



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

**Holy Name V.R.C. School
Vergam Tce
Fishguard
Pembrokeshire
SA65 9DF**

Date of inspection: July 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:

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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Publication date: 10/09/2014

Context

Holy Name Catholic Primary School is in the town of Fishguard, Pembrokeshire. The school has 137 full-time pupils on roll, aged between four and 11.

Most pupils come from homes where English is the first language. Around 5% of pupils speak English as an additional language and most pupils' ethnicity is White British. Fourteen per cent of pupils are eligible for free school meals. This is lower than the national and local averages.

The school has identified that approximately 19% of pupils have additional learning needs. This is similar to the national average. A few pupils have a statement of special educational needs.

The school had its last inspection in June 2008. The current headteacher has been in post since September 1996.

The individual school budget per pupil for Holy Name Catholic Primary School in 2013-2014 means that the budget is £3,532 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,304 and the minimum is £3,270. Holy Name Catholic Primary School is 50th out of the 61 primary schools in Pembrokeshire 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 school's current performance is adequate because:

- many pupils make appropriate progress;
- the school enhances pupils' spiritual, moral, social and cultural development and wellbeing effectively;
- the school provides a suitable range of relevant and interesting enrichment experiences for pupils, especially in information and communication technology (ICT);
- the school is a safe, caring community that values all pupils equally;
- staff use the learning environment effectively, both indoors and outdoors; and
- there are beneficial partnerships with parents and the local community.

However:

- pupils do not extend their written ideas independently;
- pupils do not use and apply their skills well across the curriculum, especially their numeracy skills;
- pupils do not make appropriate progress in the use of Welsh;
- attendance rates are low compared to those in similar schools;
- lesson planning is inconsistent and the development of pupils' skills lacks progression; and
- teachers do not challenge pupils enough.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the recently-formed senior management team is beginning to deliver improvements through new systems and initiatives;
- governors are supportive of the school;
- partnerships are well established; and
- the school's current improvement plan links well with most of the areas that require development.

However:

- the roles of the senior management team are in the process of development;
- newly-established systems are operational, but it is too early for them to have had a direct impact on pupils' standards and the quality of teaching;
- governors do not hold the school to account with enough rigour; and
- nearly all of the recommendations from the previous inspection have not been met.

Recommendations

- R1 Improve pupils' standards of mathematics and Welsh
- R2 Improve pupils' attendance
- R3 Improve the planning of lessons to ensure that they challenge pupils sufficiently in line with their abilities
- R4 Improve the quality of teaching and the consistency of marking pupils' work
- R5 Develop the strategic roles of the school's management team and the governing body to improve the process of self-evaluation and school improvement

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

Generally, pupils start school with skills at or above those expected for their age. During their time at school, many pupils make appropriate progress from their starting points.

In the Foundation Phase and at key stage 2, many pupils make effective use of their speaking and listening skills across the curriculum. Throughout the Foundation Phase, many pupils listen attentively and they respond well to their teachers and other pupils when answering questions and discussing their work in groups. In key stage 2, nearly all pupils are confident when talking to adults and other children.

Many pupils' reading skills are developing well. By the end of the Foundation Phase, the majority are able to read with increasing fluency. They use a suitable variety of different reading strategies to identify everyday and complex words effectively. They are able to express an opinion about their books, but a few find it difficult to predict what will happen next. Many younger pupils enjoy retelling stories and recall accurately a number of details, including characters and significant incidents.

By the end of key stage 2, many pupils read purposefully and at a level that is at least appropriate for their age and ability. They can select suitable texts from a variety of sources in order to enhance their knowledge about what they are learning. Many can answer questions about the different styles of texts they read and share their opinions sensibly about favourite books and authors. They discuss the meaning of what they have read accurately.

