



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

A report on

**Our Lady & St Michael's School
14 Pen Y Pound Road
Abergavenny
Monmouthshire
NP7 5UD**

Date of inspection: March 2016

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Our Lady and St Michael's is a voluntary-aided Roman Catholic primary school in Abergavenny in Monmouthshire local authority. The school has 178 pupils. There are seven single-age classes.

About 9% of pupils are eligible for free school meals, which is below the national average of 20%. The school identifies around 22% of pupils as having additional learning needs, which is just below the national average of 25%. Around 25% of pupils have English as an additional language. A very few pupils have a statement of special education needs. No pupils speak Welsh as their first language.

The deputy headteacher is currently the acting headteacher and took up this position in September 2015. The school's last inspection was in 2009.

The individual school budget per pupil for Our Lady and St Michael's School in 2015-2016 means that the budget is £3,596 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,918 and the minimum is £2,834. Our Lady and St Michael's School is 11th out of the 31 primary schools in Monmouthshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- Nearly all pupils behave very well and are keen to learn
- The quality of pupils' wellbeing is good
- Many pupils make adequate progress from their starting-points
- Most pupils' oracy and reading skills develop well
- Most pupils with additional learning needs make good progress in meeting their individual targets
- Nearly all pupils understand how to make healthy choices
- The quality of care, support and guidance is good

However:

- Able pupils and those of average ability do not achieve their full potential because the work they undertake does not challenge them enough
- In key stage 2, pupils do not apply their skills in numeracy well in other areas of learning
- Pupils' use of information and communication technology (ICT) to support their learning in different areas of the curriculum is underdeveloped
- Pupils' ability to use the Welsh language at appropriate level is weak across the school

Prospects for improvement

The school's prospects for improvement are adequate because:

- The acting headteacher has a sound vision for improvement and is beginning to convey this well to all staff and governors
- The school's self-evaluation processes successfully identify strengths and aspects that need improvement
- Governors and all staff support the newly-appointed leaders in their efforts to raise standards
- The monitoring of standards of teaching and scrutiny of pupils' achievement is beginning to raise expectations
- Parents support the school well

However:

- New initiatives to track pupils' attainment and to set learning targets have yet to prove their effectiveness

- The recently-appointed senior leadership team is at an early stage in understanding how to set and monitor improvement actions
- The school does not have a strong record of delivering improvement
- There is a lack of permanence and stability in the senior leadership team, which includes an acting headteacher and an acting deputy headteacher

Recommendations

- R1 Improve pupils' application of numeracy skills in different areas of the curriculum in key stage 2
- R2 Improve pupils' ability to use ICT in their learning
- R3 Raise standards in Welsh throughout the school
- R4 Ensure that all pupils are sufficiently challenged to achieve their full potential
- R5 Ensure that governors meet all statutory requirements
- R6 Monitor newly-introduced school improvement actions to ensure that they are properly delivered and effective

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

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils make adequate progress from their starting-points during their time in the school and achieve expected standards. A minority achieve higher than expected standards by the end of key stage 2.

In the Foundation Phase, nearly all pupils listen attentively to teachers and talk to each other relevantly when participating in classroom activities. Many older pupils in the Foundation Phase describe experiences clearly and answer questions about their work thoughtfully and confidently. Most pupils in key stage 2 use their speaking and listening skills effectively in various types of oral work. They collaborate enthusiastically in group activities and contribute well to class discussion. Many readily use new vocabulary that they acquire in the different topics they study.

As they move through the school, pupils' reading develops well and most use their reading skills effectively to support their learning in different subjects. Most pupils in the Foundation Phase learn suitable ways to tackle unfamiliar words. They enjoy reading and understand the difference between stories and non-fiction books. Most comment appropriately on the characters and ideas in passages they have just read. In key stage 2, many pupils read with fluency and good expression. They speak with enthusiasm about fiction they have read and their favourite authors. They use reference books well and are able to find information about specific topics in their school library.

In the Foundation Phase, pupils undertake a suitable range of written tasks. They develop their handwriting skills appropriately. Most shape their letters to print words legibly and a majority progress suitably to write in sentences and to produce lengthier passages of writing in stories and letters. In key stage 2, pupils make steady progress in learning to write for different purposes, including descriptions of scientific experiments, sets of notes following research, and accounts of various events and activities. As they move through key stage 2, most pupils develop joined handwriting and present their work effectively for a variety of purposes. However, not enough pupils of average and higher ability develop fluent sentence and paragraph-building skills, or the vocabulary, spelling and punctuation required for higher than expected levels of achievement.

