



**A report on**

**St Joseph's Cathedral Primary School  
Caepistyll Street  
Swansea  
SA1 2BE**

**Date of inspection: March 2014**

**by**

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

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

**Key Question 1: How good are the outcomes?**

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

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

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

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

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

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

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## Context

St Joseph's Cathedral Primary School is near the centre of the city of Swansea in the Swansea local authority. The school opened in September 2012 as the result of the amalgamation of St Joseph's Cathedral Infant and Junior Schools.

There are 611 pupils aged three to 11 on roll. This includes around 70 pupils in the three part-time nursery classes. The school has 20 full-time classes. Around 16% of pupils are entitled to free school meals. This is lower than the average for Wales (21%). There are a very few children looked after by the local authority.

The school has identified around 28% of pupils as having additional learning needs, including a very few with a statement of special educational needs. Around 34% of pupils come from ethnic minority backgrounds and about 30% speak English as an additional language. No pupils speak Welsh as their first language.

A new headteacher was appointed in October 2013, but is not due to take up the post until April 2014. In the meantime, the governing body has appointed an interim headteacher. This is the school's first inspection.

The individual school budget per pupil for St Joseph's Cathedral Primary School in 2013-2014 means that the budget is £2,993 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. St Joseph's Cathedral Primary School is 75th out of the 80 primary schools in Swansea in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- most pupils make good progress from their starting points and achieve well by the end of key stage 2;
- pupils have good standards of wellbeing;
- nearly all pupils display positive attitudes to learning and participate fully in lessons;
- nearly all pupils behave very well in classes and around the school;
- provision for the Welsh language and Welsh culture and traditions is effective;
- most lessons show features of good teaching and motivate pupils well;
- pastoral support is a strong feature of the school; and
- resources are of good quality and staff and pupils generally use them well.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the interim headteacher and senior leaders have a clear vision for the school that they communicate well to all staff;
- staff have worked together well to maintain good standards through an unsettled period for the school;
- recent changes are beginning to have a positive impact on pupils' standards in the Foundation Phase;
- senior staff have taken a lead role in implementing the Literacy and Numeracy Framework successfully; and
- the school has strong links with a range of partners, particularly parents.

However:

- the school has not implemented the Foundation Phase fully;
- assessment procedures are too complex and do not indicate clearly the next steps that pupils need to take in their learning; and
- self-evaluation procedures are not robust enough and leaders do not always identify areas of the school's work requiring improvement accurately.

## Recommendations

- R1 Improve the level of challenge for more able pupils in the Foundation Phase
- R2 Make sure that staff implement the principles of the Foundation Phase fully, particularly in providing opportunities for children to learn independently
- R3 Make sure that assessment procedures are streamlined to enable teachers to make more effective use of assessment information
- R4 Improve the quality and consistency of marking and feedback to pupils to ensure that they understand what they need to do to improve their work
- R5 Establish robust systems for self-evaluation and link the outcomes more closely to priorities within the school improvement plan

### **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.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

The school's baseline assessment indicates that on entry to school a majority of pupils have knowledge, understanding and skills that are below the expected level for their age. Most pupils make good progress from their starting points.

Throughout the school, pupils listen very well to one another and to adults. In the Foundation Phase, most pupils are eager to talk about their work and many answer questions using suitable detail, for example when talking about the promises they have made for Lent. Many older pupils express their opinions confidently using a well-developed vocabulary such as when explaining about the work of the school council and eco committee.

Most pupils read at an appropriate level for their age and ability. In the Foundation Phase, pupils use their phonic skills well to help them to decode new and unfamiliar words. They discuss their favourite author and answer questions about the text in detail. More able pupils read with fluency and use their storytelling voice well to sustain the interest of the listener. In key stage 2, many pupils discuss the characters and plot in their book with appropriate detail. They have effective skills to help them to read with understanding. Most older pupils have well-developed research skills. They use an index and skim and scan text to find information quickly.

