



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 Mary's R.C. Primary School
Bulwark Road
Chepstow
Monmouthshire
NP16 5JE**

Date of inspection: October 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 17/12/2013

Context

St Mary's Roman Catholic Primary School is in the Bulwark area of Chepstow. It has a very large catchment area, which includes the parish of St Mary's in Chepstow and St Paul's in Caldicot. The school also serves pupils from families in the army camp at Beachley. Many pupils live outside the Chepstow area and travel to school by bus, a few of them coming from Gloucestershire. The school provides a Christian education. Approximately 30% of pupils are Roman Catholics.

The school caters for pupils aged four to 11 years. Children can join the reception class in the September before their fifth birthday. There are currently 202 pupils on roll who are taught in seven single-age classes. Around 3.5% of pupils are entitled to free schools meals, which is well below the average for the local authority and Wales. Around 5% of pupils have English as a second language. No pupil speaks Welsh as a first language. The school has identified around 8.3% of pupils as having additional educational needs, which is well below the national average.

The school was last inspected in November 2007. The present headteacher was appointed in 1999.

The individual school budget per pupil for St Mary's Roman Catholic Primary School in 2013-2014 means that the budget is £3,263 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,444 and the minimum is £2,856. St Mary's Roman Catholic Primary School is 25th out of the 31 primary schools in Monmouthshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- most pupils achieve the expected levels at the end of the Foundation Phase and key stage 2;
- nearly all pupils enjoy school and are enthusiastic and eager to learn;
- the school provides an appropriate range of learning activities for pupils that meet the requirements of the Foundation Phase and National Curriculum;
- teachers generally plan lessons effectively; and
- the school has effective arrangements to support the health and wellbeing of pupils.

However:

- the standards achieved by more able pupils are not good enough;
- most pupils do not develop their information and communication technology (ICT) skills to an appropriate standard;
- over the last four years, attendance has declined steadily in comparison to levels in other schools; and
- the school does not plan the progression and delivery of skills effectively across all subject areas.

Prospects for improvement

The school's prospects for improvement are adequate because:

- staff and governors share a common vision for the school, based on its Catholic ethos;
- the new senior leadership team is having a positive influence on school development by leading new initiatives;
- the school addresses local and national priorities effectively;
- the headteacher understands which aspects of the school's work need to improve; and
- the school has a well-established partnership with parents, which has a positive impact on pupils' learning.

However:

- the senior leadership team is not sufficiently involved in major decision-making about the school;
- members of the governing body are not well informed enough to hold the school

to account and to help determine its strategic direction;

- members of the senior leadership team and subject co-ordinators are not sufficiently involved in monitoring standards and quality of provision; and
- most of the recommendations from the last inspection are still areas in need of improvement.

Recommendations

- R1 Improve the standards achieved by more able pupils
- R2 Improve pupils' attendance
- R3 Address the safeguarding matters noted in the inspection
- R4 Plan effectively for the progression and development of pupils' skills, particularly in numeracy, ICT and Welsh, across the curriculum
- R5 Ensure that governors are familiar with the school's performance data and documentation, and contribute effectively to the self-evaluation process
- R6 Develop more rigorous self-evaluation procedures that include effective monitoring and evaluation of pupils' standards and the quality of provision

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.'

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Nearly all pupils make good progress in their oral skills. Many of them speak confidently about their work and can express themselves well using appropriate vocabulary. Across the school, nearly all pupils respond well to questions and directions by adults and they co-operate effectively in oral tasks with other pupils.

By the end of the Foundation Phase, nearly all pupils read well, using an appropriate range of strategies to tackle unfamiliar words. Many pupils can talk meaningfully about their favourite books and authors. In key stage 2, most pupils make good progress in their reading skills. By the end of the key stage many read with appropriate fluency and expression. Most pupils have an awareness of different types of stories and authors, and they talk readily about aspects of stories and non-fiction they enjoy.

