



*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 Padarn's Roman Catholic Primary School  
Llanbadarn Road  
Aberystwyth  
Ceredigion  
SY23 1EZ**

**Date of inspection: Mehefin 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: 06/08/2014**

## Context

St Padarn's Roman Catholic Primary School is in the town of Aberystwyth, Ceredigion. The school has 124 full-time pupils on roll, aged between four and 11.

Many pupils come from homes where English is the first language. Around 30% of pupils speak English as an additional language and many of the pupils' ethnicity is White British. Nine per cent of pupils are entitled to free school meals. This is lower than the national and local averages.

The school has identified that approximately 30% of pupils have additional learning needs. This is above the national average. Very few pupils have a statement of special educational needs.

The school had its last inspection in May 2008. The current headteacher has been in post since January 2014.

The individual school budget per pupil for St Padarn's Roman Catholic Primary School in 2013-2014 means that the budget is £3,489 per pupil. The maximum per pupil in the primary schools in Ceredigion is £9,978 and the minimum is £3,119. St Padarn's Roman Catholic Primary School is 40th out of the 51 primary schools in Ceredigion in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- many pupils make appropriate progress;
- the school enhances pupils' spiritual, personal, social development and wellbeing effectively;
- the school provides a range of relevant and interesting learning experiences for pupils;
- the use and impact of support staff is a strength of the school;
- the school is a safe, caring community that values all pupils equally;
- the learning environment, both indoors and outdoors, is used efficiently; and
- there are beneficial partnerships with parents, the local community and other organisations.

However:

- pupils do not extend their written ideas independently;
- pupils' do not use and apply their skills well across the curriculum, especially their numeracy and information and communication technology (ICT) skills;
- pupils do not make appropriate progress in the use of Welsh;
- lesson planning is inconsistent and lacks progression; and
- teachers do not challenge pupils enough.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the newly appointed headteacher is beginning to deliver improvements through new systems and initiatives;
- the headteacher has managed recent changes well;
- governors are supportive of the school and are beginning to work well with the headteacher to ensure that the school has robust systems in place to raise pupils' standards and the quality of provision; and
- the school's current development plan links well with the areas most in need of improvement.

However:

- the roles of the senior management team are in the process of development;
- newly established systems are working well, however, it is too early for them

- to have a direct impact on pupils' standards and the quality of teaching;
- the strategic roles of the governors are new and not fully established; and
  - nearly all the recommendations from the previous inspection have not been met.

## Recommendations

- R1 Improve pupils' numeracy and ICT skills
- R2 Improve pupils' standards of Welsh
- R3 Improve the planning of lessons, particularly by providing more opportunities for pupils to write and use their own ideas
- R4 Improve the quality of teaching, particularly improving the challenge given to more able pupils
- R5 Develop the strategic roles of the school's management team and governing body to support the effective improvement systems implemented by the headteacher

### What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school progress.

## Main findings

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

Adequate

#### Standards: Adequate

Generally pupils start school with skills above those expected for their age. During their time at school, many pupils make appropriate progress from their starting points.

In the Foundation Phase and at key stage 2, the majority of pupils make effective use of their literacy skills across the curriculum and their standards of speaking and listening are generally good. Throughout the Foundation Phase, many pupils listen attentively and they respond well to their teachers and peers when answering questions and discussing their work in groups. In key stage 2, most pupils are confident when talking to adults and other children.

Many pupils' reading and writing skills are developing appropriately. By the end of the Foundation Phase, the majority are able to read with increasing fluency. They make good use of picture clues to identify everyday words and read simple books. The majority of pupils are able to express an opinion about their books, however, a minority find it difficult to predict what will happen next. Many younger pupils enjoy retelling stories and recall accurately a number of details, including characters, significant incidents and humorous moments.

By the end of key stage 2, many pupils read to a standard that is at least appropriate for their age and ability. They can select suitable texts from a variety of sources in order to enhance their knowledge about what they are learning. Many can answer questions about the different styles of texts they read and share their opinions sensibly about favourite books and authors. However, across the school, a minority of pupils do not discuss the meaning of what they have read with enough accuracy.

In both the Foundation Phase and key stage 2, the majority of pupils write well in a variety of forms, for example when writing debates and recounting historical events. However, the majority of pupils do not extend their writing in interesting ways or use their own ideas when writing across the curriculum. Many pupils apply their knowledge of grammar, spelling and punctuation appropriately when writing across the curriculum.

With support, nearly all younger pupils in the Foundation Phase can count, order and sort numbers to 10 correctly. By the end of the Foundation Phase, the majority of pupils use number bonds up to 20 confidently. Many use tally charts correctly to record information and can transfer the information successfully to show their results in bar charts. However, many pupils do not apply their numeracy skills effectively in everyday situations, for example when counting money, measuring and telling the time.

