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

A report on

St David's R.C. Primary School
Park Crescent
Newport
NP20 3AQ

Date of inspection: June 2017

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.

Publication date: 09/08/2017

Context

St David's Roman Catholic Primary School is on the outskirts of Newport and it is in the diocese of Cardiff. There are 210 pupils on roll, aged 4 to 11, arranged in seven single-age classes.

The average proportion of pupils eligible for free school meals over the last three years is 9%, which is well below the national average of 19%. The school identifies about 10% of pupils as having additional learning needs.

Many pupils are of white British ethnicity and no pupils speak Welsh at home. A few pupils are learning English as an additional language. The local authority looks after a very few pupils.

The last inspection of the school was in May 2009. The acting headteacher took up her post in January 2016.

The individual school budget per pupil for St David's Roman Catholic Primary School in 2016-2017 means that the budget is £3,100 per pupil. The maximum per pupil in the primary schools in Newport is £4,945 and the minimum is £2,865. St David's Roman Catholic Primary School is 35th out of the 44 primary schools in Newport in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- Most pupils attain well and progress significantly from their starting points
- Nearly all pupils understand that eating well and taking regular exercise are important for their health
- The school provides a wide range of relevant and interesting learning experiences, which affect pupils' outcomes purposefully
- Teaching is successful and supports pupils' achievements well
- The provision for supporting and guiding pupils is diligent and caring
- The use of support staff to support teaching and learning is effective and a strength of the school
- Staff use the indoor and outdoor learning environments creatively, ensuring that the building and open air facilities stimulate pupils' learning successfully

Prospects for improvement

The school's prospects for improvement are good because:

- The acting headteacher, senior leadership team and governors provide an effective direction to the work of the school
- The school has a reliable track record of managing improvements over time that affect provision beneficially and improve pupils' outcomes well
- The school's self-evaluation processes are thorough and lead to sensible and relevant targets for improvement in the school development plan
- The governing body holds the school to account effectively
- Successful partnerships support pupils' outcomes positively
- All staff focus thoroughly on improving their practices and they participate actively in professional development and training, which has a positive impact on pupils' learning

Recommendations

R1 Improve the pupils' use of numeracy skills across the curriculum in key stage 2

R2 Improve pupils' use of Welsh in everyday activities

R3 Address the issues relating to the school grounds

What happens next?

The setting 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 skills, knowledge and understanding that are in line with or higher than those expected for their age. By the end of key stage 2, most pupils attain well and make good progress from their starting points.

In the Foundation Phase and key stage 2, most pupils speak purposefully and listen attentively to adults and each other. Throughout the Foundation Phase, most pupils respond willingly to their teachers and other pupils when co-operating during tasks in pairs, groups and as a whole class. They listen well to instructions, respond readily to questions and engage in purposeful talk during indoor and outdoor challenges and play sessions.

In key stage 2, most pupils speak sensibly to adults and other pupils using a wide range of vocabulary. A few use sophisticated language to elaborate upon their discussions, using inference, evaluations and intuition successfully. Most pupils listen thoughtfully to group discussions and contribute enthusiastically to arrive at a group result. They participate in debates effectively and offer thought-provoking opinions, for example on the process of elections and the contrasts that exist between Snowdonia and the Himalayas.

Nearly all pupils' reading skills are developing well. In the Foundation Phase, many pupils read with fluency. They read accurately with thoughtful expression. They offer sensible opinions when contributing to play scripts and diary entries. Most pupils display a firm understanding of different contexts, characters and plots in the stories they read as a group and individually. They predict in detail what different characters are likely to do in a story and identify the characteristics of heroes and villains intelligently.

In key stage 2, most pupils read to a standard that is at the expected level or above in relation to their age and ability. The more able pupils in every class read very well. Towards the end of key stage 2, most pupils use factual books and the internet effectively to search for relevant and reliable information on the topics they study in class. Most pupils answer questions sensibly about the various types of texts that they read. They offer considered opinions about life during a night of the Blitz and the language used in Shakespearean poetry. Most pupils share their views successfully during discussions and enjoy retelling tales, which include their own stories. Most pupils recount events and report with accuracy from novels, including the troubles encountered by Don Quixote and the life of an evacuee.

