some instances very good progress relative to their starting point. They recall previous learning well and apply their knowledge, understanding and skills readily to new concepts and situations.

Throughout the school, nearly all pupils listen well and respect the views of others. Most speak very confidently and articulately in a wide range of situations to staff, visitors and each other. Older pupils use a range of mature vocabulary to present a reasoned argument, for example about the expansion of the railway system. In all classes, pupils sustain their concentration well for appropriate lengths of time in lessons.

Standards of reading are good. Most pupils read appropriately for their age and ability and make good use of contextual clues to read unfamiliar words. They take good note of punctuation, which helps them to read for meaning. Older and more able pupils understand the meaning of inference and can look beyond the text to give well-reasoned responses to a range of questions about the information they have read. Most pupils talk confidently about books or authors they like and can give reasons for their preferences.

Most pupils make good progress in their writing and write effectively for different purposes and audiences. They use a variety of genres well with accurate sentence structure and spelling. Many pupils use a range of imaginative vocabulary very successfully. They redraft and refine their work well to improve the quality. Presentation is very good and almost all pupils present their work neatly. Most pupils transfer their writing skills effectively across the curriculum, for example when they use specific descriptive language well to explain the course of a river. Many pupils can use a glossary and index accurately.

Standards in mathematics are generally good. Most pupils use their number and measuring skills competently in mathematics lessons. Older and more able pupils apply their knowledge of percentages and different strategies for computation successfully to solve a range of number problems. They use these skills well in other subjects, for example in science lessons where pupils use line graphs effectively to record information on air resistance.

Nearly all pupils make excellent progress in their application of information and communication technology (ICT) skills. They have an impressive understanding of the relevance of technology in everyday life. Most pupils throughout the school use a range of programmes very effectively to support their learning. For example, they use coding confidently to assist their understanding and interpretation of mathematical data.

Most pupils make good progress in Welsh lessons in both their reading and writing skills. Many pupils use an appropriate range of vocabulary. They respond to simple questions using familiar phrases and patterns in their Welsh conversation. More able and older pupils can offer more extended answers using familiar connectives such as “achos”. Standards of spoken Welsh are good and the ‘Sgwad Cymraeg’ promote the language enthusiastically and effectively beyond the classroom.

Nearly all pupils with additional learning needs make good progress in their learning relative to their starting point. Many of these pupils make significant gains in developing their reading skills in particular.

A number of successful initiatives, including the writer’s squad and the ‘Formula 1’ maths project, have a positive effect on the standards that more able pupils achieve in writing and numeracy.

Pupil performance in 2014 at the expected level places the school in the top 25% of similar schools for English, mathematics and science. This is a significant improvement compared to the previous two years, where pupil performance placed the school in the lower 50% of similar schools in all three subjects.

At the higher level 5, pupil performance in 2014 places the school in the top 25% of similar schools for English and mathematics and the higher 50% for science. This performance was significantly above that of the previous year where pupils’ performance placed the school in the lower 50% of similar schools for English and science and the bottom 25% for mathematics. The quality of work in pupils’ books, confirm the high standards of performance in teacher assessment outcomes in 2014.

At the expected level, boys and girls perform equally well. However, at the higher level 5, girls outperform boys in all subjects. There is no significant difference between the performance of pupils eligible for free school meals and other pupils.

Wellbeing: Good

Nearly all pupils feel safe and happy in school. They are confident that staff treat any concerns seriously and act upon these quickly and fairly. All pupils have a good understanding of the importance of a healthy lifestyle and diet.

Nearly all pupils have positive attitudes to learning. They are highly motivated and strive to complete their work to the best of their ability. Pupils’ involvement in planning their own learning is a strength of the school. Nearly all pupils are confident and behave well, showing courtesy towards each other and adults.

The school council makes appropriate decisions about the life of the school, such as negotiating changes to the school menu. It is highly effective in raising its own money through running a school shop. These funds are used to purchase additional resources for the school including playground equipment. Older pupils provide effective support to younger pupils by organising a range of interesting playground activities

Most pupils make excellent contributions to local community life, for example through obtaining sponsorship for projects from local businesses. These links help to develop pupils' social skills and prepare them very effectively for life outside the school.

