



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**St George Controlled Primary School
Primrose Hill
St George
Abergele
Conwy
LL22 9BU**

Date of inspection: May 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

St George Church in Wales Primary School is in the small village of St George, about three miles from Abergele. Pupils attend from a wide area, including the local village and its outlying areas. Many pupils live outside the school's traditional catchment area.

Currently 65 pupils attend the school, 11 of whom attend nursery on a part-time basis. The school is organised into three mixed age classes. A very few pupils speak Welsh as a first language. A very few pupils come from an ethnic-minority community and speak English as an additional language.

Around 10% of pupils are eligible for free school meals, which is significantly lower than the local authority and Wales averages. The school identifies that 25% of pupils have additional learning needs, which is just above the national average. No pupil has a statement of special educational needs.

The headteacher has been in post since September 2010. The school's last inspection was in April 2012.

The individual school budget per pupil for St George Church in Wales Primary School in 2014-2015 means that the budget is £4,076 per pupil. The maximum per pupil in the primary schools in Conwy is £15,278 and the minimum is £3,190. St George Church in Wales Primary School is 32nd out of the 59 primary schools in Conwy 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 attain the standards expected for their age
- Pupils' standards at the expected level in reading, writing and number are good
- Most pupils apply their literacy and numeracy skills well across the curriculum
- Behaviour is very good and nearly all pupils are polite and courteous
- Pupils with additional needs make good progress

However:

- More able pupils do not achieve as well as they could
- Attendance levels have not improved over time
- Provision for younger pupils does not always meet the requirements of the Foundation Phase
- The quality of teaching and assessment is adequate

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher provides suitable strategic direction to the work of the school
- School governors have a sound understanding of the school's performance data, its strengths and priorities for improvement
- An initiative implemented recently has helped to bring about improvements in numeracy in the school
- The school has a range of worthwhile partnerships that have a positive impact on pupils' standards of achievement and wellbeing
- Links with other schools support accurate teacher assessment at the end of the Foundation Phase and key stage 2

However:

- Leaders do not always have sufficiently high expectations of those in leadership or teaching roles
- Self-evaluation processes do not always identify shortcomings in aspects of the school's provision accurately
- Improvement plans do not identify the actions necessary to secure improvements well enough and targets are not always measurable
- Arrangements for the performance management of teachers are not effective enough

Recommendations

- R1 Improve the standards of work and outcomes for more able pupils
- R2 Improve pupils' handwriting, presentation and spelling
- R3 Improve attendance
- R4 Ensure that provision meets the requirements and ethos of the Foundation Phase
- R5 Improve the quality of teaching across the school
- R6 Ensure that school self-evaluation and improvement focus rigorously on raising standards
- R7 Use performance management systems effectively to raise expectations of teaching and professional performance across the school

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 enter the school with skills, knowledge and understanding above the expected level for their age, while a few have skills appropriate to their age. Very few pupils start school with skills below those expected of children of their age. By the time they leave the school, nearly all pupils reach at least the expected outcomes for their age. However, the more able pupils do not always achieve as well as they could.

In the Foundation Phase, most pupils listen well and speak clearly. In key stage 2, nearly all pupils listen with interest to adults and other pupils, are articulate and use a wide vocabulary when speaking.

Most pupils in the Foundation Phase read well. They talk about stories with interest and can say what they think will happen next. They use a good range of strategies to help them read unfamiliar words. These include using the sounds letters make, the pictures in books and what they already know about the text. More able pupils locate information in non-fiction books well, for example by using the contents page. Nearly all pupils in key stage 2 read fluently with good expression. They can explain the types of books they like reading, for example those that are humorous. More able readers show good understanding, for example making inferences about a character's personality.

