



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

**Hawthorn High School
School Lane
Hawthorn
Pontypridd
RCT
CF37 5AL**

Date of inspection: March 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:

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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Publication date: 23/05/2014

Context

Hawthorn High School is an English-medium, 11 to 18 mixed comprehensive school in Rhondda Cynon Taff. The school is located in the south of Pontypridd.

There are 856 pupils on roll, compared with 1,038 pupils at the time of the last inspection. There are 167 pupils in the sixth form.

Around 27% of pupils are entitled to free school meals. This is well above the national average of 17.7% for secondary schools in Wales. Around 33% of pupils live in the 20% most deprived areas in Wales.

Pupils at the school represent the full range of ability. Around 1% of pupils have a statement of special educational needs compared with 2.5% for Wales as a whole. Around 16% of pupils have a special educational need. This is less than the national average of 19%.

Most pupils are from a white British background. Fewer than 1% of pupils are fluent in Welsh. Very few pupils speak English as an additional language.

The headteacher has been in post since September 2010. The senior management team also includes a deputy headteacher and three assistant headteachers.

The individual school budget per pupil for Hawthorn in 2013-2014 is £4,286 per pupil. The maximum per pupil in the secondary schools in Rhondda Cynon Taff is £5,902 and the minimum is £3,898. Hawthorn is 11th out of the 19 secondary schools in Rhondda Cynon Taff in terms of its school budget per pupil.

Summary

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

Current performance

The good features of the school's work include:

- a trend of improvement in pupils' performance in key stage 3 and in many indicators in key stage 4;
- the good progress made by pupils joining the school with weak reading skills;
- the high level of care and support for all pupils;
- pupils' positive attitudes to learning; and
- pupils' good behaviour in lessons and around the school.

However, current performance is judged as adequate because:

- pupils' performance in English and mathematics at key stage 3 and in the indicators that include English and mathematics in key stage 4 is currently below the average for similar schools;
- there is a lack of consistency in the quality of feedback and marking;
- a minority of pupils do not make enough progress in developing their writing skills;
- pupils do not make enough progress from key stage 2 to key stage 4 in many indicators; and
- standards in Welsh second language in key stage 4 are too low.

Prospects for improvement

Despite current performance being adequate, prospects for improvement are good because:

- recently, standards have started to improve;
- the headteacher communicates clearly his vision for the school and provides strong strategic leadership;
- the leadership team is effective and has a consistent focus on improving accountability, outcomes and expectations;
- governors provide robust challenge;
- the school has coherent, rigorous and effective self-evaluation procedures that include comprehensive arrangements to gather the views of pupils and parents; and
- the leadership team implement a rigorous monitoring process that has resulted in improvements in the performance of departments and individual teachers.

Recommendations

- R1 Raise standards in English and mathematics at key stage 3 and in the indicators that include English and mathematics in key stage 4
- R2 Improve the consistency and quality of feedback and marking
- R3 Improve pupils' numeracy and literacy skills and in particular improve their writing skills
- R4 Raise standards in Welsh second language and ensure that there are appropriate opportunities for pupils to achieve a recognised qualification that matches their ability
- R5 Improve the consistency and quality of departmental improvement planning

What happens next?

The school will draw up an action plan which 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 there has been a general trend of improvement in most indicators in the three years to 2013. Performance was generally below the average for its family of similar schools but placed the school in the upper half of similar schools based on entitlement to free school meals in those indicators that include English and mathematics. In 2013 performance in these indicators fell below modelled expectations and placed the school in the bottom quarter of similar schools. In many indicators that include a wider range of qualifications, performance continues to improve and is now above the averages in its family of similar schools. Progress made by pupils from previous key stages in many indicators is below expectations. Over the last three years, nearly all pupils have left the school with a qualification.

At key stage 3, there has been an upward trend of improvement since 2010. However, in all key indicators, performance remains amongst the lowest in its family of similar schools. In the core subject indicator, mathematics and science, performance at level 5 and above has placed the school in the lower half of similar schools based on free school meal eligibility for the last four years. Performance in the separate core subjects has shown a trend of improvement but has been consistently below the average for its family of similar schools

At key stage 4, in 2013, the performance of boys in the level 2 threshold including English and mathematics improved strongly and the difference in the performance of boys and girls in this measure is less than the national figure. At key stage 3, the gap in performance between boys and girls is greater than the Wales average in both English and mathematics.

Pupils with additional learning needs and those for whom English is an additional language generally achieve in line with expectations at both key stage 3 and key stage 4.

