



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**St David's R.C. School  
St David's Lane  
Mold  
Flintshire  
CH7 1LH**

**Date of inspection: June 2014**

**by**

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

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

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

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

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

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

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

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

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

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## Context

St David's Catholic Primary School is a voluntary-aided school in the town of Mold in Flintshire. The school serves the parishes of Mold and Buckley in the Diocese of Wrexham, although it also admits children from non-Catholic families. There are 115 pupils aged three to 11 years at the school, including 12 children in the nursery. Numbers have decreased significantly since the last inspection. There are four mixed-age classes in the school.

Currently, 12% of pupils are entitled to free school meals. This is below average for primary schools in the local authority and in Wales.

The school has identified 18% of pupils as having additional learning needs. This is below the average for primary schools in Wales.

Most pupils come from English-speaking homes. Very few pupils speak Welsh as their first language. Few are from a minority ethnic background or have English as an additional language. There were two exclusions during the 12 months prior to the inspection.

The last inspection was in June 2008. The headteacher was appointed in September 2007.

The individual school budget for St David's Catholic Primary School in 2013-2014 means that the budget is £3,835 per pupil. The maximum per pupil in the primary schools in Flintshire is £15,097 and the minimum is £2,912. St David's Catholic Primary School is 28th out of 72 primary schools in Flintshire 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 and achieve well during their time at the school;
- pupils attain well in end of key stage assessments compared with those in similar schools;
- pupils across the school behave well, are courteous and have a good attitude towards learning;
- the curriculum provides a wide range of learning experiences, and teaching of good quality ensures that most pupils are motivated and engaged;
- staff provide a high level of care, support and guidance to pupils; and
- the school is an inclusive community, which values pupils highly and supports them well.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a purposeful vision based on improving standards and pupils' wellbeing, which he has shared successfully with governors, staff, parents and pupils;
- school leaders have an accurate understanding of the school's strengths and areas for improvement, which derives from effective self-evaluation procedures;
- governors plan well strategically and they support and challenge the school effectively;
- all members of staff work well as a team and take a full part in school improvement activities;
- positive partnership arrangements contribute well to the standards and wellbeing of pupils; and
- the school has a good track record of improving standards and provision over the past four years.

## Recommendations

- R1 Improve pupils' Welsh language skills
- R2 Develop more opportunities for pupils in key stage 2 to use their numeracy skills and the full range of information and communication technology skills across the curriculum
- R3 Ensure that marking procedures are consistent across the school so that pupils know how to improve their work
- R4 Ensure that targets for improvement in the school development plan are specific and measurable

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the school's progress.

## Main findings

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

Good

#### Standards: Good

Generally, pupils enter the school with standards broadly in line with those expected for pupils of a similar age. During their time in school, most pupils, including those with additional learning needs, achieve well and make good progress. Most pupils recall previous learning well and they use this information effectively in lessons to acquire new information and skills. Most show good knowledge and understanding of what they have learnt.

Most pupils' literacy skills develop well throughout the school and they use them effectively to move their learning forward. Most pupils speak confidently in a wide range of situations to staff, visitors and each other. Pupils in the Foundation Phase develop their speaking and listening skills well. Most are keen to talk to adults about their work and they express their opinions well. Many listen well to the ideas of their friends and sustain concentration for appropriate periods. Most pupils in key stage 2 contribute effectively in lessons, and use their language skills well to provide clear explanations. They listen well and respect the views of others.

Across the school, pupils develop their reading skills well. Nearly all pupils have a positive attitude to reading. Most pupils in the Foundation Phase read with increasing fluency, accuracy and understanding. Nearly all use a suitable range of strategies to read familiar and unfamiliar words well. They talk readily about books they have read and have a good awareness of favourite authors. In key stage 2, most pupils read a wide range of texts with fluency, accuracy and good expression. They talk readily about books and have a good understanding of characters and storylines. They apply their reading skills well in different subjects and can locate and use reference books effectively. More able older pupils are increasingly able to skim a passage to gain its meaning and gather information.

Nearly all pupils in the Foundation Phase make good progress with their early writing skills. By the end of Year 2, most use their literacy skills effectively across the curriculum. They sequence short pieces of writing effectively to describe events and to write simple stories and reports. Most use a suitable range of punctuation with increasing accuracy. Most pupils in key stage 2 write well using a range of sentence structures and interesting vocabulary. Many write confidently and accurately in a variety of forms. They consolidate and extend their writing skills well to produce extended pieces of writing of good quality across the curriculum, particularly in their history and geography projects.

Most pupils develop their numeracy skills systematically in mathematics lessons as they move through the school. In both key stages, most pupils have a good understanding of number and their measuring and data skills are developing appropriately. Many apply their measuring and recording skills well across a range of subjects within the curriculum, for example when collating and presenting findings

from science experiments using tables and graphs. However, pupils in key stage 2 do not always apply their numeracy skills in other areas of learning well enough.

