



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
Union Street
Carmarthen
Sir Gaerfyrddin
SA31 3DE**

Date of inspection: October 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

St Mary's RC Primary School is in Carmarthen, in the Carmarthenshire local authority. There are currently 81 pupils between the ages of 3 and 11 on roll, including six pupils who attend the part-time nursery. The school has four classes, each of which accommodates pupils from more than one year group.

Around 15% of pupils are eligible for free school meals, which is lower than the national average of 20%. Around 62% of pupils are of eastern European or Asian heritage and have English as a second language. A very few pupils speak Welsh at home. The school identifies 23% of pupils as having additional learning needs, which is in line with the national average. The headteacher took up her post in February 2015. The school's last inspection was in May 2009.

The individual school budget per pupil for St Mary's R.C. Primary School (Carmarthen) in 2015-2016 means that the budget is £3,467 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £8,382 and the minimum is £3,111. St Mary's R.C. Primary School (Carmarthen) is 76th out of the 101 primary schools in Carmarthenshire 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 school's current performance is adequate because:

- The majority of pupils make suitable progress during their time at the school
- Most pupils who speak English as a second language make good progress in learning to speak, read and write in English
- Most pupils' skills in speaking the Welsh language develop appropriately
- The school has a warm and caring ethos
- Pupils behave very well and are happy in school
- Learning experiences meet the needs of the majority of pupils

However:

- Pupils' attainment does not compare well with that of pupils in similar schools
- Pupils who are more able do not achieve their potential
- Rates of attendance are consistently low
- Not all teaching and assessment is of an adequate standard
- The main school building is in a poor state of repair and decoration

Prospects for improvement

The school's prospects for improvement are adequate because:

- The recently appointed headteacher has a clear vision and she provides focused strategic direction for the school's work
- She has strengthened arrangements to manage teachers' performance to link appropriately to the needs of the school
- Self-evaluation procedures enable a good range of stakeholders to make meaningful contributions
- A strong partnership with parents and the church contributes well to pupils' social, moral and spiritual development
- The school is beginning to use grants appropriately to support pupils who are eligible for free school meals

However:

- Many of the new headteacher's innovations have had too little time to raise overall standards for pupils
- The governing body is at an early stage in developing its role as critical friend
- The self-evaluation report lacks focus and does not inform improvement plans well enough

Recommendations

- R1 Raise standards of pupil attainment, particularly that of pupils who are more able
- R2 Improve attendance

- R3 Increase opportunities for pupils to learn independently

- R4 Ensure consistency in the quality of teachers' marking and make effective use of assessment for learning across the school

- R5 Develop more effective leadership throughout the school

- R6 Ensure that self-evaluation and improvement planning are effective tools to raise standards of teaching and learning

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's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils begin school with levels of numeracy and social skills that are similar to those of pupils of a similar age. However, a majority of pupils enter school with low levels of skills in English, which is their second language. During their time in school, the majority of pupils make suitable progress, but those who are more able do not achieve their potential. Pupils with additional learning needs make only limited progress.

Throughout the school, nearly all pupils have good listening skills. They sit patiently for long periods and pay close attention to their teacher. In key stage 2, many pupils listen carefully to each other when sharing ideas.

Although a majority of pupils enter the school with limited ability to understand and speak English, most make good progress and speak English fluently by the end of key stage 2. Many older pupils are articulate and speak clearly and confidently.

In the Foundation Phase, most pupils make suitable progress in learning the relationship between letters and sounds. They use their skills well to decode new and unfamiliar words. By Year 2, the majority read simple texts accurately and show a good understanding of what they have read. Many pupils in key stage 2 use a range of strategies effectively when reading unfamiliar words. A majority read with acceptable fluency, although few read expressively with appropriate intonation. Few pupils in Year 6 use higher order skills to infer meaning from a text, and very few use research skills well to locate information in non-fiction books.

