



*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 Illtyd's RC Primary School  
Jersey Road  
Bonynmaen  
Swansea  
SA1 7DG**

**Date of inspection: June 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
<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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**Publication date: 18/08/2015**

## Context

St. Illtyd's Catholic Primary School is in Bonymaen, a suburb on the outskirts of Swansea. It serves the parishes of St. Illtyd's and Sacred Heart. A few pupils attend from outside these areas. The school currently has 256 pupils from the ages of three to eleven, including 51 part-time nursery children taught in a morning or afternoon session. There are seven single age classes from reception to Year 6. Over the last five years, the number of pupils on roll has gradually increased and the number of girls has been consistently higher than boys.

Approximately 25% of pupils are eligible for free school meals, which is above the national average of around 21%. Around 33% have additional learning needs, which is also above the national average. A very few pupils currently have a statement of special educational needs. Around 14% of pupils come from an ethnic minority background and about 5% receive support in English as an additional language. No pupils are looked after by the local authority or speak Welsh as a first language.

The last inspection was in February 2009. The headteacher took up his post in April 1992.

The individual school budget per pupil for St. Illtyd's Catholic Primary School in 2014-2015 means that the budget is £3,248 per pupil. The maximum per pupil in the primary schools in Swansea is £7,839 and the minimum is £2,665. St. Illtyd's Catholic Primary School is 51<sup>st</sup> 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 current performance of the school is good because:

- Although pupils' performance overall in national assessments has declined recently, evidence indicates that nearly all pupils achieve good standards and make good progress as they move through the school
- Nearly all pupils make particularly good progress in reading and mathematics in both the Foundation Phase and key stage 2
- No specific groups underperform significantly
- All pupils feel safe and happy in school
- Nearly all pupils demonstrate high standards of behaviour and play and work together well
- The school provides a good range of interesting and relevant experiences for pupils
- Teaching is consistently good
- The school has a very caring and inclusive family ethos

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a visible presence around the school and leads it conscientiously
- All staff feel valued and work together well
- All governors are supportive and relatively well informed about the school's performance
- The headteacher and staff have an overall understanding of the school's strengths and weaknesses
- Self-evaluation arrangements draw on a suitable range of first-hand evidence
- The school has a variety of appropriate strategic partnerships that promote pupils' wellbeing successfully

However:

- The role of the senior management team is underdeveloped and it has yet to make a significant impact on school improvement
- Governors' involvement in the school's strategic direction and activities is limited
- At present, not all stakeholders have a strategic role in the self-evaluation process

- At times, the self-evaluation process lacks rigour and outcomes are not always clear or evaluative enough in relation to the impact on pupils' learning and the quality of provision
- Standards in Welsh and pupils' attendance remain areas for improvement since the last inspection

## **Recommendations**

R1 Improve pupils' Welsh oracy skills across the school

R2 Raise levels of attendance

R3 Develop more consistency in assessment for learning and marking procedures

R4 Develop the role of the senior management team and the governing body in determining the strategic direction of the school

R5 Ensure that self-evaluation procedures and documentation lead directly to specific improvements in pupils' learning and the quality of provision

### **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

Although many pupils enter the school with levels of skills below those expected for their age, particularly in their use of language, nearly all make at least good progress in line with their ability.

Most pupils speak confidently in a wide range of situations to staff, visitors and each other. Nearly all pupils in the Foundation Phase develop their speaking and listening skills well. They are keen to talk to adults about their work and they express their opinions confidently. Similarly, in key stage 2 nearly all pupils contribute effectively in lessons and use their language skills purposefully to ask relevant questions and to provide clear explanations. They listen extremely well and respect the views of others. Many make comments that show a high level of maturity and sensitivity.

Nearly all pupils make particularly good progress in reading. In the Foundation Phase, most pupils read a range of texts confidently and respond well to a suitable range of fiction and non-fiction. They read accurately and many modify their voices well when reading aloud. By the end of the key stage, many pupils show a strong interest in books and can discuss their favourite titles and authors. In key stage 2, most pupils read a wide range of texts with fluency, accuracy and good expression. They talk readily about books and have a good understanding of characters and storylines. They apply their reading skills well in different subjects and can locate and use references effectively.

