



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

A report on

**St Mary's Catholic Primary School
Llangewydd Road
Bridgend
CF31 4JW**

Date of inspection: June 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

St Mary's Catholic Primary School is near Bridgend. It serves the catholic community in the local area and surrounding villages.

There are 255 pupils on roll aged from 3 to 11 years, including 34 full-time nursery children. Of the nine classes, four contain mixed age groups. Around 11% of pupils are eligible for free school meals, which is well below the national average. The school identifies around 19% of pupils as having additional learning needs and this is slightly lower than the national average. Around 43% of pupils are from an ethnic minority background, the majority being of Polish or Filipino origin. Overall, pupils come from at least 15 different ethnic groups and speak six different home languages. Approximately 41% of pupils receive support in English as an additional language. No pupils speak Welsh as a first language at home.

The headteacher took up his post in September 2008. The school's last inspection was in July 2009.

The individual school budget per pupil for St Mary's Catholic Primary School in 2015-2016 means that the budget is £3,019 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,681 and the minimum is £2,868. St Mary's Catholic Primary School is 45th 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 make good progress from their starting-points
- Most pupils' speaking and listening skills are very good
- Pupils' thinking skills develop exceptionally well
- Most pupils make good progress in developing their reading skills.
- Nearly all pupils display positive attitudes to learning and are very enthusiastic in lessons
- All pupils behave extremely well
- The quality of teaching is good across the school and a few lessons are excellent
- A strong Catholic ethos supports pupils' spiritual, moral, social and cultural development very well

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision for the school and shares this effectively with staff, governors and pupils
- He is an exemplary role model who actively supports and challenges staff and pupils to do their best
- There is a good sense of team work across the school and staff embrace new ideas positively
- Governors undertake their responsibilities conscientiously and have a strong interest in the day-to-day life of the school
- The school demonstrates a good commitment to addressing national and local priorities; for example, the Foundation Phase has been embedded well
- There is thorough analysis of all aspects of the school's life and work, including pupils' wellbeing
- The school has an excellent range of partnerships, which have a significant impact on pupils' achievement and wellbeing; for example, there is a highly effective partnership with the University of Exeter, which has helped to improve pupils' thinking skills

Recommendations

- R1 Raise the standard of most pupils' extended and creative writing
- R2 Improve pupils' skills in Welsh
- R3 Raise pupils' attendance
- R4 Ensure a better balance of leadership responsibility across the leadership team

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

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

Standards: Good

Many pupils often begin school with knowledge, understanding and skills that are below or well below the average expected for their age. As they move through the school, most pupils make good progress from their starting-points. A notable strength of the school is that pupils' thinking skills develop exceptionally well.

Most pupils' speaking and listening skills are very good. In the Foundation Phase, pupils listen very carefully to instructions and engage in purposeful discussions during their activities. In key stage 2, most pupils participate enthusiastically in class discussions and they share their ideas clearly with others. For example, older pupils in key stage 2 display a very mature understanding of television news-editing processes during discussions.

Most pupils make good progress in developing their reading skills. By Year 2, most are confident readers and they use their knowledge of letters and sounds to tackle unfamiliar words well. In key stage 2, most pupils display a very secure understanding of texts, characters and themes. They explore a range of factual books and the internet effectively to search for relevant information on the topics they are studying in class.

Across the school, many pupils develop effective writing skills. In the Foundation Phase, many use an appropriate range of punctuation and the more able are beginning to use speech marks accurately. In key stage 2, many pupils develop their writing skills well. They spell accurately and many pupils' written work is well organised. In a few instances, more able pupils write at length effectively, but most pupils' creative and extended writing skills are underdeveloped. Across the school, a minority of pupils do not always present their work tidily, but many develop a legible handwriting style. In most classes, pupils apply their literacy skills soundly in other curricular areas.

Nearly all pupils have a positive attitude towards learning Welsh. Most pupils' Welsh language skills develop appropriately, as they move through the school. In the Foundation Phase, nearly all respond with understanding to basic instructions in Welsh. By the end of key stage 2, many pupils have a basic vocabulary and knowledge of simple sentence patterns. However, across the school few pupils speak the language outside of Welsh lessons. Most pupils' reading and writing skills develop appropriately.

By the end of the Foundation Phase, nearly all pupils add and subtract two-digit numbers successfully, solve simple money problems, use the appropriate times tables well and apply standard units to measure length, capacity and weight. Nearly all pupils transfer mathematical skills accurately to new situations, for example when carrying out investigations, which involve measuring and weighing various resources.