Many pupils in the Foundation Phase make good progress in developing numeracy skills. They count forwards and backwards confidently and in multiples of 2, 5 and 10. They recognise odd and even numbers and can halve and double numbers quickly. Many have an appropriately developing knowledge of multiplication tables. Older Foundation Phase pupils can use coins to make up sums within a pound. They begin to apply their mathematical language suitably in classroom activities, such as weighing different items in their class shop.

In key stage 2, many pupils develop good skills in mental mathematics. Many use appropriate calculation strategies to solve problems. They find fractions and percentages of whole numbers easily. Many have a good understanding of the place value of numbers to three decimal places. Most measure correctly using centimetres and metres. However, pupils do not apply their general numeracy skills well enough throughout the curriculum. For example, their data handling skills are underdeveloped in key stage 2 and they do not make sufficient progress in the use of graphs.

Overall, pupils' use of ICT to support their learning in different areas of the curriculum is limited.

In the Foundation Phase, pupils make good progress in developing their Welsh speaking skills. They use many phrases naturally during the school day and write a wide range of sentences for different purposes. However, in key stage 2, they do not build systematically on their earlier learning. Most pupils respond in Welsh with very short answers and are unable to extend them any further. Most read simple texts appropriately, but produce too limited a range of written work.

Most pupils who have support for additional learning needs make good progress in relation to their individual targets. Pupils with English as an additional language make good progress.

The performance of pupils in the Foundation Phase at the expected levels in literacy and numeracy over the last four years has tended to place the school in the lower 50% when compared with similar schools. Performance at the higher level is more variable.

In the last four years, pupils' performance at the expected level in English, mathematics and science at the end of key stage 2 has placed the school in the lower 50% when compared with similar schools. At the higher level, there is an improving trend and, in the last two years, pupils' performance has placed the school in the higher 50%.

Pupils eligible for free school meals generally perform less well than other pupils, though the numbers overall are small from year to year.

Girls as a group tend to outperform boys in teacher assessments at the end of the Foundation Phase at the expected level in literacy and mathematical development, but comparisons vary from year to year at the higher level. Girls as a group generally outperform boys in key stage 2.

Wellbeing: Good

The behaviour of nearly all pupils is very good. They show high levels of respect and concern for others. A major strength throughout the school is the positive attitude and enthusiasm pupils have for learning. In lessons, nearly all pupils are very attentive to their teachers and are eager to do well.

Pupils' attendance levels have improved in the last two years and have placed the school in the higher 50% in comparison with similar schools. Pupils recognise the importance of attending school regularly and take seriously the competitions between classes to achieve the highest attendance. Most pupils are punctual.

Nearly all pupils have a good understanding of the importance of eating healthily and taking exercise. Almost all pupils feel safe in school and are confident that adults will listen to their concerns and deal fairly and thoroughly with any problems they have. They value and participate well in the school's 'buddy' system that encourages pupils to look out for each other at break times.

In the Foundation Phase, many pupils develop their independent learning skills well and take opportunities keenly to make choices about their activities. In key stage 2, most pupils work effectively in pairs and groups. They collaborate well, support each other's learning and clearly enjoy team work.

Pupils readily accept roles of responsibility, such as 'Sports Ambassadors' in key stage 2, to help organise sports activities for younger pupils. Many pupils participate appropriately in decision-making, for example by suggesting charity fund-raising activities or by taking part in a whole-school vote on how to spend money for new outdoor play equipment. The pupils' eco-council plays a useful role in raising environmental concerns and promoting recycling activities around the school.

The school council includes Foundation Phase and key stage 2 pupils, meets regularly and raises issues effectively, using wall displays and its own notice board. However, pupils do not act independently enough or take as many decisions as they could as a result of too much adult supervision.

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

The school provides interesting learning experiences within a suitably broad curriculum that meets the requirements of the National Curriculum appropriately. Throughout the school, planning for oral activities in lessons and the teaching of reading are good.

Foundation Phase teachers plan stimulating learning activities that enable pupils to use their skills in different areas effectively. A good range of opportunities enables pupils to develop their independent learning skills well. The curriculum in key stage 2 provides pupils with an appropriate framework in which to study a suitably wide range of topics. This promotes reading and writing for different purposes effectively. Although opportunities are in place to develop pupils' numeracy skills, planning does not ensure that pupils apply and develop these skills enough across the curriculum.

