



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

**Mary Immaculate V.R.C. School
Merlins Terrace
Haverfordwest
Pembrokeshire
SA61 1PH**

Date of inspection: September 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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: 02/12/2014

Context

Mary Immaculate Catholic Primary School is in the town of Haverfordwest in Pembrokeshire. The school has 209 pupils aged three to eleven years on roll, including 19 who attend the nursery. There are eight classes in the school. The three-year average for the proportion of pupils eligible for free school meals is 13%. This is lower than the average for Wales (21%).

The school has identified about 11% of pupils as having additional learning needs. Pupils' ethnicity is largely white British (87%); the remainder are mainly of Asian, Polish or mixed ethnicity. Thirty-three pupils (16%) currently have English as an additional language, which is lower than the average for Wales (22%).

The last inspection of the school was in December 2008. The current headteacher was appointed in September 2013.

The individual school budget per pupil for Mary Immaculate Catholic Primary School in 2013-2014 means that the budget is £3,316 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,304 and the minimum is £3,270. Mary Immaculate Catholic Primary School is 58th out of the 61 primary schools in Pembrokeshire 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 make good progress during their time at the school and achieve good standards in learning and wellbeing;
- most pupils develop effective speaking and listening skills during their time at the school;
- most pupils who need extra support and those who are learning English as an additional language make very good progress;
- nearly all pupils get on well together and standards of behaviour are high;
- rates of attendance are good;
- the school has effective arrangements to monitor pupils' progress; and
- the school promotes healthy living well through the curriculum and extra-curricular activities.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides the school with a clear sense of direction;
- the school has established robust monitoring systems that identify areas for improvement effectively;
- all members of staff know the school's strengths and the areas for improvement well;
- the outcomes from the self-evaluation report inform the school improvement plan successfully;
- there is a strong team ethos in the school, and staff members at all levels are clear about their roles and responsibilities;
- there are a good range of partnerships that have a positive effect on pupils' learning and wellbeing; and
- all staff benefit from a wide range of professional development opportunities.

Recommendations

- R1 Improve standards of Welsh at key stage 2
- R2 Improve opportunities for pupils to learn and work independently in the Foundation Phase
- R3 Improve provision for developing pupils' literacy, numeracy and information and communication technology (ICT) skills across the curriculum
- R4 Ensure that the quality of teaching is consistently good or better
- R5 Improve the links between assessment, planning and the delivery of lessons to ensure the correct level of challenge for all pupils

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils enter the school with skills, knowledge and understanding that are around the level expected for their age. Overall, most pupils make good progress as they move through the school.

Most pupils develop effective speaking and listening skills during their time at the school. They talk confidently about learning experiences, achievements and interests. Younger pupils use appropriate vocabulary and speak confidently, for example when leading acts of collective worship in front of their friends and families. Many older pupils speak clearly using a broad range of suitable vocabulary, for example when working in pairs to discuss their work.

Standards of reading in the Foundation Phase are good. Most pupils develop a solid awareness of phonics and useful strategies to tackle unfamiliar words. They read with enthusiasm. In key stage 2, most pupils continue to make good progress in developing reading skills. They read with fluency and expression, and they have well-developed comprehension skills. In non-fiction books, they use contents pages and the index successfully to find information. They identify the types of books they enjoy reading and give clear reasons for their preferences.

Overall, standards of writing are good. In the Foundation Phase, most pupils develop a good awareness of spelling patterns and present their work appropriately. They write well to recount events in the past tense. They occasionally apply their writing skills effectively across the curriculum, for example to describe the lifecycle of frogs. By the end of key stage 2, most pupils demonstrate a sound understanding of the features of different styles of writing, for example when creating spy thriller stories or writing letters. They generally spell accurately and use a suitable range of punctuation. Pupils write frequently in other subjects such as history. However, the writing of too many pupils lacks variety across the curriculum and does not always demonstrate the standard of work they are capable of.

In the Foundation Phase, most pupils make good progress in understanding mathematical concepts. They develop a good understanding of 3D shapes and their properties, measure the length and weight of familiar objects accurately and record results using the correct decimal unit. In key stage 2, most pupils demonstrate good number skills and apply these well to calculate areas of shapes or to work out percentages of a total. They understand how to order negative numbers in the context of temperature and use decimal notation accurately, for example when working with money. However, pupils do not apply their numeracy skills at the standard they are capable of, often enough or with sufficient independence, in other subjects.

In the Foundation Phase, many pupils make good progress in developing Welsh language skills from a very young age. Nearly all nursery pupils join enthusiastically in songs and rhymes. They ask simple questions and respond to basic greetings well. By the end of the Foundation Phase, many pupils follow instructions well and write short pieces about themselves and their interests. In key stage 2, pupils do not make enough progress in developing their Welsh language skills. Although many pupils produce written work of a suitable standard, they do not demonstrate speaking, listening or reading skills of a good enough standard.

