



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

A report on

**St Mary's Church in Wales V.A. School
Park Street
Overton Road
Wrexham
LL14 6LE**

Date of inspection: October 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:

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

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

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Context

St Mary's Church in Wales V.A. School is in the village of Ruabon, near Wrexham. There are currently 226 pupils on roll, including 27 pupils in the part-time nursery class. Around 10% of pupils are eligible for free school meals, which is below the Wales average of 19%. The school identifies around 16% of pupils as having additional learning needs. This is below the average for Wales. The school teaches its pupils in seven single-age classes.

Most pupils are of white British ethnicity and speak English. Around 7% of pupils have English as an additional language. No pupils speak Welsh at home.

The school's last inspection was in September 2009. The headteacher took up her post in September 2013.

The individual school budget per pupil for St Mary's CIW Primary School (Ruabon) in 2015-2016 means that the budget is £3,229 per pupil. The maximum per pupil in the primary schools in Wrexham is £8,199 and the minimum is £2,778. St Mary's CIW Primary School (Ruabon) is 41st out of the 60 primary schools in Wrexham 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:

- Nearly all pupils make good progress and they apply their literacy, numeracy and information and communication technology (ICT) skills well across the curriculum
- Nearly all pupils have positive attitudes to learning and maintain good levels of concentration in lessons
- Attendance rates place the school consistently in the higher 50% when compared with similar schools
- Pupils' behaviour is exemplary and they are courteous towards each other and to adults
- The curriculum is well structured and allows pupils to build on their knowledge and experience as they move through the school
- Most teaching provides pupils with a high level of challenge through engaging activities
- Provision for pupils with additional learning needs is effective

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior staff provide strong and effective leadership that focuses clearly on raising standards
- The effective self-evaluation process draws appropriately on a wide range of first-hand evidence and enables leaders to accurately identify the school's strengths and areas for improvement
- The school improvement plan builds on the findings of self-evaluation and is an effective tool in moving the school forward
- The strong partnerships with parents, the community and other schools have a positive influence on outcomes for pupils
- Leaders and managers deploy the school's budget efficiently to achieve maximum impact on outcomes for pupils

Recommendations

- R1 Raise the attainment in mathematics of the more able pupils in key stage 2
- R2 Extend the role of pupils in discussing what and how they learn
- R3 Ensure that teaching in all classes is consistently good or better
- R4 Extend the involvement of pupils in evaluating and planning their own progress
- R5 Develop the role of the governing body in challenging the school to improve

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

Many pupils enter the school with skills, knowledge and understanding that are broadly in line with those expected of pupils of a similar age. During their time in school, nearly all pupils make good progress.

In the Foundation Phase, most pupils develop their oracy skills well. They listen carefully to their teachers and most speak clearly and confidently. Nearly all pupils in key stage 2 are good listeners. In classes, they pay close attention and listen respectfully to one another's ideas when discussing in groups. In the Foundation Phase, most pupils speak clearly and confidently and make themselves understood using vocabulary that is appropriate for their age. In key stage 2, many pupils become articulate and able to discuss their ideas and opinions maturely.

In the Foundation Phase, nearly all pupils develop their reading skills well. They use their knowledge of phonics well to read unfamiliar words. Most describe the setting and characters in their books confidently and predict how a story might develop. Many have good reading habits and read frequently in school and at home.

In key stage 2, most pupils continue to make good progress in reading. In Year 4, most read clearly, accurately and with understanding. They take good note of punctuation to enable them to read expressively. By the end of the key stage, many pupils are accomplished readers. They read widely, using inference and deduction to enhance their understanding. Many read carefully for information when researching topics, showing developing research skills such as skimming and scanning.

In the Foundation Phase, most pupils write legibly with careful letter formation. Their spelling is generally accurate and their sentences contain a good range of connectives and punctuation marks. They use their literacy skills well for a range of purposes. For example, older pupils write interesting diaries in the style of Samuel Pepys and recreate newspaper reports on the Great Fire of London.