In both the Foundation Phase and key stage 2, many pupils write well in a variety of forms, for example when writing letters, diary entries and instructions on how to use computer programs. However, the majority of pupils do not extend their writing in interesting ways and with enough detail to maintain the readers' interest. Many pupils apply their knowledge of grammar, spelling and punctuation appropriately when writing across the curriculum.

Across the school, pupils' standards in mathematics are only adequate. This is an important shortcoming. With support, nearly all the older pupils in the Foundation Phase can count in multiples of 2, 3, 5 and 10 correctly. The majority of pupils use number bonds up to 20 confidently. The minority of pupils measure accurately in practical tasks and a few use digital clocks accurately. The minority use tally charts correctly to record information. However, many pupils do not interpret this information well. Many pupils do not apply their numeracy skills effectively in everyday situations, for example when using money, measuring, telling the time and interpreting data.

Many pupils in key stage 2 use mathematical methods accurately, but they do not use this knowledge well to investigate and solve problems. By the end of the key

stage, the majority of pupils can calculate fractions and decimals appropriately and they have a good knowledge of place value. A few pupils are very good when answering challenging questions on percentages and they can explain the strategies used confidently. Most pupils have an appropriate understanding of the basic types of graphs and charts used to present different data. However, many pupils do not use their mathematical knowledge across the curriculum independently, for example when collating complex data and choosing their own strategies to solve problems.

Most pupils are confident when completing ICT tasks. They save and find their work efficiently on a variety of electronic equipment. This is particularly evident in the work of the older pupils in key stage 2. Most pupils use a sufficiently wide range of ICT skills across the curriculum to find, develop, create and present information successfully, using the class blogs and relevant programs.

A few pupils throughout the school use Welsh naturally outside of Welsh lessons, but many pupils do not make appropriate progress in gaining skills in the Welsh language. Most pupils' use of Welsh in lessons and around the school is limited to very simple phrases.

In 2013, the percentage of pupils who attained the expected outcome (outcome 5) at the end of the Foundation Phase placed the school in the higher 50% for literacy when compared with similar schools. This was up from 2012, when school performance placed it in the bottom 25%. For mathematical development, the school moved down from the top 25% in 2012 to the higher 50% in 2013.

At the higher-than-expected outcome 6, the school was in the top 25% for literacy and the higher 50% for mathematical development. This was up from 2012, when literacy placed it in the higher 50% and mathematical development placed it in the bottom 25%.

Over the last five years at the end of key stage 2, the school has moved from the bottom 25% to the higher 50% for the attainment of the expected level 4 in English compared with similar schools. In mathematics, the school is often in the lower 50% or bottom 25%. In science, the school tends to be in the top 25% and the higher 50%.

At the higher-than-expected level 5, pupils' performance over the last five years in English has placed the school in the higher 50% or lower 50% of similar schools. For performance in mathematics, the school has usually remained in the lower 50% or bottom 25% over the same period. In science, the school has fluctuated between the bottom 25% and the top 25% over the last five years. However, it has been in the bottom 25% for the last two years.

Wellbeing: Adequate

Nearly all pupils are aware of the importance of health and fitness and achieve well in their personal, social and cultural development. The development of pupils' wellbeing is a strength in the school. Most pupils show good levels of engagement in their work and they are keen to learn. They feel safe in school and know how they can keep healthy by eating sensibly and exercising through regular and challenging

sporting activities.

Most pupils enjoy their lessons and provide sensible opinions when questioned about what they are learning. They are knowledgeable when discussing the need to care for the environment and the diverse world in which they live. Most pupils show a positive commitment to their local community.

Nearly all pupils behave very well. They are very polite and respond respectfully to adults and other pupils. They understand that they have rights as individuals and this is evident across the school through the work of the school council and through the involvement of the Catholic Church.

Many pupils take on a variety of extra responsibilities. They complete their duties with maturity. Active pupil groups, like digital leaders, yard helpers and peer mentors support the school council successfully and represent the pupil voice effectively. They play a purposeful part in school life and make sensible decisions, for example in the development of the outdoor play and environmental areas.