In 2013, in those indicators that include English and mathematics pupils entitled to free school meals did not achieve as well when compared to the family of similar schools.

In the sixth form, the proportion of pupils achieving two A level equivalent qualifications has been below national and family averages for the last four years. In the majority of lessons, pupils gain a secure knowledge and understanding of the topics they study, and develop appropriate subject-related skills. They progress through tasks and activities well and produce work of a good standard. They show a knowledgeable grasp of key concepts, and apply their understanding well to new and unfamiliar situations. Many pupils recall previous learning well. In a few lessons, pupils make particularly good progress and have a very detailed understanding of the topics they are studying. They respond very well to challenging activities and are able to provide perceptive and analytical comments on their work.

Most pupils speak with confidence, listen attentively and respond well to their teacher. Many pupils demonstrate effective reading skills and are able to extract information from a range of sources. More able pupils demonstrate well-developed reading skills and read confidently when encountering unfamiliar texts. The majority of pupils evaluate and analyse information well. They explain their ideas and reason clearly. In a few instances, when working in groups or pairs, these pupils demonstrate high levels of competence to solve problems effectively. Those pupils receiving literacy support make significant progress in developing their reading skills.

A minority of pupils write effectively using a suitable range of general and subject-specific vocabulary. The majority of written work is well presented, although a minority of pupils do not take care with their presentation and do not correct the errors identified by the teacher. A minority do not develop and organise their ideas effectively in extended writing tasks across the curriculum, and their work contains errors in spelling, punctuation and grammar.

Across the curriculum, pupils do not make enough progress in developing their numeracy skills. Although many pupils show a competent grasp of fundamental calculations such as multiplication and division, the majority do not understand how to use data to construct graphs and interpret patterns in data.

In Welsh second language, performance at key stage 3 has improved significantly in the last three years and now compares well with that in similar schools. At key stage 4, only a few pupils achieve a qualification in Welsh second language. Many pupils are not entered for a formal qualification that matches their ability. The achievement of these pupils is unsatisfactory.

Wellbeing: Good

Pupils feel safe and well supported in school. They know whom to contact if they have any academic, personal or social issues to discuss. Many have a good understanding of how to keep healthy by eating well and by taking part regularly in physical activities. They participate in a wide range of sporting opportunities during the school day and after school.

Pupils' attendance has improved in the last three years and now places the school in the upper 50% when compared with similar schools. There has been a considerable reduction in the number of pupils excluded from school. Pupils with a history of exclusion demonstrate positive attitudes to learning. These improvements are contributing well to improving outcomes in key stage 4.

Most pupils behave well in lessons and around the school. They are courteous and speak respectfully to each other and to adults and display positive attitudes to learning. Many show sustained concentration and most engage in their work with interest. However, a few pupils do not take enough pride in their work.

Many pupils are involved in a wide range of activities in the school and in the wider community. They volunteer for a number of activities such as fundraising and counselling. Members of the school council contribute usefully to decision-making, for example in staff appointments and developing the learning and teaching policy. They make positive contributions to decisions about meal choices in the canteen.

Many pupils' social and life skills are sound. In lessons, most pupils work well in pairs and groups, listen responsively to the ideas and opinions of others and show responsible attitudes. As a result, pupils are well prepared for the next stage in their learning and life outside school.

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

The school provides a broad and balanced curriculum. In key stage 4 and in the sixth form, the wide range of general and vocational courses allows pupils to gain a range of qualifications at different levels. The school has introduced the Welsh Baccalaureate Qualification effectively in key stage 4 and the sixth form, and provides pupils with a wide range of valuable extra-curricular activities.

The school offers extensive opportunities for pupils to gain accreditation in skills in all key stages. It has produced a detailed audit and map of provision to develop pupils' literacy and numeracy skills at key stage 3. However, this has not had enough impact on provision across the school. There are appropriate and effective arrangements for identifying pupils who have weak literacy and numeracy skills.

The school has effective plans for implementing the Literacy and Numeracy Framework. The implementation is well co-ordinated, and the planning of skills in subject schemes of work is thorough, with teachers ensuring that all pupils have opportunities to develop their literacy and numeracy skills to a good level.

Welsh language and culture is promoted well during assemblies, the annual Eisteddfod and a range of visits. A bilingual class for humanities lessons in key stage 3 is effective in improving a few pupils' confidence in speaking Welsh. However, there are limited opportunities for pupils to practise their Welsh outside of Welsh lessons. The school does not ensure that all pupils are entered for an appropriate Welsh language qualification in key stage 4.