In the Foundation Phase, pupils' writing skills develop well. Handwriting is well formed and presentation is neat from an early age in nearly all classes. By the end of the Foundation Phase, many pupils write simple stories effectively using a good range of descriptive words and they punctuate their work with increasing accuracy. In key stage 2, most pupils write readily to record their ideas in response to class tasks and investigations. Most write confidently and accurately in a variety of forms, using a range of sentence structures and interesting vocabulary. Across the school, nearly all pupils consolidate their writing skills well by producing extended pieces of writing of good quality across the curriculum.

In the Foundation Phase, nearly all pupils develop an appropriate range of numeracy skills and produce a good standard of mathematical work. For example, by the end of Year 2, most add and subtract using place value and count accurately in multiples of two, five and ten. They measure in standard units and understand basic concepts about money and time. They recognise the names and properties of simple two-dimensional shapes.

Nearly all pupils continue to make good progress in their mathematical understanding through key stage 2, so that they reach at least the expected standard by the time they leave the school. A minority make above average progress. Most develop good mental calculation skills and use a range of strategies effectively to reach correct

answers quickly. They acquire a good knowledge of relevant number concepts, multiplication tables, different forms of measurement and simple geometry. Across the school, pupils develop their problem-solving and thinking skills very effectively. They apply these skills to real-life situations regularly and purposefully, both in their numeracy work and in topics across the curriculum.

Most pupils develop appropriate skills in Welsh from the time they enter the nursery, although overall progress in oracy is limited. In the Foundation Phase, most pupils respond well to regular opportunities to hear Welsh and using the language in songs and instructions, as well as when writing simple stories. Most read basic Welsh words and sentences with confidence by the end of the Foundation Phase. In key stage 2, many pupils' speaking and listening skills are good in Welsh sessions, but they are less confident in using them outside the class. Their reading skills develop appropriately. Most write well in a range of styles, including simple narratives, profiles and factual writing. They use adjectives confidently and have a suitable range of vocabulary.

Over the last three years, at the end of the Foundation Phase, pupils' performance in literacy at the expected outcome 5 has declined, moving the school from the top 25% to the lower 50% and at the higher outcome 6 from the higher 50% to the bottom 25% when compared with similar schools. However, in mathematical development, pupils' performance has placed the school nearly always in the top 25% of similar schools at both outcomes.

Over the last five years, at the end of key stage 2, pupils' performance at both the expected level 4 and higher level 5 has declined in English and science. However, results have been consistently better in mathematics and have nearly always placed the school in the higher 50% or top 25% of similar schools at both levels.

Overall, although pupils' performance in national assessments has declined recently, particularly in literacy, current evidence indicates that standards across the school are good and nearly all pupils achieve well. No specific groups underperform significantly. Pupils eligible for free school meals generally perform as well as, and at times better than, other pupils.

### **Wellbeing: Adequate**

All pupils demonstrate a good awareness of the importance of healthy living. Most act on this information, for example by choosing to eat a healthy snack at break times.

All pupils feel safe and happy in school. Nearly all reflect purposefully on moral and personal issues and, as a result, develop good self-esteem. They are motivated and keen to learn and have positive attitudes to their work. Most pupils display pride in their achievements and contribute confidently to school life. Nearly all demonstrate high standards of behaviour and play and work together well. They are polite and respectful towards each other, staff and visitors.

Although the overall level of attendance rose substantially last year and current unverified data indicates that this improvement is continuing, the school has been in

the lower 50% or bottom 25% of similar schools for many years. Authorised absence has also been consistently high until recently. Pupils eligible for free school meals generally attend less well than their peers. A very few pupils arrive late at school regularly.

Pupils feel that they have an influential voice and that staff listen carefully to their opinions. Most pupils are keen to take on responsibilities, such as monitoring duties. The democratically-elected school council represents the views of other pupils well and is actively involved in decision-making. Members carry out their roles with maturity and make suggestions on a range of issues, such as running a cake stall to raise funds for charity. Pupils have appropriate involvement in the local community.