By the end of key stage 2, nearly all pupils have a quick recall of number facts. Nearly all find the percentages of numbers and use them to calculate sale prices in real-life problems. Nearly all pupils use a broad range of numeracy skills effectively across the curriculum, for example when calculating the speed of the river and estimating water usage at home in science and geography using a range of graphs and charts.

At the end of the Foundation Phase over the last four years, pupils' performance at the expected outcome in literacy and mathematical development has varied in comparison with that of similar schools. At the higher outcome, pupils' performance has generally placed the school in the top 25% or higher 50% of similar schools.

At the end of key stage 2, over the same period, pupils' performance at the expected and higher levels in English and mathematics has generally placed the school in the higher 50% or top 25% when compared to similar schools.

Most pupils with additional learning needs make good progress towards achieving their individual targets. Pupils with English as an additional language make good progress in line with their ability and their stage of language acquisition. Pupils eligible for free school meals currently perform as well as other pupils at the expected level in both key stages.

Wellbeing: Adequate

Over the last four years, the attendance rates have placed the school in the bottom 25% and the lower 50% when compared with similar schools. The attendance of pupils eligible for free school meals is lower than that of other pupils. Nearly all pupils are punctual at the start of the school day.

Nearly all pupils have a very good understanding of the importance of healthy eating and regular exercise. They feel safe in school and know to whom to turn if they have any concerns or worries.

All pupils behave extremely well in classrooms, around the school and during outdoor learning sessions. They relate very well to each other and treat adults with courtesy and respect. The trained Playtime Peace Makers help to resolve any minor issues that may arise very occasionally between pupils.

Nearly all pupils display positive attitudes to learning and are enthusiastic in lessons. During lessons, nearly all pupils concentrate and apply themselves well. Most pupils work effectively in pairs and groups. Many display strong independent learning and thinking skills. Pupils have a good understanding of their strengths and what they need to do to improve their work.

Pupils in the 'Senedd' group make a valuable contribution to school life by promoting environmental awareness and raising funds for charitable causes. The majority of pupils contribute effectively to various activities at the school. For example, they are proud to take ownership of the school's credit union and this helps to develop their numeracy skills.

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

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

Learning experiences: Good

The school provides a broad and balanced curriculum that meets statutory requirements. Teachers have adapted their long-term planning effectively to incorporate the requirements of the national literacy and numeracy framework. Overall, planning to develop pupils' literacy, numeracy and information and communication technology (ICT) skills is successful in ensuring progression of skills throughout the school. However, the over-use of worksheets impedes the development of most pupils' creative and extended writing skills. Well-organised and stimulating experiences engage pupils effectively and promote very successfully pupils' thinking and independent skills.

A good range of educational visits, including to France and the Urdd centre at Llangrannog, enhance pupils' learning experiences. The wide range of extra-curricular clubs and activities enrich pupils' learning well. For example, many pupils attend and enjoy the gardening, coding, entrepreneurship, cross-stitch, sports and French clubs.

Teachers develop pupils' knowledge of the Welsh dimension successfully. Various artists and authors visit the school to share their work with pupils. The St. David's Day eisteddfod and the chairing of the bard are successful annual events. Planning for the promotion of pupils' Welsh language skills is purposeful. However, opportunities for pupils to use the language outside of Welsh lessons are limited.

The school is active in raising pupils' awareness of sustainability. Staff encourage pupils to recycle various materials and to save energy efficiently. The outdoor areas, such as the bee-keeping and allotment areas, provide stimulating learning opportunities for pupils. There is good provision to enable pupils to develop an understanding of the wider world. For example, pupils are proud of their links with Iceland and France.

Teaching: Good

Most teachers prepare lessons well and use a wide range of stimulating resources, which capture pupils' interest and help them to learn. Teachers have a good level of subject knowledge and use a wide range of teaching and learning strategies to meet the needs of pupils.

The notable strengths of teaching include high expectations of pupils' achievements, effective classroom management, regular praise and purposeful use of probing questions, which ensure that pupils extend their thinking skills exceptionally well. All members of staff establish very positive working relationships with pupils. Teaching assistants make a valuable contribution to pupils' learning. Where teaching is less successful, teachers do not always promote the daily use of Welsh.

The school has suitable procedures to track how well pupils are progressing in their learning. Teachers reward pupils for their achievements and often suggest improvements, but their comments and pupils' responses are limited at times. The school is developing effective strategies to develop assessment for learning.

There are two comprehensive and informative reports to parents during the year, which meet statutory requirements.

Care, support and guidance: Good

The school is a warm, caring community where all pupils are valued and respected. A strong Catholic ethos underpins pupils' spiritual, moral, social and cultural development very well.