During the Foundation Phase, the majority of pupils make appropriate progress in their writing skills. Many write confidently, and by the end of the Phase most pupils develop an appropriately wide vocabulary for their age. Most also use simple punctuation effectively and present their written work well. In general, pupils in key stage 2 build suitably on the skills acquired in the Foundation Phase. Most can write appropriately for a range of purposes and in a range of forms, and do so across most areas of the curriculum. However, the more able pupils do not develop their skills well enough and frequently do not work to the best of their ability. Pupils with additional learning needs make good progress against the targets in their individual education plans.

Standards are generally good in numeracy, in both the Foundation Phase and key stage 2. By the end of the Foundation Phase most pupils can correctly add and subtract two digit numbers to 100, measure using standard units, tell the time appropriately and recognise basic shapes. They understand odd and even numbers. In key stage 2, nearly all pupils develop their numeracy skills well. They apply skills in areas such as number, measuring and data handling confidently to solve problems. However, they do not apply their mathematical knowledge and skills well enough across all aspects of the curriculum. Most pupils make little use of ICT in their work and, as a result, do not develop their ICT skills to an appropriate standard. Most pupils in the Foundation Phase and key stage 2 show a positive and enthusiastic attitude towards learning Welsh. However, their language skills are not yet well developed and their ability to understand and respond to simple questions and instructions is limited.

In 2013, the proportion of pupils achieving the expected outcome (outcome 5) for the Foundation Phase indicator was higher than the average for the family of schools and for schools in Wales. This performance was an improvement on that in the previous year. When compared with similar schools based on the percentage of pupils entitled to free school meals, the school is in the top 25% for the Foundation

Phase Indicator. The proportion of pupils achieving a higher than expected outcome (outcome 6) for the three areas of learning varies when compared with average performance levels in similar schools.

At the end of key stage 2 in 2013, the proportion of pupils achieving the expected level (level 4) in the core subject indicator was slightly below the average for the family of schools and above the average for Wales. When compared with similar schools based on the proportion of pupils entitled to free school meals, the school was in the upper 50% of such schools. This was also the case for English. However, for mathematics and science, the school was in the lower 50% of similar schools. Since 2010, the school has generally been in the lower 50% of schools with similar levels of entitlement to free school meals.

The proportion of pupils achieving a higher than expected level (level 5) at the end of key stage 2 in 2013 was below the average for the family and for Wales. For all three core subjects, the school was in the bottom 25% when compared with similar schools based on levels of entitlement to free school meals.

In 2012, boys outperformed girls at the expected level in all subjects, but in previous years girls generally outperformed boys. At the higher levels, girls outperformed boys in 2012 but there are no discernible trends over time.

Wellbeing: Adequate

Pupils engage regularly with the community through, for example, visits to local centres for the elderly, and working with community partners to improve the play areas. Members of the school council represent their classmates effectively and take an active part in making decisions about the school environment. The eco committee understands its role well and its members contribute effectively to promoting energy saving and recycling.

Pupils feel safe in school and know how to seek help with any problems. They have positive attitudes to keeping healthy and understand the importance of exercise and healthy eating. Many pupils enjoy the extra-curricular clubs that the school offers.

Nearly all pupils enjoy school, and are enthusiastic and eager to learn. All pupils behave well, show respect and concern for others, and are polite and courteous to each other, to staff and to visitors.

Over the last four years, the overall rate of attendance for the school has declined steadily in comparison with that in other schools. In 2011-2012, the school was in the bottom 25% when compared with similar schools based on levels of entitlement to free school meals. The data for the most recent academic year indicates that this relatively low performance has not improved.

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

The school provides an appropriate range of learning activities for pupils that meet the requirements of the Foundation Phase and the National Curriculum.

The school has recently revised its procedures for planning the curriculum. However, these are at an early stage of development, and their impact is not consistent across the school. As a result, staff do not plan effectively for the progression and development of pupils' skills, other than literacy skills, across all subject areas. In addition, the planning does not take sufficient account of the needs of more able pupils.

The provision for ICT has improved and the planning for using ICT across the curriculum is developing. However, opportunities for pupils to use ICT during lessons and to develop their skills appropriately remain very limited.

