



*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**

**Christchurch (C.I.W.) Voluntary Aided Primary School  
Rodney Street  
Swansea  
SA1 3UA**

**Date of inspection: March 2014**

**by**

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

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

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

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

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

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

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

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

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

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**Publication date: 23/05/2014**

## Context

Christchurch Voluntary Aided Church in Wales Primary School serves the central area of the city of Swansea. There are 138 pupils on roll aged between three and 11 years. This number includes nursery pupils. The school teaches pupils in five mixed-year classes.

Twelve per cent of pupils are entitled to free school meals. This is well below the national average. Twenty-two per cent of pupils speak English as an additional language. No pupil speaks Welsh as a first language at home.

Around 27% of pupils have additional learning needs. A very few pupils have a statement of special educational needs (SEN). No pupils have been excluded from the school in the last 12 months.

The school was last inspected in January 2008. The current headteacher took up her post in May 2012.

The individual school budget per pupil for Christchurch Voluntary Aided Church in Wales Primary School is £3,680 per pupil. The maximum per pupil in primary schools in Swansea is £15,822 and the minimum is £2,673. Christchurch Voluntary Aided Church in Wales Primary School is 27th out of 80 primary schools in the city of Swansea in terms of its school budget.

## Summary

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

### Current performance

The current performance of the school is good because:

- pupils standards in English, mathematics and science of most pupils are good at the end of key stage 2;
- pupils with additional learning needs and pupils with English as an additional language make very good progress in their learning from their starting points;
- nearly all pupils enjoy learning, are respectful of one another and work well together;
- the quality of teaching is consistently good and teachers make learning fun and effective;
- all staff work well together; and
- the school is a very inclusive learning community.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and senior leadership team provide very effective leadership;
- the governing body is well informed, monitors the work of the school effectively and provides appropriate challenge to the school;
- the school's self-evaluation is honest and accurate;
- development plans focus well on improving pupils' standards of attainment;
- the partnership with the local authority's ethnic minority language service provides excellent support to pupils and parents with English as an additional language and the partnership is effective in ensuring that parents and pupils can play a full part in the life of the school; and
- the school provides good value for money.

## **Recommendations**

- R1 Improve the standards of attainment in mathematics and science of more able pupils at the end of key stage 2
- R2 Increase the opportunities for pupils to write extensively in different styles in subjects across the curriculum
- R3 Increase the opportunities for pupils to develop higher order numerical skills in subjects across the curriculum

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

By the end of the Foundation Phase, most pupils have good speaking skills and explain their ideas clearly. Most pupils, including pupils with English as an additional language, read well. They can explain the plot of a book and describe the main characters accurately. Most pupils use a range of strategies well, such as sounding out letters and using contextual clues, to help them to tackle unfamiliar words. Most pupils understand how to respond to punctuation as they read. Many pupils read with appropriate expression. Most pupils write well in a range of styles and in extended forms in English. They apply their grammatical skills well in other subjects, but they do not write extensively enough in different styles in subjects across the curriculum.

By the end of key stage 2, most pupils listen well to one another and to staff. They respond thoughtfully to questions and they express their ideas confidently. They analyse texts effectively. Most pupils can re-tell a story in their own words in writing, using an appropriate style and a good range of vocabulary. Most pupils review their own work and that of their peers effectively using success criteria. As a result, many pupils improve their writing skills well. By the end of key stage 2, most pupils read fluently, accurately and with understanding. They speak confidently about the different texts they have read and about the books they enjoy.

Most pupils across the school show good progress in developing a range of mathematical skills in line with their age and ability. By the end of the Foundation Phase, many pupils use their numeracy skills well in class to make calculations involving money and capacity. By the end of key stage 2, most pupils can use a range of methods when adding, subtracting, multiplying or dividing. However, across the school pupils do not use the full range of numerical skills often enough in subjects other than mathematics.

Most pupils across the school have good information and communication technology (ICT) skills. In the early years of school, many pupils use computer programmes to draw effectively, to match words with pictures and to complete sentences correctly. Older pupils use their ICT skills effectively to write newspaper articles and to produce presentations, electronic books, mind maps and bar charts to illustrate their work and research.

