



A report on

**Ysgol Uwchradd Aberteifi
Park Place
Aberteifi
Ceredigion
SA43 1AD**

Date of inspection: January 2015

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

Ysgol Uwchradd Aberteifi is a naturally bilingual school for pupils aged between 11 and 18 years, which is maintained by Ceredigion local authority. The school is situated in the coastal town of Cardigan and admits pupils from a wide rural catchment area. There are 528 pupils on roll and 101 students in the sixth form.

Nineteen point five per cent (19.5%) of pupils are eligible for free school meals. This is higher than the national average of 17.5%. Twenty-five point five per cent (25.5%) of the school's pupils live in the 20% of Wales' most underprivileged areas. The school has a special education unit, namely 'Canolfan Seren Teifi', for 10 pupils; seven full-time pupils and three pupils who receive part of their education in the mainstream. The local authority looks after five pupils.

The school admits pupils from across the ability range. Forty per cent of pupils are on the additional learning needs register, and 2.8% pupils have a statement of special educational needs. These figures are considerably higher than the national averages.

Thirty-five per cent of pupils come from homes in which Welsh is the main language. However, 52% of pupils speak Welsh as a first language or to an equivalent standard. Sixteen pupils speak English as an additional language.

The headteacher was appointed to the post in January 2012. The senior management team includes the headteacher, an assistant headteacher and an acting assistant headteacher.

The individual school budget per pupil for Ysgol Uwchradd Aberteifi in 2014-2015 is £5,199. The maximum per pupil in secondary schools in Ceredigion is £7,160 and the minimum is £4,379. Ysgol Uwchradd Aberteifi is in third place of the six secondary schools in Ceredigion in terms of the school budget per pupil.

Summary

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

Current performance

The strong features in the current performance of the school include:

- In key stage 4, performance in mathematics is consistently higher than in other similar schools
- Attendance rates have consistently placed the school in the upper half of similar schools based on eligibility for free school meals during the last four years
- The behaviour of nearly all pupils is exemplary
- Teaching in many lessons is effective
- Marking and feedback to pupils are of a consistently high quality
- Planning to develop pupils' literacy and numeracy is comprehensive

However, current performance is judged as adequate because:

- In key stage 4, performance in the indicators that include English or Welsh and mathematics has placed the school in the lower half of similar schools according to free-school-meal benchmarks for the last three years
- In key stage 4, pupils' performance in English or Welsh has declined and is lower than that of similar schools
- A minority of pupils, especially boys, produce writing that is too brief, lacks depth and contains too many spelling, grammatical and punctuation errors

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has created an ethos of high expectations and accountability, which permeates throughout the school
- Performance management processes are strong and focus on key areas for improvement
- Governors know the school well and have a clear understanding of strengths and areas for improvement
- The school has comprehensive self-evaluation systems
- The school's improvement plans include clear priorities for improvement, quantifiable targets, responsibilities that are allocated appropriately and suitable actions to address areas of underperformance

Recommendations

- A1 Improve standards in key stage 4 in English and Welsh
- A2 Improve the quality and accuracy of boys' writing
- A3 Ensure that all teachers make effective use of questions to probe and extend pupils' understanding
- A4 Ensure that pupils respond appropriately to comments in teachers' marking
- A5 Ensure that all faculty leaders make effective use of the findings of departmental reviews in planning for improvement
- A6 Eliminate the budget deficit

What happens next?

Ysgol Uwchradd Aberteifi will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In key stage 4, since 2011, performance in the indicator that includes five GCSEs at grades A*-C including English or Welsh and mathematics has been close to modelled outcomes but generally below that of other similar schools. Performance in indicators that include a wide range of qualifications has improved and for the last two years has been above that of other similar schools. Overall, pupils make good progress in indicators that include a wide range of qualifications and satisfactory progress in the indicator that includes English or Welsh and mathematics between key stage 2 and key stage 4. Performance in mathematics is consistently higher than in other similar schools. However, pupils' performance in English or Welsh has been lower than that in other similar schools over the last three years.