Many pupils in the Foundation Phase produce short pieces of writing using their knowledge of phonics to help them to spell common words accurately. They use capital letters and full stops consistently and accurately in their work. More able pupils do not generally write at length enough or use a varied vocabulary to sustain the reader's interest. Many pupils do not form letters correctly and the size of their writing is not always consistent. By the end of key stage 2, many pupils achieve good standards in their writing. In English lessons, they produce extended pieces of writing with a clear structure and many use an interesting vocabulary to keep their audience engaged. The presentation and neatness of pupils' handwriting vary considerably, but a majority of pupils write neatly using a joined style. Most pupils apply their literacy skills effectively to write at a similar standard across the curriculum.

In the Foundation Phase, many pupils make good progress in developing their numeracy skills in mathematics lessons. However, more able pupils do not always make the expected progress or apply their numeracy skills successfully to problem-solving activities. In Year 2, many pupils write and order two-digit numbers accurately, recognise odd and even numbers, add and subtract two-digit numbers correctly, identify right angles and understand that the position of a digit indicates its value. However, pupils do not generally use these skills at an appropriate level to solve mathematical problems in other areas of learning.

In key stage 2, many pupils make very good progress in mathematics lessons. They use a range of strategies to recall multiplication tables and use this information to solve division problems successfully. They calculate differences between positive and negative numbers accurately when analysing the rise and fall in temperatures. Most pupils make good attempts at applying their mathematical knowledge to problem-solving activities. They generally present their work clearly and this aids accuracy when interpreting results, particularly when using graphs. Across the key stage, pupils apply their numeracy skills at the same level in other subjects.

Pupils' spoken Welsh is developing well. In the Foundation Phase, most pupils understand and respond suitably to a range of greetings and instructions. In key stage 2, pupils increasingly use more complex language patterns and expand their vocabulary. Overall, pupils' reading and writing skills in Welsh are developing appropriately.

Pupils with English as an additional language generally make good progress across the curriculum, particularly in the acquisition of language skills. Pupils with additional learning needs make appropriate progress.

Most pupils are beginning to develop suitable thinking and problem-solving skills in the Foundation Phase. Their competence in these skills improves appropriately as they move through the school.

Over the past two years, when compared with similar schools, the performance of pupils at the end of the Foundation Phase has placed the school consistently in the lower 50% for the Foundation Phase indicator, and also for literacy, mathematical skills and personal and social development at the expected outcome (outcome 5). At the higher-than-expected outcome (outcome 6), the performance of pupils has placed the school in the bottom 25% compared with similar schools for literacy, mathematical skills and personal and social development.

In key stage 2, pupils' performance at the expected level (level 4) has placed the school in the top 25% when compared with similar schools for the core subject indicator, English and mathematics for two out of the past three years. However, in 2013, performance in these areas places the school in the higher 50% at the expected level. Performance in science has placed the school in the higher 50% for the past three years. At the higher-than-expected level (level 5), pupils' performance over the last three years has generally placed the school in the top 25% for English, mathematics and science when compared with similar schools.

### **Wellbeing: Good**

Nearly all pupils feel safe in school and are confident that adults deal effectively with any concerns they may have. Most pupils know and understand the principles of healthy eating. They know that water and milk are healthy options and understand that they need to take regular exercise to maintain good physical health.

Throughout the school, nearly all pupils display positive attitudes to learning and participate fully in lessons. They are polite and respectful and show concern for each other, staff and visitors. Nearly all pupils behave very well in school. They work well

in pairs and small groups to support each other's learning in many lessons. Pupils in key stage 2 act effectively as playground friends. They ensure that all pupils have someone to play with at playtimes and lunchtimes and take an active part in organising playground games. Prefects undertake their responsibilities seriously, such as ensuring safe movement around the building, particularly when using the large number of stairs on site.

Pupils' attendance has improved steadily over the past three years. When compared with similar schools, pupils' overall rate of attendance in 2013 places the school in the higher 50% of schools.

Members of the school council are elected and represent the views of their peers well. They play an active role in fund-raising, such as collecting money to support visits to Lourdes for children with disabilities. They were involved appropriately in the recruitment and selection of the new headteacher. They respond successfully to pupil suggestions for improving the playground environment, for example by requesting parasols for the roof-top playground.

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

In the Foundation Phase, teachers plan suitable activities to address all areas of learning. However, they do not provide enough opportunities for pupils to develop as independent learners. There are also limited opportunities for pupils to develop their thinking and problem-solving skills. In key stage 2, learning experiences are broad and stimulating and meet the requirements of the National Curriculum. A suitable range of extra-curricular activities and visits enhances the curriculum successfully.