In both the Foundation Phase and key stage 2, many pupils write purposefully. Many Foundation Phase pupils write story plots and descriptive poetry, recount facts on the life cycle of butterflies and create parables. This shows an effective understanding of sequencing events, imaginative writing and how to note facts on specific topics. They retell stories accurately in their own written styles both electronically and on paper. This includes using story maps and role-play to structure their creative writing successfully.

In key stage 2, many pupils write intelligently in a variety of forms. They produce reports on tourism in Nepal, instructions on how to catch a dragon, explanations of how to design an Anderson shelter and pieces of adventurous fiction. Across the key stage, many pupils extend their writing in interesting ways. This includes creating routes from maps and researching the essential facts needed to create a propaganda poster from the Second World War. They apply their literacy skills well in all areas of the curriculum.

The spelling and punctuation of most pupils across the school are accurate and in line with their age and level of ability. The quality of handwriting and presentation of work is generally neat and well organised in both the Foundation Phase and key stage 2.

Many younger pupils in the Foundation Phase count, order and sort numbers up to 20 correctly. They identify shapes accurately, such as squares, rectangles, triangles and circles. By the end of the Foundation Phase, many pupils measure time, temperature, length and weight well when solving problems. They handle data effectively using tally charts, block graphs and Venn diagrams, and the more able pupils interrogate data to answer simple questions accurately. Many pupils apply their skills well through weekly challenges, such as sharing a meal between two or four people and changing a recipe to cater for different numbers. As a result, many pupils apply their numeracy skills effectively across the curriculum.

Many pupils understand the properties of three-dimensional shapes, such as cubes and cuboids. They use these descriptions when using everyday objects such as boxes and dice. Many pupils are confident when using mathematical skills to analyse and solve problems in all areas of learning. They follow directions to measure a giant's footprints in the woodland area and share magic beans from a bag found by Jack under the beanstalk.

Most pupils in key stage 2 use mathematical language correctly. For example, older pupils use percentages of quantities accurately and explain clearly how they arrived at their answers. Many pupils have a sound understanding of how to present a range of data and interpret it to provide sensible explanations and conclusions in mathematics lessons. They use directions when travelling through a maze, estimate the distance a javelin travels and interpret data from football tables. Many pupils choose their own methods of recording numerical data sensibly during mathematics lessons. They explain thoroughly why they think that this is the most effective method to convey the information gathered. However, they are not as confident when applying mathematical concepts and numeracy to challenging tasks across different subject areas, themes and topic work.

Most pupils' standards in Welsh are appropriate. In the Foundation Phase, the majority of pupils achieve satisfactorily in lessons, listening suitably and responding occasionally to different situations. Very few pupils in key stage 2 use incidental Welsh naturally and only a minority of pupils make sufficient progress in gaining skills in the Welsh language.

Most pupils' information and communication technology (ICT) skills develop effectively. Nearly all pupils in the Foundation Phase use electronic tablets and other

equipment confidently for different purposes. Many pupils input information accurately and use electronic links to access websites for research information. Most key stage 2 pupils use word-processing programs, produce digital presentations on screens, create graphs and explore the internet with confidence in a variety of contexts across the curriculum. Older pupils are beginning to interrogate databases and spreadsheets accurately.

Over the last four years, at the end of the Foundation Phase, pupils' performance at the expected and higher outcome has varied widely from year to year and there is no overall pattern in how well the school has performed compared with other similar schools.

During the same period, at the end of key stage 2, pupils' performance at the expected and higher levels in comparison with similar schools has varied widely in English and scoence, but has tended to place the school in the lower 50% for mathematics when compared with similar schools.

Pupils with additional learning needs make good progress against their personal targets.

Wellbeing: Good

Most pupils have positive attitudes to learning and work well with others. They are polite and respectful towards adults and each other. Most pupils behave well in classes and around the school. The playground squad from key stage 2 supervise the school yards sensibly at break times. They assist Foundation Phase pupils effectively by acting as points of contact to address any minor issues. They participate successfully in different activities and games to promote younger pupils' social skills well.

Nearly all pupils are aware of the importance of health and fitness. They feel safe at school and they have a good understanding of how to keep safe online. Nearly all pupils know how to keep healthy by eating sensibly and taking physical exercise through regular sporting or other activities.

