



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 R.C. Primary School
Wyndham Crescent
Canton
Cardiff
CF11 9EF**

Date of inspection: September 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 24/11/2015

Context

St Mary's is a Roman Catholic Primary School for pupils aged 4-11 close to Cardiff city centre. The majority of the pupils who attend the school are Catholic and come from the parish of St Mary of the Angels, Canton.

The 264 pupils include 48 who attend the nursery part-time. There are 10 classes, including two nursery classes and four classes with pupils of mixed age groups. Forty-nine per cent of pupils come from an ethnic minority background and 44% have English as an additional language. Very few pupils speak Welsh at home.

A little over 12% of pupils are eligible for free school meals, compared to the all Wales average of 20%. When pupils start school, their attainment is broadly typical for their age. However, over the last three years, 51% of pupils starting school had English as an additional language, which has a significant impact on early attainment. The school identifies 18% of pupils as having additional learning needs, with very few pupils having a statement of special educational needs. This is lower than the Wales average of 25%.

From January 2014 until July 2015, the deputy headteacher led the school as a temporary headteacher. In July 2015, the governing body appointed an executive headteacher, who also leads another school within the local authority. The last inspection took place in May 2009.

The individual school budget per pupil for St Mary's R.C. Primary School in 2015-2016 means that the budget is £3,365 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,099 and the minimum is £2,901. St Mary's R.C. Primary School is 69th out of the 96 primary schools in Cardiff 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 good progress
- By the end of key stage 2, most pupils are mature, independent learners who take responsibility for their own learning
- There are high-quality, meaningful opportunities for pupils to develop their oracy, reading and writing skills and, as a result, pupils' literacy skills are good with some excellent features in their writing by the end of key stage 2
- End of Foundation Phase and key stage 2 assessments show improvement over the past four years at the expected outcome and level
- There are effective systems to identify, support, challenge and monitor pupils with additional or English additional language needs, and they make very good progress
- Standards of teaching are generally good

Prospects for improvement

The prospects for improvement are judged to be good because:

- The headteacher has a strong vision for the school, which he communicates well to the governing body, school staff and parents
- Senior leaders are building effectively on the work done over the past two years
- The senior management team has succeeded in achieving good standards in many aspects of the school's work, such as in literacy and Welsh
- The governing body has supported the school well through an uncertain period, ensuring effective interim leadership
- The school improvement plan identifies suitable priorities, with a clear focus on raising standards
- Strong partnership working with parents and other agencies benefits pupils' wellbeing
- Leaders and the governing body have reduced the budget deficit successfully through careful management of resources

Recommendations

- R1 Raise awareness in numeracy across the school
- R2 Improve attendance
- R3 Integrate the Welsh dimension fully throughout the curriculum and school life
- R4 Ensure that teaching consistently engages pupils of all abilities to achieve at an appropriate level and develop as independent learners
- R5 Refine the self-evaluation process so that the action plans provide a clear focus for school improvement

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils make good progress during their time at the school. By the end of key stage 2, most pupils are mature, independent learners who take responsibility for their own learning. Most are confident and engage effectively in activities and lessons. They understand how well they achieve when completing tasks, and what they need to do to improve their work.

Nearly all pupils make very good progress in literacy skills. Many pupils in the Foundation Phase talk enthusiastically and with understanding about their work. Pupils who have English as an additional language develop their language skills quickly and take a meaningful role in classroom activities. By the end of key stage 2, many pupils have a wide vocabulary, which they use effectively to discuss their work. More able pupils discuss complex matters at length and can offer and justify opinions on a good range of issues.

Reading skills are developing well through the school. In the Foundation Phase, most pupils learn quickly a number of techniques to help them understand what they are reading. By the end of the Foundation Phase, most read for pleasure and to support their learning. In key stage 2, most pupils read effectively from a wide range of sources. They use dictionaries, thesauruses, information books and electronic sources well to enhance their learning.

