Estyn

A report on

Ven. Edward Morgan R.C. Primary School
Caernarfon Close
Shotton
Flintshire
CH5 1AR

Date of inspection: March 2017

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.

Publication date: 05/06/2017

Context

Venerable Edward Morgan Catholic Voluntary Aided Primary School is in the small town of Shotton in Flintshire. The school draws pupils from the Catholic parishes of Connah's Quay, Queensferry and Hawarden, although it admits children from non-Catholic families. There are 279 pupils aged 3 to 11 on roll including 23 who attend the nursery. There are 10 mixed-age classes.

Most pupils are of white British ethnicity. Nineteen per cent of pupils are from a minority ethnic background and 12% speak English as an additional language. The school identifies 20% of pupils as having additional learning needs, which is below the national average of 25%. Very few pupils have a statement of special educational needs. Around 14% of pupils are eligible for free school meals, which is lower than the average for Wales of 19%. A very few pupils are looked after by the local authority.

The last inspection of the school was in April 2009. The headteacher took up the post in January 2012.

The individual school budget per pupil for Venerable Edward Morgan RC Primary School in 2016-2017 means that the budget is £3,065 per pupil. The maximum per pupil in the primary schools in Flintshire is £5,718 and the minimum is £2,944. Venerable Edward Morgan RC Primary School is 62nd out of the 66 primary schools in Flintshire in terms of its school budget per pupil.

Summary

The school's current performance	**Good**
The school's prospects for improvement	**Good**

Current performance

The school's current performance is good because:

- Most pupils make strong progress and achieve well
- Nearly all pupils who have support for additional learning needs make good or very good progress in relation to their individual targets
- Pupils who learn English as an additional language often make rapid progress from their different starting-points.
- Most pupils achieve good standards of literacy, numeracy and information and communication technology (ICT) and use these skills well in other areas of learning and subjects across the curriculum
- Nearly all pupils behave well and have a positive attitude towards learning
- Pupils have a strong voice in the running of the school and make regular, valuable contributions to school life
- Staff provide a wide range of interesting learning experiences that engage and motivate most pupils to succeed
- There is a strong caring ethos, which creates a positive learning environment

Prospects for improvement

The school's prospects for improvement are good because:

- Leaders work well together to provide purposeful direction and a clear vision for the school
- All members of staff are clear about their roles, work well as a team and take a full part in school improvement activities
- The governing body supports the school well and holds leaders to account effectively
- The school has effective self-evaluation processes and school improvement procedures and knows itself well
- A beneficial range of partnerships help to improve pupil outcomes and wellbeing

Recommendations

R1 Continue to improve attendance

R2 Ensure that teaching challenges all pupils at an appropriate level, particularly those who are more able

R3 Improve the consistency of teachers' feedback so that pupils know how to improve their work

R4 Strengthen communication with parents to promote aspects of the school's work more effectively

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

On entry to school, many pupils have knowledge, understanding and skills below the level expected for their age. During their time in school, most pupils make strong progress and achieve well. Nearly all pupils who have support for additional learning needs make good or very good progress in relation to their individual targets. Pupils who learn English as an additional language often make rapid progress from their different starting-points.

In most classes, nearly all pupils listen well to adults and to each other. In the Foundation Phase, most pupils enjoy talking about their work, and ask and answer questions confidently. In key stage 2, most pupils use their speaking and listening skills well to collaborate with each other and this supports their learning successfully. They are attentive to their teachers and listen carefully to each other when working in pairs and small groups. By Year 6, most pupils converse articulately and offer considered opinions, for example when preparing for an interview to become an astronaut.

In the Foundation Phase, most pupils make good progress in developing their reading skills. By Year 2, nearly all pupils read with confidence and achieve a good standard relative to their ability. They decipher unknown words by using phonic strategies or picture clues successfully. More able pupils have good recall of the story they have already read. They take note of punctuation to ensure they read with expression. They speak confidently about their favourite authors and the types of books they enjoy. In key stage 2, pupils continue to build on their early reading skills and many become avid and interested readers. By Year 6, most pupils read accurately and with understanding. They tackle unfamiliar words systematically and deduce their meanings from their place within a text. Most pupils use their literacy skills well to research topics on the internet, for example when studying the planets. They skim text quickly to extract specific pieces of information.