Members of the school council and eco committee take an active part in school life and make decisions that benefit all pupils. For example, they organise energy saving activities and co-ordinate monitors to run the fruit shop. Pupils in leadership roles communicate effectively with other pupils and the school community through their roles on various school groups, for example as digital leaders, and members of 'Grŵp Chaplaincy' and the 'Criw Cymraeg'. Pupils represent the school well at local community events, such as in performances at residential homes and through their active participation in the life of the church.

Pupils' overall attendance rates have placed the school in the top 25% or higher 50% when compared with similar schools over the last five years. Nearly all pupils arrive punctually for lessons and at the start of the school day.

Key Question 2: How good is provision?	**Good**

Learning experiences: Good

The school provides a wide range of learning experiences of good quality that meet pupils' needs and interests successfully. Teachers' planning covers National Curriculum requirements systematically and builds on pupils' knowledge well. There are many interesting and engaging opportunities for pupils to develop their literacy skills in language lessons and in all areas of learning. The planning of numeracy skills is successful across all areas of learning in the Foundation Phase and in mathematics lessons in key stage 2, but there are not enough opportunities for pupils to use and to develop their numeracy skills in other subjects in key stage 2. The school implements an effective cross-curricular planning system that impacts purposefully on pupils' learning.

The school provides worthwhile opportunities to develop pupils' ICT skills. Pupils have suitable access to tablets and computers and this provision allows them to use their ICT skills effectively in a range of subjects. For example, in key stage 2, pupils conduct internet research independently on portable equipment to investigate the use of hieroglyphics in Egyptian tombs and the suffragette cause in the early twentieth century.

The provision for Welsh language development is thorough and nearly all staff use Welsh regularly with pupils beyond designated Welsh lessons. This provision has appropriate impact on developing pupils' use of Welsh in a range of situations, when taking into account the pupils' starting points. Purposeful opportunities exist for pupils to learn about their locality and the history and culture of Wales. This includes the study of Welsh artists, such as Sir Kyffin Williams, visitors from Welsh folk music groups and visits to nearby country house estates and museums. This affects pupils' knowledge and understanding of Welsh heritage and the context of Wales in the wider world successfully.

The school offers an extensive range of extra-curricular activities during lunchtimes and after school, which promote their fitness and community involvement well. The school also participates in a range of sporting activities, which give pupils many beneficial opportunities to develop their skills and to experience competitive games.

The school promotes sustainable development and global citizenship effectively across the curriculum. Re-cycling bins, reducing water and electricity usage are a common feature throughout the school. This encourages pupils and staff to address conservation issues well, for example by composting in a woodland area and using growing beds to enhance pupils' knowledge and understanding of the natural world.

There are useful links with charities supporting communities in Africa and India, which provide pupils with purposeful opportunities to act as global citizens. For example, the school raised money to fund fish farms in villages in Zambia and to contribute towards schooling costs for Indian children.

Teaching: Good

Teachers and support staff work well together and motivate pupils to ensure that they engage enthusiastically in their learning activities. They create a purposeful working atmosphere within classrooms and in the outdoor environment. They respond with interest to pupils' answers. All staff provide positive support and encouragement to enable pupils to persevere diligently with daily challenges.

Teachers promote pupils' independent learning successfully. This includes well-structured continuous provision in the Foundation Phase and purposeful investigations and research tasks in key stage 2. Teachers plan challenging tasks for pupils of all abilities. They maintain high expectations, which ensures that pupils present their best work at the end of lessons. Support staff enrich the experiences of groups and individuals consistently well and this is a strength of the school.

Staff manage behaviour purposefully by setting out clear expectations about what is acceptable. Lessons are well resourced and teachers share learning objectives effectively with pupils. The introductions to lessons are stimulating and pupils engage immediately in tasks. Teachers' sound subject knowledge, skilful questioning and effective teaching strategies gain most pupils' interests very well. This positively affects the momentum of the lesson, pupils' learning opportunities and their willingness to work.