Pupils' overall attendance rate is improving and currently stands at around 94%. However, in four of the last five years, pupils' overall attendance has placed the school in the bottom 25% when compared with similar schools. New school strategies have improved pupils' attendance, but the trend of relatively low performance over time is a significant shortcoming. Nearly all pupils are punctual.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

Teachers deliver a suitable range of experiences for all pupils, with a positive focus on developing pupils' social and life skills. However, across the school, the day-to-day planning of lessons is inconsistent in quality. It does not focus well enough on developing the areas of learning in the Foundation Phase and the full range of the National Curriculum at key stage 2. Teachers do not provide pupils with enough opportunities to use and apply their skills across the curriculum, especially in numeracy and extended writing.

Enrichment activities around the school and in the outdoor areas enhance pupils' learning experiences effectively. For example, the use of the commemorative garden enables pupils to learn about topics like life processes. It also provides a quiet area for thinking and reflection.

The school makes appropriate provision for the promotion of the Welsh language across the school. However, this does not have enough impact on pupils' standards. There are too few opportunities for pupils to practise and develop their skills outside of Welsh lessons. There are systematic and effective opportunities for pupils to learn about their locality, the history and culture of Wales.

The school promotes sustainable development and global citizenship positively across the curriculum. There are purposeful opportunities for pupils to gain an understanding of the lives and cultures of other people across the world. It has a

well-established eco-committee, which has undertaken effective improvements, for example in recycling, saving energy, water conservation and litter picking.

Teaching: Adequate

Teachers generally engage pupils appropriately when introducing tasks. They have good up-to-date subject knowledge. They manage pupils' behaviour well and have clear and consistent expectations of what is acceptable. The teaching of the older pupils in the school is brisk and stimulating and the lessons are challenging. However, too many lessons are not organised and planned successfully and most lessons progress at a slow pace. Introductions tend to be too long and this means that a minority of pupils lose interest in the tasks.

Teachers share learning objectives appropriately with pupils. However, tasks planned for most pupils do not offer them enough challenge and do not encourage them to work to their full potential, particularly the more able pupils. A minority of teachers deploy support staff well in order for them to make a positive contribution to the learning experiences and pupils' progress. This helps to create a purposeful working atmosphere within the classroom and outdoors.

Teachers use assessment appropriately to track pupils' progress. Teachers are beginning to provide opportunities for pupils to assess their own work and the work of other pupils. Most teachers provide positive oral feedback to pupils to celebrate their achievements. However, the quality of marking is inconsistent. It does not set out the next steps in pupils' learning in enough detail.

Annual reports to parents are informative and they are beginning to identify clear targets for improvement.

Care, support and guidance: Good

The school provides a safe, caring and respectful environment for pupils. As a result, nearly all pupils feel safe in school and know where to go if they are worried or upset. Most pupils support other pupils well and play a valuable role in helping them to express their feelings and opinions. Nearly all pupils work and play well together. The older pupils in key stage 2 support pupils in the Foundation Phase with their work well, for example digital leaders help across the school with ICT. This is a very positive development.

The school makes effective use of a wide range of external providers and support agencies to meet pupils' social, moral, cultural, emotional and spiritual needs. These arrangements contribute well to pupils' all-round development and wellbeing and support their learning purposefully. The school has appropriate arrangements to promote healthy eating, drinking and regular exercise. Specialist teaching of physical education promotes a positive attitude towards exercise.

The school sets out clear expectations of pupils' behaviour and staff promote these consistently in all classes. The school deals effectively with any incidents of bullying. The schools' arrangements for safeguarding meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is a positive feature of the school. Teachers identify pupils' needs at an early stage. Teachers and support staff know their pupils well and focus appropriately on supporting their targets when delivering specific programmes of work. Individual education plans include clear targets and pupils with additional learning needs have full access to all areas of the curriculum. Appropriate systems are in place for monitoring and assessing pupils' progress. The school generally uses teaching assistants effectively to support teaching.