The development of pupils' writing skills is a major strength of the school. By the end of the Foundation Phase, most produce pieces of writing of a good standard, using well-structured sentences, correct basic punctuation and a good range of vocabulary appropriate to their age and ability. By the end of key stage 2, writing standards are generally good, with a minority of pupils producing work of a very high standard. The work of these pupils in particular shows features of individual style, especially in creative writing. Most pupils write a good range of extended pieces in different forms across the curriculum. They write correctly and use punctuation, paragraphs and a wide vocabulary effectively to enrich their work.

Most pupils develop their numeracy skills well from early in the Foundation Phase, and use their number skills effectively in learning areas. Most understand place value at an appropriate standard, and recall basic number facts quickly and accurately. They recognise and know the features of the most common shapes, and can create repeating patterns using number, shapes and colours. By the end of key stage 2, many pupils develop their numeracy skills to an appropriate standard. They have a sound understanding of numbers and calculation, as well as different forms of measuring, and they collect data to produce different graphs. When they have the opportunity, many pupils apply their numeracy skills increasingly across the curriculum, and in specific projects such as producing a regular school newspaper, and developing and running a 'Potions' business.

Most pupils' Welsh skills develop well from early in the Foundation Phase. They listen and respond well to Welsh instructions, questions and guidance. In key stage 2, most pupils use Welsh confidently and spontaneously with teachers and other adults. Across the school, most write appropriately in a suitable variety of written forms following taught patterns. Most pupils read Welsh books competently with a good level of understanding.

Over the past four years at the end of the Foundation Phase, outcomes show an increasing upward trend. However, at both the expected and higher outcome, performance is generally below the average in literacy and mathematical development when compared to that of similar schools.

At the end of key stage 2, performance at the expected level in English, mathematics and science shows a general improvement over the last four years. In all three subjects, recent performance is above the average for similar schools. At the higher than expected level, performance is not as strong when compared to that of similar schools.

The number of pupils eligible for free school meals is low and meaningful comparison of performance is difficult. However, over the past four years most of these pupils achieved at the expected level at the end of the Foundation Phase and key stage 2. Very few of these pupils achieved the higher than expected outcome or level.

Pupils from an ethnic minority background and those who have English as an additional language make good progress by the end of the Foundation Phase, and most perform at the expected level or above by the end of key stage 2.

Pupils who have additional learning needs make good progress towards their targets, and many achieve the expected level by the time they leave the school.

Wellbeing: Adequate

Nearly all pupils have positive attitudes to eating and drinking healthily and leading a healthy lifestyle. Nearly all feel safe in school and know whom to speak to if they need help. They understand that they need to take regular exercise and many participate enthusiastically in a wide range of after school clubs such as basketball, athletics and cookery.

Nearly all pupils behave well both in lessons and around the school. They are polite and courteous, and they show a mature, caring attitude towards one another. They take on responsibilities throughout the school such as house captains and 'Cryw Cymraeg', and take pride in their activities.

In the Foundation Phase, most pupils develop quickly as independent learners. They make confident choices about their work. By the end of key stage 2, most pupils show high levels of engagement and independence in their learning. For a minority of pupils, this is outstanding. Most pupils collaborate effectively and support each other well.

Pupils' attendance has improved consistently over the past three years. However, the school remains in the lower 50% of similar schools for that period. Most pupils arrive punctually at the start of the day, and there are robust procedures in place to address persistent lateness.

The school council has a positive impact on some aspects of school life through various initiatives such as improving the school gardens, replacing old water fountains and raising money for the Catholic Agency For Overseas Development. The eco council has reduced successfully the use of electricity and is reducing non-recyclable waste.

Pupils enjoy taking part in community activities such as donating items to the food bank as part of their harvest fast day and entertaining local residents and shoppers, and they take an active part in church life. This has a positive impact on pupils' spiritual, social moral and cultural development.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a broad range of worthwhile and interesting learning experiences that meet the needs of all pupils and comply with statutory requirements. Carefully chosen topics provide engaging learning contexts for nearly all pupils. Planning across the school shows clear progression of many skills. In the Foundation Phase, planning for continuous and enhanced provision enhances most pupils' ability to access and record challenges independently. In both key stages, staff provide successful intervention programmes for pupils who need additional support to develop their literacy and numeracy skills.

