



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Padre Pio Catholic Primary School  
Conway Road  
Pontypool  
Torfaen  
NP4 6HL**

**Date of inspection: December 2016**

**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: 10/02/2017**

## Context

Padre Pio Roman Catholic Primary School is in Pontypool in the Torfaen local authority. There are currently 226 pupils in the school from the ages of four to eleven. There are seven classes.

The number of pupils eligible for free school meals has declined recently and is currently about 9%. The average for the last three years is around 15%, which is below the national average of 19%. Approximately 17% of pupils have additional learning needs, which is below the national average of 25%. Very few pupils have a statement of special educational needs, are in the care of the local authority or are from an ethnic minority background. No pupils receive support in English as an additional language or speak Welsh as a first language.

The last inspection was in February 2010. The headteacher took up his post in September 2006 when there were two separate schools, which amalgamated in September 2008.

The individual school budget per pupil for Padre Pio Roman Catholic Primary School in 2016-2017 means that the budget is £3,240 per pupil. The maximum per pupil in the primary schools in Torfaen is £4,813 and the minimum is £3,010. Padre Pio Roman Catholic Primary School is 22<sup>nd</sup> out of the 26 primary schools in Torfaen in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is good because:

- Most pupils make good progress through the school in developing their literacy and numeracy skills across the curriculum
- Standards and provision in Welsh are good
- Nearly all pupils behave very well in lessons and around the school
- The school provides a suitable range of stimulating learning experiences for all pupils
- Teaching and assessment are effective
- The school is a welcoming, caring and inclusive community

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher leads the school efficiently and effectively
- The deputy headteacher and senior leadership team support the headteacher well
- All teachers work together successfully, share good practice regularly and carry out their duties effectively
- The governing body is knowledgeable about the school's performance and participates fully in shaping its strategic direction
- The school's procedures for self-evaluation are robust and well established
- The school works purposefully with a range of partners
- Financial management is rigorous

## **Recommendations**

- R1 Ensure that all pupils develop a neat and legible handwriting style
- R2 Improve pupils' information and communication technology (ICT) skills across the curriculum
- R3 Ensure that teachers develop pupils' independent learning skills and challenge pupils with different abilities more appropriately, especially to meet the needs of the more and less able

### **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

Most pupils make good progress through the school in developing their literacy and numeracy skills across the curriculum.

In the Foundation Phase, most pupils listen well and talk confidently to visitors about their learning. In key stage 2, nearly all pupils listen with interest to adults and each other. Many older pupils discuss their work effectively in order to complete their writing tasks, for example when they create a dialogue based on characters in a story.

Standards of reading are good throughout the school. In the Foundation Phase, most younger pupils read well for their age and ability. They take good note of punctuation, which helps them to read with understanding. Many older pupils read maturely and expressively. In key stage 2, most pupils read a variety of fiction and non-fiction books well and they apply their skimming and scanning skills effectively to texts, in order to find relevant information. They talk confidently about books and their authors and illustrators. Most pupils across the school develop age-appropriate research skills, which they apply confidently when gathering information.

By the end of the Foundation Phase, many pupils write well for a range of purposes. For example, they create an informative booklet about wolves showing good understanding of layout and how to use contents, glossary and page numbers correctly. Most pupils explain their ideas clearly and use basic punctuation, such as full stops and capital letters, accurately. A few more able pupils use speech and exclamation marks competently in extended pieces of writing. In key stage 2, many pupils select interesting words and use similes and alliteration to add interest to their writing. Most use different styles successfully when writing, often redrafting their work confidently to improve specific features. For example, Year 6 pupils write lively descriptions of Sir Guy Gisborne. Many more able pupils produce dramatic pieces of writing, for instance to describe an alien landing on earth. They use their creative skills well and apply them at the same level in other subjects, particularly history. However, there are inconsistencies in the quality of handwriting across the school, particularly among the less able.

