



*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**

**St Helen's Catholic Primary School  
Lansbury Park  
Caerphilly  
CF83 1QH**

**Date of inspection: September 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:

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

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

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**Publication date: 02/12/2014**

## Context

St Helen's Primary School is a Catholic Voluntary Aided school in Caerphilly. Pupils from all parts of Caerphilly attend the school and the governing body controls admission to the school, which caters for children aged three to eleven years.

At the time of the inspection, there were 286 pupils on roll, taught in 11 classes. This includes 26 pupils who attend the nursery part-time.

Approximately 15% of pupils are eligible for free school meals, which is below the national average of 21%. Most pupils are white, British. English is the home language for nearly all pupils and no pupils speak Welsh at home.

The school identifies around 14% of pupils as having additional learning needs, which is below the national average of 22%. A very few pupils have statements of special educational needs.

A very few pupils have been temporarily excluded from the school in the past 12 months.

The headteacher took up post in 1999. Estyn inspected the school last in November 2008.

The individual school budget per pupil for St Helen's Catholic Primary School in 2014-2015 means that the budget is £2,780. The maximum per pupil in the primary schools in Caerphilly is £5,106 and the minimum is £2,645. St Helen's Catholic Primary School is 68th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

## Summary

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

### Current performance

Current performance is good because:

- most pupils make good progress as they move through the school;
- most pupils have strong speaking and listening skills;
- most pupils apply their literacy skills skilfully across the curriculum;
- most pupils have good numeracy skills;
- many pupils apply their thinking skills well in a range of activities; and
- most teaching is good and supports pupils' learning effectively.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides effective leadership;
- all staff have clear job descriptions and understand their roles well;
- the governing body has a good understanding of the school's strengths and areas for development;
- the school has effective procedures for monitoring its performance; and
- improvement plans focus on those priorities that have most impact on raising pupils' standards.

## **Recommendations**

- R1 Improve outcomes for the more able
- R2 Improve pupils' writing skills in Welsh
- R3 Develop planning in key stage 2 to ensure systematic coverage of subject specific curriculum skills
- R4 Ensure appropriate challenge for more able pupils in all lessons
- R5 Ensure that teachers use marking and peer and self-assessment consistently to help pupils understand how to improve their learning

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Many pupils begin school with language and literacy, numeracy and personal and social skills that are appropriate to, or below, those expected for their age. Most pupils make good progress as they move through the school.

By the end of the Foundation Phase, most pupils speak clearly and confidently to other pupils and adults. In key stage 2, most pupils have strong speaking and listening skills and use an extensive and high quality vocabulary. For example, older pupils use persuasive language skilfully when trying to get other pupils to buy a house.

In the Foundation Phase, most pupils read with good fluency and a majority use appropriate expression. Most pupils use their phonic skills well and draw on a comprehensive range of strategies to read unfamiliar words. In key stage 2, most pupils' reading skills are good. They understand and discuss why authors make choices about the words and phrases they use to make stories interesting, such as metaphors and imagery.

Most pupils' writing develops well as they progress through the school. By the end of the Foundation Phase, many pupils write well for a variety of purposes, such as writing letters, diaries and recounts. For example, many pupils write detailed reports about Caerphilly Castle using relevant structure and language. In key stage 2, most pupils make good progress in developing their writing skills. Many older pupils use a wide variety of strategies, such as varying sentence types, using advanced punctuation and making adventurous vocabulary choices to build tension or create humour in their writing. Most pupils apply their literacy skills across the curriculum skilfully.

Most pupils' number skills are good. In the Foundation Phase, most pupils develop their numeracy skills well. By the end of Year 2, many pupils use these skills effectively in problem solving activities. For example, they apply their knowledge of doubling numbers accurately when predicting the growth of a worm. By the end of key stage 2, most pupils have a good range of numeracy skills. Older pupils have a good understanding of fractions, percentages of quantities, multiplication and division. They use their number skills well to calculate the gross taking from a planned Beatles tour. Throughout the key stage, most pupils apply these skills successfully in other areas of the curriculum, particularly science.