Most pupils' in key stage 2 use mathematical language in the correct context. By the end of the key stage, the majority of pupils can calculate fractions and decimals

appropriately and they have a good knowledge of place value. A very few pupils are good when answering challenging questions on percentages and they can explain the strategies used accurately. Most pupils have an appropriate understanding of the basic types of graphs and charts used to present different data. However, many pupils do not use their mathematical knowledge across the curriculum independently. For example, reading scales on maps, interrogating databases and choosing their own strategies to solve problems.

Most pupils show growing perseverance and confidence in completing ICT tasks. They occasionally save and find their work efficiently on electronic equipment. However, many pupils do not successfully use a sufficiently wide range of ICT skills across the curriculum to find, develop, create and present information.

A few pupils throughout the school use Welsh naturally outside of Welsh lessons, but many pupils do not make appropriate progress in gaining skills in the Welsh language. Most pupils' use of Welsh in lessons and around the school is limited to very simple phrases.

In 2013, the percentage of pupils who attained the expected outcome (outcome 5) at the end of the Foundation Phase placed the school in the lower 50% for literacy and mathematical development when compared with similar schools. This was down from 2012 in literacy, when school performance placed it in the higher 50%.

At the higher-than-expected outcome 6, the school was in the lower 50% for literacy and mathematical development. This was down from 2012, when literacy was in the higher 50% and mathematical development in the top 25%.

Over the last five years at the end of key stage 2, results in English place the school between the top 25% and lower 50%. In mathematics, the trend is that the school is in the lower 50% or bottom 25%. Science, over the past five years is consistently in the lower 50%.

At the higher-than-expected level 5, pupils' performance over the last five years in English has moved from the top 25% in 2009 to the lower 50% in 2013. Mathematics has remained in the lower 50% over the five years apart from 2011 when the school was in the higher 50%. Science has improved from the lower 50% in 2009 to the top 25% in 2013.

### **Wellbeing: Good**

Nearly all pupils are aware of the importance of health and fitness and achieve well in their personal, social and cultural development. They feel safe in school and know how they can keep healthy by eating sensibly and exercising through regular and challenging sporting activities. This is a strong feature of the school.

Most pupils enjoy their lessons and provide appropriate opinions when questioned about what they are learning. They are knowledgeable when discussing the need to care for the environment and the diverse world in which they live.

Pupils behave well and nearly all are polite and respond respectfully to adults and

their peers. They understand that they have rights as individuals and this is evident across the school through the work of the school council and through the involvement of the Catholic Church.

Members of the school council and the eco committee take an active part in school life and make sensible decisions, for example, in the development of the outdoor play and environmental areas. Most pupils show a positive commitment to their local community.

Pupils' attendance rate over time, at just below 95%, is good. Nearly all pupils are punctual.

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

Teachers deliver a suitable range of experiences for all pupils, with a positive focus on developing pupils' social and life skills. However, across the school, the day-to-day planning of lessons is inconsistent. Planning does not focus well enough on developing the areas of learning in the Foundation Phase, the range of the National Curriculum at key stage 2 or the progressive development of literacy and numeracy skills. Teachers do not provide pupils with enough opportunities to use and apply their skills, especially in numeracy and ICT.

Enrichment activities around the school in the outdoor areas and educational trips enhance pupils' learning experiences effectively. Regular homework builds appropriately on what pupils are learning in class.

The provision for pupils' Welsh language development is evident across the school and most staff use Welsh incidentally and regularly with pupils. However, this does not impact well enough on pupils' standards. There are systematic and effective opportunities for pupils to learn about their locality, the history and culture of Wales.

The school promotes sustainable development and global citizenship positively across the curriculum. It has a well-established eco-committee, which has undertaken effective improvements, for example in recycling and saving energy.

### **Teaching: Adequate**

Most teachers engage pupils appropriately when introducing tasks. They manage behaviour well and have clear and consistent expectations of what is acceptable. However, lessons are not organised and planned successfully and most lessons progress at a slow pace. Introductions tend to be too long and this means that a minority of pupils lose interest in the tasks.

Teachers share learning objectives appropriately with pupils. However, tasks planned for most pupils do not offer them enough challenge and do not encourage pupils to work to their full potential. This is particularly evident in the challenges and tasks set for the more able pupils. Teachers deploy support staff well and they make



a positive contribution to the learning experiences and pupils' progress. Support staff help to create a purposeful working atmosphere within the classroom and outdoors. Teachers use assessment efficiently to identify pupils who need additional support. They track pupils' progress appropriately. Teachers are beginning to provide opportunities for pupils to assess their own and their peers' work. Marking is good, but, at times, it does not set out the next steps in pupils' learning in enough detail.