There are appropriate arrangements for promoting healthy eating and drinking. The school encourages pupils to take regular exercise. For example, all pupils are encouraged to participate in a daily one-kilometre run as well as in a range of extra-curricular clubs, which promote their physical wellbeing successfully.

The school collaborates effectively with specialist agencies, including the police, health and social services. These links help to strengthen provision for wellbeing and alleviate the impact of disadvantage on pupils. There are thorough processes in place to monitor pupils' attendance, which have been effective in raising attendance levels in recent years.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

The provision for pupils with additional learning needs is developing well. The school has suitable systems to identify, track and monitor pupils with additional learning needs. Individual education plans are appropriate and set out targets for improvement. Teaching assistants implement intervention programmes effectively and this has a positive effect on pupils' achievement. Parents are well informed and encouraged to take part in reviewing their child's support plans. Provision for pupils who have English as an additional language is a strength of the school. The school enables these pupils to develop their communication skills quickly and successfully and most achieve well.

Learning environment: Good

The school has a very positive and inclusive ethos that welcomes all pupils regardless of their background, ability or gender. Staff celebrate successfully the rich diversity of pupils' cultural backgrounds. They promote a sense of respect and tolerance for others and provide equal opportunities for all pupils.

The buildings are secure and staff use these effectively to provide purposeful learning experiences. For example, the conservation, allotment and beehive areas encourage pupils to adopt very responsible attitudes to the environment. The outdoor provision for the Foundation Phase is a stimulating, attractive and well-resourced feature, which extends pupils' learning well. Classrooms are well organised, although a very few are compact and space is restricted. The school site and buildings are clean and in good condition.

Good quality resources, including those for ICT, support learning well. Attractive displays celebrate pupils' work and enhance the learning environment.

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

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

Leadership: Good

The headteacher provides strong leadership and has a clear vision for school improvement, which focuses well on reaching high standards of pupil achievement and wellbeing. He shares this vision effectively with staff, governors and pupils. He is an exemplary role model who supports and challenges staff and pupils actively to do their best.

There is good sense of teamwork across the school and staff embrace new ideas enthusiastically. All staff have a clear understanding of their roles and responsibilities. Regular senior leadership team and staff meetings focus well on important issues, such as analysis of pupil performance. However, the headteacher does not always share responsibilities well enough. As a result, members of the leadership team do not take full ownership of the areas for which they are responsible.

The governing body has a good understanding of the performance of pupils. Under the leadership of an effective chair and vice chair, governors support the school well. They undertake their responsibilities conscientiously and have a strong interest in the day-to-day life of the school, for example by attending assemblies and listening to readers. The governing body challenges the school about areas requiring improvement and pupils' progress has improved as a result.

The school demonstrates a good commitment to addressing national and local priorities, for example in implementing the literacy and numeracy framework. The development of pupils' learning skills is an exceptional feature and the school is now actively preparing for the new curriculum as a Welsh Government Curriculum Pioneer School.

Improving quality: Good

The school has a successful system of self-evaluation, which takes good account of a suitable range of first-hand information. This includes analysis of data, lesson observations, scrutiny of pupils' work, talking to pupils and analysing questionnaires. These activities focus well on improving standards, the quality of teaching and the effectiveness of the school. The school has a successful monitoring programme, which ensures that all stakeholders contribute to the self-evaluation process.

The self-evaluation report is very detailed and celebrates the school's strengths well, but it does not always highlight clearly the areas for improvement. However, the link between the school's self-evaluation processes and planning for improvement is strong. The school development plan is a concise working document with precise targets for improvement and clear timescales. The plan is monitored regularly by the headteacher and governing body in order to measure progress and identify areas that might require further actions, for example in pupils' reading and research skills.

There is a strong learning culture and staff work well as a team to implement curricular initiatives. One notable feature of the school is the enthusiastic and consistent promotion of building learning power, which has helped to extend pupils' independent learning skills.

Partnership working: Excellent

The school has a wide range of effective partnerships, which have a significant impact on raising pupils' achievement and wellbeing.

Leaders draw extensively on the wider community in order to develop pupils' thinking skills effectively. As part of this, an impressive learning partnership with the University of Exeter has helped to develop the research skills of pupils and staff. This partnership led to the school becoming an accredited 'Advanced Thinking Skills School'. Staff now work exceptionally well with other primary schools in the area and further afield to share their best practice in the development of thinking skills. In addition, the school has shared its work on the development of independent learners with a partner school in Cardiff and partner cluster schools.

Close working with Swansea University through the extra-curricular 'Young Dragons Business Club' enabled pupils to present their ideas at the university's annual business fair. As a result, pupils won the 'Sir Terry Matthews Young Entrepreneurship Award'. Such activities have a very positive effect on the development of pupils' entrepreneurial skills.