At the end of Foundation Phase, a majority of pupils respond to a good range of simple questions and instructions in Welsh. However, most pupils read only a few basic words. In key stage 2, many pupils speak well using a useful range of sentence structures ably. A majority of older pupils are beginning to read suitable texts with acceptable pronunciation and fluency. However, across the school, pupils' independent writing skills in Welsh are not sufficiently well developed.

Many pupils apply their thinking skills well in a wide range of activities throughout the school. They are able to reason well and make complex decisions in a range of contexts. For example, older pupils use thinking strategies maturely to consider the gifts of the Holy Spirit.

Pupils with additional learning needs make good progress towards achieving the targets set for them.

In the Foundation Phase, pupils' performance in 2014, at the expected outcome 5, placed the school in the higher 50% for literacy and mathematical skills when compared with similar schools. These results are lower than in 2013 in literacy when the school was in the top 25%, but remain the same in mathematical development.

At the higher outcome 6, performance in literacy has placed the school in the higher 50%, but performance in mathematical development has fallen, moving the school into the bottom 25% when compared with similar schools.

In key stage 2, performance in 2014 at the expected level 4 placed the school in the higher 50% of similar schools for mathematics, but in the lower 50% for English and science. For the last four years, performance at the expected level 4 in English and mathematics has moved the school between the higher and lower 50% while performance in science has placed it consistently in the lower 50% of similar schools.

At the higher level 5, performance in 2014 placed the school in the lower 50% for English but in the higher 50% for mathematics and science. Over the previous four years, most results have placed the school in the lower 50% for English, but in the higher 50% for mathematics and science when compared with similar schools.

### **Wellbeing: Good**

Nearly all pupils feel safe in school and are confident to approach adults with their concerns. Most pupils have a good understanding of how to eat healthily and the importance of exercise. Most pupils have a good understanding of how to remain safe when accessing the internet.

Nearly all pupils are well motivated, engage in lessons enthusiastically and maintain concentration throughout. They are polite and respectful to one another, school staff and visitors. They display care and concern for their fellow pupils. Their behaviour around the school and in classes is of a high standard.

In the Foundation Phase, nearly all pupils influence their own learning successfully by making choices about what they learn in 'Freaky Friday' sessions. Older pupils have a good understanding of how they can influence their learning, but have too few opportunities to do so.

The school council and eco committee are effective in representing the views of pupils and take their responsibilities seriously. They make worthwhile decisions that benefit the whole school. For example, they set up and run a successful healthy eating tuck shop. Many pupils make a positive contribution to their local community through links with the church, businesses and a local allotment. Many pupils take

part in and enjoy a good range of after school clubs. These have a positive impact on their wellbeing and help them to develop good social skills.

Pupils' attendance levels have improved steadily over the last four years. As a result, the school has been in the top 25% when compared with similar schools for the last two years. Nearly all pupils arrive at school punctually.

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

The school provides a broad and balanced curriculum that stimulates all pupils effectively. Teachers implement a topic-based approach to planning that ensures rich learning experiences and a wide variety of activities that interest nearly all pupils. However, in key stage 2, the allocated time for teaching is below that recommended by the Welsh Government.

Long term planning in the Foundation Phase ensures that the curriculum builds on pupils' knowledge and skills systematically. However, in key stage 2, long term planning to ensure systematic coverage of subject specific curriculum skills is less well developed. School leaders have developed effective planning that ensures all pupils have valuable opportunities to develop the skills from the National Literacy and Numeracy Framework well.

Planning for the development of Welsh language skills is thorough. Many teachers use Welsh in lessons regularly and pupils have a good range of opportunities to use and develop their Welsh speaking skills. However, pupils do not have sufficient opportunities to improve their Welsh writing skills. Throughout the school, topics promote the linguistic and historical aspects of Welsh life well. For example, pupils study poets including Dylan Thomas and designers such as Laura Ashley.