Attendance is excellent. When compared with that in similar schools, attendance has been in the top 25% for the last five years. Recent initiatives such as the 'learning lounge project' have had a very positive effective on improving the attendance of pupils eligible for free school meals. Nearly all pupils are punctual.

| | |
|---|-------------|
| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Good

The school provides a broad and balanced curriculum that meets the needs of pupils well. Collaborative planning between teachers of the same year groups, with a strong focus on independent learning, enables pupils to build systematically upon their prior knowledge. The curriculum meets the requirements of those with additional learning needs well.

The school takes good account of national initiatives to improve pupils' literacy and numeracy skills. Provision for developing ICT skills is exceptionally strong and provides pupils with an extensive range of relevant opportunities to develop skills in programming, creating animations and in collating and representing data in spreadsheets and databases.

A varied range of quality extra-curricular activities such as Welsh clubs and the 'Shakespeare Project' enhance pupils' learning experiences effectively. Homework clubs support pupils who are eligible for free school meals and their peers well.

Provision for the development of the Welsh language is good. The curriculum promotes Welsh heritage and culture appropriately through specific projects such as a study of Welsh myths and legends and a range of visitors to the school.

There is good provision for education for sustainable development and global citizenship, including links with the local community and the wider world such as Lesotho and Brazil. The eco committee is active in promoting a wide range of initiatives such as the 'Rag Bag' scheme. Pupils grow and eat their own produce and this raises their awareness of healthy eating.

Teaching: Good

Most teachers have appropriate up to date subject knowledge. They plan diligently to provide learning experiences that motivate and challenge most pupils to achieve good standards. Most hold high expectations of their pupils but do not always challenge those who are more able sufficiently. Most teachers use a range of questioning techniques effectively. This encourages pupils to draw upon their previous knowledge and promotes independent learning well. In a few lessons, the use of innovative techniques and resources promotes the very enthusiastic engagement of pupils in their learning, such as the use of 'quick response' codes to

improve their geographical awareness on a Celtic treasure hunt. Teachers and support staff know their pupils well and this knowledge helps to create a purposeful and respectful working environment.

Assessment for learning is developing appropriately across the school. In all classes, teachers successfully involve many pupils in assessing their own work and that of their peers. Teachers mark pupils' work regularly. However, in a few instances, teachers' marking does not always identify what pupils need to do to improve. As a result, a minority of pupils do not understand how to raise the standard of their work.

Most teachers track pupils' progress well using a wide range of assessment data. They use this information effectively to identify individual needs and to plan stimulating and successful lessons.

The school's reports to parents are detailed and informative. They provide pupils and parents with clear information about how well pupils are doing.

Care, support and guidance: Good

A wide range of learning experiences promotes pupils' personal, social, moral and cultural development successfully. The school places a strong emphasis on improving pupils' health and wellbeing. There are appropriate arrangements to promote healthy eating and drinking. Effective arrangements promote healthy living through a wide variety of physical activities. A school nutrition action group, in which pupils are involved, helps to ensure that school meals are healthy.

Provision for pupils with additional learning needs is good. The school has very effective systems in place for the early identification of pupils who require additional support. Many pupils make good progress as a result of well-tailored intervention programmes which meet their needs well. The school involves parents effectively in the review process. Provision for more able pupils, such as the design and construction project, develops pupils' skills appropriately.

The school works well with a range of specialist agencies, including the Pupil Support Service, who work alongside teachers to support the emotional, behavioural and educational needs of pupils. These arrangements contribute successfully to pupils' development and wellbeing and support their learning effectively. Other agencies, including the emergency services, provide timely training on fire and internet safety.

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

Learning environment: Good

The school provides an inclusive and caring ethos where pupils have equal access to all areas of learning and provision. All pupils have opportunities to attend after-school clubs, to join school committees and to participate fully in the wider life of the school. A good range of activities helps to raise awareness of and to celebrate diversity.

The school accommodation provides a very attractive, exciting and stimulating environment for pupils. The buildings are very clean and well maintained and provide interesting learning areas for all pupils. Good-quality displays around the school celebrate pupils' work and achievements. The school has a woodland area, which effectively supports pupils' understanding of habitats.

| |
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| Key Question 3: How good are leadership and management? |
|--|

| |
|-------------|
| Good |
|-------------|

Leadership: Good

The acting headteacher provides the school with a very clear sense of purpose and direction. In a short time, she has shared her vision effectively with the senior management team, staff and governors. She works closely with the very experienced headteacher of the local infant school. They effectively build upon the strengths of both schools and develop a shared vision for the future. Leaders and staff are deeply committed to providing pupils with a rich and varied curriculum. This has a positive effect on improving pupils' wellbeing and learning experiences.