Most pupils who need extra support and those who are new to the English language make very good progress. More able pupils make good progress in English and mathematics, but do not apply their skills well enough across the curriculum.

Overall, pupils usually achieve well in comparison with those in similar schools in teacher assessments at the end of the Foundation Phase and key stage 2.

At the end of the Foundation Phase in 2014, the performance of pupils at the expected outcome 5 in literacy and mathematical development places the school in the higher 50% when compared with similar schools. At the higher-than-expected outcome 6, pupils' performance places the school in the higher 50% for literacy, but in the bottom 25% for mathematical development.

At the end of key stage 2 in 2014, the performance of pupils at the expected level 4 places the school in the higher 50% for English and science and the top 25% for mathematics when compared with similar schools. At the higher-than-expected level 5, pupils' performance places the school in the higher 50% for English, mathematics and science.

Normally, there is no significant difference in the performance of boys in comparison to girls or in the standards achieved by pupils eligible for free school meals when compared with other learners.

Wellbeing: Good

Nearly all pupils enjoy school and have good attitudes to learning. They feel safe in school and know whom to talk to if they are worried or upset. They have a good understanding of the need to eat and drink healthily. Many pupils have positive attitudes to sporting activity. They enjoy physical education lessons and clubs, such as football and cricket. However, pupils do not regularly make choices about how or what they learn.

Nearly all pupils get on well together and standards of behaviour are high. Pupils of all ages play together well at break time and lunchtime. They show respect, courtesy and consideration for each other and for adults, for example in their roles as 'playground buddies'. The rate of pupils' attendance has placed the school in either the top 25% or the bottom 25% when compared with similar schools over the last four years. The unverified rate of attendance for last year is good at 96%. Nearly all pupils arrive at school punctually.

The school council and eco club make valuable contributions to school life. Members play an active part in identifying areas for improvement in the day-to-day life of the school. For example, they have developed an anti-bullying policy to improve the wellbeing of their fellow pupils. Pupils feel that they have a voice and that members of staff listen to their opinions and take their ideas forward, for example in organising the school fete.

Most pupils contribute actively to charitable projects within the community, for example the parish food bank. This has had a positive impact on their development as rounded and responsible individuals.

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

Overall, the school provides appropriate coverage of the National Curriculum. The amount of teaching time meets Welsh Government recommendations. Plans for the development of pupils' literacy and numeracy skills are adequate. As a result, across the school, pupils do not always have enough opportunities to apply their literacy, numeracy and ICT skills across the curriculum at suitably challenging levels. There is a good range of well-attended extra-curricular activities that enhance pupils' learning well.

The school provides valuable support for pupils who require additional help with their literacy and numeracy skills and this helps them to make speedy progress.

Provision for Welsh as second language is good in the Foundation Phase and enables pupils to make sound progress in their learning. However, provision in key stage 2 does not build successfully enough on the positive start made in the Foundation Phase. The school promotes the Welsh language and the culture of Wales positively, for example through special services. Pupils have valuable opportunities to participate in Welsh cultural activities in local and national eisteddfod competitions. They develop a good understanding of the history and heritage of Wales, for example through visits to Llangrannog, Big Pit and Castell Henllys.

There are good arrangements for pupils to learn about sustainability and to develop an understanding of local and global issues, for example through links with schools in Uganda and Nepal. The eco council works actively to encourage pupils to save energy and to act sustainably, for example by recycling paper and glass.

Teaching: Adequate

Overall, the quality of teaching ensures that most pupils achieve good standards at the end of the Foundation Phase and key stage 2. However, the standard of teaching is too variable across the school. In the majority of lessons, teachers plan sequences of lessons that link together well and provide good opportunities for pupils to use previously learnt skills. They use resources well to engage pupils in active learning experiences. In a minority of lessons, the pace of learning is too slow and planned activities do not provide enough opportunities for pupils to develop as independent learners. Overall, learning support assistants make a good contribution to the learning process, especially when working with those who need additional support.

Nearly all teachers mark pupils' work regularly. Recently, the quality of teachers' written marking has improved considerably across the school. As a result, pupils in many classes receive clear feedback about the quality of their work and how to improve it. Many teachers and support staff provide pupils with useful verbal feedback and use questions to develop learning effectively. Most teachers manage pupils' behaviour well.

The school has effective arrangements to monitor pupils' progress. Teachers use the information particularly well to identify those who require additional support in their learning or to improve standards of pupils' wellbeing. However, links between assessment, planning and the delivery of lessons are not consistently strong enough. As a result, in a minority of classes, tasks do not present the right level of challenge for pupils of average or higher ability. The school has appropriate arrangements to ensure that teacher assessments at the end of the Foundation Phase and key stage 2 are usually accurate.