Many pupils make good progress in writing as they move through the Foundation Phase. They write well for a range of purposes. For example, they use appropriate vocabulary when describing life in a castle and write creatively about dragons. More able pupils write extended pieces of work with acceptable punctuation. Many pupils spell familiar words correctly. They write phonetic equivalents of unfamiliar words. Handwriting develops well as pupils progress through the Foundation Phase.

In key stage 2, many pupils write in a range of styles that are suited to different purposes and audiences. For example, younger pupils in key stage 2 use evocative similes and adverbs in their poems about autumn; "... whirling winds singing like a choir in a church". In their topic based on a theme park, older pupils plan and create good quality persuasive leaflets, and write logical instructions for creating themed snacks. Most develop a neat handwriting style and take care to spell most words correctly. They use basic punctuation appropriately. However, they rarely write in complex sentences within paragraphs. Overall, pupils who are more able do not attain as well as they can.

In the Foundation Phase, the majority of pupils learn and practise mathematical skills, which they use competently in a variety of contexts. For example, they gather

and record weather data, read thermometer scales and use timetables to plan a journey from Wales to Patagonia. They devise recipes for fruit smoothies, measuring and weighing ingredients and calculating the amounts needed for different-sized batches.

Pupils in key stage 2 continue to develop mathematical skills appropriately. They calculate using large numbers, find fractions and convert them to decimals and percentages. The majority apply numeracy skills well when calculating the cost of electricity used by a range of appliances, or when budgeting for a film about Merlin. Older pupils combine literacy and numeracy skills well when comparing and contrasting Wales with Patagonia.

Across the school, pupils' ability to work independently is underdeveloped.

Pupils' skills in speaking the Welsh language develop appropriately as they progress through the school. In the Foundation Phase, many pupils use Welsh to count and to describe the weather. A minority of pupils in Year 2 read confidently in Welsh with clear pronunciation. In key stage 2, most pupils write in Welsh at an acceptable standard. A minority of pupils in key stage 2 read confidently in Welsh with clear pronunciation.

In the Foundation Phase, over the last four years, pupils' attainment at the expected outcome in literacy and mathematical development has placed the school regularly in the bottom 25% when compared with similar schools. During the same period, attainment at the higher-than-expected outcome has been more variable, and the school has moved between the bottom 25% and the upper 50% of similar schools in both areas of learning.

Pupils' attainment during the last four years at the expected level in key stage 2 in English, mathematics and science has placed the school consistently in the bottom 25% when compared with similar schools. At the higher-than-expected level, pupils' attainment has fluctuated but shows an overall upward trend in English and mathematics when compared with levels in similar schools.

There are very few pupils at the end of the Foundation Phase and key stage 2 who are eligible for free school meals. However, these pupils consistently perform less well than other pupils. Throughout the school, boys do not attain as well as girls.

Wellbeing: Adequate

Many pupils understand the importance of eating healthily and taking regular exercise. They have a clear understanding of how to stay safe when using the internet. All pupils feel safe in school. Nearly all behave well in and out of the classroom, are respectful and caring to their peers and they enjoy school.

Nearly all pupils have a positive attitude to learning and work well with others. However, pupils do not regularly work independently and do not contribute to decisions about what and how they learn.

Over the past four years, attendance rates have consistently placed the school in the bottom 25% when compared with similar schools. Persistent absenteeism by a few pupils has a disproportionate effect on the school's figures. Most pupils arrive punctually.

The school council is starting to play an active part in school life and to make decisions that benefit all pupils. School councillors meet with the governing body regularly and have arranged to present Bibles to pupils who show compassion for others. However, the school council's contribution to the overall life and work of the school is limited.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

In the early Foundation Phase, teachers and support staff place good emphasis on the development of pupils' English language skills. Pupils' immersion in English enables staff in both key stages to deliver the statutory requirements of the Foundation Phase and the National Curriculum appropriately. However, planning to develop pupils' independent learning skills is underdeveloped. Planning to improve the basic skills of many targeted pupils is not effective.

