



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

**Caereinion High School
Llanfair Caereinion,
Welshpool,
Powys,
SY21 0HW**

Date of inspection: November 2013

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

Caereinion High School is a naturally bilingual mixed community school for 11 to 18-year-old pupils located in the small town of Llanfair Caereinion, and it is maintained by Powys local authority. There are 545 pupils on roll, compared to 597 at the time of the last inspection in October 2007. There are 95 pupils in the sixth form.

The majority of pupils come from the eight primary schools within the rural catchment area of the school. Other pupils who wish to receive Welsh-medium education come from Welshpool and Newtown. English is the main language spoken in the homes of 65% of pupils. Fifty-four percent of the pupils are fluent Welsh speakers. Most pupils come from a white British background. The catchment area is neither prosperous nor disadvantaged. Seven point five percent (7.5%) of pupils are entitled to free school meals, a figure which is lower than the national average of 17.7%.

Pupils represent the full range of ability and around 15% have a special educational need. This figure is lower than the national average of 19.2%. One per cent of pupils have statements of special educational need. This figure is lower than the national average of 2.5% for Wales as a whole.

The headteacher was appointed to his post in September 2008 after being acting headteacher since January 2007. The senior management team includes the headteacher, deputy headteacher and two assistant headteachers.

The individual budget per pupil for Caereinion High School in 2013-2014 is £4,487. The maximum per pupil in secondary schools in Powys is £4,966 and the minimum is £3,877. The school is in the third position of the 13 secondary schools in Powys in terms of budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Adequate

Current performance

The good features of the work of the school include:

- the improvement in pupil performance at key stage 3;
- the progress made by pupils in many lessons;
- the fact that nearly all pupils feel safe in school and have a positive attitude to their work;
- the beneficial working relationship between teachers and pupils; and
- the successful partnerships with primary schools and the community.

However, the current performance is judged as adequate because:

- the performance of pupils at key stage 4 is below the average for similar schools;
- pupil progress from key stage 3 to key stage 4 is also below expectations;
- strategies for developing literacy and numeracy skills are not consistently applied across all subjects; and
- in a minority of lessons, pupil work is not matched well to pupils' differing abilities.

Prospects for improvement

The prospects for improvement are adequate because:

- the school's aims and objectives are clear and place a strong emphasis on pupils' progress and wellbeing;
- the school's vision is being communicated effectively to pupils, staff and parents; and
- the governors provide a good sense of direction for the school's work and are effective critical friends.

However:

- line management arrangements are not robust enough;
- planned actions identified in the school improvement plan are not always clear; and
- success criteria in the school improvement plan are not sufficiently precise and measurable.

Recommendations

- R1 Improve standards at key stage 4 and reduce the gap between the performance of girls and boys
- R2 Improve attendance
- R3 Improve the quality of teaching, assessment and the tracking of pupils' performance
- R4 Improve the consistency of self-evaluation across the school and ensure that improvement planning includes clear and measurable outcomes
- R5 Strengthen leadership at all levels to provide greater rigour and secure improvements in standards.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

At key stage 4, pupils' performance in nearly all key indicators has declined over the last four years and in 2013 is below the average for similar schools. Progress from previous key stages is lower than expected for most indicators.

At key stage 3, performance in English or Welsh first language, mathematics and science in combination has improved over the last three years, and is above the average for similar schools.

No pupil has left the school without a qualification over the last three years.

In the sixth form, pupils performance in general is satisfactory although a greater proportion of pupils gain grades A*-C at A level than gained on average in similar schools.

At key stage 3, the difference between the performance of boys and girls is less than that the similar schools average. However at key stage 4, boys do not perform as well as they do in other similar schools in all key indicators. Pupils eligible for free school meals perform around expectations at key stage 3. However, in key stage 4, the performance of this group of pupils is well below that in other similar schools. Pupils with special educational needs generally progress well and meet expectations.

Many pupils make good progress in lessons. In many lessons, they develop their subject knowledge, skills and understanding well. In these lessons, many pupils offer accurate and well-developed responses to their teachers' questions. In many lessons pupils have a secure grasp of subject-specific terminology. Most pupils work effectively as individuals and in groups, and share their views with their peers in lively and productive discussions. In a very few lessons pupils show initiative and make very good progress in their thinking and understanding.

Most pupils read confidently, and successfully gain new knowledge and understanding through using a variety of relevant texts. Nearly all pupils who arrive at the school, with a reading age that is below their chronological age, make good progress by the end of key stage 3.