Most pupils in the Foundation Phase make good progress with their writing. By Year 2 they write confidently at length across a range of genres including letter writing, story writing and poetry. Most pupils plan their work well, using a story frame when appropriate. They draft short sections to improve their punctuation. Nearly all spell basic words correctly and the more able achieve a good standard in spelling more complex words. Most pupils develop their use of punctuation well with most using full stops and capital letters consistently. In key stage 2, most pupils continue to make good progress in the development of their writing skills. By Year 6, most pupils write extensively for a range of purposes using different genres. Most pupils plan, draft and improve their writing well, for example when writing a persuasive letter about whether wild animals should be kept in captivity. They develop their writing skills well across the curriculum, for example when writing about life in Victorian times. Their writing is clear, well-structured and grammatically correct, with accurate spelling and punctuation. Most pupils write neatly and present their work well.

In the Foundation Phase, nearly all pupils use a range of appropriate number skills successfully. By Year 2, most pupils use their measuring skills accurately, for example when weighing ingredients for a recipe They use a range of appropriate data handling skills including tally charts and block graphs, for example to record information about themselves. In key stage 2, most pupils show a good understanding of a range of mathematical concepts and they use the correct mathematical vocabulary when talking about their work. By Year 6, most pupils apply their numeracy skills systematically and confidently in other subjects, for example when investigating the temperature of the planets. Most pupils use a range of appropriate data handling skills well, for example to present their findings of an investigation into how shadows change over time.

In both key stages, pupils use a wide range of ICT to support their learning effectively. In the Foundation Phase, most use word processing programs, data-handling packages and simulations successfully, for example to create an animation on the theme of Easter. In key stage 2, most pupils use a wide range of ICT programs for different purposes. They have a good understanding of databases and create graphs effectively to present their work for different purposes and audiences, for example to record their investigation into the depth of craters in the Arizona desert. By Year 6, many use coding programs effectively to control and move objects on a screen by using simple commands. More able pupils make imaginative use of green screen technology to create striking backdrops to their video presentations.

Pupils have positive attitudes to learning Welsh. By the end of the Foundation Phase, most pupils understand the Welsh spoken by staff and use an appropriate range of vocabulary and basic sentence patterns to answer simple questions, for example when talking about their hobbies, their family and the weather. Many pupils in key stage 2 understand, ask and reply to questions successfully often using extended sentences. Many read a range of appropriate texts with good pronunciation and understanding. By Year 6, many use their knowledge of sentence structures and Welsh vocabulary well, for example when writing a letter to the high school about themselves. However, pupils' ability to use Welsh naturally and independently outside of dedicated lessons is limited.

At the end of the Foundation Phase, over the last four years, pupils' performance in literacy and mathematical development at the expected and higher outcomes has placed the school in the bottom 25% or lower 50% when compared with similar schools.

Over the same period, pupils' performance in English,mathematics and science at the expected level in key stage 2 has generally placed the school in the lower 50% when compared with similar schools. Pupils' performance in all three subjects at the higher level 5 has generally placed the school in the bottom 25%.

The gap in performance between boys and girls is generally greater than that in similar schools, particularly in the Foundation Phase. Over the last four years, pupils eligible for free school meals tend to perform less well than other pupils, particularly at the higher outcomes and levels.

Wellbeing: Adequate

Nearly all pupils have a good understanding of how to stay healthy by eating a balanced diet and taking regular exercise. They feel safe and happy in school. Nearly all pupils understand how to use the internet safely.

Nearly all pupils behave well and are polite and courteous. Most take pride in their achievements and relate well to staff and to each other in lessons and at break times. Most have positive attitudes to learning and work well in pairs and small groups. Many pupils sustain concentration for appropriate periods and persevere when they find work hard. Many pupils reflect on their own learning and that of others using agreed criteria successfully. This helps them to identify what they need to do to improve their work. However, in a few classes, pupils' ability to evaluate what they have achieved is limited.

Pupils have a strong voice in the running of the school. The school council and other pupil voice groups represent the opinions of other pupils well. They make valuable contributions to school life regularly, for example in ensuring improved provision for ICT. Members of the school council take responsibility for organising and promoting events, such as fundraising for charities. The eco-committee has had a positive impact in reducing waste. Many Year 6 pupils undertake their responsibilities, for example as monitors and playground leaders, conscientiously.

Although levels of attendance are improving, for last four years, these have remained below the average when compared with those in similar schools. The gap in attendance between pupils eligible for free school meals and their peers is decreasing. Nearly all pupils arrive punctually at the start of the school day.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of interesting learning experiences that engage and motivate most pupils to succeed. Teachers plan well and provide an imaginative curriculum that builds on most pupils' prior learning successfully. The curriculum covers statutory requirements effectively. Creative planning ensures good use of the outdoor environment and encourages high levels of participation and enjoyment of learning. A varied range of extra-curriculum activities and visits, for example to an outdoor centre and visitors to school, enrich the curriculum and enhance the school's provision.