The provision for developing pupils' skills in Welsh and developing their knowledge and understanding of the cultural, historical and linguistic characteristics of Wales is improving, and teachers identify and target ways to promote these aspects appropriately. However, the limited availability of resources of good quality has a negative impact on the effectiveness of the provision.

The school has established useful opportunities for pupils to reduce waste by introducing compost bins and promoting recycling projects. It gives pupils useful opportunities to learn about a faith-based charity and to participate in its work but opportunities to develop their knowledge and understanding of global citizenship are limited.

Teaching: Good

Teachers generally plan lessons effectively. They identify the learning outcomes well and share them appropriately with pupils at the beginning of sessions. Teachers plan and manage the contribution of learning support assistants effectively. All adults manage pupils' behaviour in classrooms well. Many lessons include a good range of teaching methods that maintain the pupils' interest. However, a few lessons are too reliant on whole-class teaching for significant periods. Most teachers use skilful questioning and, in many sessions, adults intervene effectively to support groups of pupils and to help them to learn. In most lessons, teachers adapt the work appropriately to suit the needs and abilities of the pupils but, in a minority, the tasks do not challenge the more able pupils enough.

In almost all cases, teachers mark pupils' work regularly. In general, the marking provides appropriate feedback to pupils and helps them to know what they have achieved and what they need to do to improve their work. Across the school, teachers generally encourage pupils to assess their own work and the work of peers appropriately. However, this is not the case in all classes. The school uses a range of appropriate assessments to track the progress of pupils. Staff use these well to identify those pupils with additional needs who require support from intervention programmes. However, teachers do not use assessment information enough to set challenging targets for all pupils.

Care, support and guidance: Good

The school has appropriate arrangements to promote healthy eating and drinking. Healthy snacks and a good range of after-school activities help support the wellbeing of pupils. There are successful procedures in place to promote positive behaviour. However, the school's procedures for promoting good attendance have had limited impact on improving attendance rates overall.

Staff provide good opportunities to develop pupils' cultural, moral and social awareness through participation in a good range of local community events and sporting activities. This work is enhanced by the school's effective use of initiatives to develop social and emotional aspects of learning. The school is a caring community that focuses successfully on developing pupils' wellbeing through increasing their self-esteem and confidence.

Generally, the school's arrangements for child protection meet requirements and do not cause concern. However, a few minor matters were noted during the inspection and brought to the attention of the school.

There are effective procedures to identify and support pupils with additional learning needs. The school deploys learning support assistants effectively to develop these pupils' skills. The additional learning needs co-ordinator manages the relevant provision well. The school's arrangements ensure that pupils with additional learning needs make good progress. The school has established good links with outside agencies to assist pupils with a range of learning needs.

Learning environment: Good

The school is an inclusive community, which values the diversity of its pupils and local community. Minority ethnic pupils and pupils with mobility issues integrate well into the school. Teachers plan effective opportunities for pupils to explore and to discuss issues relevant to racial and social equality.

Resources for learning are generally of good quality. Every class has an interactive whiteboard and the school has recently secured around 30 new laptops. However, the general range and quantity of resources to develop the pupils' ICT skills remain very limited.

The school's buildings are appropriate for the numbers of pupils on roll, and staff use the teaching areas effectively to support teaching and learning. The school has invested well in developing the fabric of the school in recent years, including the fitting of new windows and doors. However, redecoration of some indoor areas would enhance pupils' learning experiences. The grounds are large and well maintained. The school has developed the outdoor learning areas for the Foundation Phase well and uses them appropriately.

Displays in classrooms are generally attractive and appropriately focussed on pupils' work.

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

Leadership: Adequate

Staff and governors share a common vision for the school, based on its Catholic ethos.

The headteacher exercises an effective pastoral and administrative oversight of the school and ensures that the school is a caring and inclusive community. He is committed to moving the school forward and the school has introduced a range of initiatives to improve the planning of the curriculum. However, many initiatives are recent and have not had time to have a positive impact on outcomes. The headteacher monitors teaching regularly and provides an appropriate level of feedback to the staff. In general, this has had a positive impact on the quality of teaching.