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

The school provides a good range of interesting and relevant learning experiences for pupils that meet statutory requirements. Teachers in the Foundation Phase plan a variety of focused and independent learning activities that engage pupils well. They make particularly good use of the outdoor learning environment to develop pupils' knowledge and understanding of the world and their physical and creative skills. The curriculum in key stage 2 builds successfully on pupils' previous knowledge and understanding.

Teachers' planning identifies clear opportunities for the consistent and progressive development and application of pupils' literacy and numeracy skills across all areas of learning. Intervention programmes provide appropriate support for those pupils who require extra help in literacy and numeracy.

Staff provide a range of educational visits, visitors and after-school clubs, such as gymnastics, dance and football, which are well attended and which enhance the learning experiences and wellbeing of pupils.

Provision for the development of pupils' Welsh language skills is good overall. Most staff use incidental Welsh regularly in lessons and integrate the language naturally into learning activities in other subjects. The school promotes pupils' understanding of the culture and heritage of Wales appropriately.

The eco committee ensures that all pupils understand the importance of looking after the environment, for example by reducing, reusing and recycling and by saving water and electricity. There are good opportunities for pupils to learn about different cultures and to become aware of their role in making the world a better place, for instance by supporting those in need in countries such as Nepal.

### **Teaching: Good**

All teachers have up-to-date subject knowledge and prepare and structure lessons effectively. Most use a suitable range of teaching and learning strategies to ensure that pupils are involved and interested in their work. Many match activities appropriately to pupils' abilities and encourage them to develop as independent learners.

All teachers establish efficient classroom routines and conduct lessons at a lively pace. Most make good use of questioning and use praise and rewards consistently to motivate pupils to succeed. All teachers manage behaviour well and use a good range of suitable resources to promote effective learning. They work well with support staff, who make a valuable contribution to pupils' all-round development. On occasions, teachers use non-verbal communication and humour particularly well to engage pupils in lessons and to make learning fun.

The school undertakes a suitable range of relevant assessments that indicate how well pupils perform. Teachers track pupils' progress effectively to inform their planning and to set accurate targets. A minority of teachers implement assessment for learning strategies effectively in lessons and a majority build in self and peer assessment procedures. However, there is no policy or guidance to ensure consistency of practice.

All teachers mark pupils' work conscientiously and provide positive and supportive comments, although procedures vary between classes. Annual reports and regular consultation meetings with teachers provide parents with detailed information about their children's progress and achievements.

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

Pupils' wellbeing has a high prominence in the everyday life of the school. Staff promote pupils' spiritual, moral, social and cultural development effectively through lessons, school routines, visits and visitors.

The school makes appropriate arrangements for healthy eating and drinking. Pupils access a wide range of activities that promote a healthy lifestyle. They have good opportunities to make healthy choices and to take part in regular exercise. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school agrees procedures and rules with pupils that clearly outline expectations for good behaviour. However, it has limited initiatives and incentives to encourage better attendance and punctuality.

Involvement with specialist agencies, such as the educational psychology and hearing-impaired services, promotes pupils' wellbeing successfully. The school makes good use of external individuals and organisations to provide advice and support on a range of issues, such as bullying, road safety and drug awareness.

Pupils with additional learning needs receive effective early intervention assistance and teachers and support staff work diligently to provide appropriate learning experiences for them. Suitable individual education plans are in place and identify clear targets. Teachers review these plans regularly with pupils and parents, in order to track individual progress and to identify the next steps in learning. The procedures meet statutory requirements.

## **Learning environment: Good**

The school has a very caring and inclusive family ethos. There are positive and supportive working relationships between staff and pupils, who all treat each other with courtesy and respect. As a result, nearly all pupils feel that staff and other pupils appreciate and value them. Appropriate policies and procedures are in place to ensure that pupils are free from harassment and prejudice, whatever their background, gender or ability. The school celebrates diversity effectively and ensures equality of opportunity for all.