Nearly all pupils develop an appropriate range of mathematical skills that fulfil the requirements of the national numeracy framework. Most produce a good quality and quantity of work and present it well. By the end of the Foundation Phase, most pupils partition and order numbers to 100 confidently and begin to understand place value. They start to add, subtract, multiply and divide competently. They double and halve numbers and round up and down to the nearest 10 correctly. They begin to use standard units of measurement well. They know the names and properties of various two and three-dimensional shapes. They interpret data successfully in a variety of ways and tell the time accurately in both analogue and digital forms. By the end of key stage 2, most pupils recognise numbers up to one million. They understand the

relationship between percentages, decimals and fractions and calculate the percentages of numbers successfully. Most pupils convert different units of measurement confidently, using both metric and imperial figures. They work out the area of compound shapes correctly. Most pupils develop a suitable range of reasoning strategies to solve problems competently and to reach correct answers quickly.

In the Foundation Phase, a majority of pupils use a range of software and ICT equipment appropriately in different areas of learning. For example, in Year 2 they use suitable programs to write collaborative group poems and to interpret data. In key stage 2, pupils use word processing programs successfully to convey information, for example about Tudor homes. By Year 6, a majority have an understanding of how to use simple spreadsheets to present data. However, across the school, very few pupils use ICT to explore patterns and relationships through modelling and their use of ICT across the curriculum is limited. Very few pupils in key stage 2 have the skills to create and explore their own databases.

Many Foundation Phase pupils make a good start in developing their Welsh language skills. They understand and respond correctly to simple classroom instructions and use a suitable range of vocabulary in their everyday learning. By the end of key stage 2, many pupils' Welsh oracy skills are well developed. They ask and answer questions confidently, have good pronunciation and sustain a simple conversation, for example when describing families and hobbies. They write competently using a range of familiar sentence patterns and produce extended pieces, for example about the pirate Harri Morgan. Most pupils' ability to read in Welsh develops well. Many older pupils answer questions about the text showing good understanding. Most pupils across the school acquire a good awareness of their Welsh culture and heritage relevant to their age.

Over the last four years, at the end of the Foundation Phase, pupils' performance at both the expected and higher levels in literacy and mathematical development has varied when compared with that of similar schools. In key stage 2, over the same period, pupils' performance at both levels has generally been below the average when compared with levels in similar schools. Only in science at the higher level has performance generally been better. Pupils eligible for free school meals generally perform less well than other pupils in both key stages, although numbers are small and declining.

### **Wellbeing: Good**

Nearly all pupils have a clear understanding of the need to maintain a healthy lifestyle. They understand the importance of a balanced diet and taking regular exercise. Nearly all pupils behave very well in lessons and around the school. They are polite and friendly to adults and to each other. They feel safe at school and know what to do if they feel worried or upset. Most older pupils understand how to stay safe on the internet.

Attendance rates over the last four years have improved overall, placing the school mainly in the higher 50% when compared with similar schools. Although the rate

stalled in 2014 to 2015, due to a small number of specific absences, current evidence indicates that levels are rising again. Nearly all pupils arrive at school punctually.

Most pupils take on a range of responsibilities willingly and participate confidently in the school's decision-making process. The school council makes a strong contribution to school life. For example, it has introduced a buddy system, called the 'Happy Hawkers', who monitor playtimes to ensure all pupils have a friend to play with. Many pupils are involved actively in the local community and the parish. For example, the choir sing at an annual charity concert in the town.

Nearly all pupils display positive attitudes to learning and clearly enjoy school. They are enthusiastic, maintain concentration well and co-operate with each other effectively. However, their involvement across the school in setting and using their own targets for improvement and making decisions about their learning is more limited.

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

The school provides a suitable range of stimulating and interesting learning experiences for all pupils, based on a thematic approach. The curriculum builds well on pupils' previous knowledge and meets statutory requirements. Staff offer a wide variety of extra-curricular activities, including creative clubs and sports. Regular visitors and educational visits, often linked to class topics, enrich pupils' learning effectively.

In both key stages, all teachers plan thoroughly for the development of pupils' skills in literacy and numeracy across the curriculum, although they do not provide enough opportunities for pupils to apply the full range of their ICT skills. In the Foundation Phase, teachers ensure pupils experience a suitable balance of structured and free-choice activities. However, the use of the external learning environment, especially in the reception class, is limited.