Reports to parents are informative. They identify clear targets for improvement and include opportunities for parents to comment.

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

The school is a safe, caring community that values all pupils equally. It supports pupils' spiritual, moral, social and cultural development successfully, particularly through its close links with the local Catholic Church. There are beneficial arrangements to support pupils' health and wellbeing and to encourage their involvement in the school and community. The school has appropriate arrangements to promote healthy eating and drinking.

The school sets out clear expectations of pupils' behaviour and staff promote these consistently in all classes, as well as promoting respect and sensitivity towards others. The school deals effectively with any incidents of bullying. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is a good feature of the school. Teachers identify pupils' needs at an early stage. Information from classroom observations and tests are analysed carefully to provide a suitable range of support programmes. Individual education plans include clear targets and pupils with additional learning needs have full access to all areas of the curriculum. Efficient systems are in place for monitoring and assessing pupils' progress. The school uses teaching assistants effectively to support teaching.

### **Learning environment: Good**

The school is a happy community with a family atmosphere and it ensures that all children feel safe and secure. This permeates all aspects of school life and is a strength of the school. The school has a very positive ethos, which encourages all pupils to treat others fairly and with respect whatever their gender or race. It provides equal opportunities and is wholly inclusive.

The school makes efficient use of the physical environment and the school building is utilised well. The outdoor play and learning amenities enrich pupils' learning suitably through the use of engaging activities in the outdoor classroom. In addition the school has access to the local playing fields, which support pupils' learning well.

Displays in the classrooms and across the school reflect and celebrate pupils' work successfully. A wide range of resources is evident in every classroom and support pupils' learning well.

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

The leadership promotes a caring, inclusive community with a shared sense of purpose, focused on pupils' wellbeing. The school's mission statement underpins this ethos.

The newly appointed headteacher provides clear, purposeful leadership with a focus on improving outcomes for pupils. Since his recent appointment, he has established robust systems for monitoring pupils' outcomes and the quality of teaching. The newly established systems are working well, however, it is too early for them to have a direct and positive impact on pupils' standards and the quality of teaching.

The other members of the leadership team contribute suitably to the day-to-day running of the school. However, their role as strategic leaders is at an early stage of development.

Staff meetings are purposeful, with a clear focus on improving standards and the quality of provision. As a result, the new headteacher has ensured many improvements. Examples include a safer school environment and a common focus on raising pupils' outcomes. Under the effective direction of the headteacher, progress towards implementing the national priority of delivering the literacy and numeracy framework is developing appropriately.

The governing body is very supportive and understands the school community well. It is now beginning to challenge the school and hold it to better account on its performance. Many governors attend local authority training courses in order to further develop their skills as strategic leaders. This is improving their understanding of their role in monitoring the work of the school.

### **Improving quality: Adequate**

In a relatively short space of time, the headteacher has successfully gathered first hand evidence to support self-evaluation and school improvement planning. This includes a wide range of self-evaluation activities, including consultation with parents, lesson observations and data analysis. The headteacher has developed a useful timetable that involves a rigorous range of monitoring activities over a longer timescale. However, it is too early to measure the impact of this good practice on standards and the quality of provision.

The self-evaluation report is a comprehensive document that gives a generally accurate picture of the school's strengths and areas for improvement. Under the effective leadership of the headteacher, members of staff and governors understand the purpose and importance of self-evaluation and their role in monitoring activities is developing appropriately.

The current development plan has a suitable focus on the need to improve standards. It includes clear actions for improvement, and identifies the people

responsible for implementing and monitoring the plan. The plan indicates clearly the funding implications and timescales for completion.

The school has not addressed recommendations sufficiently from the last inspection, six years ago. However, the recommendations form part of the new school improvement plan produced in January 2014. There is now an effective system for monitoring progress towards recommendations.

### **Partnership working: Good**

The school works effectively with a range of strategic partners. This has a positive effect on pupils' wellbeing and enriches their learning experiences.

Nearly all parents are supportive of the school and they particularly appreciate the high level of care provided for their children. Nearly all feel well informed about the work of the school and the progress their child is making. They are directly involved in their children's learning, for example through the use of homework tasks.

The good partnership with other schools in the local cluster promotes effectively the sharing of good practice. Cluster procedures for standardisation and moderation of pupils' work are well established. This has led to an improved understanding of standards of attainment and helped to achieve greater consistency in the assessment of pupils' work.