The school promotes all pupils' understanding of sustainable development successfully through a strong emphasis on environmental education. The eco-committee encourages energy conversation effectively and the school's 'eco-warrior' awards provide an incentive for all pupils to save energy. The school celebrates global citizenship effectively. For example, a partnership with a school in Zanzibar has provided worthwhile opportunities for pupils to understand the challenges people face in other countries.

A worthwhile range of extra-curricular clubs contributes to pupils' enjoyment of school and helps them develop an understanding of the importance of exercise effectively.

### **Teaching: Good**

All teachers create a positive learning environment. Most teaching is good and supports pupils' learning effectively. Most teachers make effective use of a good range of resources and a variety of teaching methods to engage pupils successfully. Learning support assistants support individuals and groups of pupils effectively and make a valuable contribution to lessons and pupils' learning.



Most teachers plan lessons that build on pupils' prior skills effectively. Nearly all teachers use a suitable variety of questioning techniques that assist pupils in developing their understanding well. They intervene during lessons appropriately, providing clear oral feedback that helps pupils to progress. However, in a minority of lessons, teachers do not adapt learning well enough to challenge all pupils sufficiently, particularly the more able.

All teachers mark pupils' work regularly and conscientiously. They provide appropriate praise and recognise when pupils achieve learning objectives. However, in most cases marking does not provide pupils with sufficiently focused feedback on how to improve their learning. In only a few lessons do teachers provide pupils with opportunities to assess their own learning or that of their peers.

School leaders use a range of assessments and the school's tracking system to monitor pupils' progress efficiently. They use this information well to identify and meet the needs of individuals and specific groups of pupils appropriately. Detailed teacher and standardised assessments allow leaders to monitor the progress of pupils at risk of underachievement and to provide them with effective learning support when needed.

Reports to parents provide a useful range of information about pupils' attainment and progress.

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

The school is a caring community where staff and pupils treat each other with respect. Learning experiences provide all pupils with worthwhile opportunities to develop their spiritual, moral, social and cultural understanding. For example, each morning all pupils have opportunities to reflect on spiritual and moral values. There are robust arrangements to improve pupils' levels of attendance and these are having a very positive effect. School leaders have implemented effective strategies to help vulnerable pupils to participate in school life actively. For example, a support group for identified pupils helps them to develop social and communication skills beneficially.

The school makes effective arrangements for promoting healthy eating and drinking and provides good opportunities for regular exercise through outdoor learning and extra-curricular activities. The school provides a safe and secure environment for all pupils.

The school liaises with external agencies effectively, such as medical specialists, educational psychologists and the education welfare service. This provides a good range of additional information and specialist guidance for staff and pupils. For example, valuable support from the speech and language therapist enables teachers to make good provision to meet the specific needs of individual pupils.

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

Provision for pupils with additional learning needs is good. The school has well-developed procedures for identifying pupils with additional learning needs at an early stage. It ensures that these pupils receive appropriate and effective support through a suitable range of intervention programmes. School leaders use tracking systems and a wide range of data to monitor pupils' progress closely. Individual education plans contain focused and worthwhile targets. Pupils and parents contribute appropriately to reviewing these targets and setting new ones.

### **Learning environment: Good**

The school provides a secure, nurturing and caring environment for all pupils. They value the support they receive from teachers and there are very positive relationships between staff and pupils. All pupils have equal access to the curriculum and extra-curricular activities. Christian values permeate the school and encourage pupils to treat each other with respect, fairness and tolerance. The school fosters a strong awareness and respect for different ways of life well through activities such as the educational link to a school in Zanzibar and involvement in a wide range of charitable causes.

The school building provides pupils with a well-maintained, stimulating environment for learning. Teaching areas are bright and welcoming places to learn. The extensive outdoor areas are a notable feature and provide interesting, vibrant spaces to learn. The allotment and forest school areas, planted by the school, enrich learning well and the sporting areas contribute to the development of pupils' physical fitness effectively. Resources, including a recent investment in tablet computers for information and communication technology (ICT), match pupils' needs well.