Many pupils have positive attitudes to learning Welsh. Many pupils in the Foundation Phase make appropriate progress and they read and write simple sentences accurately by Year 2. The majority of pupils in key stage 2 communicate personal and factual information using familiar vocabulary and sentence patterns, for example when discussing the weather. However, older pupils lack sufficient grasp of a range of patterns and vocabulary to communicate confidently in different situations. The majority read an appropriate range of Welsh books with increasing fluency and understanding. Many write short pieces well using familiar vocabulary and sentence patterns, for example when writing about themselves.

Over the last two years, performance at the expected outcome 5 in the Foundation Phase has improved. Performance in literacy has moved the school from the lower 50% to the higher 50% of similar schools and from the lower 50% to the top 25% in mathematical development. In key stage 2, performance at the expected level 4 in English, mathematics and science has improved over the past four years. This has moved the school from the lower 50% to the top 25% of similar schools in all three subjects for the past two years.

Over the last two years, performance at the higher-than-expected outcome 6 in the Foundation Phase in literacy has moved the school from the top 25% to the higher 50% of similar schools. Performance in mathematical development has placed the school in the top 25% of similar schools for the past two years. In key stage 2, over the past four years, performance at the higher-than-expected level 5, in English, mathematics and science has improved. In 2013, performance in English and science placed the school in the top 25% of similar schools and in the upper 50% in mathematics. Over the past three years, performance at the higher-than-expected level in English and science has placed the school consistently in the top 25% of similar schools. Performance in mathematics has also placed it in the top 25% in two of the past three years.

### **Wellbeing: Adequate**

Most pupils have a secure understanding of the need to eat and drink healthily and to take regular exercise. They feel safe in school and are confident that staff will deal promptly with any worries or incidents that occur.

Most pupils behave well and are enthusiastic and eager to learn. They are well motivated, focus on their work and co-operate effectively with one another in their lessons and activities. Pupils of all ages play together happily at break time and lunchtime. Most show respect, courtesy and consideration for each other and for adults. Through curricular and other school activities, pupils acquire a good range of social and life skills, which prepare them well for life outside school. Although pupils increasingly assess their own progress, few have a clear understanding of what they need to do to improve.

Over recent years, attendance levels have remained relatively static. They have placed the school in the lower 50% of similar schools in three of the past four years. Most pupils arrive at school punctually. A few, however, are persistently late.

Many pupils, led by the school council and other pupil groups, contribute significantly to the life of the school and the wider community. They feel that staff value their opinions and listen to them. Members identify and promote activities to support a range of local and national charities. For example, pupils lead enthusiastically on the development of the junior version of the Saint Vincent de Paul Society.

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

The school provides a broad and balanced curriculum, which meets the requirements of the Foundation Phase, the National Curriculum and religious education effectively. All teachers provide a wide range of interesting indoor and outdoor learning experiences which meet the needs of most pupils well. Teachers and support staff provide a suitable range of popular lunchtime and after-school clubs that enhance the learning experiences and wellbeing of the pupils.

In both key stages, teachers plan well to develop pupils' literacy and numeracy skills in English and mathematics sessions. Teachers in the Foundation Phase have responded positively to meet the requirements of the Literacy and Numeracy Framework. Teachers in key stage 2 provide pupils with good opportunities to develop their literacy skills in a range of contexts. However, there are too few opportunities for pupils to apply their numeracy skills at the appropriate level across the curriculum. In both key stages, teachers provide good opportunities for pupils to develop their information and communication technology (ICT) skills to research and present information. However, planning to develop pupils' data-handling and modelling skills in key stage 2 is limited.

The provision for promoting pupils' understanding of the culture and heritage of Wales is good. Provision for Welsh language development in the Foundation Phase successfully promotes pupils' use of language in a variety of contexts. Provision in structured lessons in key stage 2 is appropriate. However, it does not always build on pupils' previous knowledge of the language well enough.

The school provides pupils with a good range of opportunities to learn about sustainability and global citizenship. Teachers make good use of a structured programme of RE lessons and activities to promote pupils' awareness of life in other countries.

### **Teaching: Good**

Throughout the school, all teachers use their up-to-date subject knowledge well to provide an interesting range of learning experiences that engage most pupils fully. All teachers have clear learning objectives for their lessons and share these well with pupils to provide a clear purpose to the learning taking place. They use a wide range of approaches that engage and motivate most pupils effectively. They create a

positive atmosphere which ensures that nearly all pupils feel valued and are keen to learn. Teachers' presentations at the start of lessons are enthusiastic; they sequence activities well and they ensure that most lessons proceed with appropriate pace. They ask purposeful questions to extend pupils' understanding. They provide effective support to pupils and intervene at appropriate times. This ensures that most pupils make good progress in their learning. Teaching support assistants contribute successfully to the learning and wellbeing of the individual and groups of pupils they support.