Most pupils across the school are very keen to speak Welsh. They understand the Welsh used by staff well. Younger pupils often reply correctly to staff using simple structures they have learned. Older pupils use a good range of vocabulary and they are able to reply to questions in extended forms. By the end of key stage 2, most pupils write complex sentences and simple letters accurately in Welsh.

Over recent years, the school has often had relatively small numbers of pupils in the year groups at the end of the Foundation Phase and key stage 2. This can

significantly affect the school's benchmarked performance in comparisons with similar schools and in comparisons with national comparators.

When compared with similar schools, pupils' performance in achieving the Foundation Phase indicator at the expected outcome 5 has placed the school in the top 25% in 2012 and 2013. The school has remained in the top 25% at the expected outcome for performance in literacy over the same period. Pupils' performance in mathematical development in 2013 declined slightly when compared with that of similar schools, but the school remained in the higher 50% of similar schools. The performance of more able pupils at outcome 6 in literacy improved in 2013, moving the school from the bottom 25% to the higher 50% and from the bottom 25% to the lower 50% in mathematical development.

In key stage 2, there has been a general pattern of improvement in pupils achieving the expected level 4 in 2013 compared to previous years. Pupils' performance in English in 2013 moved the school to the top 25% when compared with similar schools. Performance in mathematics and science improved, moving the school from the lower 50% to the higher 50%. The performance of more able pupils at the higher level 5 in 2013 placed the school in the higher 50% for English, but in the lower 50% for mathematics and science.

### **Wellbeing: Good**

Pupils say they feel safe in school. Nearly all have a good understanding of how to eat healthily and the importance of exercise.

Most pupils enjoy learning and work effectively in pairs, groups and independently. Nearly all pupils behave well in and around the school. They are polite and respectful to one another, school staff and visitors. Many take part in committees or groups that help to promote the values of the school. Pupil monitors help to resolve arguments through restorative justice principles and pupils known as 'reflectors' help the school to understand how it can improve. Physical education 'ambassadors' help to promote physical education in the school.

Pupils elect members of their class to represent them on the school council. Older pupils on the council take on leadership roles. However, they are not clear about their duties. The eco-committee has undertaken a number of local initiatives, such as a litter pick in the local area. However, committee members' understanding of global ecological matters is underdeveloped.

Many pupils develop their interests and skills by regularly taking part in the good range of lunchtime and after-school clubs on offer. Many pupils benefit from socialising before school at the breakfast club.

Most pupils attend school regularly. School attendance rates place the school in the higher 50% when compared with similar schools. The attendance rates of a small group of pupils, whose attendance was poor, has recently improved as a result of the school's robust follow-up procedures. Nearly all pupils arrive at school punctually.

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

The school meets the needs of pupils well. It provides a broad and balanced curriculum, which ensures continuity and progression for all pupils across the Foundation Phase and key stage 2 through a two-year project cycle. Staff work together well to plan stimulating activities which fully engage pupils. This has a positive impact on raising pupils' standards of achievement.

School plans provide opportunities for pupils to use the literacy and numeracy skills they learn English and mathematics in other subjects. However, the opportunities for pupils to write extensively in different styles and to use higher order skills in mathematics across the curriculum is limited. The school plans well to develop pupils' thinking and ICT skills through activities that challenge pupils. The school plans for and uses outdoor space and local amenities well to enhance pupils' learning.

The school provides good opportunities for pupils' Welsh language development. Staff ensure that pupils use Welsh in short, daily, timetabled sessions and through regular use of Welsh in other lessons. The school provides good opportunities for pupils to explore and develop their understanding of the culture and heritage of Wales through visits and regular activities, such as holding an annual Eisteddfod.

The school provides a good range of extra-curricular clubs to enhance pupils' learning, for example music, gardening, science, art, sports and ICT clubs. Visitors, such as the local community police officer, and visits related to the curriculum help pupils to widen their understanding of the world. The school draws sensitively on the ethnically diverse school population to develop pupils' understanding of global citizenship.