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

The headteacher provides effective leadership. He has a clear vision for the school, shared by the whole school community. The headteacher and governors have recently established a new senior management team and, as a result, senior teachers now have clearly defined responsibilities. However, as these staff are relatively new to their posts, it is too soon to see the full impact of their work, for example in providing a coherent approach to curriculum planning in key stage 2. All teachers and teaching assistants have clear job descriptions and they understand their roles and responsibilities well. Meetings of senior leaders and staff are purposeful and have clear action points.

Senior leaders carry out performance management for teachers and support assistants effectively and there are clear links between the targets set and the school's priorities for improvement.

The governing body has a good understanding of the school's strengths and areas for development and it supports the school well. Governors understand their statutory responsibilities and are keen to develop their roles further. They receive a valuable range of information from the headteacher about the school's performance, which they verify through a beneficial range of first-hand visits. They support and challenge the school well as critical friends and they are beginning to hold leaders to account appropriately for the quality of provision and the standards pupils achieve.

### **Improving quality: Good**

The school has effective procedures for monitoring its performance. The newly established senior management team have clear roles in this process and are responsible for collecting a worthwhile range of first-hand evidence. This includes detailed analysis of pupils' performance, scrutinising of pupils' work and observing learning and teaching. All teachers review subject areas each year and their findings inform the self-evaluation process effectively.

Previous improvement plans focus well on priorities that have most impact on raising pupils' standards. Plans have clear success criteria and timescales for actions and give priority to improving pupils' skills in literacy and numeracy. This is in line with school and national priorities. Teachers and teaching assistants understand the school's priorities for improvement and their role in helping to achieve them. Senior leaders and governors monitor progress against the actions regularly. As a result, the school has been successful in bringing about measurable improvements for most pupils. For example, the use of the outdoors to motivate and engage boys has led to more purposeful writing activities and, as a result, both boys and girls now achieve good standards in writing.

### **Partnership working: Good**

The school has a range of worthwhile partnerships that have a successful impact on pupils' learning and wellbeing. A strong partnership with parents contributes to school life effectively. Parents and friends of the school raise significant funds to buy resources for the school. For example, a successful social event raised money to buy digital cameras for each class and provide colourful yard markings to enhance pupils' playtimes.

There are good links with the local church and pupils benefit from a variety of partnerships with the community. For example, a local bank provides high quality, real life experiences that enable older pupils to learn about the world of finance and the importance of money management. A local sports club organises coaches to assist with after school rugby and netball clubs. This enriches the curriculum and encourages pupils to participate in physical activity.

The school has regular meetings with other primary schools to moderate the work of pupils in the Foundation Phase and key stage 2. This helps to ensure consistency of assessment in the school effectively. There are beneficial transfer arrangements for pupils entering nursery and those transferring to secondary school. For example, a residential trip organised for all pupils transferring to the Catholic secondary school allows pupils to mix with the staff and pupils they will meet in the next school year. This helps to ensure a smooth transition for all pupils.

### **Resource management: Good**

School leaders manage the school's finances efficiently. The school uses teachers and teaching assistants well to meet the needs of all pupils. Performance management processes are effective in identifying training needs that help to bring about improvements in teaching and improve outcomes for learners. For example, recent training to develop expertise in teaching mathematics has helped to raise pupils' standards in this area.

Staff develop and share their professional knowledge well through networks of professional practice within the school. For example, a focus on Welsh has improved provision and led to better standards in pupils' speaking, listening and reading skills. The school links well with other schools in its cluster to share expertise and to improve teachers' skills. It is currently working on a project to improve pupils' reasoning skills in numeracy.

The school makes good use of its funding to support pupils who might otherwise be at risk of underachievement. Staff provide effective support for vulnerable pupils and, because of this, they make good progress. Leaders evaluate intervention programmes carefully to ensure that they deliver good value for money. The school uses a good range of resources to engage and interest pupils in their learning well. Leaders make effective use of the Pupil Deprivation Grant to reduce the risk of pupils not achieving the expected standards due to poverty. However, they do not use it sufficiently well to lessen the impact of deprivation for more able pupils.