Throughout the school, most teachers plan interesting learning experiences that build on pupils' prior experiences. Their planning enables them to deliver the requirements of the National Literacy and Numeracy Framework effectively throughout the school. They provide pupils with suitable activities with which to develop their skills. However, pupils have too few opportunities to develop higher-order reading skills, or to use research skills effectively when seeking information from non-fiction books. A number of visitors enrich the curriculum for pupils. For example, the police liaison offer and school nurse encourage pupils to remain safe and healthy. The school provides a good range of after school clubs and activities.

Teachers provide suitable activities for pupils to develop their understanding of the history and culture of Wales. For example, younger pupils study the work of Welsh artists and the older ones learn about the Welsh dimension through their studies of Patagonia. However, the majority of teachers do not use the Welsh language regularly enough to reinforce the language patterns that they teach. Pupils are not encouraged to use Welsh outside lessons, for example during play times.

Pupils are encouraged to recycle paper, plastic and old batteries. This contributes to their understanding of sustainable development. The school holds regular multicultural picnics and supports international charities, which promotes pupils' understanding of global citizenship and celebrates the multi-ethnic character of the school.

Teaching: Adequate

Many teachers have positive working relationships with their pupils. They are approachable and use humour appropriately to engage and motivate pupils. Many lessons proceed at a brisk pace and provide pupils with interesting activities. However, tasks do not consistently match the differing abilities of all pupils. As a result, pupils who are more able do not achieve as well as they should.

Most teachers have good knowledge of the subjects they teach. They set clear learning objectives for their lessons, and provide checklists that encourage pupils to consider their progress during the lesson. Few teachers use questioning skilfully to

develop pupils' thinking and problem solving skills. Many lessons are strongly adult-directed and pupils have few opportunities to develop independence or to make choices and decisions about their work. A minority of teachers use the Welsh language regularly during their lessons when giving instructions and praise.

Many teachers give helpful verbal feedback during lessons. Most teachers mark pupils' work regularly. Their comments are often positive, but in a minority of classes do not indicate usefully how pupils may improve their work. Opportunities for pupils to assess their own work, or that of their peers, are not consistently effective. There is a programme of regular testing and the headteacher's recently introduced tracking system monitors pupils' progress carefully but it is too early for this to provide an accurate picture of the standards that pupils achieve. Reports to parents are clear and informative.

Care, support and guidance: Adequate

The school makes appropriate arrangements for promoting healthy eating and drinking. Fruit snacks are available at break times and there are numerous opportunities for pupils to be physically active in lessons and in after-school clubs.

The school's caring ethos and programme for personal and social education promotes pupils' social, moral and spiritual development well. Provision for promoting their cultural development is underdeveloped.

The school works well with several specialist agencies such as the police, health and social services. Liaison with the ethnic minority advisory service is particularly effective and enables the majority of pupils to make suitable progress in acquiring English as a second language.

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

Teachers identify pupils who require additional help and use a variety of interventions to support them. However, the majority of the individual plans for pupils requiring additional support do not contain specific, measurable targets for improvement. Consequently, the effectiveness of interventions on pupil progress in spelling and numeracy is limited. The headteacher is aware of the issue and has made appropriate changes to provision. However, it is too early to measure the difference these changes are making to pupil progress.

Learning environment: Adequate

The school is an inclusive community, and has a happy and friendly ethos. Staff and pupils treat each other with respect and courtesy.

There are suitable appropriate policies and procedures to ensure that the school environment is free from harassment and prejudice. All pupils have equal access to all areas of the curriculum and to extra-curricular activities.

The school celebrates diversity appropriately and the site is accessible for any pupils or adults with a disability.

Classrooms are spacious with colourful displays throughout the school. The outdoor space is extensive, enabling pupils to enjoy physical activity and play appropriately. There are sufficient resources to satisfy the needs of all pupils.