### **Teaching: Good**

Teachers and support staff work well together to ensure that all pupils make good progress. They have up to date knowledge of the curriculum requirements and a good understanding of how to cater for the learning needs of the different ages and abilities in their class. Teachers plan a rich range of learning activities to stimulate, challenge and develop all pupils including MAT pupils. A variety of teaching strategies and effective use of teaching assistants engage and provide appropriate learning opportunities for each pupil. As a result of this, most pupils, including those with SEN and English as an additional language (EAL), stay on task throughout class time. Staff manage pupil behaviour well and pupils are taught within a safe, caring environment.

Success criteria are discussed with the pupils at the start of the lessons so that pupils understand what is expected of them. Staff support pupils in understanding how to self-assess and peer assess learning with reference to the success criteria. They provide them with age appropriate strategies such as 'helping your marking partner' packs with explained symbols and highlighting codes for older pupils and cards to hold up for younger pupils. Teachers mark consistently using assessment for



learning strategies, two ticks and a wish. Pupils are encouraged to respond to the wish and there is evidence of this helping individuals to improve their learning. Younger pupils are assessed against given criteria for each activity undertaken. Moderation of tasks with other schools ensures accurate assessment of learning.

Class teachers, curriculum co-ordinators and the senior management team track all pupils thoroughly and regularly. Nursery pupils are assessed on entry and then regularly using a variety assessments including weekly literacy and numeracy assessments, assessments through the use of published schemes and national tests. Tracking ladders facilitate the tracking of all pupils from Year 1 to Year 6, and progress can be clearly seen to be appropriate, not sufficient, or exceeding expectations. Test results are collated and analysed, and then compared to the school's family, the local authority and Wales results. In class, provision and support are modified according to identified needs.

All parents receive written detailed annual reports on their child's progress over the year and are given the proposed targets for the following year. Parents are invited to come to school on parents' evenings to discuss their children's achievements and targets and are encouraged to respond in writing to the discussions and reports.

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

The school is a very caring community. It places a very high emphasis on the wellbeing and health of all pupils and it has effective arrangements in place to promote these aspects of its work.

The school provides very good opportunities for pupils to reflect on spiritual, moral, social and cultural issues. It trains pupils effectively in the principles and techniques of restorative justice in order to resolve problems between pupils fairly and amicably. Classes agree individual class charters to promote shared values and agreed standards of behaviour.

The school makes appropriate arrangements for promoting healthy eating and drinking. Pupils who act as newly-appointed 'ambassadors' for physical education help to raise pupils' levels of physical activity.

The school makes excellent provision for pupils with additional learning needs. It has robust systems for tracking pupils' progress. It identifies pupils and it intervenes at an early stage to support pupils who need extra help. The school makes excellent use of staff expertise to implement a variety of very effective intervention strategies to support pupils. The school's work with a range of external agencies to support vulnerable pupils in school and at home is highly effective.

In particular the school's excellent partnership with the local authority ethnic minority language service has resulted in all pupils with English as an additional language attaining the expected level 4 at the end of key stage 2 over the past three years. This is consistently above the local authority average.

To help pupils who have considerable barriers to learning and who find it difficult to concentrate and behave appropriately in class, the school has taken the innovative

step of employing a music therapist to work with identified pupils, both individually and collectively. Early intervention allows the music therapist to work regularly with individual pupils over a period of time to help them reflect and express themselves through music. As a result of this work, pupils develop excellent concentration and team working skills through collective music-making and excellent self-control. Tracking shows that pupils' concentration and behaviour in class have improved significantly, which has led to pupils making excellent progress in their learning.

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

### **Learning environment: Good**

The school is an inclusive community, which recognises and celebrates diversity in the school and wider community very well. There are good systems in place to ensure that all pupils access the curriculum equally. Pupils focus on one of the school's values each half term and this has helped them to develop a good understanding of the values that the school promotes.

Displays are colourful, attractive and stimulating and they help to celebrate pupils' learning and aspects of school life. There is limited outdoor space for pupils within the school boundaries, but the school has provided a trail, traversing wall, basketball net, goals, staging and wall-based activities for pupils. The outdoor classroom is an attractive feature and provides valuable extra space. The church garden provides an additional and well-used outdoor learning area.