Many pupils write well for a variety of purposes, using mostly correct spelling and punctuation. However, a minority of pupils do not develop their extended writing well enough across the curriculum.

Many pupils apply their numeracy skills appropriately in a range of subjects. In these subjects they show a competent grasp of fundamental calculations such as multiplication and division and understand well how to use data to construct graphs and interpret patterns in data.

The progress made by many pupils in Welsh is a strength of the school. Many pupils understand and speak Welsh well. Those who follow first-language Welsh at GCSE perform better than those in similar schools.

Wellbeing: Adequate

Nearly all pupils feel safe in school and have a positive attitude to their work. Most pupils behave well in lessons and around the school and feel that the school deals well with the few incidents of bullying that are reported.

There are high participation rates in the school's '5x60 programme' and in a wide range of sporting activities. As a result of this and the effective work of the school nutrition action group, most pupils gain a secure understanding of how to lead a healthy life.

The school council is beginning to have a suitable influence on teaching and has made valuable contributions to decisions on school life, such as the re-modelling of the school canteen. Pupils also contribute successfully to the life of the community, for example by supporting local events and primary cluster schools' activities. They demonstrate care and concern for others through their extensive charity work.

Attendance rates have improved over the last three years. However, these figures are below expectations and consistently place the school in the bottom 25% when compared to similar schools.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a broad and balanced curriculum that meets statutory requirements. There is a suitable range of academic and vocational courses at key stage 4. Effective co-operation with two local schools and Coleg Powys has widened the choice of post-16 courses. However, only a very few of these courses are delivered through the medium of Welsh. Most pupils follow the courses of their choice and the school's planning for the Welsh Baccalaureate qualification offers worthwhile opportunities for all sixth form pupils to develop their skills. The school offers a wide range of well-attended extra-curricular activities.

The school works closely with its partner primary schools to ensure that the key stage 3 curriculum builds suitably upon pupils' previous experiences. Most subjects plan well to develop pupils' literacy skills. An appropriate range of subjects across the curriculum plans well for the development of pupils' numeracy skills. The school is making appropriate progress towards meeting the requirements of the literacy and numeracy framework. There is effective provision for improving the literacy and numeracy skills of pupils in intervention groups.

The provision for the Welsh language and the Welsh dimension is a strong element of the school's work. The school provides pupils with useful opportunities to develop their knowledge of world citizenship. Science, geography and personal and social

education provide appropriate opportunities to develop pupils' awareness of how to live sustainably.

Teaching: Adequate

Positive working relationships between teachers and pupils contribute towards pupils' progress in many lessons.

In a very few lessons, teachers have very high expectations of what pupils can achieve. Teachers in these lessons are enthusiastic and inspire pupils through creative planning to make exceptional progress.

In a majority of lessons, teachers include a range of stimulating activities that engage pupils' interest and ensure that they make suitable progress. In many lessons, teachers use probing questions well to check and expand on pupils' understanding. However, a minority of lessons lack challenge, and proceed at too slow a pace. In these lessons, teachers do not match work closely enough to the needs of pupils' different abilities. In addition, teachers in these lessons do not incorporate enough variety in teaching methods. As a result, pupils do not make enough progress in developing their subject knowledge and skills. Pupils in need of additional help receive valuable support from classroom assistants.

The majority of teachers mark pupils' work regularly. However, the quality of marking varies too much. Only a minority of teachers consistently provide constructive advice or specific targets to help pupils make progress.

The school has recently refined its system for tracking pupils' progress. It provides staff with useful information, highlighting the progress of different groups of pupils.

However, the strategies for following up on the findings of this monitoring are at an early stage of development.

Parents receive regular updates about their child's progress. The annual reports are detailed with helpful comments and most targets for improvement are specific and useful.

Care, support and guidance: Good

The school works well to promote the health and wellbeing of the pupils and makes appropriate arrangements for promoting healthy eating and drinking. The curriculum and '5x 60 programmes' offer wide ranging opportunities for all pupils to learn about how to conduct a healthy life.

The school provides a caring environment in which nearly all pupils feel safe and it deals effectively with the few instances of bullying. The school offers an effective personal and social education programme, which links with a number of external organisations to enhance pupils' knowledge and understanding of the community. The programme includes valuable guidance on on-line internet safety and cyber bullying. The school's effective behaviour and reward policies promote good behaviour but have not been successful enough in raising attendance.