The school promotes the Welsh language and culture well. Most teachers encourage pupils to use Welsh in lessons and around the school. They include Welsh traditions and culture within the curriculum and arrange visits to local sites, such as Big Pit. As a result, pupils' develop a good awareness of their Welsh identity.

The school promotes education for sustainable development effectively. Members of the eco committee make an important contribution, such as producing a digital map of the school site to monitor litter and raising awareness of energy efficiency through labelling light switches and sockets. Nearly all pupils respond effectively to issues of social justice and global citizenship. Most are aware of various inequalities in the world and the needs of those less fortunate than themselves. For example, they raise funds for charity and benefit from the parish links with the Kano project in Nigeria.

## **Teaching: Good**

All teachers prepare lessons thoroughly and have high expectations of pupils' achievement. They have good subject knowledge and manage learning and behaviour very well. They provide clear explanations and instructions, which ensure that pupils understand what to do and what the lesson objectives are.

Most teachers conduct lessons at a good pace and use praise and rewards effectively to maintain pupils' motivation and interest. Working relationships between staff and pupils in all classes are positive and strong. However, teachers do not generally provide enough opportunities for pupils to develop their independent learning skills and do not always match learning activities to pupils' abilities well enough, especially to meet the needs of the more and less able.

The school's arrangements for assessment, recording and reporting of pupils' progress meet requirements. Appropriate standardised tests and teacher assessment procedures measure pupils' achievements accurately. The school's tracking system takes good account of a wide range of evidence to plan for progression in learning, to set long-term targets and to identify any underperformance.

Nearly all teachers use assessment for learning strategies well, which involve pupils in evaluating their own and others' work regularly. These strategies are particularly evident in the written and oral feedback teachers provide for pupils. For example, they offer comments and questions to reinforce what pupils have done well and to indicate where they need to improve. In turn, pupils regularly respond to the advice provided. Annual reports and regular consultation evenings inform parents comprehensively about their children's progress and targets for development.

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

The school is a caring community. It has a well-developed personal and social education programme that supports all aspects of pupils' wellbeing effectively. There are appropriate arrangements for promoting healthy eating and drinking. The provision for physical education and extra-curricular activities encourages pupils' successfully to be fit and active.

The school provides a variety of worthwhile opportunities for pupils to develop their spiritual, moral, social and cultural understanding effectively, for example through its arrangements for collective worship. Staff manage pupils' behaviour extremely well. There are valuable opportunities for pupils to reflect on how to be a good friend to others. The school promotes regular attendance and punctuality robustly. It ensures that parents and pupils are very aware of the importance of regular attendance through various rewards and incentives, such as a weekly class trophy. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school recognises pupils with additional learning needs at an early stage. It provides appropriate support and monitors pupils' progress regularly. Teaching assistants support identified pupils effectively, both within the classroom and through intervention programmes. The school communicates well with parents, who

participate fully in the setting and reviewing of their children's progress. However, teachers do not always link pupils' classroom tasks well enough to the targets in their individual education plans.

The school makes good use of specialist agencies and organisations to provide advice and support on a range of issues. For example, a local special school advises and trains staff to enable pupils with specific emotional and behavioural needs to play a full part in school life.

### **Learning environment: Good**

The school is a welcoming and inclusive community, where pupils and adults show mutual concern and respect for one another. Staff promote equal opportunities effectively and treat all pupils with dignity, regardless of their gender, race, faith or social background. Incidences of discrimination, oppressive behaviour or harassment are extremely rare.

The buildings and grounds are well maintained and secure. The accommodation is of good quality and is sufficient for the number of pupils on roll. Displays in classrooms and corridors are attractive and well presented. They support learning well. However, the cloakrooms and playground are small for the number of pupils on roll.

Pupils have access to a broad range of appropriate learning resources and facilities for all subject areas.

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

The headteacher leads the school efficiently and effectively. He has high expectations and a clear vision for the school's future. The deputy headteacher supports the headteacher well and undertakes her role enthusiastically and proficiently. She models good classroom practice. The senior leadership team meets regularly and is instrumental in driving forward new initiatives, for example in the provision of oral and written feedback to pupils, to ensure that the targets in the school improvement plan have a positive impact on teaching and standards.