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

The headteacher provides very effective leadership. Working closely with governors, staff, pupils, parents and the diocese, she has developed a clear vision that all share. There is a clear focus on improving pupils' outcomes. The senior leadership team work well together.

The school's staffing structure ensures that all teachers and many support staff have significant responsibilities for aspects of the school's life and work. All staff have clearly-defined roles and they are all involved in measuring and evaluating pupils' progress. Meetings have a clear focus on raising pupils' standards of attainment. Staff have high expectations of themselves and each other. The extent to which staff support and challenge each other is a strength of the school. The arrangements for performance management are appropriate and robust.

The governing body is well informed as a result of comprehensive reports from the headteacher and presentations from staff and pupils. All members have a good understanding of the school's work through their links with teachers and visits to the school to observe lessons. Members of the governing body have a good understanding of how the school is performing in comparison with other similar schools. They assist the headteacher in setting suitably challenging targets for improvement and act well as critical friends of the school.

### **Improving quality: Good**

Leaders and managers use a wide range of first-hand evidence very effectively to form an accurate picture of the school's strengths and areas for improvement. Senior leaders analyse attainment data regularly to monitor pupils' progress and to compare performance to that of pupils in similar schools. All staff contribute to the school's self-evaluation by conducting regular reviews of the learning areas for which they are responsible. A regular programme of rigorous lesson observations and monitoring of pupils' work provides useful evidence about the quality of teaching and learning. Parents complete annual questionnaires and leaders take note of the views of pupils through the school council and the 'reflectors' group of pupils. This is a strong feature of the school's self-evaluation process. The self-evaluation report is comprehensive, detailed and accurate.

The findings of the self-evaluation process inform the targets within the school development plan well. The plan contains a strategic three-year overview and detailed actions for the current year. It addresses a manageable number of priorities that focus clearly on improving outcomes for pupils. The plans set out clearly-defined, measurable targets with timescales, costs and named staff responsible for the delivery of the actions.

### **Partnership working: Good**

The school makes very good use of a wide range of partnerships that benefit pupils significantly.

The partnership with parents is a strong feature of the school, and parents appreciate the way the school keeps them well informed about their children's progress through newsletters and internet-based media. There are regular well-attended sessions, during which pupils present their work to parents in science and Welsh, for example.

The ethnic minority language service extends regular support to parents whose first language is not English. It helps to provide clear information to ethnic minority parents about culturally different aspects of school life. It helps parents to access regularly school events and information about their child's progress. It also helps ethnic minority parents and pupils to celebrate their cultures through taking part in activities, such as the global café and assemblies on aspects of other faiths. Parents and pupils with EAL play a full part in the school community as a result of the partnership's work.

Good links with the diocese have a positive impact on pupils' moral and spiritual wellbeing. Links with local supermarkets and sports centres provide beneficial opportunities for pupils to broaden their learning experiences and to develop good social and life skills.

Effective links with pre-school groups and local secondary schools help pupils to settle in as easily as possible in the next stage of their education. Partnerships with other schools are strong and many joint activities with cluster schools have resulted in accurate teacher assessment and significant improvements in the way that staff develop pupils' thinking skills.

## **Resource management: Good**

Staff are well qualified and have good up-to-date knowledge of the learning areas and subjects they teach. The headteacher deploys staff efficiently and makes appropriate use of their particular strengths and expertise. The school is developing well as a learning community in which all staff share their ideas and disseminate good practice regularly. The school participates actively in a small number of professional learning communities with other schools. Through the performance management programme, leaders have identified staff development needs effectively and arranged appropriate training. There are good arrangements in place to meet requirements for teachers' planning, preparation and assessment time.

The school has a good range of resources and equipment that match the needs of most pupils, and teachers use ICT equipment particularly effectively.

The governing body provides appropriate oversight of the budget. The school has accrued financial reserves that are at a higher than recommended level. There is a plan in place to reduce the reserves to a more appropriate level. However, in view of the good progress that most pupils make from their starting points, the school provides good value for money.