The school has appropriate forms of assessment that provide staff with clear evidence of the standards pupils achieve. Recently introduced assessment procedures have led to greater consistency in feedback to pupils. Teachers mark pupils' work regularly and provide positive and supportive comments. However, these do not always indicate what pupils need to do to improve their work. Many teachers use assessment for learning strategies well to enable pupils to reflect on their learning and to set their own targets for improvement. However, teachers do not use these strategies consistently throughout the school.

Teachers review summative assessment records and school targets for performance at the end of each phase on a termly basis. They analyse this information carefully to identify pupils who are falling behind with their literacy or numeracy skills and to establish appropriate programmes to help them to catch up. Annual reports on pupils' progress provide parents with suitable information about their child's achievements.

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

The school provides an extensive range of opportunities for pupils to develop their spiritual, moral and social skills. It has appropriate arrangements to promote healthy eating and drinking and provides regular opportunities for pupils to participate in physical activities. All staff promote good behaviour successfully and ensure that they deal with any incidence of bullying or harassment promptly. Appropriate procedures are in place to improve attendance and as a result overall pupil attendance is improving. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

There is good provision to meet the needs of pupils with additional learning needs. Staff identify pupils' additional needs at an early stage and quickly put in place appropriate support. Learning support assistants implement intervention programmes well and this has a positive impact on pupil attainment. Parents have good opportunities to contribute to and discuss the additional provision. Pupils with English as an Additional Language receive an appropriate level of support from the local authority support service and this ensures that they have full access to the curriculum. The school makes good use of specialist support services, such as the educational psychologist and speech therapy services, to improve provision for identified pupils.

## **Learning environment: Good**

The school is a welcoming and inclusive community. Effective teamwork between all members of staff ensures that the atmosphere of the school is calm and this supports pupils' learning well. The school has a wide range of appropriate policies and procedures that ensure fair treatment for all pupils and staff.

The school environment is safe and secure. The accommodation is sufficient for the number of pupils on roll and provides a stimulating and well-maintained learning environment that supports teaching and learning effectively. Classrooms are well equipped with resources of good quality that match pupils' needs well.

Staff have developed the spacious grounds very effectively to provide stimulating and attractive areas for physical activity, play and learning. They make very good use of the forest area to provide stimulating activities for pupils of all ages.

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

The headteacher has a purposeful vision based on improving standards and pupils' wellbeing, which he has shared successfully with governors, staff, parents and pupils. The school has established a clear vision and set of core values that accurately reflect the school's mission, its place in the community and its Christian ethos. All members of staff work closely together to create a supportive whole-school ethos based on good teamwork. They share a common understanding of the school's priorities for improvement and meet regularly to discuss pupils' work. This creates a strong foundation for delivering a stimulating curriculum and for raising standards.

A sound performance management system contributes well to improvements in teaching and learning and supports the professional development of all members of staff effectively. The school addresses national and local priorities well, for example in relation to the Foundation Phase and taking forward the Literacy and Numeracy Framework.

Governors are conscientious and supportive of the school. They have a thorough understanding of performance data, and planned learning walks enable them to learn appropriately about the standards that pupils achieve. Governors have a strong strategic role in the preparation of both the self-evaluation report and the school development plan. They challenge school leaders and managers effectively about standards and attainment.

## **Improving quality: Good**

Senior leaders have a clear understanding of the school's strengths and weaknesses. The headteacher has established appropriate systems to evaluate the school's performance. Procedures make good use of a range of first-hand evidence from lesson observations, scrutiny of pupils' work and detailed analysis of performance data. Evidence and views from all stakeholders inform the process

successfully. The headteacher gathers the views of governors and staff regularly in meetings. He uses questionnaires well to seek the views of parents and pupils and acts on the information these provide, A good example of this is the way a group of parents and staff came together to improve the school's approach to keeping parents informed about their child's progress. As a result, the self-evaluation report gives a comprehensive and accurate picture of the school's strengths and areas for improvement.

School leaders use the findings of the self-evaluation process well to identify priorities for improvement. As a result, the school has been successful in improving standards over the past four years. The school development plan includes a broad range of suitable actions, identifies staff responsible for their delivery and has realistic timescales. Governors and senior leaders have appropriate responsibilities for evaluating progress towards priorities. However,, the expected outcomes are not always specific or quantitative enough. As a result, it is not easy for leaders to review progress.

### **Partnership working: Good**

The school works effectively with a wide range of partners, including the church, parents and the local community. This has a beneficial effect on pupils' wellbeing and learning. It has a strong partnership with parents who feel confident to approach staff at any time and who support school projects by raising significant funds. They are welcome in school and staff value their views and opinions.