All teachers have relevant roles and responsibilities, linked to aspects of the curriculum and school life. They work together successfully, share good practice regularly and carry out their duties effectively. As a result, most pupils make at least the expected progress through each key stage. The headteacher, supported by senior staff, leads performance management appropriately. All teachers and support staff have relevant appraisal targets linked to pupils' performance and school priorities.

The governing body is knowledgeable about the school's performance and participates fully in shaping its strategic direction. Governors take an active part in the life of the school, for example through taking on link responsibilities, attending a range of sub-committees and visiting regularly. They hold the headteacher and staff

to account effectively. The school fulfils all statutory requirements, such as mandatory governor training, and addresses local and national priorities, such as implementing the National Literacy and Numeracy Framework, comprehensively.

### **Improving quality: Good**

The school's procedures for self-evaluation are robust and well established. Staff undertake a wide range of purposeful activities, based on a specific monitoring programme. For example, at particular intervals during the year, there is careful analysis of pupils' performance data, as well as lesson observations, learning walks and scrutiny of teachers' planning and pupils' work. Curriculum leaders produce useful reports on the quality of provision, teaching and standards in their subjects and classes. This helps the school to monitor and assess identified areas for development effectively and to plan further steps for improvement to ensure pupils achieve their potential.

The school takes good account of the views of all stakeholders, for example through regular parent and pupil questionnaires. The self-evaluation report provides an honest picture of the school and identifies the school's strengths and areas for development accurately. It feeds directly into the school improvement plan, which identifies a manageable number of realistic and measurable targets. The plan outlines suitable strategies for monitoring progress and timescales and takes into account the professional development needs of staff and budgetary requirements. As a result, the school has a good track record of improving quality over time, for example in raising standards and provision in reading.

### **Partnership working: Good**

The school works purposefully with a range of partners, which has a positive effect on pupils' wellbeing and achievement. Parents are very supportive of the school and appreciate particularly its ethos and values. They feel fully involved in school life through a range of effective home-school links. The parent and friends association makes a valuable contribution to school life, for example by funding various visits that enrich the curriculum. The school keeps parents well informed through weekly newsletters and other forms of communication and a few parents help in school regularly alongside retired members of the community.

The school's effective links with various feeder early years settings help to ensure a smooth transition into school for pupils and their families. There is a successful transition programme in place with the receiving secondary school that makes sure pupils are well prepared to move on to the next phase of their education. Cluster schools work together effectively to improve pupils' standards and wellbeing. For example, the 'Explorers' science project is helping to improve pupils' investigation skills. The moderation of work with local cluster schools and the secondary school confirms the reliability of end of key stage teacher assessments.

Strong links with the parish and the local community provide worthwhile learning opportunities for pupils. For example, the local priest visits the school regularly to lead collective worship and Newport County Football Club offer regular football coaching sessions. The school also liaises well with a range of outside agencies,

such as Communities First, which supports the needs of more vulnerable pupils, for example in reading, cooking and healthy eating.

**Resource management: Good**

The school has suitably qualified and experienced staff for the number of pupils on roll, although all class sizes are large and there has been a reduction in the number of staff recently, due to financial constraints. All staff undertake a variety of important roles well and make a valuable contribution to pupils' learning and wellbeing. As a result, nearly all pupils enjoy school and learn effectively.

All staff participate in regular in-house and external training events, linked to their individual needs and school priorities. For example, teachers have recently undertaken whole-school staff development in mathematics. This training is having a positive impact on classroom practice. The arrangements for teachers' planning, preparation and assessment time are effective.

The school manages its accommodation and resources well. The school clerk ensures that day-to-day administrative routines operate efficiently. Financial management is robust and spending decisions reflect school priorities. The budget is balanced and the headteacher and governing body monitor it rigorously. Current plans for spending the pupil deprivation grant focus appropriately on direct support and the purchase of resources to raise vulnerable pupils' achievement levels, particularly in literacy and numeracy. As a result, nearly all targeted pupils make at least the expected progress. For example, in 2016 most pupils eligible for free school meals in key stage 2 attained the expected level in all three core subjects.