The school provides valuable opportunities to develop pupils' knowledge and understanding of sustainable development and global citizenship. The work of the Eco-group, the Fairtrade group and the School Nutrition Action Group is effective. Activities such as the Pont partnership with Mbale in Uganda and cultural visits contribute well to pupils' understanding of global citizenship.

Teaching: Adequate

In nearly all lessons, there are positive working relationships between staff and pupils. Nearly all teachers have good subject knowledge and manage behaviour effectively.

In a very few lessons teachers have high expectations of their pupils, encourage them to think carefully and to evaluate their own work, and challenge them to reach the highest levels of attainment. They provide stimulating activities and tasks that meet pupils' individual learning needs and make effective use of support staff.

The majority of teachers plan their lessons well. They make effective use of useful learning resources in activities that interest pupils. The pace in these lessons is appropriate and pupils, whatever their ability, make effective progress. In these lessons, teachers use a variety of questions skilfully to probe and extend pupils' understanding.

However, in a minority of lessons, pupils are not challenged well enough. In these lessons, learning activities do not capture pupils' interest fully, develop their writing skills well enough or challenge them to make suitable progress in developing their knowledge and understanding. Activities are not differentiated well enough to meet the needs of pupils of all abilities. As a result, pupils in need of support do not make sufficient progress and more able pupils do not develop their thinking and subject-specific skills well enough.

Most teachers mark and assess learners' work regularly. The majority of teachers provide appropriate feedback that helps pupils make progress. However, in a minority of books, marking does not identify clearly those areas that require improvement and comments are not specific enough to be of use. Only a few pupils respond to the marking by completing missing work or correcting errors. The majority of departments have a consistent approach to assessment. In many lessons pupils have suitable opportunities to assess their own work and that of their peers.

Staff use the recently introduced whole-school tracking system well to monitor pupils' progress. Thorough tracking of pupil progress identifies underachievement and there is prompt action to provide extra support to help pupils meet their targets, although the impact on standards of the tracking system has yet to be fully evaluated by the school. Annual and interim reports provide parents with relevant information about their child's progress, effort and attainment.

Care, support and guidance: Good

The school has effective arrangements to support pupils' health and wellbeing and to encourage their active involvement in the life of the school and the wider community. There are appropriate arrangements to promote healthy eating and drinking. Strategies for improving attendance and for promoting good behaviour and positive attitudes to learning have led to higher attendance and lower exclusion rates. The importance of good attendance is made clear in pupils' planners and during school assemblies. The school website has its own webpage relating to attendance. The impact of these strategies is a particular strength of the school's work.

There are appropriate arrangements through the curriculum, assemblies and tutor time to promote pupils' spiritual, moral, social and cultural development.

There are effective procedures to identify the needs of vulnerable pupils. Targeted provision in school and in the Hawthorn Inclusion Project has resulted in significant improvement in attitudes, attendance and achievement. The school works well with a range of specialist services to provide advice, guidance and support to enable pupils to make well-informed choices at key transition points.

Support for pupils with additional learning needs is effective. The additional learning needs department has a detailed knowledge of the needs of individual pupils. In close partnership with parents, the school sets suitable targets for pupils who have specific needs. Staff review targets in individual education plans regularly and they are used effectively by nearly all staff to meet these pupils' needs. Pupils who have specific difficulties make good progress as a result of a number of effective interventions. The school has well-developed links with partner primary schools to ensure that pupils' needs are identified early and their progress is monitored well through regular reviews.

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

Learning environment: Good

The school has a caring ethos and is a fully inclusive community. The school motto 'Health, Happiness, Success' is promoted well at every opportunity. The school takes good account of pupils' backgrounds to ensure that pastoral care is appropriate. All pupils have equal access to the school's provision and the school does not tolerate any form of stereotyping, racism or harassment.

High-quality displays throughout the school show examples of students' work, celebrate achievement and support pupils' learning effectively. There is a strong culture of celebrating pupils' success and recognising their achievements, for example through a whole-school event in the autumn term.

The buildings, although showing signs of age, are kept in a good state of repair and decoration. The modern fitness suite is a valuable facility and the new Learning Resource Centre is well equipped with an extensive range of books and up to date computer equipment. Outdoor sports areas are good, but the small sports hall is not an appropriate indoor facility for a modern secondary school.