The school's accommodation is of good quality overall, although a few areas are in need of maintenance and redecoration. Classrooms provide a suitable learning environment and are of an appropriate size for the number on roll. The outdoor environment contains various areas that provide opportunities for pupils to take part in purposeful learning and creative play, such as the woodland area, the garden and the field. The building and grounds are secure. The school has a wide range of good quality resources, especially in information and communication technology.

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

The headteacher has a visible presence around the school and leads it conscientiously. He knows pupils and staff well and fosters good relationships with parents and governors. However, although standards remain good, the long-term absence of various staff, for example the deputy headteacher, has made it difficult to develop teachers' responsibilities. As a result, the role of the senior management team is underdeveloped and the school's ability to move forward, for example in relation to attendance initiatives, has been limited. Nevertheless, all staff feel valued and work together well.

There are appropriate arrangements to manage the performance of staff. All teachers have relevant targets, which relate to their professional needs, school priorities and pupil achievement. Appraisal of support staff is less formalised. All governors are supportive and relatively well informed about the school's performance, but their involvement in self-evaluation and such activities as the school council is limited. They have links to specific classes and subject interests and the majority visit for these purposes, but they are less proactive in holding the school to account. Most attend voluntary and mandatory training events relevant to their roles and interests, in order to keep up-to-date and to ensure they fulfil all statutory requirements. The school addresses local and national priorities, such as reducing the poverty gap, appropriately.

## **Improving quality: Adequate**

The school has appropriate self-evaluation procedures, which focus suitably on raising standards and improving attainment. Arrangements draw on a suitable range of first-hand evidence and monitoring activities, including classroom observations, analysis of performance data, parents' questionnaires, listening to learners and scrutiny of pupils' work. As a result, the headteacher and staff have an overall

understanding of the school's strengths and weaknesses. However, at times, the process lacks rigour and outcomes are not always clear or evaluative enough in relation to the impact on pupils' learning and the quality of provision. In addition, not all stakeholders, for example governors and senior staff, are sufficiently involved in the process.

The school uses the information from the self-evaluation report to determine priorities in the school improvement plan, which includes relevant success criteria, areas of responsibilities, timescales and funding. However, the plan contains a large number of ambitious targets to complete within the stated timescales and lacks reference to measurable pupil outcomes.

The school has addressed most of the recommendations from the last inspection. However, attendance and aspects of Welsh second language remain areas for improvement.

### **Partnership working: Good**

The school has a variety of appropriate strategic partnerships that extend the opportunities and experiences available to pupils. They include relevant visits from the police and dental service that enrich the personal and social education programme.

The school has effective links with a range of charities and outside agencies, such as social services, especially to meet the specific needs of more vulnerable pupils. The ongoing association with local businesses improves pupils' understanding of financial management and the world of work. There is effective communication with parents. However, there are limited opportunities for parents to become involved in the life of the school.

The school's effective links with various feeder early years settings facilitate a smooth transition into school for pupils and their families. There are also appropriate arrangements for pupils transferring between the Foundation Phase and key stage 2 and to the receiving comprehensive schools, enabling pupils to settle in quickly. There are beneficial partnerships with the local and Catholic primary school clusters on a range of initiatives, including appropriate meetings to standardise and moderate pupils' work. The school also benefits from working with local colleges and universities by providing placements for students, who are training towards a career in education. This liaison helps school staff to develop in their role as mentors.

### **Resource management: Good**

The school has enough appropriately qualified staff. However, due to absences and budget constraints, it is currently experiencing a period of instability in staffing.

All staff, including teaching assistants, access relevant programmes for continuing professional development, linked to their identified needs and school priorities. All teachers have appropriate planning, preparation and assessment time each week in line with statutory requirements.

The school manages its accommodation and resources well. However, there are a number of issues related to the budget. Although good financial controls are in place and spending decisions reflect school priorities, a considerable surplus of funds in recent years, earmarked for an expansion of the nursery and other essential works, has reduced substantially. The headteacher and governing body are taking measures to ensure that the school stays within budget in the future.