The new senior leadership team meets weekly and is having a positive influence on school development by leading new initiatives, for example in literacy and numeracy. The headteacher communicates information regularly to staff and governors, but, in general, does not delegate enough responsibilities to other relevant staff.

Governors are supportive. Most have subject interests and visit the school periodically to meet their respective subject co-ordinator. However, nearly all are relatively new to their role as governors and are not well informed enough to hold the school to account and to help determine its strategic direction. Governors fulfil most statutory requirements, but there is no formal complaints procedure and no rolling programme to review all school policies.

The school addresses local and national priorities effectively. It is in the early stages of developing the national literacy and numeracy strategy.

Improving quality: Unsatisfactory

The headteacher understands which aspects of the school's work need to improve. However, the school has not made sufficient progress in developing self-evaluation procedures since the last inspection. Work is ongoing to develop an annual monitoring, evaluation and review cycle, but staff and governors are not sufficiently involved in the process.

The school gathers first-hand evidence from parents and pupils through regular questionnaires, which contribute to improvement planning. However, only the headteacher monitors standards and teaching in classrooms. Subject co-ordinators produce annual action plans, but do not undertake lesson observations, listen to learners or scrutinise pupils' work. As a result, they are not sufficiently involved in the self-evaluation and monitoring of standards and provision in their areas of responsibility. The governing body is insufficiently involved in the self-evaluation process and its members are unfamiliar with the school's performance data and documentation. The school is reviewing procedures so that they take more responsibility in these aspects.

The school improvement plan is detailed and comprehensive and contains realistic and manageable priorities with a few measurable targets. However, the links with the self-evaluation report, which is mainly descriptive, are not always explicit. Most initiatives are relatively new so there is little evidence of their impact on standards and provision.

Three of the four recommendations from the last inspection are still areas in need of improvement.

Partnership working: Good

The school has a well-established partnership with parents, which has a positive impact on pupils' learning. It keeps them generally well informed through regular newsletters and consultation and curriculum evenings. The school's open-door policy and the ease with which parents can approach the school with any concerns are strengths of the school's provision.

The school has close links with the Catholic high school to which most pupils transfer and it liaises effectively with other local comprehensive and primary schools. The transfer arrangements with secondary schools are appropriate. However, links with local nurseries and playgroups, as well as with schools further afield, are less well developed.

The school regularly invites members of the local community and parish to school events. Pupils attend the adjacent Catholic church and the one in the neighbouring town for masses and celebrations. However, other community and business links are relatively underdeveloped.

The school welcomes students from secondary schools and higher education institutions on training placements. It is establishing appropriate links with the local regional consortium and is beginning to act on the advice and resources it receives.

The school collaborates effectively with its cluster of local primary schools to standardise and moderate pupils' work at the end of key stage 2.

Resource management: Adequate

The school has enough staff with appropriate experience and expertise. Many teachers are in the process of developing new roles and responsibilities. Support staff play an important role in the school and work well alongside teachers. Newly-qualified teachers receive good support.

Staff development is well organised through regular in-house training and external courses linked to priorities in the school improvement plan and performance management reviews. This is beginning to have a positive impact on standards. Staff are involved in networking clusters within the school focussing on literacy, numeracy, wellbeing and religious education. They produce useful end of year reports, which inform the school's improvement plans. However, involvement in networks outside the school is limited.

Performance management procedures, led by the headteacher and deputy headteacher, meet the new statutory requirements. All teachers are involved and have relevant targets. Support staff have professional interviews each year with the headteacher and receive appropriate training opportunities.

The school meets all requirements of the national workload agreement. Teachers' planning, preparation and assessment time is appropriately covered by higher level teaching assistants.

The school manages its accommodation and resources appropriately. Financial decisions are closely linked to the school's identified needs.

Over the last two years the school has over-spent and now has very little contingency funding left. The governing body's finance committee is aware of this situation, but has not put a specific action plan together to ensure future financial viability.

Due to the identified shortcomings in pupils' achievement and management procedures, the school gives adequate value for money.

Appendix 1

Commentary on performance data

As 2013 was only the second year for assessments of the Foundation Phase outcomes, there is limited data available to compare trends over time.