The school offers a variety of valuable opportunities to enhance pupils' social and cultural development in partnership with organisations such as the Urdd, youth theatre groups and young farmers. The personal and social education programme, school assemblies and form periods provide useful opportunities for pupils to consider faith and spiritual aspects of life.

The school provides valuable information for parents and carers of pupils transferring to Year 7, and for pupils making subject choices in Years 9 and 11.

A wide range of support services work effectively with the school to ensure that vulnerable pupils have access to a comprehensive range of support strategies to help them overcome their difficulties. Peer mentors are provided with valuable training to equip them with the skills necessary to offer other pupils useful support in the 'Oasis' (Our Advice Shop in School).

Pupils with additional learning needs have access to the whole curriculum and are well supported in their educational and emotional development. Pupils' individual educational plans are reviewed regularly in consultation with parents. These have appropriate targets and include suitable strategies to help teachers ensure that they achieve to the best of their ability.

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

Learning environment: Good

The school has a positive, and inclusive ethos where pupils, parents, staff and the community are valued. Pupils have equal access to all areas of provision irrespective of disability, race, gender or background. The school develops well pupils' appreciation of different cultures and effectively challenges stereotypes.

The school's buildings and grounds are well managed and maintained. Corridors are decorated well and include examples of pupils' work to celebrate their achievements. The school has enough learning resources of appropriate quality to meet pupils' needs and enrich their learning experiences. Effective use is made of the leisure centre adjacent to the school site to provide valuable additional space and facilities for use by the school.

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

Since taking up post in 2008, the headteacher has set a suitable strategic direction for the school. Together with his senior leadership team, he has successfully communicated his vision for school improvement to pupils, staff and parents. The school has made suitable progress in a number of areas, such as securing improvement in performance in key stage 3 and the sixth form, and providing a wider 14-19 curriculum. However, leadership has not had enough impact on improving performance at key stage 4 or attendance.

The roles and responsibilities of senior staff are suitably defined and there is an appropriate balance between them. The headteacher is supported well by his deputy headteacher and the extended leadership team. Together, they set high expectations for all staff. There is appropriate consideration of national and local priorities. The school's aims and objectives are clear and place a suitable emphasis on pupils' progress and wellbeing.

The school has implemented a number of appropriate strategies to strengthen middle leadership. Each member of the senior leadership team has appropriate line management responsibilities for subject leaders and offers appropriate support to their departments. However, line management arrangements are not robust enough and there is inconsistency in how effectively middle leaders are held to account. In addition, a minority of middle leaders do not focus strongly enough on addressing important areas for improvement, such as monitoring pupils' progress in lessons or scrutinising their work.

Regular meetings held by the senior management team and heads of department focus suitably on the school's priorities. However, minutes of these meetings do not always identify appropriate follow-up actions and responsibilities for their implementation.

Performance management is well organised. All teaching staff have appropriate targets linked with raising standards at key stage 4. Individual training needs are supported by a suitable continual professional development programme.

Governors receive regular information on the school's performance, have a suitable understanding of the school's performance, and challenge the school to improve. They carry out their work through a comprehensive range of committees and have established suitable links with subject areas in the school. They provide an appropriate direction for the school's work and act suitably as critical friends.

Improving quality: Adequate

The school uses an appropriate range of processes to evaluate the quality of its work. These include a detailed analysis of pupils' performance in external examinations and teacher assessment, lesson observations, scrutiny of pupils' work as well as consultation with pupils and parents. All teachers contribute positively to the self-evaluation process, and the governing body has also undertaken a helpful evaluation of the school's work. Self-evaluation and subsequent improvement planning have had a positive impact on a few areas such as performance in key stage 3 and Welsh first language in key stage 4. However, these processes have not had enough impact on improving performance in important areas such as the level 2 threshold including English or Welsh and mathematics.

The whole-school self-evaluation report gives detailed consideration to all aspects of the school's work, presents generally accurate evaluations of performance. Most departments analyse performance data well. However, a few middle leaders do not link underperformance strongly enough with aspects of their provision.

There is a clear link between the whole school self-evaluation report and subsequent improvement planning. The school development plan sets out appropriate responsibilities and timescales for addressing these priorities. However, in a few cases strategies for bringing about improvement are not defined clearly enough and the success criteria are not sufficiently precise or measurable. Departmental improvement plans link appropriately with whole-school priorities. However, many of these plans do not include arrangements for monitoring progress, appropriate deadlines or sufficiently clear success criteria.