By the end of the Foundation Phase, nearly all pupils form their letters appropriately. They spell familiar words well and use their phonic knowledge to help them to spell

new or more difficult vocabulary. They write for a good range of purposes, for example producing newspaper reports about life in Roman times. However, in the Foundation Phase, many pupils do not write at length often enough. In key stage 2, the majority of pupils write well for a range of purposes. For example, they write persuasively to encourage people to visit a local waterfall using features such as rhetorical questions and alliteration. Nearly all pupils apply their literacy skills as well across the curriculum as they do in their English lessons. However, in key stage 2 too many pupils spell common words incorrectly and do not apply appropriate spelling strategies when writing unfamiliar words. Most pupils do not present their work neatly.

Most pupils develop their numeracy skills effectively as they move through the Foundation Phase. For example, they learn about odd and even numbers and add and subtract appropriately. They apply these skills well in their work across the curriculum, for example when reading scales with measurements in grams or measuring how far toy cars travel using metres and centimetres. In key stage 2, many pupils' mathematical skills are good. For example, they show a good understanding of place value and use a protractor to measure angles accurately. They apply these appropriately in their topic work. For example, they calculate the changes in their heart rates after climbing a mountain.

Pupils on intervention programmes make good progress in developing their literacy and numeracy skills and most reach the expected levels for their age.

Most pupils' Welsh language skills develop appropriately as they move through the Foundation Phase. Nearly all pupils in the Foundation Phase respond with understanding to instructions in Welsh and many respond appropriately to simple questions using familiar sentence patterns. By the end of key stage 2, a few more able pupils read simple texts with good expression. The majority of pupils have a basic vocabulary and knowledge of simple sentence patterns that they use appropriately in their speaking and writing.

In the Foundation Phase, pupils' performance in literacy at the expected outcome 5 has placed the school in the bottom 25% of similar schools for the last three years. Pupils' performance in mathematical development has placed the school in the lower 50% of similar schools for the same period. Performance of pupils at the higher-than-expected outcome 6 has placed the school in the bottom 25% for literacy for the last three years and the bottom 25% for mathematical development for two of the past three years.

In key stage 2, pupils' performance at the expected level 4 over the last four years in English and science is variable but generally places the school in the lower 50% or bottom 25% when compared with similar schools. Performance in mathematics has placed the school in the bottom 25% for three of the four years. At the higher-than-expected level 5, pupils' performance in English and mathematics has improved. Performance in English has placed the school in the upper 50% for the past two years, although performance in mathematics and science has placed the school in the lower 50% when compared with similar schools.

The school has relatively small numbers of pupils in the year groups at the end of the Foundation Phase and key stage 2. This can notably affect the school's benchmarked performance in comparison with that of similar schools.

Wellbeing: Adequate

Nearly all pupils feel safe in school. They behave very well in class and around the school. They show high levels of consideration and care for others, for example making sure all pupils join in playground games. Nearly all pupils know to whom to go when they need help and are confident that adults will support them. They have a good understanding of how to stay safe when using the internet. They understand the need for a healthy lifestyle and know what they need to do to achieve this.

Many pupils have a positive attitude to learning and sustain concentration appropriately. They work together well in group activities, for example taking on different roles during science experiments. However, pupils have a limited say in what and how they learn.

Members of the school council represent the views of other pupils positively. They consult with others to bring about improvements, for example purchasing new equipment for playground games. They have developed a Friendship Bench to support children who may feel isolated at playtime. They take their role seriously and communicate their work well using a display board in the school entrance area.

Pupils' attendance levels are adequate. Over the past four years, attendance levels have fluctuated between the higher and lower 50% when compared with those of similar schools. The school has relatively small numbers of pupils. This can affect the school's benchmarked performance in comparison with that of similar schools. Nearly all pupils arrive at school punctually.

| |
|---|
| Key Question 2: How good is provision? |
|---|

| |
|-----------------|
| Adequate |
|-----------------|

Learning experiences: Adequate

In key stage 2, learning experiences cover statutory requirements and build on pupils' prior learning appropriately. However, in the Foundation Phase, there are limited opportunities for pupils to learn through play and exploration and the use of the outdoor environment to support learning is under-developed. The grouping of Year 2 and Year 3 pupils has a negative impact on the learning experiences of the younger pupils.