## Appendix 1

### Commentary on performance data

At the end of the Foundation Phase, standards at the expected outcome 5 in literacy were above the benchmarks when compared with family, local authority and national averages. Standards at the expected level 5 in mathematical development were in line with the family and national averages, but above the local authority averages. Standards at the expected outcome 5 in personal and social skills, wellbeing and cultural diversity were in line with the family, local authority and national benchmarks. At the higher outcome 6, standards in literacy were in line with local authority and national averages, but above the family average. Standards at the higher outcome 6 in mathematical development were in line with family, local authority and national averages. Standards in personal and social skills, wellbeing and cultural diversity at the higher outcome 6 were in line with the family, but below the local authority and national benchmarks.

When compared to similar schools, pupils' performance in achieving the Foundation Phase indicator at the expected outcome 5 has placed the school in the top 25% in 2012 and 2013. The school has remained in the top 25% at the expected level for performance in literacy over the same period of time. Pupils' performance in mathematical development in 2013 declined slightly when compared with that in similar schools. The performance of more able pupils at outcome 6 in literacy improved in 2013, moving the school from the bottom 25% to the higher 50%, and from the bottom 25% to the lower 50% in mathematical development.

At the end of key stage 2 in 2013, standards in English and mathematics were above the expected level 4, while standards in science at the expected level 4 were broadly in line with family, local authority and national averages. At the higher level 5, standards were in line with benchmarks, while standards in mathematics and sciences were below family, local authority and national averages.

In key stage 2 there has been a general pattern of improvement in pupils achieving the expected level 4 in 2013 when compared to previous years. Pupils' performance in 2013 in English moved the school to the top 25% when compared to similar schools. Performance in mathematics and science improved, moving the school from the lower 50% to the higher 50%. The performance of more able pupils at the higher level 5 in 2013 placed the school in the higher 50% for English, but in the lower 50% for mathematics and science. Performance at the expected level 4 in English has shown improvement when compared to that of similar schools. Performance in English has moved the school from the lower 50% of similar schools in 2012 to the highest 25% in 2013. Performance at the expected level 4 in mathematics and science has also improved, moving the school from the lower 50% to the higher 50%.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	58	56 97%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	55	54 98%	1 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.	58	57 98%	1 2%	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	55	53 96%	2 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	56	56 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	54	47 87%	7 13%	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.	56	53 95%	3 5%	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.	57	53 93%	4 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.	56	52 93%	4 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.	58	54 93%	4 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.	49	34 69%	15 31%	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	57	47 82%	10 18%	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.	70	41 59%	28 40%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	70	48 69%	21 30%	0 0%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	70	47 67%	22 31%	0 0%	1 1%	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.	70	45 64%	22 31%	1 1%	1 1%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	70	30 43%	32 46%	1 1%	0 0%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	70	41 59%	27 39%	1 1%	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.	70	42 60%	24 34%	0 0%	0 0%	4	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	69	37 54%	27 39%	0 0%	1 1%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	70	45 64%	19 27%	1 1%	1 1%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	70	37 53%	29 41%	0 0%	0 0%	4	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.	69	44 64%	24 35%	0 0%	1 1%	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.	65	34 52%	18 28%	4 6%	0 0%	9	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		

	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 am kept well informed about my child's progress.	69	36 52%	28 41%	2 3%	2 3%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	70	39 56%	26 37%	3 4%	1 1%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	68	34 50%	20 29%	0 0%	0 0%	14	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	70	39 56%	27 39%	1 1%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	58	23 40%	15 26%	2 3%	0 0%	18	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	69	44 64%	25 36%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	68	42 62%	23 34%	1 1%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		



## Appendix 3

### The inspection team

Ms Penny Lewis	Reporting Inspector
Mr Christopher Ian Dolby	Team Inspector
Michaela Leyshon	Lay Inspector
Isabel Hind	Peer Inspector
Helen – Marie Davies (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; and
- personal and social development, wellbeing and cultural diversity.

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

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

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

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

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

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

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

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

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

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

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

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.