Most pupils' writing skills develop well during key stage 2. In Year 4, many pupils develop a clear handwriting style and present their work neatly. Many pupils have a developing awareness of how to adapt their style of writing to different genres. For example, their scientific reports are carefully structured paragraphs with sub-headings, while their descriptions of King Henry the Eighth make effective use of strong imagery and interesting vocabulary. By Year 6, many pupils write in a variety of styles that are suited well to their purposes and intended audience. Many write at length, choosing their words carefully to paint vivid descriptions of characters and places. For example, they compile detailed biographies of famous Welsh pop stars.

Most pupils in the Foundation Phase make good progress in developing a wide range of mathematical skills. They read, write and order numbers correctly and use all four operations to perform calculations involving two-digit numbers. They measure carefully using non-standard units at first, moving on to metric measures appropriately. They name and describe regular shapes correctly, compile tally charts and draw neat block graphs, for example to show the results of a minibeast hunt.

Many older pupils in key stage 2 develop their mathematical skills well. However, pupils who are more able do not achieve the standards of which they are capable. Most pupils apply their numeracy skills effectively in a wide range of subjects. For example, they compare temperature ranges in Wales and Africa, and measure and calculate carefully when investigating how different lengths of wire influence the brightness of a bulb in a circuit. When comparing the film and print versions of 'The Lion, the Witch and the Wardrobe', many choose to draw a detailed Venn diagram.

In nearly all classes, many pupils develop their ICT skills well in many areas of the curriculum. As they move from one class to the next, they use increasingly sophisticated software packages to present their work effectively. Older pupils use the internet well to research how animals are adapted to their environments, and use simple spreadsheets to compare the costs of different sandwich fillings.

Standards in Welsh are progressing well in the Foundation Phase. Many pupils listen to stories attentively. They ask and answer simple questions from familiar books correctly. In Year 2, pupils read accurately demonstrating good understanding. Pupils in key stage 2 continue to develop their speaking and listening skills in Welsh appropriately. By the end of the key stage, most pupils are confident to use familiar language patterns. More able pupils ask and answer more complex questions. Through their writing, nearly all pupils show a high level of understanding of what they have read in Welsh.

Nearly all pupils with additional learning needs respond well to the extra support they receive and make good progress towards their individual targets.

In the Foundation Phase, pupils' attainment at the expected outcome in literacy skills and mathematical development generally places the school in the lower 50% when compared with similar schools. At the higher-than-expected outcomes, attainment in mathematical development places the school in the higher 50% of similar schools, while attainment in literacy skills fluctuates, moving the school between the lower 50% and the top 25%.

In key stage 2, pupils' attainment in recent years at the expected level in English, mathematics and science shows wide fluctuations. At the higher-than-expected level, attainment shows an improving trend, moving the school from the lower 50% to the higher 50% in English and science. Performance in mathematics shows some improvement, although the school remains in the lower 50%, compared with similar schools.

There is considerable fluctuation in the relative attainment of boys and girls. Boys tend to perform better than girls in mathematics, but otherwise, there is no discernible pattern.

Pupils who are eligible for free school meals generally perform in line with other pupils at the expected level but less well at the higher level in English and science.

Wellbeing: Good

Nearly all pupils know the importance of taking regular exercise and eating a healthy diet. Many choose to be active during lunchtimes, playing football and basketball. Older pupils understand how to keep safe online. For example, the e-safety group have produced a film that encourages younger pupils to be safe online and to ask for help when using the internet.

The behaviour of nearly all pupils throughout the school is exemplary. Pupils are very courteous towards adults and each other. This enables them to co-operate very well with each other around school and in lessons. Nearly all pupils have positive attitudes to learning. They maintain good levels of concentration in lessons and older pupils talk enthusiastically about how they are progressing towards their personal targets. Nearly all pupils feel safe in school and are confident that their teachers will help them if they have a problem.

Attendance rates are good, placing the school consistently in the higher 50% when compared with similar schools. Most pupils arrive punctually.