Staff are making good progress in developing and embedding literacy skills throughout the curriculum. There are high-quality, meaningful opportunities for pupils to develop their oracy, reading and writing skills. In the Foundation Phase, all pupils have a variety of opportunities to write at an appropriate length through a range of genres. As a result, nearly all pupils produce work that is legible and well presented. However, planning to develop pupils' cross-curricular numeracy skills is at an earlier stage of development. In key stage 2, planning for developing literacy is strong, and enables pupils to create work of a very high standard by the end of the key stage.

Provision for information and communication technology is good throughout the school.

The provision and development of Welsh is good. Planning for Welsh second language is clear and allows for good progression in oracy, reading and writing. There are opportunities for pupils to celebrate Welsh culture through activities such as the school eisteddfod, St David's Day celebration and visits to the Urdd camp in Llangrannog. However, the school does not plan clearly enough for the development of the Welsh dimension across the curriculum.

Through the activities of the eco committee, the school encourages all pupils to act in a sustainable way, for example by reducing the amount of waste and monitoring the

use of energy throughout the school. There are appropriate opportunities for pupils to develop a secure understanding of global citizenship and fair trade. They are actively involved in raising money for the Catholic Agency For Overseas Development, and they talk passionately about how they make a difference to the lives of others.

Teaching: Good

Teaching is good or better in the majority of classes. In the very few classes where teaching is excellent, teachers plan and deliver exciting, engaging learning experiences using a wide range of teaching approaches. This makes the learning purposeful and exciting for pupils, and enables them to produce work of a very high standard. In particular, these sessions foster a sense of independence and enthusiasm in the pupils, who then take increasing responsibility for their own learning.

In the many classes where teaching shows good features, teachers plan their activities effectively, building well on previous learning. They engage pupils of all abilities in purposeful tasks that challenge them appropriately. In the very few lessons where teaching is not so effective, teachers provide too much guidance and direction for pupils, resulting in work that is too mechanical in nature. This means that pupils are not challenged appropriately to develop their independent learning skills

In all lessons, there is a positive working relationship between staff and pupils. This encourages most pupils to play an active role in the lesson. Nearly all teachers manage behaviour appropriately.

Teachers mark pupils' work regularly and older pupils respond appropriately. Where marking is good, it is effective and positive, and provides ways for pupils to improve their work. In literacy, there are opportunities for pupils to assess their own and other pupils' work effectively. However, this is not consistent throughout all classes or areas of the curriculum.

Informative and attractive end-of-year reports to parents provide useful information on pupils' progress.

Care, support and guidance: Good

The school provides an environment where the pupils feel safe and secure. It is a caring community where there is an atmosphere of mutual respect and trust. There are good opportunities to promote healthy eating and drinking, which is a priority for the school council. All staff members, and older pupils, encourage and promote good behaviour actively throughout the school. Provision for the development of health and wellbeing is good. The school promotes pupils' spiritual development effectively through a range of activities, including good quality daily acts of worship. Pupils understand the importance of being part of the local and wider community. Social, moral and cultural development is promoted effectively through the school's involvement with the community, various charities and its behaviour policy.

Provision for pupils with additional learning needs and English as an additional language is good. There are effective systems in place to identify, support, challenge and monitor pupils with additional or English additional language needs. Staff provide a range of interventions to ensure that nearly all pupils achieve their targets. The school has clear individual education plans. Staff, parents and pupils review these regularly. There are good links with a range of specialist agencies, and support services such as the sensory impairment, speech and language therapy service and the ethnic minority achievement service support pupils' specific needs well.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. All staff are recently trained, and there are robust systems to ensure the safety and protection of all pupils.