The senior leadership team has effective processes to monitor school performance. These provide staff with detailed information about standards reached by pupils and the progress they make. There are clear timetables, policies and procedures in place to ensure the smooth running of the school. These effective systems contribute to improvements in teaching and learning.

The governors are supportive and provide appropriate challenge to the school. They have a sound understanding of how the school is performing in comparison with similar schools. They are proactive in planning for the school's immediate future and keep staff and parents fully informed of proposed changes, for example regarding the forthcoming proposed amalgamation.

The school responds well to local and national priorities. Staff implement the national literacy and numeracy framework effectively. As a result, pupils benefit from extended opportunities to apply their literacy and numeracy skills in real-life contexts.

Improving quality: Good

The school's procedures for self-evaluation are robust and effective. The acting head teacher and staff work well together to develop an accurate view of the school's strengths and shortcomings. The use of first-hand evidence such as lesson observations and reviewing pupils' work informs the process very well. The school regularly seeks and responds appropriately to the views of pupils and parents, for example in the setting and evaluating of individual pupil learning goals.

School leaders review effectively a wide range of data and set appropriate targets for improving teaching and learning. This has a positive effect in raising standards and most pupils know what they need to do to improve their work. However, leaders do not ensure the systematic sharing of best practice in the quality of teaching and assessment to provide consistency of practice in all classes.

The findings from the school's self-evaluation link well to the school improvement plan. This identifies priorities and those responsible for taking these forward. The plan also includes costs with realistic deadlines for completion. Senior leaders monitor progress against the school improvement plan carefully. The school uses the end of year evaluation effectively to evaluate the success of initiatives and to set targets for the future.

The areas for improvement that the school identifies closely match the findings of the inspection team.

Partnership working: Good

The school works effectively with a range of partners to enrich pupils' learning and wellbeing. It has strong links with the community, which are having a positive effect on pupils' standards. These include local businesses, charities and churches. For instance, banks, shopkeepers and major corporations attend Mathematics Week and this extends pupils' problem-solving skills well.

Parents receive good information about school developments and feel listened to by the school. Parents support activities well by raising funds for resources and equipment.

There are very good links with the local infant school, which contribute to shared values among staff and pupils. Leaders and teachers collaborate well in planning, for example to ensure the proposed amalgamation of the infant and junior schools in January 2015 runs smoothly. Transition arrangements ensure that pupils of all abilities and backgrounds have good support as they move to secondary education.

The school has strong partnerships with local authority services and other schools in the area including the local secondary school. Since 2013, this is helping to improve the quality and consistency in teacher assessments.

Resource management: Good

The school has well-qualified and experienced staff to meet the needs of its pupils. For instance, the appointment of a higher-level teaching assistant contributes significantly to the development of pupils' ICT skills in each class. The school is well equipped with a range of suitable resources, including mobile technologies, which support pupils' learning effectively in and around the school.

Support for staff with professional development and training links closely to the school improvement plan or to specific roles and responsibilities. This includes working with other schools to address shared priorities, such as improving older pupils' scientific skills and numerical reasoning.

The school manages its resources and accommodation well. The acting headteacher and governing body manage the school budget efficiently. They ensure that priorities in the school improvement plan have money to support their implementation. Leaders use specific funds to support pupils eligible for free school meals effectively, for example to improve the attendance of this group of pupils.

In view of the effective way the school uses its funds and the outcomes pupils achieve, the school provides good value for money.

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data.