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

Despite standards being only adequate, leadership within the school is good. It is contributing well to improvements in provision, and to pupils' wellbeing. The school takes appropriate account of national priorities and has made particularly good progress in broadening the range of options in key stage 4 and in the sixth form.

The headteacher provides purposeful leadership and effective direction in all aspects of the school's work. He has set out a clear vision for the school's future, with well-understood aims and priorities. The headteacher is supported well by the recently restructured senior leadership team. Senior leaders have well-defined responsibilities that reflect school and national priorities appropriately. There is an increasing emphasis on distributing leadership responsibilities more widely. This is providing beneficial opportunities for middle leaders to influence whole-school initiatives and supporting staff professional development well.

Communication throughout the school is good and contributes to the efficient day-to-day operation of the school. Staff are well informed about the school's policies, expectations and development priorities. Regular team meetings, at all levels, provide an effective means of sharing information, promoting best practice and determining future priorities. Leaders analyse closely the data on current performance. However, in a few cases, meetings focus too much on operational arrangements rather than strategic matters.

There are clear line-management arrangements that ensure suitable levels of accountability. Staff have specific job descriptions and understand their roles and responsibilities well. Through a programme of departmental reviews and internal 'banding', senior leaders monitor robustly outcomes and performance in each subject area. This process provides effective challenge and support where required to subject leaders and staff. It is contributing well to promoting best practice in teaching and learning and improving outcomes in many subjects

Performance management arrangements are well defined. Staff have challenging and, in most cases, measurable objectives that are aligned appropriately to whole-school and team priorities. The headteacher has taken appropriate action to address issues of underperformance.

In recent years, the headteacher has strengthened middle-leadership arrangements, partly through the establishment of a faculty structure. This is helping to ensure a more strategic approach to leadership. However, in a very few cases subject leaders do not provide effective leadership and direction to their teams.

The governing body provides appropriate oversight of all aspects of the school's work. Governors are well informed about performance. They have a secure understanding of the school's strengths and areas for development and provide constructive challenge where appropriate. Governors provide helpful support to the headteacher and senior leaders and contribute well to determining the school's strategic direction. The chair of governors plays a valuable role in the work of the school improvement group.

Improving quality: Good

The headteacher and senior management team have successfully developed a culture of self-evaluation and improvement planning across the school and there are clear signs of impact on provision and pupils' wellbeing. The school self-evaluation report is honest and evaluative. It accurately identifies both strengths and areas for improvement.

Senior leadership team monitoring and support is based on grouping departments depending on performance. Underperformance is identified through whole-school reviews. A thorough analysis of attainment takes place annually by all subject leaders; this highlights possible focus areas for improvement and where interventions and support are needed. Data is analysed effectively to review pupil outcomes and set appropriate targets. This information is shared routinely with the governing body, and is an area of strength within the school.

The school improvement plan identifies appropriate areas for improvement. A particular focus is on increasing the proportion of pupils who achieve the level 2 threshold including English and mathematics. The whole school community understands these priorities. Both the governing body and the senior management team review progress towards targets regularly. There is a clear link between self-evaluation on a whole-school level and planning for improvement. The school development plan is a detailed document, which includes suitable strategies in order to fulfil priorities.

There is a calendar of regular self-evaluation activities. These make use of a useful range of first-hand evidence including observations, scrutiny of work and pupil and parents surveys. Many middle managers use well the outcomes of these activities and performance data to identify priorities for improvement. Their priorities are closely aligned to the school priorities.

However, there is inconsistency in the quality of departmental improvement plans. Many plans include measurable targets, allocate the staff responsible, set clear timescales against which to evaluate progress, and allocate sufficient resources to support improvements. There is a sustained focus on achieving progress against the priorities identified in departmental improvement plans through fortnightly meetings between members of the senior management team and subject leaders. However, in a minority of development plans, strategies for improvement are not specific enough and success criteria are not clear.

Partnership working: Good

The school has developed a range of partnerships that are effective in supporting pupils' wellbeing and enhancing their learning experiences.

Partnerships with primary schools are well developed. The school provides a range of activities and information for pupils and parents that help pupils make a successful transition from Year 6 to Year 7. There are useful links with subject teachers, for example to moderate pupils' work and develop consistent approaches to teaching and learning.

The link with a local secondary school extends the range of courses available to key stage 4 and sixth form pupils. There are suitable quality-assurance procedures in place to monitor provision and outcomes.