The school council represents other pupils well and the school takes good note of their views. For example, they have influenced the school's decision regarding the purchase of new computer equipment. The council arranges coffee afternoons for parents, which strengthens the link between families and the school. Older pupils enjoy taking on various responsibilities. They take their roles as playground buddies seriously, which helps to foster good relationships between the different age groups and ensures that younger pupils are happy and safe in school. Most pupils contribute to discussions about how they prefer to learn. Although many pupils suggest which aspects of their topics they would like to study, teachers do not routinely take account of their ideas.

| | |
|---|-------------|
| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Good

The school provides a broad and balanced curriculum that engages and motivates nearly all children well. The school structures its curriculum well and allows pupils to build on their knowledge and experience as they move through the school. Planning in Foundation Phase classes is thorough, ensuring an appropriate balance between adult-led activities and those that promote pupils' independence. In the Foundation Phase, opportunities for outdoor learning are well developed.

Provision for the progressive development of pupils' literacy and numeracy skills is good. The school ensures that pupils use these skills in many areas such as writing newspaper reports about the Great Fire of London and comparing rainfall in Africa

and Wales. Development of pupils' ICT skills is particularly good. For example, the school uses a range of software packages to develop pupils' programming skills.

Many pupils benefit from a range of extra-curricular activities including the popular Taekwondo and 'healthy grub' club. These opportunities promote healthy life styles and wellbeing effectively. For example, younger children learn about preparing healthy food when making pizza to take home.

The school provides a wide range of trips and visits that enhance the curriculum. For example, pupils attend the Welsh jamboree to develop their language skills. The school makes good use of visitors to extend pupils learning. Visitors such as a hairdresser and Navy officer supports pupils understanding of the world of work during 'jobs week'.

Through topic work, the school promotes an understanding of sustainable development and global citizenship well. For example, work about Africa and Caribbean music develops pupils' knowledge of other cultures. The eco committee enhance this through dedicated eco weeks and creating leaflets to promote recycling.

The provision for teaching Welsh as a second language throughout the school is developing well. Staff ensure a good balance of oral and written activities in their weekly planning. A programme of visits to a variety of Welsh heritage sites enriches pupils' experiences of Welsh culture. The annual school eisteddfod and the celebration of St David's Day enhance these experiences further.

Teaching: Good

All members of staff have positive working relationships with pupils and motivate and engage them well. Many teachers have high expectations and plan interesting lessons that challenge pupils to achieve highly. They ensure that pupils know what teachers want them to achieve by the end of each lesson and set out the steps by which pupils can achieve them. In most classes, a variety of teaching methods promote pupils' independence well. Generally, lessons proceed at a brisk pace, which ensures that pupils remain engaged. Most teachers use questioning skilfully to promote pupils' thinking skills. Teaching assistants support less able pupils well.

Nearly all teachers ensure that verbal and written feedback to pupils is supportive and indicates clearly how their work might be improved and what their next steps should be. In almost all classes, teachers support pupils well in evaluating their own work and that of their peers, although this is at an early stage of development.

The school has a well-established and efficient programme of testing and assessment that enables staff to measure pupils' achievement. Teachers use an electronic tracking system that enables them to identify those pupils is better or worse than expected, and to adapt their planning accordingly. Reports to parents are detailed.

Care, support and guidance: Good

The school support pupils' spiritual, moral, social and cultural development well. Staff teach pupils how they should relate to each other skilfully. As a result, nearly all

pupils are caring and take responsibility for looking after each other. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has strong links with a range of outside agencies that support pupils well. These include physiotherapists, educational psychologists and social workers who support vulnerable pupils. This ensures that nearly all pupils make good progress toward their individual targets.

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

The provision for pupils with additional learning needs is good. Staff work effectively as a team to ensure the early identification of pupils who need extra support. There is a wide range of intervention strategies to ensure that pupils get the help they need to make good progress. Individual plans take good account of what the pupils can do and what they need to do to reach their targets. The school uses support staff effectively to help children reach their potential. For example, they support pupils reading sessions and provide activities that develop pupils' confidence.