The school has an active role within the local community. For example, pupils plant shrubs and sow seeds as part of a local wildflower project. This supports the school's strong ethic of community involvement and caring for the environment and develops pupils' learning skills and experiences well.

There are effective arrangements to help pupils to transfer confidently from the pre-school group to the Foundation Phase through constructive co-operation with pre-school staff. There are ample opportunities for these pupils to take part in special organised days, such as Sports' Day and classroom party days. There is a strong partnership with the local high school for the standardisation and moderation of pupils' work. This process has ensured better quality and consistency in teacher assessments in English, mathematics and science. The school also works closely with its own cluster of five Catholic primary schools and with other local schools.

The school has strong links with a suitable range of outside agencies, including the local authority and the diocese, to meet the particular needs of individuals and groups of pupils.

### **Resource management: Good**

The school manages its finances well and links its expenditure carefully to its plans for improvement. Governors monitor the budget effectively and challenge the school appropriately on its use of resources.

The arrangements for teachers' planning, preparation and assessment time are appropriate. Support staff have a positive impact on the attainment of pupils in their care.

Staff use the accommodation and the wide range of learning resources effectively to enhance pupils' learning. The school has developed its outside areas well to provide stimulating learning experiences for pupils.

Effective performance management procedures identify suitable opportunities for the development and training of all staff. School leaders plan these effectively and link them well to school priorities, such as the implementation of the literacy and numeracy framework.

The school is developing appropriately as a learning community and staff participate effectively in various networks of professional practice. The Foundation Phase network has had a significant effect on teachers' planning and pupils' standards of work.

In view of the standards achieved by pupils and the overall quality of provision, the school gives good value for money.

## Appendix 1

### Commentary on performance data

Over the last two years, performance in the Foundation Phase at the expected outcome 5 has improved. In 2013, the percentage of pupils who achieved the expected outcomes in language literacy and communication, mathematical development and personal and social skills was above the average for the family of schools. Performance in literacy and communication skills has moved the school from the lower 50% in 2012 to the higher 50% in 2013 when compared to similar schools. Performance in mathematical development has moved the school from the lower 50% to the top 25% of similar schools over the same period.

In 2013, the percentage of pupils who achieved the higher outcome (outcome 6) was above the average for the family of schools in language, literacy and communication and in mathematical development. It was below the average for the family in personal and social development. Over the last two years, performance at the higher-than-expected outcome 6 in literacy and communication skills has moved the school from the top 25% to the upper 50% of similar schools. Performance in mathematical development has placed the school in the top 25% of similar schools for the past two years.

In 2013, the percentage of pupils in key stage 2 who achieved the expected level 4 in English, mathematics and science was above the average for the family of schools. Over the past four years, performance in all three subjects has improved. This has moved the school from the lower 50% in 2012 to the top 25% of similar schools in 2013.

In 2013, the performance of pupils who achieved the higher level 5 in the English, mathematics and science was above the average for the family of schools. Over the past three years, performance at the higher-than-expected level 6 in English and science has placed the school consistently in the top 25% of similar schools. Performance in mathematics has also placed it in the top 25% in two of the past three years.

There has been no significant difference between the achievement of boys and girls or between the performance of pupils eligible for free school meals and other pupils during recent years.

## 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.	43	40 93%	3 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	44	33 75%	11 25%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	44	42 95%	2 5%	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	44	40 91%	4 9%	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.	44	41 93%	3 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	43	40 93%	3 7%	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.	44	44 100%	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.	44	43 98%	1 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.	44	36 82%	8 18%	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.	44	43 98%	1 2%	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.	44	20 45%	24 55%	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.	44	30 68%	14 32%	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.	18	8 44%	7 39%	2 11%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	18	10 56%	8 44%	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.	18	14 78%	4 22%	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.	18	9 50%	7 39%	1 6%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	18	6 33%	9 50%	2 11%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	18	10 56%	6 33%	1 6%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	18	11 61%	6 33%	1 6%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	18	6 33%	7 39%	3 17%	1 6%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	18	7 39%	10 56%	1 6%	0 0%	0	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.	17	5 29%	10 59%	2 12%	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.	17	8 47%	7 41%	1 6%	0 0%	1	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.	17	7 41%	4 24%	1 6%	0 0%	5	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.	18	9 50%	5 28%	4 22%	0 0%	0	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.	18	9 50%	7 39%	2 11%	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.	18	7 39%	8 44%	1 6%	1 6%	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.	18	9 50%	6 33%	2 11%	0 0%	1	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.	17	6 35%	5 29%	1 6%	0 0%	5	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.	18	7 39%	7 39%	3 17%	1 6%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	18	7 39%	7 39%	3 17%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Mr Edward Goronwy Morris	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Heather Louise Vaughan	Peer Inspector
Simon Hughes (Headteacher)	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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