At the end of each year, leaders conduct suitable evaluations of progress that has been made in reference to their improvement plans. However, monitoring of progress during the year, by both departments and their line managers, is not carried out regularly enough.

Although suitable progress has been made against the majority of recommendations of the last inspection report, a few aspects continue to require improvement.

Partnership working: Good

The school has a range of successful partnerships, which include extensive links with specialist external agencies to support pupils' needs and wellbeing. The school communicates effectively with parents and carers, and the parent and teachers' association plays an active and valuable role to organise and support school fundraising events.

The school works well with two other secondary schools and the local college in order to expand the 14-19 curriculum and learning options for pupils. Careful joint planning and regular self-evaluation have made this partnership extremely effective.

The strong pastoral and curricular links with partner primary schools contribute to the effective transition of pupils from Year 6 to Year 7. Regular meetings and well-organised joint projects and activities ensure that pupils settle in quickly into the secondary school.

The school has productive partnerships with initial teacher training providers in order to enhance all relevant teachers' skills.

The school works well with the community. For example, every year it organises a Christmas lunch for the elderly, which is funded and supported by local businesses.

Resource management: Adequate

The school deploys its staff efficiently, making appropriate use of teachers' subject expertise. Performance management identifies staff development needs suitably and makes appropriate provision to meet these in a programme of external courses and in-house training sessions. The school has recently established a few working groups of teachers to address appropriate national priorities, although it is too early to evaluate their impact on standards.

The school's bursar works closely with the headteacher to produce detailed budget plans that are considered by the finance sub-committee of the governing body. The school has suitable plans to address the challenges resulting from a predicted fall in pupil numbers. Spending decisions are appropriately related to the school's identified priorities and there are suitable arrangements for monitoring spending.

In light of the standards attained, the school provides adequate value for money.

Appendix 1

Commentary on performance data

At key stage 3, performance in the key indicators now compares favourably with that of similar schools and the all Wales averages. Performance in the core subject indicator has improved year on year since 2008 and is now above the family and Wales averages. The school is also in the upper 50% of similar schools, based on levels of entitlement to free school meals. The results in English have shown an improvement since 2009, but in 2013 the percentage dropped, placing the school in the lower 50% of similar schools. In 2011 and 2012 the school was in the top 25%. The percentage of pupils achieving level 6 or above also dropped when compared to the 2012 results. Performance in Welsh first language at level 5 or above improved in 2013 and moved the school up from being in the lower 50% to the upper 50% of similar schools. Performance at level 6 or above has also improved and is now above the family average, and significantly above the local authority and Wales averages. The percentage of pupils attaining mathematics at level 5 or above has gone up from 87% in 2012 to 92% in 2013. This now places the school in the upper 50% of similar schools, and is slightly higher than the family and national averages. The percentage of pupils achieving level 6 or above has increased over the last four years. In 2010, 51% gained level 6 or above, and in 2013 it was 63%. Performance in science at level 5 or above has improved over the last four years and the school is now performing above family and Wales averages. In 2011, the school was in the lower 50% of similar schools and in 2012 was in the upper 50%. The 2013 results place the school in the top 25% of similar schools. At level 6 or above, science performance has improved significantly when compared to the 2011 results and is now above the family average.

At key stage 4, performance in the level 2 threshold including English or Welsh and mathematics has shown a downward trend over the last four years. The school has now dropped to being in the bottom 25% of similar schools and its performance below the family average. This performance is below the modelled expectations. Performance in the core subject indicator shows a similar trend, with the school now in the bottom 25% of similar schools, having been in the upper 50% in 2010 and 2011. Performance in the level 1 and level 2 thresholds has also dropped, the school moving from being in the upper 50% in 2011 to, now, the bottom 25% of similar schools. Performance in the capped points score has shown a declining trend over three years and also places the school in the bottom 25% of similar schools. Compared to performance levels in similar schools based on free-school-meal benchmarks, performance in English at level 2 is now in the bottom quarter, having been in the third quarter in 2012 and in the top quarter in 2011. However, the standard in Welsh first language has remained in the top quarter for the last four years, when compared with relative performance levels in similar schools based on free-school-meal benchmarks. In mathematics, the level 2 standards are better than the family average, although the school is in the lower 50% of similar schools, having been in the upper 50% in 2010 and 2011. Performance at level 2 in science in 2013 is well below the family average and places the school in the bottom 25% of similar schools. In the sixth form, the percentage of pupils achieving the level 3 threshold is below the family, local authority and Wales averages.