The transition planning from primary to secondary school is good. Pupils benefit from well planned activities that have a positive impact on their wellbeing and ensure smooth transition to the next phase of their education. The close partnership between the school and the local playgroup ensures that the younger pupils settle confidently into the reception class.

The school works well in partnership with the local authority and specialist agencies to support pupils' learning and wellbeing.

### **Resource management: Adequate**

The school has sufficient well-qualified staff to teach all aspects of the curriculum. There is effective use of support staff, who make a valuable contribution to pupils' learning experiences. There are suitable arrangements for teachers' planning, preparation and assessment time.

Good use is made of all available space, both indoors and outdoors, to support pupils' learning.

The school identifies and meets the needs of all staff through appropriate performance management procedures. There are good opportunities for staff to take part in training related to school and national priorities and to develop their expertise appropriately. However, opportunities for staff to observe and share good practice with schools within and beyond their local community are at an early stage of development.

The school manages its finances appropriately which ensures there is a suitable range of learning and teaching resources available. Spending decisions relate well to priorities for improvement and the benefit of pupils.

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

## Appendix 1

### Commentary on performance data

In 2013, the percentage of pupils who attained the expected outcome (outcome 5) at the end of the Foundation Phase placed the school in the lower 50% for literacy when compared with similar schools. This was down from 2012, when school performance placed it in the higher 50%. In 2013, the pupils performed below the average for the family, but above national averages.

The percentage of pupils who attained the expected level at the end of the Foundation Phase in mathematical development placed the school in the lower 50% when compared with similar schools. This was the same as 2012. In 2013, the pupils performed below the average for the family, but above national averages.

In personal and social development, the school moved from the lower 50% of similar schools in 2012 to the top 25% in 2013. In 2013, pupils' performance in personal and social development at the expected level was above the family and national averages.

The proportion of more able pupils attaining outcome 6 in the Foundation Phase in literacy, placed the school in the higher 50% compared with similar schools in 2012 and the lower 50% in 2013. This was below the average for the family, but above national averages.

In mathematical development, pupils' attainment placed the school in the lower 50% compared with similar schools. This was below the family and national averages in 2013. This was down from 2012, when the school was in the top 25%.

At the expected level 4 over the last five years, performance at key stage 2 has meant that the school has fluctuated between the lower 50% and top 25% of similar schools in English. Mathematics has stayed in the lower 50% and bottom 25% over this time, apart from 2012 when it moved to the higher 50%. Science has remained consistently in the lower 50%. In the core subject indicator, school performance has fluctuated between the bottom 25% and the top 25%.

At the higher than expected levels (level 5) in English over the past five years, the school has moved from the top 25% of similar schools in 2009 and 2010 to the lower 50% in 2013. In mathematics, performance has remained in the lower 50%, apart from 2011, when it moved to the higher 50%. During this time, science has moved from the lower 50% of similar schools in 2009 to the top 25% in 2013.

In 2013, at the expected level 4, pupils' attainment was above the family and national averages in English. It was below the family, but above the national averages in mathematics and science. At the higher than expected level 5 in English and mathematics, the school's performance was below the family, but above national averages. In Science, the performance was above family and national averages.

Over time, girls as a group generally perform better than boys, and pupils entitled to free school meals tend to perform less well than their peers. From the evidence in pupils' work, lesson observations and in talking to pupils, the standards in classes are adequate.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Survey (All Pupils)

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	69	68 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	68	65 96%	3 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	69	69 100%	0 0%	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	69	68 99%	1 1%	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.	69	69 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	69	68 99%	1 1%	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.	69	69 100%	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.	69	68 99%	1 1%	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.	68	64 94%	4 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.	69	63 91%	6 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.	68	56 82%	12 18%	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	69	63 91%	6 9%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 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.	41	32 78%	9 22%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	42	35 83%	7 17%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	42	34 81%	8 19%	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.	41	29 71%	12 29%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	42	27 64%	15 36%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	41	27 66%	13 32%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	41	30 73%	11 27%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	41	21 51%	16 39%	0 0%	0 0%	4	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	42	32 76%	9 21%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	42	28 67%	13 31%	1 2%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	42	28 67%	14 33%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	40	22 55%	16 40%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		



	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 am kept well informed about my child's progress.	41	21 51%	17 41%	2 5%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	42	32 76%	10 24%	0 0%	0 0%	0	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.	42	22 52%	18 43%	1 2%	0 0%	1	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.	42	25 60%	17 40%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	39	19 49%	12 31%	0 0%	0 0%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	41	27 66%	12 29%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	42	27 64%	15 36%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Nicholas Jones	Reporting Inspector
Rhian Jones	Team Inspector
David Owen Jenkins	Lay Inspector
Janet Harris	Peer Inspector
Peter Leggett	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.