Local companies, such as Ford and Sony, provide workshop activities on science and engineering where older pupils learn how to code and make promotion videos. This has a very positive impact on improving and widening pupils' ICT skills.

There are very good communication links with parents through web-based channels and regular newsletters. The school offers parents an impressive amount of information and they greatly appreciate the way in which the school listens and responds to their views. The school holds regular workshops for parents on important aspects of pupils' learning, for example the school has established a very successful parent partnership programme that enables parents to support their children in learning to read. Parents feel very welcome in school and know that their opinions are valued.

Successful links with the pre-school playgroup and the secondary school help to prepare nearly all pupils well for the next stages of their education. For example, links with the secondary school provide worthwhile opportunities to moderate pupils' work and to ensure the accuracy of teacher assessments.

There are very strong links with the local community. For example, the partnership with the Bridgend Bee Keepers' Association is helping to develop pupils' understanding of the importance of caring for the environment. There are also very close links with the local Catholic parish and the spiritual and moral guidance pupils receive is very evident in pupils' exceptionally good behaviour.

The school works productively with a wide range of partners to promote pupils' wellbeing. These include close links with other professionals and the local authority to support the families of pupils with additional learning, emotional or behavioural needs and those with English as an additional language.

Resource management: Good

The school deploys its full complement of well-qualified, experienced teachers effectively. Teaching assistants have clear roles and responsibilities and make an invaluable contribution to pupils' learning and wellbeing.

Performance management contributes well to improvements in teaching and learning and supports the professional development of staff effectively. Staff training opportunities contribute successfully to teachers' professional development. The arrangements for teachers' planning, preparation and time are appropriate.

The school is a strong learning community and initiates many effective networks of professional practice, which have a positive impact on pupils' thinking skills and on their development as independent learners.

The headteacher and governors monitor and manage financial resources effectively. The school makes good use of the pupil deprivation grant to improve targeted pupils' literacy and numeracy skills and their wellbeing, for example by developing pupils' reading through family engagement and specific learning interventions.

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

Appendix 1: Commentary on performance data

6723322 - St Mary's R C Primary School

| | |
|--------------------------------------------------------------|-----------------|
| Number of pupils on roll | 255 |
| Pupils eligible for free school meals (FSM) - 3 year average | 8.6 |
| FSM band | 2 (8%<FSM<=16%) |

Foundation Phase

| | 2012 | 2013 | 2014 | 2015 |
|--------------------------------------------------------------------------------|------|------|-------|-------|
| Number of pupils in Year 2 cohort | 31 | 21 | 39 | 30 |
| Achieving the Foundation Phase indicator (FPI) (%) | 83.9 | 90.5 | 92.3 | 96.7 |
| Benchmark quartile | 3 | 3 | 3 | 1 |
| Language, literacy and communication skills - English (LCE) | | | | |
| Number of pupils in cohort | 31 | 21 | 39 | 30 |
| Achieving outcome 5+ (%) | 83.9 | 90.5 | 92.3 | 96.7 |
| Benchmark quartile | 4 | 3 | 3 | 2 |
| Achieving outcome 6+ (%) | 41.9 | 57.1 | 46.2 | 70.0 |
| Benchmark quartile | 1 | 1 | 2 | 1 |
| 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 | 31 | 21 | 39 | 30 |
| Achieving outcome 5+ (%) | 87.1 | 95.2 | 94.9 | 96.7 |
| Benchmark quartile | 4 | 2 | 3 | 2 |
| Achieving outcome 6+ (%) | 19.4 | 61.9 | 46.2 | 43.3 |
| Benchmark quartile | 3 | 1 | 2 | 2 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | | |
| Number of pupils in cohort | 31 | 21 | 39 | 30 |
| Achieving outcome 5+ (%) | 93.5 | 95.2 | 100.0 | 100.0 |
| Benchmark quartile | 3 | 3 | 1 | 1 |
| Achieving outcome 6+ (%) | 51.6 | 47.6 | 66.7 | 86.7 |
| Benchmark quartile | 2 | 3 | 2 | 1 |

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.