Staff adapt programmes of work effectively to include the requirements of the literacy and numeracy framework. Teachers plan interesting and relevant opportunities for pupils to develop and apply their literacy, numeracy and ICT skills across the curriculum in a meaningful way. This ensures that most pupils develop and use these skills effectively in a wide range of tasks, for example when learning about life in Victorian times.

Provision for pupils to develop Welsh language skills during dedicated Welsh lessons is good. The planned programmes of work include useful 'Helpwr Heddiw' sessions

where pupils focus on developing language patterns that they build on as they move through school. However, provision to enable pupils to practise and enhance these skills outside of Welsh lessons is inconsistent. The school promotes the development of pupils' cultural and historical knowledge and understanding of Wales well. There is a strong Welsh ethos in the school. Studies of Welsh artists such as Kyffin Williams and of different areas in Wales feature well in the provision.

Provision to promote pupils' understanding of sustainable development and global citizenship is effective. This ensures that pupils are aware of environmental issues and sustainability and they understand the positive impact of reducing waste. Teachers use the outdoor area effectively with pupils of all ages, including the newly developed forest school area, to promote their understanding and appreciation of the natural world. Teachers provide good opportunities through topic work for pupils to develop their understanding of different cultures and their role as global citizens.

Teaching: Good

Most teaching is effective and supports pupils' learning well. Nearly all teachers plan interesting lessons that build positively on pupils' prior learning and make good use of a wide range of resources. They use effective teaching approaches to engage pupils in their learning successfully. Most teachers create a positive atmosphere that ensures that nearly all pupils feel valued and are keen to learn. Additional adults contribute successfully to the learning and wellbeing of the individuals and groups of pupils they support. Almost all teachers establish effective classroom routines and use individual, pair and group work to good advantage. In most lessons, teachers use skilful questioning to promote pupils' understanding. They intervene at appropriate times and provide effective support to all groups of pupils. However, in the very few lessons where teaching is less effective, the pace of learning is slow and teachers do not adapt learning well enough to challenge all pupils at an appropriate level, particularly those who are more able.

All teachers give pupils helpful written and oral feedback. Recent initiatives ensure that feedback is now more constructive and more challenging to pupils in most classes. Most teachers provide pupils with increasing opportunities to assess their own work. This is raising pupils' ability to identify what they need to do to improve. However, overall, the quality of feedback and opportunities for pupils to act upon it are inconsistent across the school. Teachers track and assess pupils' progress regularly. They analyse data well and use it effectively to identify and support pupils in need of additional help with their learning. The school works well with other local schools to assess pupils' outcomes accurately. Annual reports to parents are detailed and informative and set clear targets for improvement.

Care, support and guidance: Good

There is a strong supportive atmosphere within the school. As a result, pupils feel safe, secure and well cared for. All staff place a high priority on promoting pupils' health and wellbeing. The school makes appropriate arrangements to support healthy eating and drinking and provides regular opportunities for pupils to participate in a range of fitness related activities. Topic work, visits and daily collective worship provide valuable opportunities to enhance pupils' spiritual, moral, cultural and social development. The emphasis on positive values throughout the school is strong. This

contributes well to the caring ethos and the good behaviour of nearly all pupils. Strategies to improve attendance are leading to a steady rise over the past four years but rates remain low when compared to those in similar schools.

Staff make good use of a wide range of specialist agencies to support pupils' specific needs well, including an educational psychologist, speech therapists and specialist teachers. This is instrumental in providing support of high quality for targeted pupils and their parents.

Provision for pupils with additional learning needs is effective. The school identifies pupils who require additional help at an early stage. Co-ordinated intervention strategies provide comprehensive support for these pupils. Individual education plans contain detailed, practical targets. Skilled teaching assistants deliver specific interventions to support these targets and work well with parents to review pupils' progress at regular intervals. As a result, most pupils who receive support make good and sometimes very good progress in relation to their individual targets.

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

Learning environment: Good

The school is highly effective in promoting a happy and caring ethos, in line with its Christian values, to ensure an inclusive environment for all pupils. There is a clear emphasis on recognising, respecting and celebrating diversity within society. Staff promote equal opportunities successfully through events such as 'show racism the red card'. Collective worship promotes the school's core values successfully.

The school is a safe, secure, colourful and stimulating learning environment. Classrooms are spacious and equipped with resources of good quality that match pupils' needs well. The recent purchase of new equipment is beginning to raise pupils' ICT skills. Throughout the school, there are attractive displays of information and pupils' work that set a positive tone. Staff make good use of all available indoor and outdoor space. The successful development of the grounds provides pupils with good access, for example to adventure and fitness related activities, which enhance learning opportunities for pupils' work and play.