In 2013, the proportion of pupils achieving the expected outcome (outcome 5 or above) for the Foundation Phase Indicator was higher than the average for the family of schools and for Wales. This is also true for language, literacy and communication skills in English, for mathematical development and for personal and social development, wellbeing and cultural diversity. For the Foundation Phase indicator, and all three areas of learning, the performance in 2013 was higher than in 2012.

When compared with similar schools based on the percentage of pupils entitled to free school meals, the school was in the top 25% for the Foundation Phase indicator and for all three areas of learning.

The proportion of pupils achieving a higher than expected outcome (outcome 6 or above) was lower than the average for the family in language, literacy and communication skills, and personal and social development, wellbeing and cultural development, but higher in mathematical development. When compared with similar schools based on the proportion of pupils entitled to free school meals, the school was in the top 25% for mathematical development and in the lower 50% for personal and social development, wellbeing and cultural diversity. It was in the bottom 25% for language, literacy and communication skills.

In 2013, the proportion of pupils achieving the expected level (level 4 or higher) in the end of key stage 2 teacher assessments for the core subject indicator was slightly below the average for the family of schools and above the average for Wales. This pattern was also true for English, mathematics and science, but the differences with the family were more significant than for the core subject indicator. When the proportion achieving the expected level is compared with average performance levels in similar schools based on the proportion of pupils entitled to free school meals, the school was in the higher 50%. This was also the case for English. For mathematics and science, the school was in the lower 50% of similar schools.

Since 2010, performance in the core subject indicator and in all core subjects has generally improved. However, in 2013, performance in mathematics and science showed a slight decline in comparison with that in the previous year. Since 2010, the school has generally been in the lower 50% of similar schools for the core subject indicator and for the three core subjects. Performance in science has placed the school in the lower 50% for the whole of this period.

The proportion of pupils achieving a higher than expected level (level 5 or above) at the end of key stage 2 in 2013 was below the average for the family and for Wales for each of the three core subjects. Over time, the proportion achieving higher levels in the end of key stage 2 teacher assessments has fluctuated, but has generally been lower than the average for the family of schools for all subjects. In 2013, for all

three core subjects, the school was in the lowest 25% when compared with similar schools in relation to the proportion achieving level 5 or above. Performance during the previous three years was variable.

For Welsh as a second language, performance has improved consistently since 2010. Performance in 2013 is significantly above the average for primary schools in Wales.

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.	114	110 96% 98%	4 4% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	114	100 88% 92%	14 12% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	114	108 95% 97%	6 5% 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	114	110 96% 98%	4 4% 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	114	98 86% 96%	16 14% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	114	111 97% 96%	3 3% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	114	110 96% 99%	4 4% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddyngu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	112	108 96% 98%	4 4% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	114	97 85% 91%	17 15% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	113	103 91% 95%	10 9% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	111	77 69% 78%	34 31% 22%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	114	82 72% 84%	32 28% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

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.	37	28 76%	8 22%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	37	29 78%	8 22%	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.	37	32 86%	4 11%	0 0%	0 0%	1	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.	37	20 54%	15 41%	1 3%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	37	28 76%	7 19%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	37	23 62%	12 32%	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.	36	24 67%	10 28%	0 0%	0 0%	2	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.	36	14 39%	11 31%	2 6%	1 3%	8	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.	37	23 62%	11 30%	0 0%	0 0%	3	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.	37	22 59%	13 35%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	37	25 68%	11 30%	1 3%	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'.	35	16 46%	9 26%	1 3%	1 3%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	36	14 39%	17 47%	4 11%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	37	22 59%	15 41%	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.	37	14 38%	12 32%	5 14%	0 0%	6	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.	37	23 62%	14 38%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	34	10 29%	12 35%	1 3%	0 0%	11	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.	36	13 36%	15 42%	5 14%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	37	22 59%	14 38%	1 3%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Iwan Roberts	Reporting Inspector
David Ellis	Team Inspector
Julie Price	Lay Inspector
Owen Morgan	Peer Inspector
Michael Gorell	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.