The school has good arrangements in place to implement the literacy and numeracy framework. Teachers plan worthwhile opportunities for pupils to apply literacy and numeracy skills across the curriculum. As a result, the pupils' work across the curriculum is usually of a good standard. However, too often, the overuse of worksheets prevents pupils from applying their skills to the levels of which they are capable. There is a strong emphasis on raising standards of reading throughout the school. Staff ensure that early reading intervention is effective in securing high standards and enjoyment of reading for all pupils.

The school provides opportunities for pupils to visit a range of places such as a local waterfall and a football stadium in order to enhance their learning. However, there is a limited range of visitors to the school and few opportunities for extra-curricular activities.

Many teachers use Welsh regularly, providing a good role model for pupils. They encourage pupils to use Welsh outside lessons, for example when taking part in residential visits. They plan appropriate opportunities for pupils to read and write simple Welsh texts. Teachers provide suitable opportunities for pupils to learn about the culture and heritage of Wales, for example through studying Welsh saints and important events in Welsh history and visiting the National Eisteddfod.

The school curriculum offers a range of opportunities for pupils to learn about environmental issues. These include energy conservation, recycling, sustainability and growing fruit and vegetables. Teachers plan opportunities for pupils to learn about fair trade, Africa and the Arctic to help develop their understanding of global citizenship.

Teaching: Adequate

The majority of teachers use a range of teaching strategies effectively to interest and engage pupils. They establish the learning objectives and share them appropriately with pupils. However, teachers' expectations of what pupils can do are often too low and, as a result, more able pupils do not achieve as well as they could. Teachers do not always plan work appropriately to meet the needs of all pupils, particularly in the Foundation Phase, where teaching is often too formal. Nearly all teaching assistants work effectively with groups and individual learners and this has a positive impact on the progress pupils make.

Nearly all teachers mark pupils' work regularly. Most teachers provide written comments that help pupils to see what they have done well and what they need to do to improve. However, these comments are often too general to give pupils clear next steps in their learning. Most teachers do not allow time for pupils to act on these comments. As a result, the impact of teachers' marking on pupils' standards of attainment is limited. A few teachers provide opportunities for pupils to assess their own and other pupils' learning. For example, they use work pupils have written previously to enable learners to evaluate effective writing. Nearly all teachers make accurate assessments of pupils' achievements. The school tracks the progress of pupils effectively and leaders use this information well to plan appropriate provision for pupils in need of additional support. Annual reports to parents are appropriate and give details of pupils' achievements.

Care, support and guidance: Adequate

The school provides a caring environment and staff place a strong emphasis on pupils' wellbeing. Teachers promote positive behaviour and pupils respond well. There are suitable opportunities to promote pupils' social, moral and cultural development. For example, school assemblies offer opportunities for pupils to reflect on stories from the Bible and participate actively in worship. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school uses a wide range of support from outside agencies, such as the educational psychologist and speech and language services. Local police officers offer guidance to pupils, for example on the safe use of the internet. The school has an effective range of intervention programmes in place to support pupils with additional learning needs. Leaders and teachers identify pupils needing additional help early to ensure that they receive the help they need. Teaching assistants provide valuable support for these pupils and work closely with teachers to

ensure that pupils are able to apply their skills in a range of contexts. As a result, pupils with additional needs make good progress and catch up with their peers.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Teachers and leaders have not put strategies in place to improve attendance and, as a result, pupils' attendance rates have not improved over time.

Learning environment: Good

The school is a caring, welcoming and inclusive Christian environment where every child is valued. The school treats all pupils equally and ensures they have the opportunity to access the full range of the school's provision. The school promotes tolerance and diversity effectively and, as a result, the school is a calm orderly environment in which staff and pupils are safe from harassment.

The school building is clean and well maintained and staff make best use of the available indoor space, including an annexe to support learners' needs. The school has extensive well-maintained grounds. However, teachers do not use these effectively to support pupils' learning and development.