There are effective links supporting the Welsh Baccalaureate courses, for example the visit of local politicians to judge a 'Dragons Den' enterprise activity. Collaboration with a wide range of agencies are effective in ensuring that provision is well matched to the individual needs of pupils.

Communication with parents is good. The school regularly seeks the views of parents and shares information about initiatives at the school.

Resource management: Adequate

There is an appropriate number of well-qualified and experienced teaching and non-teaching staff, who are effectively managed and deployed to meet pupils' needs.

There are suitable procedures to support teachers' professional development that are aligned well with performance management objectives and reflect whole-school and team priorities. There is a particular emphasis on supporting staff to develop a broad range of leadership skills and a focus on improving teaching.

There are robust procedures to ensure that all expenditure is closely monitored and prioritised to reflect whole-school and team needs. Departmental budgets are allocated through a well-understood formula. Governors scrutinise the school's finances carefully. The school is currently operating a deficit budget. However, a suitable recovery plan, approved by the local authority, is addressing this deficit effectively.

Despite this sound financial management, the school provides adequate value for money because standards are judged to be adequate.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has improved steadily over the last three years. However, performance has always been below the average for its family of similar schools. When compared with similar schools based on levels of entitlement to free school meals, the school has been in the bottom 25% for the last three years. English performance at level 5 and above has improved steadily over the last three years but remains below the family average and places the school in the bottom 25% when compared with similar schools based on levels of entitlement to free school meals. Performance in English at level 6 has improved since 2011 but remains below the average for its family of similar schools and places the school in the bottom 25% when compared with similar schools based on levels of entitlement to free school meals. In 2013, performance in mathematics has increased steadily for four years. However, it has been consistently below the family average and places the school in the lower 50% of similar schools based on levels of entitlement to free school meals. Performance in mathematics at level 6 improved sharply in 2013. Performance in mathematics at level 6 places the school in the upper 50% of similar schools based on levels of entitlement to free school meals. Performance in science at level 5 has steadily improved and is generally similar to the family average. Performance places the school in the lower 50% when compared with similar schools based on levels of entitlement to free school meals. Performance in science at level 6 has fluctuated since 2010 but has been consistently above the average for its family. Performance places the school in the upper 50% when compared with similar schools based on levels of entitlement to free school meals.

In key stage 4, performance in the level 2 threshold including English and mathematics has been above the family average for the previous two years before decreasing sharply in 2013. From 2008 to 2012 performance placed the school in the upper 50% of similar schools, but in 2013 performance places the school the bottom 25%. In 2013, performance was well below modelled expectations. Performance in the core subject indicator follows a similar pattern to that in the level 2 threshold including English and mathematics. Performance in the level 2 threshold has risen since 2009 but has consistently been below the family average until 2013. Performance increased sharply in 2013 placing the school in the upper 50% of similar schools based on levels of entitlement to free school meals. Performance in the capped points score has steadily increased from 2009. However, performance has placed the school in the bottom 25% of similar schools. In 2013, there was a sharp increase and performance places the school in the top 50% when compared with similar schools based on levels of entitlement to free school meals. Performance in the level 1 threshold has fluctuated and until 2012 was below the family average and placed the school in the lower 50% of schools based on levels of entitlement to free school meals. In 2013, performance in the level 1 threshold has improved, is above the family average and places the school in the upper 50% of schools based on levels of entitlement to free school meals. Performance in English has declined over the last three years and has placed the school in the lower 50% of schools based on levels of entitlement to free school meals. In mathematics there has been a trend of improvement but in 2013 a fall in performance places the school in the bottom 25% of similar schools.

Pupils' progress from the previous key stages is better than expected for level 2 threshold, the level 1 threshold and the capped points score but is below expectations for the level 2 threshold including English and mathematics and the core subject indicator. Nearly all pupils left school with recognised qualification in 2012 and 2013.

In the sixth form, performance in the level 3 threshold and the average wider points score are below the family and national averages.

In 2013, at key stage 3, boys do significantly worse than girls in the core subject indicator when compare to the family and national averages. Girls do better than boys in English and mathematics, and the gap is larger than the family and national averages. In science, girls still do better than boys, although the gap between girls' and boys' performance is smaller than family and national averages.

At key stage 4, the gap between the relative performance levels of girls and boys is greater than the family and Wales averages for the level 2 threshold, the level 1 threshold and English, while for the level 2 threshold including English and mathematics, the core subject indicator, the capped points score and mathematics, boys perform better than girls.