The separate early years area is bright and cheerful and has a well-resourced outside learning area. However, pupils in Years 1 and 2 do not have easy access to outdoor learning areas. The main school building is in a poor state of repair and decoration. There is an air of neglect throughout and there are areas that are unclean.

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

The recently-appointed headteacher has a clear vision that she communicates well with all pupils, staff and governors. She provides strategic direction, which focuses clearly on improving the school's capacity to raise standards for all pupils. The headteacher demonstrates strong leadership skills and high expectations. Since her appointment, she has introduced a number of promising improvements to provision in the school, for example a new system to enable teachers to monitor pupils' progress more accurately. However, it is too early to judge the effectiveness of these innovations.

Regular staff and senior leadership team meetings now focus well on school priorities. Staff know their roles and responsibilities and understand how they contribute to the school's work. The headteacher is strengthening arrangements to manage teachers' performance and these now better reflect the needs of the school.

Before the current headteacher's appointment, the governing body was not effective in challenging the school enough to bring about improvement. Governors now receive regular comprehensive reports from the headteacher and, as a result, they have a sound understanding of the school's strengths. They also have a clearer understanding of what the school needs to do to improve.

The school is making steady progress towards implementing national and local priorities, including sound planning for the National Literacy and Numeracy Framework.

Improving quality: Adequate

The school does not have an established culture of effective self-evaluation that focuses rigorously on evaluating standards of teaching and learning. Consequently, the monitoring programme has had little impact on improving standards in the past. Following the appointment of the current headteacher, evaluation activities are focused more sharply on raising standards. The school is now beginning to develop appropriate self-evaluation procedures. A new and rigorous programme of monitoring and classroom observations is leading, for example, to improvements in the marking of pupils' work in most classes. However, the self-evaluation report is not a useful document because it does not evaluate how the school's provision affects pupils' achievement.

Clear links now exist between the self-evaluation process and the school development plan. The plan has a manageable number of appropriate priorities and sets out suitable actions for improvement. Leaders and managers check the progress of actions within the plan regularly. The current improvement plan has the potential to be a useful tool in bringing about improvements in teaching and learning.

The school has not responded fully to all the recommendations of the last inspection. There has been limited progress in ensuring consistency of teaching and assessment throughout the school and in developing the role of the senior management team to improve how the school monitors and evaluates its own performance.

Partnership working: Adequate

The school has a strong partnership with parents, who appreciate the way in which staff care for and support their children. There is an active parent teacher association that raises funds to buy useful equipment such as playground equipment, which benefits all pupils. Parents appreciate the easy communication with the school, which keeps them well informed about school activities through the open door policy, informative web site and regular newsletters.

A limited range of partnerships with the local and wider community contributes to pupils' social, moral and spiritual wellbeing. For example, the parish and the school work closely together on events such as children's first holy communion. Visits from the fire service, the Royal National Lifeboat Institution and the community police help pupils stay safe. However, links with businesses to learn about the world of work are underdeveloped.

The school works effectively in partnership with a wide range of agencies, such as the ethnic minority advisory service, health and social services, to support all pupils' learning and wellbeing.

There are successful arrangements with local secondary schools to prepare pupils appropriately for the next stage of their education through well-developed transition plans. For example, pupils in Year 5 visited the local secondary school to take part in a "Beatbox" session, which extended their information and communication technology and music skills successfully.

The school also works appropriately with other local primary schools on a range of activities including the moderation and assessment of pupils' work.

Resource management: Adequate

The school deploys teaching and support staff effectively to ensure suitable coverage of the curriculum. Teachers and support staff have roles that make appropriate use of their expertise. The arrangements for teachers' planning, preparation and assessment time are effective and meet requirements. Teachers use this time satisfactorily to focus on standards and to work closely with other staff to improve provision.

All staff have access to continuous professional development and training activities now support the priorities in the school development plan.

Teachers are beginning to work collaboratively with other schools in professional networks. For example, they visit to observe good practice in the Foundation Phase. However, these networks are in the very early stages of development and have yet to influence standards of teaching and learning positively.