The school is spending the Pupil Deprivation Grant appropriately on intervention groups in speech and language and on the employment of a play therapist. These initiatives are helping to raise the achievement of pupils who need extra help in literacy and who have social and emotional difficulties. These aspects are identified school priorities. Many pupils who benefit from the grant are those eligible for free school meals.

In view of the outcomes achieved by pupils and the quality of provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6703305 - ST ILLTYDS PRIMARY

Number of pupils on roll	244
Pupils eligible for free school meals (FSM) - 3 year average	26.6
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	31	31	29
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	87.1	77.4	82.8
Benchmark quartile	1	3	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	31	31	29
Achieving outcome 5+ (%)	93.5	83.9	86.2
Benchmark quartile	1	3	3
Achieving outcome 6+ (%)	25.8	22.6	13.8
Benchmark quartile	2	3	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	31	31	29
Achieving outcome 5+ (%)	96.8	93.5	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	35.5	35.5	24.1
Benchmark quartile	1	1	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	31	31	29
Achieving outcome 5+ (%)	90.3	90.3	93.1
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	29.0	35.5	34.5
Benchmark quartile	3	3	3

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

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

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

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

**6703305 - ST ILLTYDS PRIMARY**

Number of pupils on roll	244
Pupils eligible for free school meals (FSM) - 3 year average	26.6
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	26	31	24	25
<b>Achieving the core subject indicator (CSI) (%)</b>	88.5	90.3	83.3	80.0
Benchmark quartile	1	1	2	3
<b>English</b>				
Number of pupils in cohort	26	31	24	25
Achieving level 4+ (%)	92.3	90.3	83.3	84.0
Benchmark quartile	1	2	3	3
Achieving level 5+ (%)	42.3	38.7	29.2	24.0
Benchmark quartile	1	1	3	4
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	26	31	24	25
Achieving level 4+ (%)	88.5	100.0	91.7	88.0
Benchmark quartile	2	1	2	2
Achieving level 5+ (%)	61.5	74.2	70.8	40.0
Benchmark quartile	1	1	1	2
<b>Science</b>				
Number of pupils in cohort	26	31	24	25
Achieving level 4+ (%)	88.5	96.8	87.5	88.0
Benchmark quartile	2	1	3	3
Achieving level 5+ (%)	42.3	35.5	37.5	28.0
Benchmark quartile	1	2	2	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.	89	89 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	90	88 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	90	90 100%	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	90	88 98%	2 2%	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.	90	88 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	87	87 100%	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.	90	90 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	90	90 100%	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.	90	86 96%	4 4%	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.	90	90 100%	0 0%	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.	89	72 81%	17 19%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	89	82 92%	7 8%	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.	42	38 90%	4 10%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	32%	3%	1%		
My child likes this school.	42	36 86%	6 14%	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.	42	38 90%	4 10%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	42	35 83%	7 17%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	33%	3%	1%		
Pupils behave well in school.	41	30 73%	11 27%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	41	37 90%	4 10%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	42	36 86%	5 12%	1 2%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	41	27 66%	11 27%	1 2%	1 2%	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.	41	28 68%	12 29%	0 0%	0 0%	1	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.	42	32 76%	8 19%	0 0%	0 0%	2	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.	42	39 93%	3 7%	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'.	41	29 71%	8 20%	0 0%	0 0%	4	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.	42	31 74%	9 21%	1 2%	0 0%	1	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.	42	37 88%	3 7%	1 2%	1 2%	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.	42	32 76%	9 21%	1 2%	0 0%	0	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.	42	33 79%	9 21%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn 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.	40	22 55%	10 25%	1 2%	0 0%	7	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	42	26 62%	12 29%	1 2%	1 2%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	42	36 86%	6 14%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Dr Peter David Ellis	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mr Matthew Evans	Lay Inspector
Mr Andrew James Gilbert	Peer Inspector
Mr David Lewis (Headteacher)	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
- 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.