Parents and carers receive valuable information about their child's progress, achievement and wellbeing through regular parents' meetings and annual reports.

Care, support and guidance: Good

The school promotes pupils' wellbeing effectively through the provision of strong levels of care, support and guidance. Arrangements to support positive behaviour are effective and this ensures a calm and orderly atmosphere where instances of poor conduct are rare. The school promotes healthy living well through the curriculum and extra-curricular activities. There are appropriate arrangements to promote healthy eating and drinking. The school has strong links with the church and encourages pupils to contribute to the life of the local community well, for example through involvement in activities such as performing musical pieces in church services or by making regular contributions to a local food bank.

Arrangements to identify and support pupils with additional learning needs are successful. They ensure that these pupils receive effective support and achieve well. The school involves parents and pupils regularly in setting and reviewing progress towards achieving pupils' targets. The school makes good use of a wide range of external agencies and support services to provide useful guidance and support for pupils. The provision for pupils who are learning English as an additional language is particularly successful.

The school has an effective approach to keeping pupils safe online. For example, the police liaison officer has trained pupils, staff and parents about the safe use of the internet.

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

Learning environment: Good

The school has a welcoming and inclusive ethos where staff value each child as a member of the learning community. All pupils have equal access to all areas of the

school's provision. The school recognises, respects and celebrates diversity successfully. It promotes tolerant attitudes well and provides suitable opportunities for pupils to show care and consideration for others in the school and the wider community.

The school building is modern and well maintained. The classrooms are of a suitable size. There is a good range of resources of high quality that meet pupils' learning needs well. The library contains a suitable range of books and ICT equipment is of a good standard. School displays support teaching and learning appropriately. The outdoor areas are extensive and highly stimulating for pupils. They offer valuable opportunities for effective learning. However, the school does not always make the best use of these valuable outdoor resources.

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

The recently-appointed headteacher provides the school with a clear sense of direction. Within a short time, he has shared his vision for school improvement successfully with staff, governors and parents, and he has set firm foundations for developing the school further. There are effective procedures in place to ensure that standards continue to improve. The school has established robust monitoring systems that identify areas for improvement effectively. The impact on significantly improved rates of pupils' attendance is a notable example of success.

There is a strong team ethos in the school, and staff members at all levels are clear about their roles and responsibilities. There is a shared sense of common purpose, which focuses on improving outcomes and wellbeing of pupils. Staff take responsibility for discharging their roles effectively and for meeting targets in the school development plan.

The school is responding appropriately to national priorities. Direct teaching in the Foundation Phase is successful and overall standards are good. However, there are insufficient opportunities for pupils to take responsibility for their own learning, to work independently and to learn through carefully planned play.

The members of the governing body are supportive of the school and know the community it serves well. They have a good understanding of how the school's performance compares with that of similar schools. Governors have a good understanding of the school's priorities for improvement and school finances. However, their direct involvement in the process of self-evaluation is at an early stage of development.

Improving quality: Good

The school has established effective self-evaluation procedures. Leaders and managers use a suitable range of evidence to contribute to the process, including analysis of pupil performance and wellbeing as well as reviews conducted by the local authority. All members of staff know the school's strengths and the areas for improvement well. The school uses information from the analysis of pupil

performance particularly well to target support and intervention towards pupils with additional learning needs. As a result, these pupils make good progress. Parents and pupils contribute to the process of self-evaluation appropriately by completing questionnaires. The school responds swiftly to their views. For example, in response to parents' requests for improved communication, the school has updated its website, set up a useful text messaging system and sends regular newsletters via email.

The outcomes from the self-evaluation report inform the school improvement plan successfully. The plan identifies priorities for improvement that focus appropriately on raising standards and improving provision. Success criteria are clear and set within realistic timescales. The plan identifies staff and governors that are responsible for implementing actions and for monitoring progress. Leaders allocate financial resources appropriately in order to achieve improvement goals.

Partnership working: Good

There are a good range of partnerships that have a positive effect of pupils' learning and wellbeing. These include partnerships with parents, other schools and the community. Parents are supportive of the school and the school values their contributions. The improved communication systems have strengthened the link between home and school. As a result, many parents have a good understanding of the ways in which they can support their children's learning at home. The Friends Association raises considerable sums of money for the school. This funding improves the learning environment for pupils significantly.

Links with the local further education college enable pupils to access specialist training in sporting activities such as football and tennis. This makes a valuable contribution to pupils' good understanding of the need for a healthy life style.

The school collaborates well with external agencies to ensure that pupils do not suffer any underachievement due to social disadvantage. Good use is made of grant money to support vulnerable pupils. A particularly effective partnership with the local angling federation has had a positive impact on identifying pupils' wellbeing, self-esteem and attitudes to learning.