In the sixth form, boys perform worse than girls for the level 3 threshold and their performance is well below that of boys in other schools in the same family and the average for Wales as a whole.

In key stage 3, the performance of pupils entitled to free school meals is similar to the average for its family of similar schools and nationally. The gap between these pupils and pupils who are not entitled to free school meals is smaller than the average gap in its family and nationally.

At key stage 4, the performance of pupils entitled to free school meals is similar to the family and Wales averages for the level 2 threshold including English and mathematics, the level 2 threshold, the core subject indicator and the capped points score. Pupils entitled to free school meals make good progress in the in the level 2 threshold, the level 1 threshold and the capped points score, but their progress is less than expected in the level 2 threshold including English and mathematics and the core subject indicator.

In Welsh second language, performance at key stage 3 has improved significantly in the last three years. It now places the school in the upper 50% of schools based on levels of entitlement to free school meals and is generally similar to family and Wales averages. At key stage 4, only a few pupils achieve a qualification in Welsh second language, and many pupils are not entered for a formal qualification.

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	319	107 34%	205 64%	6 2%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	3%	1%	
The school deals well with any bullying	318	63 20%	209 66%	42 13%	4 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	2%	
I have someone to talk to if I am worried	318	103 32%	192 60%	22 7%	1 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	53%	8%	1%	
The school teaches me how to keep healthy	318	85 27%	172 54%	57 18%	4 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	57%	17%	3%	
There are plenty of opportunities at school for me to get regular exercise	318	134 42%	168 53%	16 5%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	2%	
I am doing well at school	319	75 24%	227 71%	15 5%	2 1%	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	318	106 33%	200 63%	11 3%	1 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	317	46 15%	213 67%	51 16%	7 2%	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	317	117 37%	166 52%	30 9%	4 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	318	27 8%	164 52%	119 37%	8 3%	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	317		79	180	57	1	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			25%	57%	18%	0%	
The school listens to our views and makes changes we suggest	319		48	162	90	19	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			15%	51%	28%	6%	
I am encouraged to do things for myself and to take on responsibility	319		94	212	13	0	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			29%	66%	4%	0%	
The school helps me to be ready for my next school, college or to start my working life	319		89	193	35	2	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			28%	61%	11%	1%	
The staff respect me and my background	318		106	188	22	2	Mae'r staff yn fy mharchu i a'm cefndir.
			33%	59%	7%	1%	
The school helps me to understand and respect people from other backgrounds	317		99	196	21	1	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			31%	62%	7%	0%	
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	111		30	62	17	2	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			27%	56%	15%	2%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	56		15	27	12	2	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	48%	21%	4%	
			28%	50%	16%	6%	

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.	34	9 26% 43%	22 65% 50%	2 6% 4%	0 0% 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	36	8 22% 46%	25 69% 48%	2 6% 4%	1 3% 1%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	36	17 47% 49%	18 50% 45%	1 3% 3%	0 0% 1%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	36	13 36% 45%	20 56% 48%	3 8% 4%	0 0% 1%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	36	3 8% 21%	22 61% 55%	7 19% 11%	1 3% 3%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	36	9 25% 33%	23 64% 57%	3 8% 5%	0 0% 1%	1	Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	36	18 50% 50%	16 44% 45%	1 3% 2%	1 3% 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	36	7 19% 31%	17 47% 53%	10 28% 8%	1 3% 2%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
Staff treat all children fairly and with respect.	36	9 25% 32%	18 50% 48%	5 14% 9%	1 3% 2%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	36	11 31% 33%	15 42% 53%	8 22% 7%	2 6% 1%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	36	11 31% 41%	21 58% 52%	2 6% 3%	0 0% 1%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	34	11 32% 32%	19 56% 46%	4 12% 7%	0 0% 2%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.

	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.	36	8 22%	22 61%	5 14%	1 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	36	11 31%	20 56%	4 11%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	35	9 26%	17 49%	4 11%	1 3%	4	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.	35	9 26%	19 54%	3 9%	1 3%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		36%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	35	9 26%	19 54%	3 9%	2 6%	2	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.	36	8 22%	14 39%	9 25%	4 11%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	35	8 23%	24 69%	2 6%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Alwyn Thomas	Reporting Inspector
Michelle Gosney	Team Inspector
John F Thomas	Team Inspector
Jennifer Anne Williams	Team Inspector
Peter Trevor Lewis	Lay Inspector
Jacqueline Ann Street	Peer Inspector
Helen Jones	School 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.