6732143 - MURCH JUNIOR SCHOOL

Number of pupils on roll 202
 Pupils eligible for free school meals (FSM) - 3 year average 9.8
 FSM band 2 (8%<FSM<=16%)

Key stage 2

| | 2011 | 2012 | 2013 | 2014 |
|---|------|------|------|-------|
| Number of pupils in Year 6 cohort | 60 | 45 | 39 | 52 |
| Achieving the core subject indicator (CSI) (%) | 81.7 | 86.7 | 84.6 | 100.0 |
| Benchmark quartile | 3 | 3 | 3 | 1 |
| English | | | | |
| Number of pupils in cohort | 60 | 45 | 39 | 52 |
| Achieving level 4+ (%) | 86.7 | 86.7 | 92.3 | 100.0 |
| Benchmark quartile | 3 | 3 | 3 | 1 |
| Achieving level 5+ (%) | 38.3 | 51.1 | 30.8 | 51.9 |
| Benchmark quartile | 2 | 1 | 3 | 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 | 60 | 45 | 39 | 52 |
| Achieving level 4+ (%) | 93.3 | 91.1 | 87.2 | 100.0 |
| Benchmark quartile | 2 | 3 | 3 | 1 |
| Achieving level 5+ (%) | 41.7 | 35.6 | 20.5 | 50.0 |
| Benchmark quartile | 2 | 3 | 4 | 1 |
| Science | | | | |
| Number of pupils in cohort | 60 | 45 | 39 | 52 |
| Achieving level 4+ (%) | 83.3 | 88.9 | 92.3 | 100.0 |
| Benchmark quartile | 4 | 3 | 3 | 1 |
| Achieving level 5+ (%) | 35.0 | 37.8 | 33.3 | 51.9 |
| Benchmark quartile | 2 | 2 | 3 | 2 |

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.

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. | 100 | 96 96% | 4 4% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 98 | 89 91% | 9 9% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 99 | 90 91% | 9 9% | Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio. |
| | | 96% | 4% | |
| The school teaches me how to keep healthy | 100 | 96 96% | 4 4% | 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. | 99 | 98 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 | 93 | 89 96% | 4 4% | 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. | 100 | 95 95% | 5 5% | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd. |
| | | 99% | 1% | |
| I know what to do and who to ask if I find my work hard. | 99 | 95 96% | 4 4% | 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. | 94 | 80 85% | 14 15% | 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. | 100 | 96 96% | 4 4% | 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. | 96 | 65 68% | 31 32% | 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 | 97 | 69 71% | 28 29% | 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. | 49 | 22 45% | 22 45% | 3 6% | 0 0% | 2 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 50 | 34 68% | 16 32% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn hoffi'r ysgol hon. |
| | | 73% | 25% | 1% | 0% | | |
| My child was helped to settle in well when he or she started at the school. | 50 | 26 52% | 23 46% | 0 0% | 0 0% | 1 | 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. | 50 | 24 48% | 19 38% | 3 6% | 0 0% | 4 | Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 50 | 21 42% | 23 46% | 1 2% | 0 0% | 5 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 45% | 45% | 4% | 1% | | |
| Teaching is good. | 50 | 21 42% | 23 46% | 1 2% | 0 0% | 5 | Mae'r addysgu yn dda. |
| | | 60% | 35% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 50 | 26 52% | 24 48% | 0 0% | 0 0% | 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. | 50 | 20 40% | 22 44% | 3 6% | 0 0% | 5 | 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. | 49 | 20 41% | 22 45% | 2 4% | 1 2% | 4 | 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. | 49 | 18 37% | 27 55% | 2 4% | 0 0% | 2 | 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. | 49 | 28 57% | 19 39% | 0 0% | 0 0% | 2 | 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'. | 48 | 18 38% | 13 27% | 4 8% | 2 4% | 11 | 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. | 50 | 16 32% | 19 38% | 9 18% | 1 2% | 5 | 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. | 50 | 23 46% | 18 36% | 6 12% | 0 0% | 3 | 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. | 50 | 14 28% | 20 40% | 6 12% | 1 2% | 9 | 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. | 50 | 26 52% | 19 38% | 3 6% | 0 0% | 2 | 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. | 48 | 14 29% | 16 33% | 3 6% | 0 0% | 15 | Mae fy mhlentyn 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. | 50 | 22 44% | 21 42% | 2 4% | 3 6% | 2 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 53% | 38% | 5% | 1% | | |
| The school is well run. | 50 | 21 42% | 22 44% | 1 2% | 1 2% | 5 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 32% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|-----------------------|---------------------|
| Miss Helen Kay Lester | Reporting Inspector |
| Dr Russell Grigg | Team Inspector |
| Mr Matthew Evans | Lay Inspector |
| Mrs Sarah Louise Rees | Peer Inspector |
| Mrs Messer | 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; 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.