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

Leadership: Good

School leaders provide strong leadership and a clear vision for the school. They have high expectations of both staff and pupils. They ensure that the school has a clear strategic direction with a focus on raising standards and improving provision. All members of staff have a clear understanding of their roles and carry these out well. All teaching staff act as subject co-ordinators and provide effective leadership for their areas of responsibility.

Staff work together in close and effective teams that support, for example consistent planning across different classes. Leaders ensure that the process of performance management involves all staff and is effective in supporting school improvement. There are regular, well-organised meetings that have a clear focus on securing improvement, for example in pupils' ability to write at length.

There is a clear focus on addressing national and local priorities to improve pupils' standards in literacy, mathematics and wellbeing. Leaders ensure that staff plan plenty of opportunities for pupils to use their literacy,numeracy and ICT skills in many aspects of their learning. These developments are having a positive effect on pupils' ability to apply these skills independently..

The governing body provides strong support for the school. Committees are well organised and provide valuable information for the full governing body. Governors are well informed about the work of the school through regular visits, discussion with pupils and links with subject leaders, and ensure that they have a good understanding of the school's performance. This enables them to hold the school to account effectively.

Improving quality: Good

The process of self-evaluation is well established and effective. Systems draw on a wide range of detailed first hand evidence including the rigorous analysis of data, lesson observations and the scrutiny of pupils' work. All staff and governors are involved fully in the process. The school seeks the views of parents and makes good use of this information. This has led to improvements in the provision of homework and alterations to arrangements for trips and visits. The school takes good account of the views of pupils. Recent developments in ICT are the direct results of views expressed by pupils. The self-evaluation report is an accurate and evaluative document that identifies clearly priorities for improvement.

There are close links between areas for development identified in the self-evaluation report and priorities in the school improvement plan. The improvement plan focuses well on aspects that will raise standards and improve provision. Senior leaders involve all staff fully in addressing the priorities. They schedule monitoring activities well to check on progress and to evaluate the effectiveness of actions in securing improvement. As a result, for example, pupils' reading and writing skills are improving.

Partnership working: Good

The school has a beneficial range of partnerships that help improve pupil outcomes and wellbeing effectively. Parents receive regular information about many aspects of school life. This includes good quality newsletters and an increasing use of ICT applications to share information about pupils' activities. Many parents appreciate this contact but current links are not always effective enough in engaging and informing all parents. The active parents' association supports the school well. This has led to improvements in the outdoor environment, library facilities and ICT provision. The school hosts play provision before and after school that helps support pupils and their families effectively. The parent liaison officer engages sensitively with vulnerable pupils and their families to provide innovative support programmes. This contributes well to improving targeted pupils' attendance and their attitudes to learning.

Beneficial links with a good range of organisations within the community, such as the church, the local library and record office, have a positive effect on pupils' wellbeing and the experiences that they receive. For example, rangers from the local country park have assisted with the development of the forest school initiative.

There are strong links with the local high school that help nearly all pupils to transfer smoothly to secondary education. The school also has purposeful processes to integrate for new pupils. These include weekly parent-toddler sessions, which support home-school links well. This allows early identification of pupils with additional needs and a smooth start to school life for most pupils. The school co-operates well with other local schools to moderate teachers' assessments of pupils' work accurately in the Foundation Phase and key stage 2.

The school collaborates closely with another Catholic school from further afield to plan, share experiences and exchange good practice, including the development of leadership and management skills. This has helped leaders to strengthen self-evaluation processes.

The partnership with the regional consortium is effective. Teachers act constructively upon feedback from previous monitoring visits. This is improving the overall standard of teaching and feedback to pupils in most classes.

Resource management: Good

There are enough qualified staff to deliver the curriculum effectively and to support school improvement priorities. Leaders deploy staff carefully to make best use of their experience and expertise. This has helped with the development, for example, of the forest school and improved support for pupils with additional needs.

All staff have access to relevant training and attend a suitable range of courses. Most opportunities link well to school priorities and have a positive impact on standards. For instance, recent staff training has led to a significant improvement in the provision for ICT. Leaders work closely with other schools, particularly to share good practice and to develop aspects of teaching and learning. Leaders ensure that the process of performance management involves all staff and is effective in securing improvements, for example in pupils' ability to write at length.

The headteacher and governing body monitor spending rigorously and allocate appropriate funding to support priorities for improvement. They ensure that the school has a suitable financial contingency. Leaders make effective use of the pupil deprivation grant to improve outcomes for pupils eligible for free school meals.