Teachers in classes covering the same year group plan together effectively to ensure consistency of provision. The school has made good progress towards implementing the Literacy and Numeracy Framework, particularly at key stage 2. This is beginning to ensure that teachers reinforce pupils' literacy and numeracy skills across the curriculum successfully.

There is very effective provision to develop pupils' information and communication technology (ICT) skills in key stage 2 and, as a result, older pupils are competent in the use of a suitable range of different applications and software. However, teachers do not ensure that pupils use these skills fully across the curriculum to enhance and to extend pupils' work.

Well-targeted intervention programmes provide effective support for pupils who require additional help with their literacy and numeracy skills.

The school promotes pupils' understanding of sustainable development well. The active and enthusiastic eco-committee organises recycling initiatives to encourage pupils to look after the school environment. The school has developed pupils' understanding of the environmental issues surrounding the preservation of the rainforest very well. Pupils have a good awareness of their responsibilities as global citizens.



The school's provision for developing pupils' skills in the Welsh language is good. It promotes pupils' understanding of Welsh culture and history well through visits to local places of interest and heritage sites. The school celebrates Welsh traditions successfully through studying the life of famous characters, such as Saint David and Santes Dwynwen. Pupils have good opportunities to enjoy traditional Welsh tales, such as Llyn Y Fan Fach and Cantre'r Gwaelod.

### **Teaching: Adequate**

Across the school, staff establish positive working relationships with pupils and manage their behaviour very well. Most teachers plan lessons with clear learning objectives and share these with pupils successfully. They conduct lessons at a suitable pace and sustain the interest of pupils effectively. They ensure that pupils remain on task and make good progress in their learning. Many teachers recap pupils' prior learning and this helps pupils to build on skills they have already acquired successfully. Many teachers use skilful questioning to help pupils to understand and to develop their thinking and communication skills. Support staff work very well alongside teachers to enable pupils to make good progress.

In the Foundation Phase, teachers plan a suitable range of activities to develop many pupils' skills appropriately, but they do not always challenge more able pupils well enough. As a result, more able pupils do not make sufficient progress by the end of the Foundation Phase. In key stage 2, most teachers use a suitable range of resources and teaching strategies effectively to set demanding work that challenges pupils successfully.

The school gathers a large amount of information about what pupils can do and how well they achieve through its extensive assessment programme. Teachers analyse the information carefully, but the system is too complicated and burdensome and does not always support teachers effectively in planning the next steps in pupils' learning. Standards of marking and feedback to pupils are inconsistent between classes. Marking does not always refer to the intended learning outcome or the next steps pupils need to take in order to improve their work. Teachers are beginning to provide opportunities for pupils to assess their own work and that of others in key stage 2. However, it is too early to assess the impact of this on the standards pupils achieve. Pupils have targets for improvement, but only a few pupils know what they are and what they need to do to achieve them.

Annual reports to parents are clear and informative and set out appropriate targets for improvement.

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

The school is a safe, caring community that values all pupils equally. It supports pupils' spiritual, moral, social and cultural development successfully, particularly through its close links with the local Catholic Church.

There is a very effective system for welcoming children into school each morning. Members of the pastoral team greet families warmly at the school entrance. They use this time highly effectively to receive information that may have an impact on

pupils' wellbeing, such as any health issues or worries a pupil may have. They praise pupils who have displayed good behaviour and remind pupils of the importance of attending school. The pastoral team has successful links with external agencies to provide good support for pupils and their families. The school makes appropriate arrangements for promoting healthy eating and drinking.

Systems for identifying pupils with additional learning needs and taking appropriate action are suitable. Recently, staff have begun to review individual education plans more effectively, and teachers and parents are suitably involved in monitoring their progress. Provision for pupils with behavioural, emotional and social difficulties is effective in reducing absence from school and improving attitudes to learning. The school meets the needs of pupils with English as an additional language well by providing effective individual support.

The school has an effective approach to keeping pupils safe online. For example, there are prominent displays of the e-safety code throughout the school. The school's arrangements for safeguarding meet requirements and give no cause for concern.