Learning environment: Good

The school promotes a calm, purposeful and caring atmosphere successfully. It is an inclusive community that treats all pupils equally, regardless of their gender, background or ability. Pupils develop respect and tolerance towards others.

The school buildings and grounds are maintained well and secure. Classrooms are compact but light and airy. Displays in classrooms and in corridors are bright, colourful and informative. The outdoor learning areas for the Foundation Phase are resourced well and fenced securely to allow pupils to learn safely in an outdoor environment. This allows the school to meet the needs of the Foundation Phase curriculum well, contributing successfully to pupils learning and wellbeing.

The school has a comprehensive range of resources that match the needs of most pupils. There is a well-stocked library and an ample supply of good quality equipment, including laptop and tablet computers that match pupils' learning needs well.

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

Leadership: Good

The headteacher, ably supported by the deputy headteacher, works diligently to create a vibrant learning community that reflects her vision. She sets high standards and creates effective learning opportunities that improve standards for all pupils. She shares her vision with staff, governors and the whole school community successfully.

All members of staff have detailed job descriptions that define their roles clearly. Arrangements to manage the performance of staff are robust and targets link well to

school priorities. All staff feel valued and work well together as an effective team to provide good quality learning experiences. Regular staff meetings have an appropriate focus on raising standards. Staff consider progress relating to the school improvement plan to ensure that provision is improving pupils' attainment and wellbeing.

The governing body supports the school well. Governors bring a wide range of experience and expertise to their role. They conduct their meetings efficiently, with sub-committees reporting to the full governing body. The headteacher's reports are detailed and informative. Many governors undertake learning walks and monitoring visits and as a result, they know many aspects of the school's life and work well. Their understanding of how well the school's performance compares with that of similar schools throughout Wales is improving. Consequently, the ability of the governing body to challenge the school to improve is developing gradually.

Improving quality: Good

The self-evaluation process is well established and effective. All staff play an important role in gathering information. They draw on analyses of data, lesson observations, scrutiny of pupils' work and the views of all stakeholders. Leaders and managers use a comprehensive range of first-hand evidence to produce an accurate self-evaluation document. This reflects the strengths of the school and highlights areas in need of development accurately. For example, because of the school's extensive monitoring systems, leaders identified scope for improvement in pupils' ICT skills. Subsequent action plans led to effective professional development and investment in new infrastructure. As a result, pupils' ICT skills improved considerably.

There is a clear link between the self-evaluation document and the school improvement plan. The plan contains a manageable number of priorities for improvement, which focus clearly on raising standards. Leaders allocate suitable funds to the school's priorities and the improvement plan contains realistic timescales together with measurable success criteria. Although the senior management team monitors activities regularly, it is too early to measure progress against many of the current priorities. Progress towards nearly all priorities from previous plans, and recommendations from the last inspection, has been good.

Partnership working: Good

The school ensures that pupils benefit from a broad range of partnerships. It has a strong relationship with parents. Communications between home and school make good use of electronic methods to ensure that information is up-to-date and relevant. The school seeks parents' opinions on a wide range of aspects and takes good note of their comments. For example, following parents' suggestions, the school has improved playground supervision and increased its range of after-school activities.

There are highly effective links with many schools in the local cluster and beyond. Mutually beneficial links with other schools have resulted in improvements in provision for reading and ICT. As a result, there has been a notable improvement in pupils' attainment. There are effective links with the on-site playgroup and local

secondary school that ensure a smooth transition for pupils entering and leaving the school.

There are close links with the Church and diocese. The school is active in the community and pupils take pride and pleasure from participating in local events. For example, during the village fair, they parade through the streets in traditional Welsh costume.

The school works closely with many specialist agencies from the local authority to support pupils' health and wellbeing. Examples include members of the learning support team, social services and hearing impairment support service.