Teachers use assessment purposefully to identify pupils who need additional support. They track pupils' progress in detail. Nearly all teachers identify positive aspects in pupils' work and provide suggestions about how pupils can improve their own work. Teachers provide effective opportunities for pupils to assess their own work and that of other pupils. They provide consistent and accurate feedback in pupils' books. The feedback identifies the next steps in pupils' learning through agreed targets for improvement, and the impact of teacher feedback on improving pupils' work is consistent across the school.

Annual reports to parents meet requirements and include useful information about pupils' progress. They identify pupils' attainments against the literacy and numeracy framework and identify clear targets for improvement.

Care, support and guidance: Good

The school provides a safe and caring environment. There is an ethos of respect and support for everyone in the school community. The valuable support and guidance ensure that pupils feel safe in school. As a result, they know where to turn if they are worried or upset. Staff nurture vulnerable pupils effectively through a beneficial programme for improving their self-confidence. This has a positive impact on their emotional and social skills. The school has comprehensive arrangements to promote and encourage healthy eating, drinking and regular exercise. The school shares these successfully with parents through workshop activities.

Teachers provide pupils with a wide range of experiences that develop their understanding of diversity well. This includes valuable opportunities to consider that people in their own country and from around the world have different viewpoints and the same concerns.

Staff provide worthwhile opportunities for pupils to develop their social, moral, spiritual and cultural awareness. These arrangements contribute effectively to pupils' wellbeing, providing purposeful support to pupils as they mature and develop. This permeates all aspects of school life well, for example through the recently developed prayer garden as an effective space for reflection, meditation and quiet times.

The school sets out clear expectations for pupils' behaviour, which all staff promote positively throughout the school. Consequently, the behaviour of pupils is consistently good or better. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school has effective systems for identifying pupils who need support with their learning. Staff plan and co-ordinate the provision well and establish beneficial links with specialist external agencies. Teachers evaluate and update individual education plans and records regularly to support pupils. This has a positive impact on the pupils' work. The school involves parents and carers fully in the process. Targets are clear and pupils have full access to all areas of the curriculum. The school makes effective use of support staff to aid learning, both in the class and through the provision of small-group work. Well-planned intervention programmes help pupils to develop their literacy and numeracy skills successfully.

Learning environment: Adequate

The school is a caring community with a warm, family atmosphere. Staff encourage pupils to treat others with care and to show them respect whatever their gender, race or background. These values sit firmly within the day-to-day life of the school. It is an inclusive community and all pupils have equal access to all learning experiences, including a broad range of extra-curricular activities.

The school environment is clean and orderly. All areas in the building have a wide range of resources to support pupils' learning well. The school maintains the building efficiently. Attractive and informative displays enhance the learning environment and celebrate pupils' achievements effectively. Most classrooms are of an appropriate size for the number of pupils on roll. The school uses the available space well, for example through the development of small-group support and library areas.

Staff use a large and well maintained outside area purposefully, which extends pupils' learning experiences effectively. They provide flexible learning spaces that allow pupils to make independent choices in their own learning. As a result, outdoor learning resources enrich pupils' learning and promote enjoyable and exciting activities, for example using timber trails, allotments and stimulating woodland. However, inspectors brought specific issues relating to the school grounds to the attention of the headteacher and governing body during the inspection.

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

Leadership: Good

The acting headteacher has a clear vision for the school that promotes high expectations and a caring ethos. She focuses effectively on improving outcomes and provision for all pupils. As a result, pupils and staff feel valued and appreciated for

the important contributions that they make to school life. The acting headteacher distributes responsibilities well among staff at all levels and collaborative teamwork is a strength of the school. The senior leadership team plays a valuable role in school improvement, for example in the effective development of pupils' reading and writing across the curriculum.

All staff have up-to-date job descriptions and the school organises regular staff and management meetings. These effective practices provide good opportunities for all staff to contribute to shaping the strategic direction of the school. Leaders and governors use performance management processes well to improve the quality of teaching and learning, for example to improve the school's teaching of mathematics.

The school meets national and local priorities well. In particular, it promotes effective strategies to enhance pupils' wellbeing and creates a vibrant Foundation Phase learning environment.