The school has a good range of resources that match well to pupils' needs. For example, there is an ample supply of good quality books. These contribute well to the pupils' enjoyment of reading. Teachers make good use of electronic equipment to support learning. For example, they use tablet devices well to help pupils develop effective research skills.

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

Leadership: Adequate

The school has developed a suitable shared vision for education based on its Christian ethos and aspirations for pupils to become successful learners. The headteacher undertakes most leadership, management and administrative roles within the school while also fulfilling a significant teaching commitment. He performs these roles diligently and enthusiastically. He provides suitable strategic direction to the work of the school. There are satisfactory arrangements to distribute the responsibility for leading individual subjects and areas of learning such as literacy and numeracy. Teachers in these positions of responsibility perform their roles appropriately and support the school in implementing national priorities such as the Literacy and Numeracy Framework effectively. All staff have clear job descriptions and understand their roles well.

Leaders and managers make worthwhile use of a good range of data to monitor the performance of pupils and to make comparisons with other similar schools. However, leaders do not always use this information to set challenging targets for improvement that focus precisely on raising standards of teaching and learning. This means that there are not always sufficiently high expectations of those in leadership or teaching roles and that the expectations of the standards pupils are capable of achieving are not consistently high enough.

The headteacher keeps the governing body well informed about all aspects of the schools work. As a result, governors have a sound understanding of the school's performance data, its strengths and priorities for improvement. They display an active interest in the life and work of the school and make regular visits to review the school's provision and the standards achieved by pupils. They contribute appropriately to the schools self-evaluation and improvement processes. The school makes effective use of individual governors' skills, for example when evaluating provision for mathematics and arrangements for the care, support and guidance of pupils. Overall, the governing body provides appropriate levels of support and challenge to the school.

Improving quality: Adequate

The school has a suitable set of procedures to evaluate its own work. Leaders collect an appropriate range of first-hand evidence from activities such as data analysis and a scrutiny of pupils' work. The headteacher undertakes classroom observations to evaluate the quality of teaching. However, leaders do not always identify shortcomings in aspects of the school's provision accurately or focus well enough on the standards achieved by pupils. Overall, this evaluation process is not robust enough and does not identify precisely what the school needs to do to raise standards further. Self-evaluation procedures take worthwhile account of the views of pupils and parents and the school acts upon these views appropriately, for example by introducing additional parents' evenings or improving the outdoor learning environment for physical play.

Recently, the school has shown the capacity to bring about change and secure improvement, for example through implementing the literacy and numeracy frameworks effectively and changing provision for mathematics across the school. These improvements have supported improved outcomes for pupils in mathematics and a good range of opportunities for pupils to apply their skills across the curriculum. In this instance, the school has analysed performance data to evaluate the impact of provision on standards appropriately.

The school makes worthwhile use of much of the information from self-evaluation to develop improvement plans. Improvement plans contain useful information about costs and timescales as well as identifying those with responsibility for monitoring particular aspects. Normally, these plans have a suitable focus on raising standards. However, they do not identify the actions necessary to secure improvements well enough and targets are not always measurable. As a result, it is difficult for the school to evaluate precisely how effective improvement initiatives are on raising standards for pupils.

Whilst the school has sustained progress against a majority of the recommendations from its most recent inspection, aspects of provision for more able pupils and the quality of school improvement processes do not show sufficient improvement.

Partnership working: Good

The school has a range of worthwhile partnerships that have a positive impact on pupils' standards of achievement and wellbeing.

The school's parent-teacher association raises valuable funds each year to improve aspects of the school's provision for pupils. The school uses these funds well, for example to provide exciting outdoor play equipment for pupils. Parents receive useful information about the school's life and work in regular newsletters and parents' meetings as well as helpful opportunities to learn about the school's approaches to teaching. For example, the school organised an event to demonstrate its approaches to teaching reading.

A strong partnership with St. George Church enhances pupils' spiritual, social and moral development effectively. The rector visits the school frequently for acts of collective worship and pupils visit the Church regularly for school concerts and for special events to raise funds for national charities. This partnership also ensures that pupils develop strong links with their immediate locality.