Provision and planning for Welsh are good in the Foundation Phase where the language is an integral part of language routines. The new scheme of work for key stage 2 has improved opportunities for pupils, but it has yet to raise standards in Welsh. Pupils gain a broad understanding of life in Wales and Welsh culture in a wide range of interesting activities and trips, for example through work with local writers and visits to local museums.

The school provides appropriate opportunities for pupils to learn about sustainable development in lessons and in recycling activities around the school. Pupils develop a strong understanding of citizenship and the lives and needs of others overseas. For example, the eco council leads fundraising to provide medical equipment for children abroad. The school holds an annual 'international day'. Each class celebrates the culture of its pupils from different countries and parents from China, Sri Lanka and the Philippines are invited to attend and participate.

Teaching: Adequate

Overall, teachers prepare and organise lessons appropriately using a range of suitable strategies. Teaching assistants work very effectively with teachers. They know the pupils well and make an important contribution to the learning opportunities provided.

In many classes, teachers devise purposeful learning activities of high quality that clearly motivate pupils. They maintain a strong pace and a variety of approaches that keep pupils involved in their learning. In the Foundation Phase, teachers take care to balance the direct teaching of key skills with opportunities for pupils to learn through well-structured play-based activities. As a result, pupils develop confidence, practise their skills well and develop a willingness to make choices about how they learn.

In key stage 2, most lessons present opportunities for pupils to develop their speaking and listening skills effectively. Teachers regularly set a suitable variety of tasks and they meet the needs of pupils of lower ability well. However, too frequently, teachers do not set suitably challenging tasks for pupils of middle and higher ability in order to ensure that they achieve as well as they could.

Teachers do not provide sufficient opportunities for pupils to build on their existing skills in ICT by planning their use across different areas of the curriculum.

Teachers mark pupils' work regularly, share learning objectives with pupils and use oral and questioning techniques well. The school has begun to involve pupils more effectively in making their own judgements about how to improve their work. This is beginning to raise pupils' awareness of the next steps in their learning. Teachers generally make accurate assessments of standards of attainment. The school has put in place suitable standardised tests and assessment procedures to monitor pupils' progress. It is currently introducing a whole-school electronic assessment system to track pupils' progress and to generate targets to help pupils to reach their potential. However, it is too early to judge the effectiveness of these initiatives.

Annual reports are suitably detailed and provide parents with useful information about their children's progress. They include targets for improvement in learning areas and the core subjects. Parents also have regular opportunities to consult with teachers throughout the year.

Care, support and guidance: Good

The school promotes pupils' social, moral, spiritual and cultural development well and this is integral to the life of the school. Whole school collective worship provides valuable occasions for pupils to reflect and consider moral issues. There are good opportunities for pupils to take on responsibilities and to care for and engage with their community. For example, they visit a local care home to provide company and to sing for residents.

The school enhances pupils' cultural experiences successfully through visits to performances and various sites of special interest. There is a well-established school choir and a good range of opportunities for pupils to learn to play musical instruments. The school makes appropriate arrangements for promoting healthy eating and drinking. There are ample opportunities for pupils to participate in extra-curricular sports such as football, netball and basketball.

The school has put in place various creative approaches that have improved levels of pupils' attendance successfully.

Members of staff engage effectively with other key agencies, such as the specialist hearing impairment and educational psychology services, and this enhances support for pupils. Community police officers provide valuable advice and guidance for pupils on internet safety, substance abuse and keeping safe. Volunteer parents provide good support to promote road safety awareness.

The provision for pupils with additional learning needs is a strength of the school. Effective personalised programmes are in place for pupils with additional learning needs that include group sessions and in-class support for reading and numeracy skills. Teachers put in place effective individual education and behaviour plans to assist struggling learners. Staff, parents and pupils review these regularly together. Teaching assistants deliver a range of interventions of good quality and monitor the progress of supported pupils carefully.

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

Learning environment: Good

The school is a very caring and inclusive community that places a strong emphasis on moral values and pupils' respect for themselves and others. Pupils have equal access to everything that the school offers. The school recognises diversity positively and celebrates the achievements of all pupils successfully.

The school's accommodation is clean and well maintained and is sufficient for the number of pupils on roll. The school has a newly constructed reception area, which helps to make the buildings safe and secure. Classrooms are bright spaces for learning. Extensive, attractive displays celebrate pupils' work well and enhance the school environment.