Learning environment: Good

The school has a very welcoming and inclusive ethos. Its positive approach ensures that pupils develop tolerant attitudes to the views of others. All staff encourage pupils from all backgrounds to take part in a wide range of activities both during the school day and in after-school clubs. There are effective opportunities for pupils to learn about similarities and differences between people from different backgrounds and cultures. As a result, all pupils integrate well into school life and develop their confidence and self-esteem well.

Although the building is old, the accommodation is of good quality and is spacious. All staff use this effectively to provide a bright and interesting learning environment. The wall displays, both in classrooms and in the shared areas of the school, celebrate pupils' work and achievements effectively.

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

The recently appointed executive headteacher has a strong vision for the school, which he communicates well to the governing body, school staff and parents. This builds effectively on the work done by the acting headteacher and senior management team to foster the school's inclusive and caring ethos, while actively supporting and challenging staff and pupils to do their best.

Despite the change in leadership in the school, the senior management team has succeeded in achieving good standards in many aspects of the school's work. These include consistent improvement in standards at the expected level throughout the school. Senior leaders are establishing effective performance management procedures for all staff that link clearly to the school's priorities for improvement. This contributes to the worthwhile progress towards developing good standards in literacy and establishing effective Foundation Phase practice.

The governing body has supported the acting headteacher well through the interim period, enabling her to lead the school effectively. Governors have a good

understanding of the school's current performance and the issues that affect it. They are beginning to challenge the school appropriately as critical friends.

Improving quality: Adequate

The school is developing appropriate procedures to evaluate its performance. The senior management team makes good use of data to consider trends and progress over time for all groups of pupils. It is beginning to develop an effective system of lesson observations to monitor and improve standards of teaching. Subject leaders analyse progress in their areas in detailed annual reports. In addition, the school takes good account of reviews from the regional consortium to inform its improvement plans. However, self-evaluation procedures are not developed fully enough with all staff, parents, pupils and governors in order to build a complete and accurate picture of the school's strengths and areas for development.

The school improvement plan identifies suitable priorities, focusing on raising standards. It contains appropriate success criteria and measurable targets. Training and resources link closely to these priorities. A useful evaluation of last year's plan identifies progress, for example, in the development of the Foundation Phase outdoor learning area. However, the school has not yet developed systems that are robust enough to ensure that plans are consistently monitored and evaluated. As a result, these plans do not have the impact that they should.

Partnership working: Good

The school works effectively with a wide range of partners. It has a strong and supportive relationship with parents. They receive information regularly, for example through helpful newsletters and an informative website. The parent teacher association arranges successful fundraising activities. These help to develop the school community as well as enabling the school to purchase resources such as tablet computers to enrich pupils' learning experiences.

Strong links with the local community and the parish church contribute significantly to the school's warm and caring ethos. Links with local businesses provide pupils with opportunities to practise their skills in a real context. Examples include writing letters to request support for projects such as developing the nursery garden.

Good links with the on-site playgroup support younger pupils well as they settle into the school. Older pupils benefit from transition visits to the local high school, with vulnerable pupils receiving regular additional support from staff. This gives them confidence as they prepare to move to the next stage of their education.

The school plays an active part in its local cluster of schools. Participation in regular meetings to standardise and moderate work contributes effectively to the accuracy of teachers' assessments. The school works closely with the local authority and consortium. Benefits include regular guidance to support vulnerable pupils, stronger management practice and improved delivery of the Foundation Phase and Welsh language.

Resource management: Good

All teachers are suitably qualified and there are appropriate arrangements to provide planning, preparation and assessment time. The school deploys its support staff appropriately and sensitively, for example to provide effective additional support for Foundation Phase pupils learning English as an additional language.

Staff identify their training needs through the recently established appraisal procedures. They have good opportunities for professional development through regular in-service training, acquiring new knowledge and skills such as effective use of tablet computers and improving assessment for learning. However, leaders do not systematically evaluate the impact of the training to ensure the best outcomes for staff and pupils.