The school manages its resources effectively. Plans to spend the pupil deprivation grant for the current year are appropriate. Previously however, the school has not used the funding well enough. As a result, this expenditure has secured few improvements in the outcomes or the wellbeing of pupils eligible for free school meals.

In view of the standards of learning that pupils achieve and the inconsistent quality of provision, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6693301 - St Mary's R.C. Primary School

Number of pupils on roll	101
Pupils eligible for free school meals (FSM) - 3 year average	18.4
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	*	14	12
Achieving the Foundation Phase indicator (FPI) (%)	*	71.4	75.0
Benchmark quartile	*	4	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	14	12
Achieving outcome 5+ (%)	*	78.6	91.7
Benchmark quartile	*	4	2
Achieving outcome 6+ (%)	*	7.1	33.3
Benchmark quartile	*	4	2
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	*	14	12
Achieving outcome 5+ (%)	*	71.4	75.0
Benchmark quartile	*	4	4
Achieving outcome 6+ (%)	*	21.4	16.7
Benchmark quartile	*	3	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	*	14	12
Achieving outcome 5+ (%)	*	100.0	100.0
Benchmark quartile	*	1	1
Achieving outcome 6+ (%)	*	28.6	41.7
Benchmark quartile	*	3	3

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.

6693301 - St Mary's R.C. Primary School

Number of pupils on roll	101
Pupils eligible for free school meals (FSM) - 3 year average	18.4
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	10	8	6	11
Achieving the core subject indicator (CSI) (%)	80.0	62.5	66.7	54.5
Benchmark quartile	3	4	4	4
English				
Number of pupils in cohort	10	8	6	11
Achieving level 4+ (%)	80.0	62.5	66.7	63.6
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	30.0	0.0	33.3	45.5
Benchmark quartile	3	4	2	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	10	8	6	11
Achieving level 4+ (%)	80.0	62.5	83.3	54.5
Benchmark quartile	4	4	3	4
Achieving level 5+ (%)	30.0	25.0	16.7	45.5
Benchmark quartile	3	4	4	1
Science				
Number of pupils in cohort	10	8	6	11
Achieving level 4+ (%)	90.0	62.5	66.7	54.5
Benchmark quartile	3	4	4	4
Achieving level 5+ (%)	30.0	0.0	16.7	27.3
Benchmark quartile	3	4	4	3

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	36	36 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	36	35 97%	1 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	36	36 100%	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	36	36 100%	0 0%	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.	36	36 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	36	36 100%	0 0%	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.	36	36 100%	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.	36	36 100%	0 0%	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.	36	36 100%	0 0%	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.	36	31 86%	5 14%	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.	36	29 81%	7 19%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	36	36 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	17	7 41%	9 53%	0 0%	1 6%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	18	8 44%	10 56%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	18	7 39%	11 61%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	17	7 41%	10 59%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	17	3 18%	13 76%	0 0%	1 6%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	18	3 17%	14 78%	0 0%	1 6%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	17	3 18%	12 71%	2 12%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	17	3 18%	13 76%	0 0%	1 6%	1	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	18	2 11%	15 83%	0 0%	1 6%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	18	7 39%	10 56%	1 6%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	18	6 33%	11 61%	1 6%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	16	2 12%	14 88%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	18	4 22%	11 61%	3 17%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	18	4 22%	13 72%	0 0%	1 6%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	18	0 0%	17 94%	1 6%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	16	6 38%	9 56%	0 0%	1 6%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	18	4 22%	12 67%	1 6%	1 6%	0	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	18	3 17%	12 67%	0 0%	3 17%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	17	7 41%	9 53%	0 0%	1 6%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Mrs Aileen Patricia Brindley	Team Inspector
Mrs Alwena Morgan	Lay Inspector
Mr Huw Jones	Peer Inspector
Mrs Olga Phelps (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.