The school makes beneficial use of a partnership with the local education consortium. This has supported the school in training subject leaders. As a result, the school has improved the quality of provision for literacy and numeracy significantly in recent times.

Effective links with local high schools help pupils to transfer easily to secondary education. Pupils benefit from many opportunities to visit the high school to participate in exciting learning experiences such as science and technology workshops. Links with the local high school and other local schools support accurate teacher assessment at the end of the Foundation Phase and key stage 2.

Resource management: Adequate

The school deploys teachers and support staff appropriately. It makes worthwhile use of professional development opportunities to develop their skills. This has had a positive impact recently on improving standards of pupils' numeracy skills. All teachers receive appropriate time for planning, preparation and assessment. However, arrangements for the performance management of teachers are not effective enough. They do not have sufficient impact on raising standards of teaching and learning and do not promote a culture of high expectation across the school.

The school manages its budget efficiently to support the priorities outlined in the school improvement plan. Use of the Pupil Deprivation Grant is appropriate. The school uses the funding to employ a part-time teacher to support vulnerable pupils in developing their literacy and numeracy skills. As a result, these pupils make good progress against their individual learning goals.

In view of the standards achieved by pupils and the overall quality of provision, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6623038 - Ysgol St. George

| | |
|--|-----------------|
| Number of pupils on roll | 78 |
| Pupils eligible for free school meals (FSM) - 3 year average | 9.7 |
| FSM band | 2 (8%<FSM<=16%) |

Foundation Phase

| | 2012 | 2013 | 2014 |
|--|------|------|------|
| Number of pupils in Year 2 cohort | 9 | 11 | 9 |
| Achieving the Foundation Phase indicator (FPI) (%) | 55.6 | 72.7 | 77.8 |
| Benchmark quartile | 4 | 4 | 4 |
| Language, literacy and communication skills - English (LCE) | | | |
| Number of pupils in cohort | 9 | 11 | 9 |
| Achieving outcome 5+ (%) | 66.7 | 81.8 | 77.8 |
| Benchmark quartile | 4 | 4 | 4 |
| Achieving outcome 6+ (%) | 11.1 | 18.2 | 22.2 |
| Benchmark quartile | 4 | 4 | 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 | 9 | 11 | 9 |
| Achieving outcome 5+ (%) | 88.9 | 90.9 | 88.9 |
| Benchmark quartile | 3 | 3 | 3 |
| Achieving outcome 6+ (%) | 22.2 | 18.2 | 22.2 |
| Benchmark quartile | 3 | 4 | 4 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | |
| Number of pupils in cohort | 9 | 11 | 9 |
| Achieving outcome 5+ (%) | 88.9 | 72.7 | 88.9 |
| Benchmark quartile | 4 | 4 | 4 |
| Achieving outcome 6+ (%) | 11.1 | 36.4 | 44.4 |
| Benchmark quartile | 4 | 4 | 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.

6623038 - Ysgol St. George

| | |
|--|-----------------|
| Number of pupils on roll | 78 |
| Pupils eligible for free school meals (FSM) - 3 year average | 9.7 |
| FSM band | 2 (8%<FSM<=16%) |

Key stage 2

| | 2011 | 2012 | 2013 | 2014 |
|---|------|-------|------|------|
| Number of pupils in Year 6 cohort | * | 9 | 9 | 12 |
| Achieving the core subject indicator (CSI) (%) | * | 88.9 | 77.8 | 83.3 |
| Benchmark quartile | * | 3 | 4 | 4 |
| English | | | | |
| Number of pupils in cohort | * | 9 | 9 | 12 |
| Achieving level 4+ (%) | * | 88.9 | 88.9 | 91.7 |
| Benchmark quartile | * | 3 | 4 | 3 |
| Achieving level 5+ (%) | * | 33.3 | 44.4 | 41.7 |
| Benchmark quartile | * | 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 | * | 9 | 9 | 12 |
| Achieving level 4+ (%) | * | 88.9 | 77.8 | 83.3 |
| Benchmark quartile | * | 4 | 4 | 4 |
| Achieving level 5+ (%) | * | 0.0 | 22.2 | 33.3 |
| Benchmark quartile | * | 4 | 4 | 3 |
| Science | | | | |
| Number of pupils in cohort | * | 9 | 9 | 12 |
| Achieving level 4+ (%) | * | 100.0 | 88.9 | 91.7 |
| Benchmark quartile | * | 1 | 4 | 3 |
| Achieving level 5+ (%) | * | 44.4 | 44.4 | 41.7 |
| Benchmark quartile | * | 2 | 3 | 3 |