Foundation Phase teaching areas have ready access to the outdoor learning spaces which pupils use well. Outdoor provision is substantial with suitably maintained fields, a forest school area and two playgrounds. The school has a sufficient stock of books and other equipment to meet pupils' learning needs.

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

The recently appointed acting headteacher has a sound vision for improvement, based on a suitable knowledge of a range of aspects of school life. She leads the school sensitively and is beginning to share her vision successfully with staff, governors and parents in order to improve pupils' attainment and wellbeing.

The headteacher and staff co-operate effectively as a team and are committed to raising standards. Members of the senior leadership team are developing their roles appropriately as leaders. They meet regularly and are beginning to take part in the process of monitoring lessons and scrutinising books. They undertake suitable analysis of performance data to identify some of the school's strengths and areas for improvement. Leaders use performance data well to identify pupils who need support to improve their basic skills. However, they do not target average and more able pupils as effectively.

The school meets local and national priorities appropriately. For example, it has made good progress in developing the Foundation Phase provision and has placed a strong emphasis on promoting pupils' literacy skills.

Governors are supportive of the school and they have an appropriate understanding of pupils' standards. Recently, they have begun to challenge the school and to monitor its procedures for ensuring improvement. However, this has not had time to show a positive impact and the governing body's capacity to challenge the school is at an early stage. The governing body has not produced an annual report for parents and the school prospectus does not meet statutory requirements in all respects.

Improving quality: Adequate

The headteacher and leaders have an appropriate picture of the school's strengths and areas for improvement. The school's arrangements for collecting and analysing the opinions of parents to inform its judgements are not effective enough. The school has recently introduced suitable arrangements for monitoring standards of teaching and learning through observation of lessons and scrutiny of pupils' books. The reports that derive from this monitoring are appropriate and identify good features and areas for improvement. However, this process is new and has not had enough time to have a positive effect on raising standards.

A suitable range of evidence, including analysis of attainment data and the outcomes of monitoring processes, informs the self-evaluation report well. The report is evaluative, and identifies strengths and appropriate areas for development. However there are not enough clear links between areas identified as needing improvement in the self-evaluation report and the priorities in the school development plan. The plan

identifies a minority of targets for improvement as well as responsibilities, costs, an implementation timetable and success indicators. The headteacher is beginning to monitor the progress of the plan appropriately. However, priorities are not always clear or focused enough on pupil outcomes. This limits the school's ability to measure progress effectively in terms of the impact on pupils' progress.

The school has not yet addressed fully the recommendations of the last inspection, for example in relation to making better use of assessment to challenge pupils and improving pupils' standards in using Welsh.

Partnership working: Good

The school has a worthwhile range of partnerships. Parents support the school's procedures actively, for example through ensuring that their children attend regularly and arrive punctually. Many parents also attend the school's open sessions where they work alongside their children in class so they can gain a deeper understanding of how their children learn. The parent, friends and teacher association is very active and raises significant funds. These help to support improvements to school facilities and supplement transport costs for visits, which contribute effectively to pupils' wellbeing and attainment.

The school works closely with the diocese, local authority and agencies such as specialist sports and music services, and these relationships successfully enhance provision for pupils. For example, the school choir and brass players perform alongside others as part of a community band project.

The school has well-established links with the nearby nursery situated on the school site. Nursery pupils visit the school regularly and have school dinners on one day a week. This helps children to settle in quickly to the reception class. Strong links with the high schools ease pupils' transition from one key stage to the next, and ensure continuity and progression in their learning. The school works closely with the local cluster of primary and secondary schools to moderate pupils' work to ensure the accurate assessment of pupils' work by teachers.

Resource management: Adequate

The school has a sufficient number of staff, which it deploys effectively to meet the needs of the curriculum. Highly skilled teaching assistants support pupils well, particularly in raising the standards achieved by those with additional learning needs.

There are good opportunities for all staff to take part in training matched to national priorities and to develop their expertise appropriately. Leaders make suitable use of the pupil deprivation grant from the Welsh Government to improve outcomes for disadvantaged pupils, for example through the provision of intervention programmes that raise targeted pupils' standards of literacy well. These programmes are narrowing the gap in attainment between pupils eligible for free school meals and other pupils by the time they leave the school.