Resource management: Good

There are enough suitably qualified staff to ensure that all pupils have equal access to all aspects of school life. The close working relationship between leaders and all staff ensures that the school is a close community where mutual support is a particular strength. Leaders and managers make sure that all staff use a good range of quality resources to support teaching and learning.

Performance management arrangements are robust. Leaders and managers ensure that valuable professional development opportunities are available to all staff. Many of these link to teachers' performance management objectives. For example, nearly all staff have improved their confidence in the Welsh language as a result of training opportunities. Consequently, pupil outcomes in Welsh are improving. There are suitable arrangements for teachers' planning, preparation and assessment time. Appropriate arrangements exist to support senior leaders to carry out their duties effectively.

The school makes good use of the Pupil Deprivation Grant to support pupils who are eligible for free school meals. For example, the appointment of staff to support literacy and numeracy has had a positive effect on standards of achievement for these pupils.

Managers and leaders monitor the school's budget well. For example, the considerable investment in ICT equipment has had a dramatic effect on pupils' outcomes in the subject. They allocate funds appropriately to support the school's identified priorities and anticipate future spending needs.

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

Appendix 1: Commentary on performance data

6653341 - St Mary's Church in Wales

| | |
|--|-----------------|
| Number of pupils on roll | 221 |
| Pupils eligible for free school meals (FSM) - 3 year average | 12.1 |
| FSM band | 2 (8%<FSM<=16%) |

Foundation Phase

| | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|
| Number of pupils in Year 2 cohort | 28 | 21 | 29 | 30 |
| Achieving the Foundation Phase indicator (FPI) (%) | 89.3 | 71.4 | 89.7 | 83.3 |
| Benchmark quartile | 2 | 4 | 3 | 4 |
| Language, literacy and communication skills - English (LCE) | | | | |
| Number of pupils in cohort | 28 | 21 | 29 | 30 |
| Achieving outcome 5+ (%) | 92.9 | 76.2 | 89.7 | 83.3 |
| Benchmark quartile | 2 | 4 | 3 | 4 |
| Achieving outcome 6+ (%) | 32.1 | 33.3 | 37.9 | 50.0 |
| Benchmark quartile | 2 | 2 | 3 | 1 |
| 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 | 28 | 21 | 29 | 30 |
| Achieving outcome 5+ (%) | 92.9 | 85.7 | 89.7 | 86.7 |
| Benchmark quartile | 2 | 4 | 3 | 4 |
| Achieving outcome 6+ (%) | 28.6 | 19.0 | 41.4 | 43.3 |
| Benchmark quartile | 3 | 4 | 2 | 2 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | | |
| Number of pupils in cohort | 28 | 21 | 29 | 30 |
| Achieving outcome 5+ (%) | 96.4 | 81.0 | 96.6 | 93.3 |
| Benchmark quartile | 3 | 4 | 3 | 4 |
| Achieving outcome 6+ (%) | 46.4 | 42.9 | 58.6 | 70.0 |
| Benchmark quartile | 3 | 3 | 3 | 2 |

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.

6653341 - St Mary's Church in Wales

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|--|-----------------|
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Key stage 2