The governing body challenges and supports the school well to bring about planned improvements. Link governors monitor the work of the school effectively using helpful recording systems to report their findings. For example, the literacy link governor identified pupils' good use of higher-order reading skills because of an initiative to introduce guided group reading. Governors challenge the school rigorously and robustly about pupils' performance. The governing body has a clear understanding of areas for improvement and holds the school to account successfully. However, issues with the school grounds exist, which the governors have yet to address in full. The governing body fulfils its statutory requirements effectively.

Improving quality: Good

The school has well-established systems for self-evaluation, which enable it to identify, monitor and evaluate its performance effectively. Leaders collect information from a wide range of worthwhile sources, drawing on first-hand evidence of the quality of teaching and learning.

The school's self-evaluation involves all staff and draws on a wide range of processes, including regular lesson observations, scrutiny of pupils' work and the monitoring of teachers' planning. Leaders encourage pupils from all groups to share their views and to raise issues. The school also provides parents with worthwhile opportunities to share their views by means of regular questionnaires and discussions.

The school has an accurate view of its strengths and weaknesses. It analyses performance information thoroughly and uses it well to identify areas for improvement. For example, an analysis of reading results highlighted the need to improve boys' reading and to provide more stimulating reading material for them.

The findings from the school's self-evaluation processes link well to priorities for improvement in the school development plan. This creates a comprehensive and purposeful annual development plan to move the school forward. It defines beneficial actions for improvement in specified and realistic timescales. The actions lead to improvements in standards and provision. For example, pupils have positive attitudes to learning and they persevere well with challenging tasks because of the school's focus on developing confidence amongst pupils when addressing difficulties.

Overall, the school has addressed the recommendations of the previous inspection successfully. However, the school's sound progress in the provision of Welsh is not yet improving pupils' everyday use of the Welsh language. This remains as an area to develop further.

Partnership working: Good

Partnership activities make a strong contribution to improving the standards and wellbeing of pupils. The school has a very positive relationship with parents. It keeps parents well informed and arranges purposeful activities that engage them in helping pupils to learn. For example, parents attend a library time at the end of the school day where they read in the class with their child. The school also provides beneficial family learning workshops in numeracy to support parents. The parent association makes a valuable contribution by involving parents in raising funds to benefit the school. For example, money raised helped to pay for outdoor climbing equipment.

The wider community also makes a useful contribution to pupils' wellbeing and learning. For example, fortnightly visits from coaches from local sporting associations enhance pupils' skills in football and rugby well.

The school has well-established and effective transition arrangements with the local secondary school. Year 5 and Year 6 pupils get to know the new school well through beneficial visits. As a result, pupils feel confident and excited about the prospect of going to the next stage in their education. The school also ensures that pupils starting in the Reception class settle in well. Regular meetings with new parents and useful information packs enable both parents and children to become accustomed to school routines quickly. As a result, they feel confident about coming into school. The school implements effective partnerships for the standardisation and moderation of pupils' work within the local cluster of schools.

Resource management: Good

The school has enough well-qualified and experienced staff to teach the curriculum effectively. It employs extra staff beneficially through the pupil deprivation grant to support disadvantaged pupils well. As a result, these pupils make good progress.

The school is a strong learning community and has a supportive culture of collaboration. Staff share expertise and information regularly with colleagues. For example, the ICT leader provides staff with regular support to make sure that programs run efficiently. Staff take part in beneficial professional development across a broad range of topics. For example, the school provides intensive training to improve the subject knowledge of staff in Welsh, which includes sabbatical release. This initiative ensures that staff provide good role models in the everyday use of the Welsh language. Training links well to performance management targets and school priorities.

Teaching assistants support teachers effectively and make a strong contribution to pupils' outcomes throughout the school. The acting headteacher makes beneficial arrangements for teachers' planning, preparation and assessment time.

The acting headteacher and governors manage the school's finances well and ensure that the school's priorities receive sufficient funding. The school has sound arrangements for using surplus funds to target future actions. It manages its accommodation and resources well to meet the needs of the pupils effectively.

In view of the strong leadership, effective provision and the outcomes pupils achieve, the school offers good value for money.