The use of planning, preparation and assessment time for teachers is effective. Staff use the time appropriately to plan in pairs to help to ensure consistency in teaching and learning. During these times, specialist teachers teach physical education skills and music and this is having a positive effect on standards in these subjects.

There are suitable arrangements in place for managing the performance of teachers and support staff, although their use has lapsed in the current school year.

The headteacher and governing body manage the school budget efficiently. They ensure that funding matches the priorities identified in the school improvement plan appropriately.

In view of all the quality of the school's provision and the standards achieved by pupils, the school gives adequate value for money.

Appendix 1: Commentary on performance data

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Number of pupils on roll	185
Pupils eligible for free school meals (FSM) - 3 year average	12.0
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	27	31	22	27
Achieving the Foundation Phase indicator (FPI) (%)	96.3	83.9	81.8	85.2
Benchmark quartile	2	3	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	27	31	22	27
Achieving outcome 5+ (%)	96.3	83.9	90.9	92.6
Benchmark quartile	2	4	3	3
Achieving outcome 6+ (%)	77.8	16.1	40.9	29.6
Benchmark quartile	1	4	2	4
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	27	31	22	27
Achieving outcome 5+ (%)	100.0	90.3	90.9	85.2
Benchmark quartile	1	3	3	4
Achieving outcome 6+ (%)	37.0	3.2	27.3	22.2
Benchmark quartile	2	4	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	27	31	22	27
Achieving outcome 5+ (%)	100.0	96.8	100.0	96.3
Benchmark quartile	1	3	1	3
Achieving outcome 6+ (%)	55.6	16.1	45.5	33.3
Benchmark quartile	2	4	3	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

6793317 - Our Lady & St Michael's RC

Number of pupils on roll	185
Pupils eligible for free school meals (FSM) - 3 year average	12.0
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	27	25	29	22
Achieving the core subject indicator (CSI) (%)	85.2	80.0	89.7	68.2
Benchmark quartile	4	4	3	4
English				
Number of pupils in cohort	27	25	29	22
Achieving level 4+ (%)	92.6	84.0	89.7	72.7
Benchmark quartile	3	4	3	4
Achieving level 5+ (%)	37.0	44.0	48.3	50.0
Benchmark quartile	3	3	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	27	25	29	22
Achieving level 4+ (%)	92.6	92.0	89.7	72.7
Benchmark quartile	3	3	3	4
Achieving level 5+ (%)	22.2	40.0	44.8	50.0
Benchmark quartile	4	3	2	2
Science				
Number of pupils in cohort	27	25	29	22
Achieving level 4+ (%)	96.3	92.0	89.7	72.7
Benchmark quartile	3	4	4	4
Achieving level 5+ (%)	25.9	48.0	44.8	50.0
Benchmark quartile	4	2	2	2

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	103		103 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	102		88 86%	14 14%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	105		98 93%	7 7%	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	104		93 89%	11 11%	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.	104		96 92%	8 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	101		82 81%	19 19%	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.	106		103 97%	3 3%	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.	106		99 93%	7 7%	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.	103		79 77%	24 23%	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.	102		81 79%	21 21%	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.	98		58 59%	40 41%	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	97		72 74%	25 26%	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.	45	16 36%	24 53%	4 9%	1 2%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	46	28 61%	17 37%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	44	28 64%	15 34%	1 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.	44	18 41%	18 41%	7 16%	1 2%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	43	18 42%	22 51%	3 7%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	43	21 49%	15 35%	7 16%	0 0%	3	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	41	23 56%	17 41%	1 2%	0 0%	5	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.	44	18 41%	18 41%	8 18%	0 0%	2	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.	39	21 54%	15 38%	3 8%	0 0%	6	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.	42	17 40%	19 45%	6 14%	0 0%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	42	23 55%	17 40%	2 5%	0 0%	3	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	41	16 39%	17 41%	7 17%	1 2%	4	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.	46	18 39%	20 43%	8 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.	44	25 57%	13 30%	5 11%	1 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	42	15 36%	19 45%	7 17%	1 2%	4	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.	40	23 57%	16 40%	1 2%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn 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.	27	11 41%	12 44%	4 15%	0 0%	17	Mae fy mhlentyn 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.	46	11 24%	19 41%	15 33%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	41	17 41%	15 37%	7 17%	2 5%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mr Gregory John Owens	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Mr Terry James Davies	Lay Inspector
Ms Joanne Garbutt	Peer Inspector
Miss Mary McCarthy (Acting Head)	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.