The school's provision leads to good outcomes for pupils. As a result, the school gives good value for money.

## Appendix 1: Commentary on performance data

### 6763310 - St Helens RC Primary

Number of pupils on roll	291
Pupils eligible for free school meals (FSM) - 3 year average	15.7
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	51	43	30
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	86.3	93.0	90.0
Benchmark quartile	2	1	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	51	43	30
Achieving outcome 5+ (%)	92.2	95.3	93.3
Benchmark quartile	2	1	2
Achieving outcome 6+ (%)	23.5	32.6	36.7
Benchmark quartile	3	2	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	51	43	30
Achieving outcome 5+ (%)	88.2	93.0	96.7
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	17.6	23.3	23.3
Benchmark quartile	3	3	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	51	43	30
Achieving outcome 5+ (%)	94.1	100.0	100.0
Benchmark quartile	2	1	1
Achieving outcome 6+ (%)	52.9	32.6	30.0
Benchmark quartile	1	3	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.

**6763310 - St Helens RC Primary**

Number of pupils on roll 291  
 Pupils eligible for free school meals (FSM) - 3 year average 15.7  
 FSM band 2 (8%<FSM<=16%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	50	34	47	37
<b>Achieving the core subject indicator (CSI) (%)</b>	82.0	82.4	91.5	89.2
Benchmark quartile	2	3	2	3
<b>English</b>				
Number of pupils in cohort	50	34	47	37
Achieving level 4+ (%)	84.0	85.3	93.6	89.2
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	26.0	26.5	36.2	40.5
Benchmark quartile	3	3	2	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	50	34	47	37
Achieving level 4+ (%)	84.0	88.2	93.6	94.6
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	24.0	32.4	36.2	43.2
Benchmark quartile	3	2	2	2
<b>Science</b>				
Number of pupils in cohort	50	34	47	37
Achieving level 4+ (%)	88.0	91.2	91.5	94.6
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	22.0	29.4	38.3	45.9
Benchmark quartile	3	3	2	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

##### 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.	102	101 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	101	94 93%	7 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	102	100 98%	2 2%	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	102	95 93%	7 7%	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.	102	95 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	99	94 95%	5 5%	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.	102	102 100%	0 0%	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.	102	99 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.	101	90 89%	11 11%	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.	102	93 91%	9 9%	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.	95	70 74%	25 26%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	98	72 73%	26 27%	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.	121	98 81%	23 19%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	121	99 82%	22 18%	0 0%	0 0%	0	Mae fy mhlentyn 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.	121	103 85%	18 15%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	121	86 71%	32 26%	1 1%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	121	90 74%	31 26%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	121	93 77%	26 21%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	121	88 73%	32 26%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed aci wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	120	61 51%	43 36%	8 7%	0 0%	8	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.	121	90 74%	29 24%	2 2%	0 0%	0	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.	121	81 67%	38 31%	1 1%	0 0%	1	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.	120	96 80%	24 20%	0 0%	0 0%	0	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'.	119	74 62%	33 28%	1 1%	0 0%	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.	121	71 59%	42 35%	4 3%	0 0%	4	Rwy'n cael gwybodaeth gysion 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.	120	85 71%	32 27%	2 2%	0 0%	1	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.	119	66 55%	45 38%	3 3%	1 1%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	120	86 72%	30 25%	0 0%	0 0%	4	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.	119	71 60%	31 26%	1 1%	1 1%	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.	121	81 67%	32 26%	3 2%	0 0%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	121	97 80%	24 20%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Andrew Thorne	Reporting Inspector
Jane McCarthy	Team Inspector
Deirdre Mary Emberson	Lay Inspector
Jacqueline Jane O'Toole	Peer Inspector
Helen-Marie Davies	Peer Inspector
Tim Crosse (Headteacher)	Nominee

## Copies of the report

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