6723322 - St Mary's R C Primary School

| | |
|--------------------------------------------------------------|-----------------|
| Number of pupils on roll | 255 |
| Pupils eligible for free school meals (FSM) - 3 year average | 8.6 |
| FSM band | 2 (8%<FSM<=16%) |

Key stage 2

| | 2012 | 2013 | 2014 | 2015 |
|-------------------------------------------------------|-------|------|-------|-------|
| Number of pupils in Year 6 cohort | 32 | 44 | 32 | 31 |
| Achieving the core subject indicator (CSI) (%) | 96.9 | 97.7 | 96.9 | 100.0 |
| Benchmark quartile | 2 | 2 | 2 | 1 |
| English | | | | |
| Number of pupils in cohort | 32 | 44 | 32 | 31 |
| Achieving level 4+ (%) | 100.0 | 97.7 | 96.9 | 100.0 |
| Benchmark quartile | 1 | 2 | 2 | 1 |
| Achieving level 5+ (%) | 43.8 | 52.3 | 53.1 | 41.9 |
| Benchmark quartile | 2 | 2 | 2 | 3 |
| Welsh first language | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving level 4+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving level 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematics | | | | |
| Number of pupils in cohort | 32 | 44 | 32 | 31 |
| Achieving level 4+ (%) | 96.9 | 97.7 | 100.0 | 100.0 |
| Benchmark quartile | 2 | 2 | 1 | 1 |
| Achieving level 5+ (%) | 40.6 | 45.5 | 59.4 | 51.6 |
| Benchmark quartile | 2 | 2 | 1 | 2 |
| Science | | | | |
| Number of pupils in cohort | 32 | 44 | 32 | 31 |
| Achieving level 4+ (%) | 96.9 | 97.7 | 96.9 | 100.0 |
| Benchmark quartile | 3 | 3 | 3 | 1 |
| Achieving level 5+ (%) | 50.0 | 45.5 | 59.4 | 48.4 |
| Benchmark quartile | 2 | 3 | 1 | 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.

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. | 94 | 93 99% | 1 1% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 94 | 83 88% | 11 12% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 94 | 90 96% | 4 4% | 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 | 93 | 91 98% | 2 2% | 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. | 94 | 87 93% | 7 7% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 96% | 4% | |
| I am doing well at school | 94 | 91 97% | 3 3% | Rwy'n gwneud yn dda yn yr ysgol. |
| | | 96% | 4% | |
| The teachers and other adults in the school help me to learn and make progress. | 94 | 92 98% | 2 2% | 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. | 94 | 89 95% | 5 5% | 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 | 88 94% | 6 6% | 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. | 94 | 87 93% | 7 7% | 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. | 94 | 60 64% | 34 36% | 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 | 93 | 60 65% | 33 35% | 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. | 122 | 87 71% | 34 28% | 1 1% | 0 0% | 1 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 122 | 88 72% | 34 28% | 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. | 123 | 93 76% | 30 24% | 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. | 124 | 86 69% | 37 30% | 1 1% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 62% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 117 | 79 68% | 37 32% | 1 1% | 0 0% | 5 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 48% | 47% | 4% | 1% | | |
| Teaching is good. | 122 | 85 70% | 37 30% | 0 0% | 0 0% | 1 | Mae'r addysgu yn dda. |
| | | 61% | 36% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 121 | 92 76% | 28 23% | 1 1% | 0 0% | 2 | 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. | 120 | 76 63% | 43 36% | 1 1% | 0 0% | 3 | 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% | 43% | 6% | 2% | | |
| Staff treat all children fairly and with respect. | 117 | 77 66% | 37 32% | 3 3% | 0 0% | 7 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 60% | 35% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 122 | 79 65% | 42 34% | 1 1% | 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. | 123 | 90 73% | 31 25% | 1 1% | 1 1% | 0 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 66% | 31% | 2% | 1% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 108 | 64 59% | 42 39% | 2 2% | 0 0% | 14 | 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. | 123 | 70 57% | 49 40% | 4 3% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 49% | 41% | 8% | 2% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|-------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 123 | 77 63% | 43 35% | 3 2% | 0 0% | 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. | 106 | 55 52% | 43 41% | 6 6% | 2 2% | 17 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 49% | 42% | 8% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 120 | 80 67% | 39 32% | 1 1% | 0 0% | 3 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 58% | 40% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 96 | 58 60% | 35 36% | 3 3% | 0 0% | 24 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 52% | 41% | 5% | 1% | | |
| There is a good range of activities including trips or visits. | 120 | 78 65% | 35 29% | 7 6% | 0 0% | 2 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 54% | 39% | 6% | 1% | | |
| The school is well run. | 122 | 87 71% | 35 29% | 0 0% | 0 0% | 0 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 62% | 33% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|------------------------------|---------------------|
| David Gareth Evans | Reporting Inspector |
| Aileen Patricia Brindley | Team Inspector |
| Deirdre Emberson | Lay Inspector |
| Michele Thomas | Peer Inspector |
| Lyndon Watkins (Headteacher) | Nominee |

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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