Transition links with the secondary school are good. Older pupils benefit well from a suitable range of activities that ensure a smooth transfer to the next stage of their education.

Resource management: Good

There is a suitable range of expertise and experience among staff. The ratio of adults to pupils is very favourable. The deployment of staff is suitable and the use of specialist teachers to teach music and gymnastics has a positive impact on pupil standards. Arrangements for teachers' planning, preparation and assessment time are appropriate.

All staff benefit from a wide range of professional development opportunities and the performance management process is used well to identify their professional training needs and to improve their professional skills. The school is beginning to develop as an effective learning community and a few members of staff take an active part in professional learning communities. The impact of recent staff training on improving the quality of feedback to pupils is clear. Teachers' marking now focuses more clearly on identifying the next steps in learning for all pupils, helping them to improve their own work.

The headteacher and the governing body's finance committee monitor expenditure diligently and on a regular basis. This ensures that good use is made of all available funds and that expenditure is closely linked to the priorities of the school improvement plan. The school uses grant funding effectively to improve provision for pupils eligible for free school meals, for example through specific literacy intervention programmes. Most pupils who receive specific intervention programmes make accelerated progress.

In view of the good standards achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6683313 - Mary Immaculate Catholic Primary School

Number of pupils on roll	228
Pupils eligible for free school meals (FSM) - 3 year average	12.9
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	31	31	32
Achieving the Foundation Phase indicator (FPI) (%)	87.1	93.5	90.6
Benchmark quartile	2	2	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	31	31	32
Achieving outcome 5+ (%)	96.8	96.8	93.8
Benchmark quartile	1	1	2
Achieving outcome 6+ (%)	32.3	41.9	34.4
Benchmark quartile	2	1	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	31	31	32
Achieving outcome 5+ (%)	87.1	93.5	93.8
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	22.6	22.6	18.8
Benchmark quartile	3	3	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	31	31	32
Achieving outcome 5+ (%)	93.5	100.0	93.8
Benchmark quartile	3	1	4
Achieving outcome 6+ (%)	29.0	71.0	50.0
Benchmark quartile	3	1	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.

6683313 - Mary Immaculate Catholic Primary School

Number of pupils on roll	228
Pupils eligible for free school meals (FSM) - 3 year average	12.9
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	24	30	21	23
Achieving the core subject indicator (CSI) (%)	95.8	86.7	95.2	95.7
Benchmark quartile	1	2	1	2
English				
Number of pupils in cohort	24	30	21	23
Achieving level 4+ (%)	95.8	86.7	100.0	95.7
Benchmark quartile	1	3	1	2
Achieving level 5+ (%)	33.3	23.3	28.6	43.5
Benchmark quartile	2	3	3	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	24	30	21	23
Achieving level 4+ (%)	95.8	93.3	95.2	100.0
Benchmark quartile	1	2	2	1
Achieving level 5+ (%)	45.8	20.0	61.9	47.8
Benchmark quartile	1	4	1	2
Science				
Number of pupils in cohort	24	30	21	23
Achieving level 4+ (%)	95.8	93.3	100.0	95.7
Benchmark quartile	1	2	1	2
Achieving level 5+ (%)	45.8	26.7	33.3	43.5
Benchmark quartile	1	3	3	2

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	96		96 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	96		94 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	96		95 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%	
The school teaches me how to keep healthy	96		96 100%	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.	96		93 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	96		95 99%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	96		95 99%	1 1%	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.	96		96 100%	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.	96		96 100%	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.	96		95 99%	1 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	95		92 97%	3 3%	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	96		95 99%	1 1%	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.	81	73 90%	7 9%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	80	75 94%	4 5%	1 1%	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.	81	69 85%	12 15%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	81	66 81%	14 17%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	81	54 67%	24 30%	0 0%	1 1%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	81	67 83%	12 15%	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.	81	68 84%	12 15%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	80	49 61%	26 32%	1 1%	0 0%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	81	55 68%	23 28%	2 2%	1 1%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	81	64 79%	14 17%	0 0%	0 0%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	81	67 83%	12 15%	1 1%	0 0%	1	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'.	79	52 66%	16 20%	2 3%	0 0%	9	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	81	51 63%	24 30%	5 6%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	81	61 75%	17 21%	2 2%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	81	51 63%	25 31%	1 1%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	81	63 78%	18 22%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	78	46 59%	20 26%	0 0%	1 1%	11	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	81	68 84%	11 14%	1 1%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	80	72 90%	6 8%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Richard Lloyd	Reporting Inspector
Mrs Rhian Jones	Team Inspector
Mr Matthew Evans	Lay Inspector
Mrs Gayle Suzanne Owen	Peer Inspector
Mr Dean Flood (Headteacher)	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.