Due to the good standards pupils achieve and the effective quality of the provision and leadership, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6783331 - Padre Pio RC Primary School

Number of pupils on roll	225
Pupils eligible for free school meals (FSM) - 3 year average	14.7
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	31	31	30	31
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	93.5	93.5	70.0	87.1
Benchmark quartile	1	1	4	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	31	31	30	31
Achieving outcome 5+ (%)	93.5	93.5	76.7	87.1
Benchmark quartile	1	2	4	4
Achieving outcome 6+ (%)	25.8	29.0	20.0	25.8
Benchmark quartile	3	2	4	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	31	31	30	31
Achieving outcome 5+ (%)	93.5	93.5	83.3	87.1
Benchmark quartile	2	2	4	4
Achieving outcome 6+ (%)	35.5	32.3	23.3	22.6
Benchmark quartile	1	2	4	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	31	31	30	31
Achieving outcome 5+ (%)	100.0	96.8	86.7	93.5
Benchmark quartile	1	3	4	4
Achieving outcome 6+ (%)	48.4	67.7	50.0	51.6
Benchmark quartile	2	1	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.

**6783331 - Padre Pio RC Primary School**

Number of pupils on roll	225
Pupils eligible for free school meals (FSM) - 3 year average	14.7
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	29	31	28	35
<b>Achieving the core subject indicator (CSI) (%)</b>	79.3	83.9	89.3	91.4
Benchmark quartile	4	3	3	3
<b>English</b>				
Number of pupils in cohort	29	31	28	35
Achieving level 4+ (%)	82.8	83.9	89.3	91.4
Benchmark quartile	4	4	3	4
Achieving level 5+ (%)	34.5	32.3	32.1	31.4
Benchmark quartile	2	3	4	4
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	29	31	28	35
Achieving level 4+ (%)	82.8	90.3	89.3	91.4
Benchmark quartile	4	3	3	4
Achieving level 5+ (%)	31.0	22.6	32.1	31.4
Benchmark quartile	3	4	4	4
<b>Science</b>				
Number of pupils in cohort	29	31	28	35
Achieving level 4+ (%)	86.2	93.5	92.9	91.4
Benchmark quartile	4	2	3	4
Achieving level 5+ (%)	44.8	19.4	42.9	48.6
Benchmark quartile	1	4	2	2

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	136	133 98%	3 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	135	113 84%	22 16%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	136	126 93%	10 7%	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	136	132 97%	4 3%	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.	135	112 83%	23 17%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	135	123 91%	12 9%	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.	134	131 98%	3 2%	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.	136	134 99%	2 1%	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.	136	115 85%	21 15%	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.	135	128 95%	7 5%	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.	134	67 50%	67 50%	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	134	96 72%	38 28%	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	55 79%	14 20%	1 1%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	71	58 82%	13 18%	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.	72	59 82%	12 17%	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.	72	49 68%	21 29%	2 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	68	42 62%	24 35%	2 3%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	70	50 71%	18 26%	2 3%	0 0%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	71	56 79%	14 20%	1 1%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn 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	45 64%	23 33%	0 0%	2 3%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	70	51 73%	17 24%	2 3%	0 0%	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.	72	47 65%	21 29%	4 6%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	71	55 77%	15 21%	1 1%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	60	39 65%	19 32%	2 3%	0 0%	9	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	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.	70	41 59%	23 33%	5 7%	1 1%	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	57 81%	11 16%	2 3%	0 0%	2	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.	68	46 68%	17 25%	4 6%	1 1%	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.	72	48 67%	23 32%	0 0%	1 1%	0	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.	50	32 64%	17 34%	0 0%	1 2%	16	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	41 59%	27 39%	0 0%	1 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	71	53 75%	17 24%	0 0%	1 1%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

## Appendix 3

### The inspection team

David Ellis	Reporting Inspector
Buddug Bates	Team Inspector
Gwen Aubrey	Lay Inspector
Kerina Hanson	Peer Inspector
Paul Welsh	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.