Learning environment: Good

The school is a safe, secure and welcoming community, and it respects and values all pupils. The school ensures equal opportunities for all pupils and is a wholly inclusive community. It encourages all pupils to consider and appreciate their various backgrounds, whatever their gender, race or religion. For example, there are cultural days to celebrate different nationalities.

The buildings and the grounds provide a vibrant learning environment. The school maintains the site very well. Teachers use the space inside the building creatively, for example the library areas. The outdoor areas and equipment are stimulating and enrich pupils' learning effectively. The displays are bright and engaging and they celebrate pupils' work and achievements well. Teachers and pupils use the wall displays regularly in the course of lessons, especially when teaching Welsh.

There is good provision of ICT resources that match pupils' needs very well and facilitate the production of work of high quality, for example animation projects and class blogs.

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

The headteacher and staff promote a caring, inclusive community with a shared sense of purpose. They work successfully together to create a warm, welcoming learning environment. Teachers and support staff have specific responsibilities and they undertake these roles diligently.

The recently-formed leadership team contributes appropriately to the day-to-day running of the school. However, their role as strategic leaders is at an early stage of development. The strategic planning does not focus closely enough on the needs of the school to secure improvements.

The performance management system is suitable and there are appropriate arrangements in place to monitor and evaluate formally the quality of teaching in all classes. However, they do not impact well enough on improving teachers' skills and assessment practices.

The school responds appropriately to national and local priorities and the school's strategies are at different stages of development. For example, teachers are beginning to address the Literacy and Numeracy Framework in their planning; the school provides good opportunities for pupils to develop healthy lifestyles through

regular physical exercise; and the school has implemented the Foundation Phase effectively.

The governing body is supportive of the school and governors know the school community well. However, they do not challenge the school purposefully and they do not hold leaders and managers to account for its performance with enough rigour. The role of the governing body in contributing to the strategic direction of the school is limited.

Improving quality: Adequate

The self-evaluation undertaken by the school identifies the school's strengths and areas for development as starting-points to move the school forward. The areas for development include improving pupils' numeracy skills, pupils' use of Welsh and assessment strategies, which reflect the findings of the inspection team.

The self-evaluation report gives a generally accurate picture of the school's strengths and areas for improvement. However, members of staff and governors do not understand the purpose and importance of self-evaluation in enough detail. Their role in monitoring the school's strengths and weaknesses is at an early stage of development.

The self-evaluation report focuses on an appropriate range of evidence, including pupils' standards, analysis of performance data, lesson observations, curriculum reviews and the scrutiny of pupils' books. However, when planning for improvements, the targets set are not specific enough. This does not ensure robust monitoring of the successful implementation of plans and their impact on improving pupils' outcomes.

The school has not addressed fully the recommendations from the previous inspection. The recommendations for improving pupils' use of Welsh and the school's processes for planning for improvement remain as development priorities in the school.

Partnership working: Good

The school works effectively with a suitable range of strategic partners. This has a positive effect on pupils' wellbeing and enriches their learning experiences.

Nearly all parents are supportive of the school and they particularly appreciate the high level of care provided for their children. They are well informed about the work of the school and the progress their child is making. They appreciate the class blogs that outline the activities in their child's class.

The good partnership with other schools in the local cluster promotes the sharing of good practice effectively. Cluster procedures for standardisation and moderation of pupils' work are well established and support the appropriate assessment of pupils' work. The transition planning from primary to secondary school is good. Pupils benefit from well-planned activities that have a positive impact on their wellbeing and ensure smooth transition to the next phase of their education. The close partnership

between the school and the local nursery ensures that the younger pupils settle confidently into the reception class.

The school works well in partnership with the local authority and specialist agencies to support pupils' learning and wellbeing.