| | 2013 | 2014 | 2015 | 2016 |
|---|------|------|-------|------|
| Number of pupils in Year 6 cohort | 25 | 30 | 19 | 26 |
| Achieving the core subject indicator (CSI) (%) | 96.0 | 86.7 | 94.7 | 96.2 |
| Benchmark quartile | 1 | 3 | 2 | 2 |
| English | | | | |
| Number of pupils in cohort | 25 | 30 | 19 | 26 |
| Achieving level 4+ (%) | 96.0 | 86.7 | 94.7 | 96.2 |
| Benchmark quartile | 2 | 4 | 3 | 2 |
| Achieving level 5+ (%) | 28.0 | 30.0 | 52.6 | 46.2 |
| Benchmark quartile | 4 | 4 | 2 | 2 |
| Welsh first language | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving level 4+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving level 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematics | | | | |
| Number of pupils in cohort | 25 | 30 | 19 | 26 |
| Achieving level 4+ (%) | 96.0 | 86.7 | 100.0 | 96.2 |
| Benchmark quartile | 2 | 4 | 1 | 2 |
| Achieving level 5+ (%) | 32.0 | 36.7 | 52.6 | 46.2 |
| Benchmark quartile | 3 | 3 | 2 | 3 |
| Science | | | | |
| Number of pupils in cohort | 25 | 30 | 19 | 26 |
| Achieving level 4+ (%) | 96.0 | 86.7 | 100.0 | 96.2 |
| Benchmark quartile | 2 | 4 | 1 | 3 |
| Achieving level 5+ (%) | 28.0 | 26.7 | 52.6 | 46.2 |
| Benchmark quartile | 3 | 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. | 110 | | 110 100% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 109 | | 107 98% | 2 2% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 110 | | 107 97% | 3 3% | 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 | 110 | | 109 99% | 1 1% | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | | 97% | 3% | |
| There are lots of chances at school for me to get regular exercise. | 110 | | 109 99% | 1 1% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 109 | | 107 98% | 2 2% | Rwy'n gwneud yn dda yn yr ysgol. |
| | | | 96% | 4% | |
| The teachers and other adults in the school help me to learn and make progress. | 110 | | 110 100% | 0 0% | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd. |
| | | | 99% | 1% | |
| I know what to do and who to ask if I find my work hard. | 110 | | 110 100% | 0 0% | 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. | 110 | | 105 95% | 5 5% | 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. | 110 | | 108 98% | 2 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. | 108 | | 97 90% | 11 10% | 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 | 108 | | 100 93% | 8 7% | 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. | 54 | 43 80% | 11 20% | 0 0% | 0 0% | 2 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 56 | 45 80% | 11 20% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn hoffi'r ysgol hon. |
| | | 73% | 26% | 1% | 0% | | |
| My child was helped to settle in well when he or she started at the school. | 56 | 43 77% | 13 23% | 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. | 53 | 36 68% | 17 32% | 0 0% | 0 0% | 3 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 62% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 53 | 30 57% | 23 43% | 0 0% | 0 0% | 3 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 47% | 48% | 4% | 1% | | |
| Teaching is good. | 56 | 34 61% | 22 39% | 0 0% | 0 0% | 0 | Mae'r addysgu yn dda. |
| | | 61% | 36% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 56 | 43 77% | 13 23% | 0 0% | 0 0% | 0 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 65% | 34% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 48 | 32 67% | 15 31% | 1 2% | 0 0% | 7 | 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. | 54 | 33 61% | 21 39% | 0 0% | 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. | 55 | 41 75% | 14 25% | 0 0% | 0 0% | 1 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 60% | 37% | 2% | 0% | | |
| My child is safe at school. | 54 | 42 78% | 12 22% | 0 0% | 0 0% | 2 | 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'. | 39 | 26 67% | 13 33% | 0 0% | 0 0% | 16 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 56% | 39% | 4% | 1% | | |
| I am kept well informed about my child's progress. | 53 | 30 57% | 18 34% | 5 9% | 0 0% | 3 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 49% | 41% | 8% | 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. | 55 | 43 78% | 12 22% | 0 0% | 0 0% | 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. | 53 | 28 53% | 22 42% | 3 6% | 0 0% | 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. | 53 | 38 72% | 15 28% | 0 0% | 0 0% | 3 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 58% | 40% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 43 | 29 67% | 12 28% | 2 5% | 0 0% | 13 | 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. | 53 | 35 66% | 15 28% | 3 6% | 0 0% | 3 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 54% | 39% | 6% | 1% | | |
| The school is well run. | 56 | 43 77% | 13 23% | 0 0% | 0 0% | 0 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 62% | 33% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|-------------------|---------------------|
| Christopher Dolby | Reporting Inspector |
| Peter Roach | Team Inspector |
| Duncan Haworth | Lay Inspector |
| Michael Fryer | Peer Inspector |
| Nicola Booth | 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.