### **Learning environment: Good**

The school is very effective in promoting a happy and caring ethos in line with its Christian values. There is a strong emphasis on ensuring equality of provision and access to all areas of the curriculum for all pupils.

Resources of good quality support teaching and learning well. A comprehensive range of up-to-date equipment is available to support the teaching of ICT skills effectively. The school has a wide range of reading materials of good quality that support the development of pupils' literacy skills well.

Most teaching areas are bright and attractive with interesting displays of pupils' work that celebrate the diverse culture of the school well. Internal areas are clean and generally well maintained. The school is beginning to develop its limited amount of outdoor areas appropriately to enhance pupils' learning experiences in the Foundation Phase.

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

Following the recent amalgamation of the two schools, senior leaders have established a clear vision that promotes the values of the new school well. The interim headteacher and the governing body have restructured the senior management team appropriately to reflect the needs of the school. As a result, senior teachers share responsibilities more effectively, have suitably defined responsibilities and understand their role in school improvement. All staff have clear job descriptions and their roles are clearly defined.

Despite the many changes in the leadership of the school in the past year, leaders have maintained good standards in many aspects of the school's work. These

include the achievement of pupils in key stage 2 and the wellbeing of pupils throughout the school. Senior leaders carry out the performance management of teachers appropriately. The process is at an early stage of development, but there are clear links between the targets set for teachers and the school's priorities for improvement.

The school has made good progress in introducing the Literacy and Numeracy Framework. Under the leadership of the interim headteacher, there is good progress towards implementation of the Foundation Phase. However, this is at an early stage of development.

The governing body is supportive of the school and governors have worked hard to ensure continuity of leadership through the appointment of an experienced interim headteacher. Governors know the current priorities for school improvement and have a developing understanding of performance data. They are at the early stages of providing an appropriate level of challenge to the school in their role as critical friends.

### **Improving quality: Adequate**

The school has appropriate procedures in place for monitoring its performance. The newly-established senior management team have clear roles in this process and are responsible for evaluating a range of first hand evidence. This includes analysing performance data, sampling pupils' work and observing teaching and learning. As a result, leaders are beginning to hold teachers to account more effectively for the standards pupils achieve. However, as this work is at an early stage of development, it is too early to assess the impact on pupils' outcomes.

The interim headteacher has involved all staff and governors appropriately in evaluating the performance of the school. As a result, senior leaders are beginning to take a strategic overview of pupils' progress across the school. Following a review of the outcomes pupils achieve, senior leaders have begun to improve the organisation and delivery of the Foundation Phase. This has ensured that learning experiences are more appropriate to pupils' needs. As the current school leadership team is relatively new, self-evaluation processes are not yet fully established or robust enough, and leaders do not always identify areas of the school's work requiring improvement accurately.

The school improvement plan focuses appropriately on the priorities that are likely to have the most impact on raising pupils' standards. The plan has clear success criteria and suitable timescales for action.

### **Partnership working: Good**

The school works effectively with a range of strategic partners, including the consortium of city schools, parish churches and the local authority to improve standards and pupils' wellbeing. The school's collaboration with external agencies to support vulnerable pupils is a particular strength.

Transition links with the secondary school are good. Year 6 pupils benefit from a range of well-organised and purposeful visits before they join the secondary school. This ensures their smooth transition to the next phase of their education.

Links with parents are good. The school uses a daily texting service and its informative website effectively to make sure that it keeps parents well informed about the work and life of the school.

The strong partnership with other schools in the local cluster effectively promotes the sharing of good practice. This includes joint planning to improve provision for literacy and numeracy. Cluster procedures for standardisation and moderation of pupils' work at key stage 2 are well established. This has led to an improved understanding of standards of attainment and helped to achieve greater consistency in the assessment of pupils' work.

Pupils' contributions to community activities enrich their learning experiences. Pupils regularly support charitable fundraising events in the city and this strengthens their awareness of other people's needs well.

### **Resource management: Good**

The school manages its resources well. It makes good use of a difficult site and utilises most of the available spaces well.

The school has a sufficient number of suitably qualified and experienced staff to deliver the curriculum. There are appropriate arrangements to provide planning, preparation and assessment time for teachers. The school makes good use of the expertise of members of non-teaching staff to deliver lessons in ICT, physical education, art and music.