Resource management: Adequate

The school has sufficient suitably-qualified and experienced staff. Teaching assistants support teachers appropriately and give effective support to individuals and groups of pupils. The school has a stimulating range of resources that staff and pupils use well to promote and enhance learning, for example tablet computers and outdoor equipment.

The school meets national requirements in relation to teachers' planning, preparation and assessment time. Staff have appropriate opportunities for professional development and training.

The school manages its accommodation and resources efficiently. The use of both the indoor and outdoor areas has a positive impact on pupils' social development and wellbeing. The careful management of the budget is in line with the needs of the school.

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

Appendix 1

Commentary on performance data

In 2013, the percentage of pupils who attained the expected outcome (outcome 5) at the end of the Foundation Phase placed the school in the higher 50% for literacy when compared with similar schools. This was up from 2012, when school performance placed it in the bottom 25%. In 2013, the pupils performed above the family and national averages.

In mathematical development, the school was in the higher 50% when compared with similar schools. This was down from 2012 when the school was placed in the top 25%. In 2013, the pupils performed above the family and national averages.

In personal and social development, the school remained in the top 25% of similar schools from 2012 to 2013. In 2013, pupils' performance in personal and social development at the expected level was above the family and national averages.

At the higher-than-expected outcome 6, the school was in the top 25% for literacy and the higher 50% for mathematical development. This was up from 2012, when literacy placed it in the higher 50% and mathematical development placed it in the bottom 25%. In 2013, the pupils performed above the family and national averages in both areas of learning.

Over the last five years at the end of key stage 2, the school has moved from the bottom 25% to the higher 50% for the attainment of the expected level 4 in English compared with similar schools. In mathematics, the school is often in the lower 50% or bottom 25%. In science, the school tends to be in the top 25% and the higher 50%. In the core subject indicator, performance has either placed the school in the lower 50% or the higher 50%.

At the higher-than-expected level 5, pupils' performance over the last five years in English has placed the school in the higher 50% or lower 50% of similar schools. In mathematics, the school has usually remained in the lower 50% or bottom 25% over the same period. In science, the school has fluctuated between the bottom 25% and the top 25% over the last five years. However, it has been in the bottom 25% for the last two years.

In 2013, at the expected level 4, pupils' attainment was above the family and national averages in English. It was above the family and national averages in mathematics and science. At the higher than expected level 5 in English, mathematics and science, the school's performance was below the family and national averages.

Over time, there is no significant difference between the performance of girls and boys, and pupils eligible for free school meals generally perform better than other pupils.

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.	81	81 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	81	80 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	81	80 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy.	81	80 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	81	74 91%	7 9%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	81	79 98%	2 2%	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.	81	81 100%	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.	81	79 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	81	71 88%	10 12%	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.	81	78 96%	3 4%	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.	81	69 85%	12 15%	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	81	73 90%	8 10%	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.	62	54 87%	8 13%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	62	50 81%	12 19%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	62	58 94%	4 6%	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.	62	52 84%	9 15%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	62	52 84%	10 16%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	62	52 84%	10 16%	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.	62	54 87%	8 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.	62	36 58%	23 37%	1 2%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	62	53 85%	8 13%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	62	52 84%	10 16%	0 0%	0 0%	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.	61	55 90%	6 10%	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.	62	47 76%	13 21%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	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.	62	40 65%	20 32%	1 2%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	62	47 76%	15 24%	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.	62	44 71%	15 24%	2 3%	0 0%	1	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.	62	50 81%	12 19%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	54	31 57%	13 24%	1 2%	0 0%	9	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.	62	40 65%	21 34%	1 2%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	62	56 90%	6 10%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Nicholas Jones	Reporting Inspector
Roger Rees	Team Inspector
David Owen Jenkins	Lay Inspector
Mrs Lisa Bailey	Peer Inspector
Mrs Shelagh Robb	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; 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.