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

| | Number of responses Nifer o ymatebion | Agree Cytuno | Disagree Anghytuno | |
|---|--|-----------------|-----------------------|--|
| I feel safe in my school. | 29 | 29 100% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 29 | 29 100% | 0 0% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 29 | 29 100% | 0 0% | Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio. |
| | | 97% | 3% | |
| The school teaches me how to keep healthy | 29 | 29 100% | 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. | 29 | 23 79% | 6 21% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 96% | 4% | |
| I am doing well at school | 29 | 29 100% | 0 0% | Rwy'n gwneud yn dda yn yr ysgol. |
| | | 96% | 4% | |
| The teachers and other adults in the school help me to learn and make progress. | 29 | 29 100% | 0 0% | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd. |
| | | 99% | 1% | |
| I know what to do and who to ask if I find my work hard. | 29 | 29 100% | 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. | 29 | 27 93% | 2 7% | 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. | 29 | 27 93% | 2 7% | 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. | 29 | 17 59% | 12 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 | 29 | 24 83% | 5 17% | 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. | 22 | 16 73% | 5 23% | 0 0% | 0 0% | 1 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 23 | 21 91% | 2 9% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn hoffi'r ysgol hon. |
| | | 73% | 25% | 1% | 0% | | |
| My child was helped to settle in well when he or she started at the school. | 23 | 20 87% | 3 13% | 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. | 22 | 17 77% | 4 18% | 1 5% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 23 | 17 74% | 6 26% | 0 0% | 0 0% | 0 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 46% | 45% | 4% | 1% | | |
| Teaching is good. | 23 | 14 61% | 8 35% | 0 0% | 0 0% | 1 | Mae'r addysgu yn dda. |
| | | 60% | 35% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 23 | 20 87% | 3 13% | 0 0% | 0 0% | 0 | 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. | 23 | 14 61% | 7 30% | 2 9% | 0 0% | 0 | 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. | 23 | 19 83% | 4 17% | 0 0% | 0 0% | 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. | 23 | 15 65% | 7 30% | 0 0% | 1 4% | 0 | 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. | 23 | 21 91% | 2 9% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 66% | 31% | 1% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 22 | 16 73% | 4 18% | 0 0% | 1 5% | 1 | 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. | 22 | 15 68% | 6 27% | 1 5% | 0 0% | 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. | 22 | 20 91% | 2 9% | 0 0% | 0 0% | 0 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| | | 62% | 31% | 4% | 2% | | |
| I understand the school's procedure for dealing with complaints. | 22 | 14 64% | 5 23% | 1 5% | 0 0% | 2 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 45% | 38% | 7% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 23 | 18 78% | 5 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. | 21 | 10 48% | 8 38% | 0 0% | 0 0% | 3 | 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. | 23 | 14 61% | 5 22% | 4 17% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 54% | 38% | 5% | 1% | | |
| The school is well run. | 22 | 15 68% | 6 27% | 0 0% | 0 0% | 1 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 32% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|---------------------------------|---------------------|
| Mrs Jane McCarthy | Reporting Inspector |
| Mr Richard Lloyd | Team Inspector |
| Mr Peter Duncan Haworth | Lay Inspector |
| Ms Jane Jenkins | Peer Inspector |
| Mr Andrew Roberts (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
- 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.