Appendix 1: Commentary on performance data

6803300 - St. David's Primary

Number of pupils on roll	211
Pupils eligible for free school meals (FSM) - 3 year average	9.9
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	28	29	30	30
Achieving the Foundation Phase indicator (FPI) (%)	96.4	96.6	93.3	96.7
Benchmark quartile	1	1	2	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	28	29	30	30
Achieving outcome 5+ (%)	96.4	96.6	93.3	96.7
Benchmark quartile	1	1	3	2
Achieving outcome 6+ (%)	32.1	48.3	46.7	53.3
Benchmark quartile	2	1	2	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	28	29	30	30
Achieving outcome 5+ (%)	100.0	96.6	93.3	96.7
Benchmark quartile	1	2	3	2
Achieving outcome 6+ (%)	35.7	48.3	36.7	46.7
Benchmark quartile	2	1	3	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	28	29	30	30
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	67.9	55.2	60.0	50.0
Benchmark quartile	1	2	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.

6803300 - St. David's Primary

Number of pupils on roll	211
Pupils eligible for free school meals (FSM) - 3 year average	9.9
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	29	29	30	30
Achieving the core subject indicator (CSI) (%)	93.1	96.6	93.3	93.3
Benchmark quartile	2	2	2	2
English				
Number of pupils in cohort	29	29	30	30
Achieving level 4+ (%)	93.1	100.0	93.3	93.3
Benchmark quartile	2	1	3	3
Achieving level 5+ (%)	44.8	55.2	50.0	46.7
Benchmark quartile	2	1	2	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	29	29	30	30
Achieving level 4+ (%)	96.6	96.6	93.3	96.7
Benchmark quartile	2	2	3	2
Achieving level 5+ (%)	37.9	41.4	43.3	43.3
Benchmark quartile	2	3	3	3
Science				
Number of pupils in cohort	29	29	30	30
Achieving level 4+ (%)	96.6	100.0	93.3	96.7
Benchmark quartile	2	1	3	2
Achieving level 5+ (%)	44.8	58.6	53.3	46.7
Benchmark quartile	2	1	1	2

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	111		111	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	111		111	0		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			100%	0%		
			92%	8%		
I know who to talk to if I am worried or upset.	111		111	0		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			100%	0%		
			97%	3%		
The school teaches me how to keep healthy	111		110	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			99%	1%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	111		111	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	111		109	2		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	111		111	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	110		109	1		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			99%	1%		
			98%	2%		
My homework helps me to understand and improve my work in school.	111		109	2		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			98%	2%		
			90%	10%		
I have enough books, equipment, and computers to do my work.	111		111	0		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	111		95	16		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			86%	14%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	111		102	9		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			92%	8%		
			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.	71	45 / 63%	24 / 34%	0 / 0%	1 / 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	71	52 / 73%	15 / 21%	3 / 4%	1 / 1%	0	Mae fy mhlentyn 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.	71	59 / 83%	10 / 14%	1 / 1%	0 / 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	71	49 / 69%	18 / 25%	4 / 6%	0 / 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	71	41 / 58%	25 / 35%	4 / 6%	0 / 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	71	47 / 66%	20 / 28%	3 / 4%	1 / 1%	0	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	71	49 / 69%	21 / 30%	1 / 1%	0 / 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	71	36 / 51%	27 / 38%	5 / 7%	1 / 1%	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	71	44 / 62%	19 / 27%	6 / 8%	1 / 1%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	71	42 / 59%	22 / 31%	3 / 4%	1 / 1%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	71	53 / 75%	15 / 21%	3 / 4%	0 / 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	71	39 / 55%	24 / 34%	4 / 6%	1 / 1%	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	71	40 / 56%	26 / 37%	5 / 7%	0 / 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	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.	71	46 / 65%	17 / 24%	5 / 7%	0 / 0%	3	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	71	36 / 51%	17 / 24%	9 / 13%	0 / 0%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	70	45 / 64%	21 / 30%	2 / 3%	0 / 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	71	36 / 51%	17 / 24%	3 / 4%	1 / 1%	14	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	71	35 / 49%	22 / 31%	9 / 13%	2 / 3%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	70	42 / 60%	21 / 30%	5 / 7%	1 / 1%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Nicholas Jones	Reporting Inspector
Mr Geoff Cresswell	Team Inspector
Mr David Owen Jenkins	Lay Inspector
Mrs Heather Morgan	Peer Inspector
Mrs Louise Robinson (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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