The school makes suitable use of its pupil deprivation grant to support vulnerable pupils by improving their wellbeing and providing additional learning support. However, at present, leaders do not evaluate the impact of expenditure to ensure that they meet fully the needs of targeted pupils.

The headteacher, with support from the local authority and the governing body, manages the school budget well to reduce the deficit and meet the school's priorities.

In terms of the standards achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6813330 - ST. MARY'S R.C. PRIMARY SCHOOL

Number of pupils on roll	275
Pupils eligible for free school meals (FSM) - 3 year average	13.0
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	28	30	26
Achieving the Foundation Phase indicator (FPI) (%)	53.6	80.0	84.6
Benchmark quartile	4	3	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	28	30	26
Achieving outcome 5+ (%)	71.4	83.3	84.6
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	28.6	6.7	23.1
Benchmark quartile	2	4	4
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	28	30	26
Achieving outcome 5+ (%)	64.3	86.7	88.5
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	7.1	13.3	19.2
Benchmark quartile	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	28	30	26
Achieving outcome 5+ (%)	75.0	100.0	92.3
Benchmark quartile	4	1	4
Achieving outcome 6+ (%)	39.3	6.7	23.1
Benchmark quartile	3	4	4

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.

6813330 - ST. MARY'S R.C. PRIMARY SCHOOL

Number of pupils on roll	275
Pupils eligible for free school meals (FSM) - 3 year average	13.0
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	33	33	44	35
Achieving the core subject indicator (CSI) (%)	72.7	75.8	79.5	91.4
Benchmark quartile	3	4	4	3
English				
Number of pupils in cohort	33	33	44	35
Achieving level 4+ (%)	81.8	75.8	86.4	91.4
Benchmark quartile	3	4	4	3
Achieving level 5+ (%)	36.4	24.2	25.0	42.9
Benchmark quartile	2	4	4	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	33	33	44	35
Achieving level 4+ (%)	81.8	81.8	86.4	94.3
Benchmark quartile	3	4	4	2
Achieving level 5+ (%)	27.3	24.2	40.9	57.1
Benchmark quartile	3	4	2	1
Science				
Number of pupils in cohort	33	33	44	35
Achieving level 4+ (%)	81.8	78.8	88.6	91.4
Benchmark quartile	4	4	4	3
Achieving level 5+ (%)	18.2	18.2	38.6	37.1
Benchmark quartile	3	4	2	3

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	118		118 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	118		106 90%	12 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	118		116 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	117		115 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.	118		118 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	117		113 97%	4 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.	118		118 100%	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.	118		115 97%	3 3%	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.	118		117 99%	1 1%	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.	118		112 95%	6 5%	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.	116		94 81%	22 19%	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	117		106 91%	11 9%	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.	15	4 27%	9 60%	1 7%	1 7%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	15	7 47%	8 53%	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.	15	11 73%	4 27%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	14	4 29%	8 57%	1 7%	1 7%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	14	6 43%	7 50%	1 7%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	15	6 40%	8 53%	0 0%	1 7%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	14	8 57%	6 43%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn 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.	12	1 8%	8 67%	2 17%	1 8%	2	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	15	8 53%	6 40%	0 0%	1 7%	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.	15	7 47%	7 47%	1 7%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	15	9 60%	6 40%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	9	4 44%	4 44%	0 0%	1 11%	3	Mae fy mhlentyn 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.	14	3 21%	8 57%	2 14%	1 7%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	14	4 29%	8 57%	1 7%	1 7%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	13	3 23%	5 38%	5 38%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	11	3 27%	7 64%	1 9%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	8	3 38%	4 50%	0 0%	1 12%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	14	4 29%	10 71%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	15	4 27%	7 47%	2 13%	2 13%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Terwyn Tomos	Reporting Inspector
Sheila Margaret Birkhead	Team Inspector
Alison Huckle	Lay Inspector
Debra Todd	Peer Inspector
Michael Flynn	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.