No pupil has left the school without a qualification over the last three years.

At key stage 3, for the core subject indicator in 2013, the performance gap between boys and girls is less than the average differences in performance between boys and girls in the family, the local authority and Wales. However, at key stage 4, girls outperformed boys by 35 percentage points in English, 26 percentage points in Welsh, 26 percentage points in mathematics and 18 percentage points in science. These figures are significantly higher than family averages.

At key stage 3, the gap between pupils who are entitled to free school meals and those not entitled to free school meals reduced significantly in 2013. The percentage of pupils entitled to free school meals attaining the core subject indicator improved by about 30 percentage points when compared to the 2012 results. There is now no significant difference in this indicator. However, at key stage 4, pupils entitled to free school meals are significantly underperforming in most indicators.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary Questionnaire (Overall)

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	
I feel safe in my school	132		67 51%	62 47%	1 1%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			43%	53%	4%	1%	
The school deals well with any bullying	132		40 30%	69 52%	18 14%	5 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	58%	14%	3%	
I have someone to talk to if I am worried	131		59 45%	62 47%	10 8%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			37%	53%	8%	1%	
The school teaches me how to keep healthy	130		28 22%	82 63%	18 14%	2 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	132		68 52%	56 42%	8 6%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	8%	1%	
I am doing well at school	129		32 25%	93 72%	4 3%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	129		52 40%	72 56%	5 4%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	132		23 17%	80 61%	25 19%	4 3%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	132		57 43%	58 44%	14 11%	3 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	47%	7%	1%	
Pupils behave well and I can get my work done	132		20 15%	74 56%	33 25%	5 4%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	57%	27%	6%	

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect	132		42 32%	52 39%	29 22%	9 7%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	51%	17%	5%	
The school listens to our views and makes changes we suggest	129		14 11%	77 60%	31 24%	7 5%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	131		49 37%	80 61%	1 1%	1 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			33%	61%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	132		46 35%	68 52%	17 13%	1 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	8%	1%	
The staff respect me and my background	130		53 41%	60 46%	12 9%	5 4%	Mae'r staff yn fy mharchu i a'm cefndir.
			36%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	128		41 32%	74 58%	12 9%	1 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			35%	57%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	51		11 22%	30 59%	9 18%	1 2%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	52%	15%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	24		7 29%	10 42%	7 29%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	50%	16%	7%	

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.	106	44 42%	58 55%	4 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		42%	51%	4%	1%		
My child likes this school.	104	46 44%	54 52%	3 3%	1 1%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	107	49 46%	55 51%	2 2%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	107	44 41%	54 50%	8 7%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	106	26 25%	68 64%	7 7%	1 1%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%		
Teaching is good.	103	33 32%	60 58%	7 7%	1 1%	2	Mae'r addysgu yn dda.
		33%	58%	5%	1%		
Staff expect my child to work hard and do his or her best.	107	60 56%	45 42%	2 2%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		50%	46%	2%	0%		
The homework that is given builds well on what my child learns in school.	105	35 33%	57 54%	7 7%	2 2%	4	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.
		31%	54%	8%	2%		
Staff treat all children fairly and with respect.	106	38 36%	49 46%	15 14%	2 2%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	49%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	106	38 36%	54 51%	9 8%	1 1%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	54%	7%	1%		
My child is safe at school.	107	57 53%	48 45%	2 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		40%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	103	40 39%	42 41%	8 8%	2 2%	11	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		31%	46%	7%	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 am kept well informed about my child's progress.	106	41 39%	48 45%	13 12%	2 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	107	48 45%	51 48%	6 6%	2 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	49%	6%	2%		
I understand the school's procedure for dealing with complaints.	105	28 27%	66 63%	5 5%	1 1%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	51%	10%	2%		
The school helps my child to become more mature and take on responsibility.	103	39 38%	55 53%	5 5%	1 1%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		35%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	105	28 27%	41 39%	13 12%	1 1%	22	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	46%	8%	2%		
There is a good range of activities including trips or visits.	106	27 25%	46 43%	25 24%	2 2%	6	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	106	40 38%	58 55%	3 3%	2 2%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Ray Owen	Reporting Inspector
Kevin Adams	Team Inspector
Bethan Whittall	Team Inspector
Rhian Wyn Griffiths	Team Inspector
Glenda Jones	Lay Inspector
Anita Rees	Peer Inspector
Sian Pugh	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.