Through formal and informal appraisal procedures, all members of staff identify their training needs and have access to a suitable range of training opportunities. These support the professional development of staff successfully. Systems for observing lessons and sharing of good practice are developing well. The recently-established networks of professional practice are having a positive impact on pupils' standards in literacy and numeracy.

The headteacher and governors, in partnership with the local authority, manage and monitor the school's finances and spending efficiently. They ensure that planned expenditure links closely to the school's priorities for improvement. The school makes good use of Welsh Government grants to support pupils' learning and wellbeing, such as through the employment of the pastoral support team.

Considering the good standards achieved by pupils, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2013, at the end of the Foundation Phase, around 83% of pupils achieved the expected outcome in relation to the development of literacy, mathematical skills and personal and social development in combination (the Foundation Phase indicator). This is below the average for both the family and schools in Wales. The percentage of pupils achieving the higher-than-expected outcome is also below the averages for the family and Wales for literacy and mathematical skills. For personal and social development, results are well below the family and Wales averages.

In 2013, when compared with similar schools, the school's outcomes place it in the lower 50% for literacy, mathematical skills and personal and social development at the expected outcome. At the higher-than-expected outcome, results place the school in the bottom 25% in all three areas.

Generally, boys perform less well than girls with the exception of personal and social development at the expected level. However, the difference in their performance is less than the average difference for the family of schools and for schools in Wales.

Pupils entitled to free school meals generally perform as well as or better than pupils not entitled to free school meals at the expected level and in the development of their literacy skills at the higher-than-expected level.

In 2013, in key stage 2, the percentage of pupils who achieved the expected level or above in English, mathematics and science (the core subject indicator) is above the average for the family and Wales. When compared with similar schools, the school's results place it in the higher 50% for English, mathematics and science.

The proportion of pupils who achieve the higher-than-expected level in English, mathematics and science is above the average for the family and Wales. At the higher level, the school's performance places it in the top 25% for English, mathematics and science compared with similar schools.

Pupils entitled to free school meals in key stage 2 perform slightly less well at the expected level than those pupils not entitled to free school meals. However, the gap in performance has been narrowing over the past few years. At the higher-than-expected level, the performance of pupils entitled to free school meals is generally better than that of pupils not entitled to free school meals in mathematics and science.

## 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.	101		99 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	102		97 95%	5 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	101		100 99%	1 1%	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	102		101 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	101		84 83%	17 17%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	101		100 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.	102		100 98%	2 2%	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.	101		99 98%	2 2%	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.	100		85 85%	15 15%	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.	101		95 94%	6 6%	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.	102		71 70%	31 30%	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	100		64 64%	36 36%	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.	142	83 58%	52 37%	6 4%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	142	99 70%	40 28%	2 1%	1 1%	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.	142	104 73%	34 24%	3 2%	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.	142	81 57%	54 38%	4 3%	1 1%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	142	72 51%	57 40%	4 3%	0 0%	9	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	141	75 53%	62 44%	2 1%	1 1%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	142	78 55%	61 43%	2 1%	0 0%	1	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.	142	65 46%	67 47%	8 6%	1 1%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	141	69 49%	52 37%	8 6%	3 2%	9	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	141	72 51%	59 42%	7 5%	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.	142	86 61%	51 36%	3 2%	0 0%	2	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'.	136	59 43%	54 40%	5 4%	6 4%	12	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.	141	59 42%	64 45%	13 9%	5 4%	0	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.	141	62 44%	65 46%	6 4%	6 4%	2	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.	141	48 34%	64 45%	11 8%	3 2%	15	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.	141	64 45%	68 48%	5 4%	1 1%	3	Mae'r ysgol yn helpu fy mhentyn 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.	131	57 44%	50 38%	5 4%	3 2%	16	Mae fy mhentyn 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.	141	66 47%	58 41%	8 6%	7 5%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	141	78 55%	52 37%	5 4%	4 3%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Jane Rees	Reporting Inspector
Rhian Jones	Team Inspector
Jane Mccarthy	Team Inspector
Nicola Allan	Team Inspector
Julie Ann Price	Lay Inspector
Alexine Bartholomew	Peer Inspector
Colin Greenwood	Nominee



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language;
- mathematics; and
- science.

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

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

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals. In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools

across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.