In view of the standards achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6643312 - Venerable Edward Morgan RC

Number of pupils on roll	310
Pupils eligible for free school meals (FSM) - 3 year average	17.0
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	40	42	45	38
Achieving the Foundation Phase indicator (FPI) (%)	75.0	78.6	86.7	73.7
Benchmark quartile	4	4	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	40	42	45	38
Achieving outcome 5+ (%)	75.0	85.7	86.7	78.9
Benchmark quartile	4	3	4	4
Achieving outcome 6+ (%)	30.0	23.8	17.8	10.5
Benchmark quartile	2	3	4	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	40	42	45	38
Achieving outcome 5+ (%)	85.0	78.6	86.7	78.9
Benchmark quartile	3	4	4	4
Achieving outcome 6+ (%)	25.0	14.3	20.0	23.7
Benchmark quartile	2	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	40	42	45	38
Achieving outcome 5+ (%)	87.5	97.6	97.8	92.1
Benchmark quartile	4	2	2	4
Achieving outcome 6+ (%)	42.5	40.5	44.4	23.7
Benchmark quartile	2	3	3	4

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6643312 - Venerable Edward Morgan RC

Number of pupils on roll	310
Pupils eligible for free school meals (FSM) - 3 year average	17.0
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	34	26	26	38
Achieving the core subject indicator (CSI) (%)	73.5	80.8	88.5	84.2
Benchmark quartile	4	4	3	3
English				
Number of pupils in cohort	34	26	26	38
Achieving level 4+ (%)	73.5	80.8	92.3	86.8
Benchmark quartile	4	4	2	3
Achieving level 5+ (%)	8.8	23.1	7.7	18.4
Benchmark quartile	4	4	4	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	34	26	26	38
Achieving level 4+ (%)	79.4	84.6	100.0	86.8
Benchmark quartile	4	4	1	3
Achieving level 5+ (%)	17.6	30.8	15.4	21.1
Benchmark quartile	4	3	4	4
Science				
Number of pupils in cohort	34	26	26	38
Achieving level 4+ (%)	76.5	80.8	88.5	86.8
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	14.7	11.5	0.0	18.4
Benchmark quartile	4	4	4	4

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.

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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.	104		103	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			99%	1%		
			98%	2%		
The school deals well with any bullying.	102		93	9		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			91%	9%		
			92%	8%		
I know who to talk to if I am worried or upset.	103		98	5		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			95%	5%		
			97%	3%		
The school teaches me how to keep healthy	101		97	4		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			96%	4%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	103		94	9		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			91%	9%		
			96%	4%		
I am doing well at school	101		95	6		Rwy'n gwneud yn dda yn yr ysgol.
			94%	6%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	100		100	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	103		101	2		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
			98%	2%		
My homework helps me to understand and improve my work in school.	100		90	10		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%		
			90%	10%		
I have enough books, equipment, and computers to do my work.	103		96	7		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			93%	7%		
			95%	5%		
Other children behave well and I can get my work done.	93		59	34		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			63%	37%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	102		81	21		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			79%	21%		
			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	39 / 56%	24 / 34%	5 / 7%	1 / 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	70	44 / 63%	24 / 34%	2 / 3%	0 / 0%	0	Mae fy mhlentyn 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	51 / 73%	18 / 26%	1 / 1%	0 / 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	70	38 / 54%	22 / 31%	5 / 7%	2 / 3%	3	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	70	29 / 41%	33 / 47%	5 / 7%	0 / 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	70	37 / 53%	26 / 37%	4 / 6%	2 / 3%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	70	48 / 69%	20 / 29%	1 / 1%	0 / 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	70	26 / 37%	29 / 41%	10 / 14%	2 / 3%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	70	35 / 50%	24 / 34%	7 / 10%	2 / 3%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	70	26 / 37%	32 / 46%	5 / 7%	1 / 1%	6	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	70	39 / 56%	28 / 40%	3 / 4%	0 / 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	69	35 / 51%	23 / 33%	4 / 6%	2 / 3%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	2%		
I am kept well informed about my child's progress.	70	29 / 41%	26 / 37%	10 / 14%	3 / 4%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	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.	70	32 46%	23 33%	9 13%	5 7%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	70	26 37%	31 44%	7 10%	3 4%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	69	35 51%	29 42%	2 3%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	69	20 29%	25 36%	3 4%	2 3%	19	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	69	25 36%	30 43%	10 14%	2 3%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	70	33 47%	23 33%	4 6%	6 9%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
Linda Jane Williams	Team Inspector
Gruffydd Dylan Roberts	Team Inspector
Susan Elizabeth Roden	Lay Inspector
Linda Crockett	Peer Inspector
Rebecca Langley	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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