In key stage 4, since 2011, in indicators that include English or Welsh, the gap between the performance of boys and girls is greater than that in other similar schools. Overall, pupils eligible for free school meals make suitable progress.

In key stage 3, performance in the indicator that includes English or Welsh, mathematics and science in combination has improved and, in the last two years, is higher than that in other similar schools.

In the sixth form, the school's performance in the level 3 threshold and average wider points score is consistently higher than the averages for the local authority and Wales.

In lessons, nearly all pupils show positive attitudes towards their work. In most lessons, they listen attentively and about a half of pupils offer reasoned and extended responses to teachers' questions. A minority, however, lack confidence when responding orally and offer brief, underdeveloped answers. In many lessons, pupils make good progress in developing their skills and subject knowledge. In these lessons, a majority work well individually and in small groups. However, a minority do not contribute well enough to group activities and consequently do not make sufficient progress. In a very few lessons, pupils make exceptional progress. In these lessons, pupils gain a deep understanding of how to evaluate their progress and develop their skills.

Pupils write extended pieces of work for a wide range of audiences and purposes in most subjects. Many pupils who study their subjects in Welsh, especially in key stage 3, write clearly and have a good understanding of grammatical rules and idiom. However, a few use too many English words when writing in Welsh and make frequent grammatical and spelling errors. When writing in English, many pupils make effective use of a wide general and subject specific vocabulary. A majority of pupils have a good grasp of spelling, punctuation and grammar. A few pupils communicate their ideas very well using an extensive and sophisticated vocabulary. However, a minority of pupils, especially boys, produce writing that is too brief, lacks depth and

contains too many spelling, grammatical and punctuation errors. In many lessons, pupils make good progress in their reading and are able to extract and use relevant information from texts. Pupils with specific difficulties in reading make good progress in intervention groups.

Most pupils develop their numeracy skills very well in a range of subjects, for example when calculating population density in geography. Many pupils are adept at mental arithmetic and understand how to convert measurements between different units. Many are able to construct a variety of different graphs and charts to display data effectively. In addition, a majority of these pupils are able to apply their subject knowledge well to make interpretations and draw appropriate conclusions from patterns in data. This is a particular strength of the school.

Wellbeing: Excellent

Pupils' participation in decision-making is a very strong feature. Through the school council, pupils have had a significant influence on issues such as improving the quality of marking and feedback, refining anti-bullying policies, reducing instances of bullying and improving the quality of the school uniform. They also contribute very effectively to decisions about the school's environment and facilities, for example the development of the new gym and the extensive programme of clubs and activities.

Pupils' behaviour is exemplary and nearly all have positive attitudes towards their learning. There have been no fixed term exclusions during the last 18 months and there has not been a permanent exclusion for three years. These figures compare very well with local and national averages and demonstrate a significant improvement since the time of the last inspection.

Pupils' attendance is outstanding. Attendance rates over the last four years have placed the school in the top 25% of similar schools based on eligibility for free school meals and above modelled outcomes. The attendance of pupils eligible for free school meals has increased year on year and is consistently well above that of the same group of pupils in similar schools and nationally. This is a very strong feature.

Nearly all pupils feel safe in school and most feel that the school deals very well with the few cases of bullying that arise. Sixth form pupils trained as 'peer befrienders' offer valuable and effective support to younger pupils during the lunch hour. Many pupils take part in a wide range of interesting physical activities and have a thorough understanding of how to keep fit and lead a healthy lifestyle. Participation includes a high proportion of pupils eligible for free school meals.

Many pupils are involved in extensive charity work and raise large amounts of money for local and national charities. The school prepares the pupils well for the next phase in their lives. Almost all pupils have very good social and life skills.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a balanced curriculum that meets statutory requirements. In key stage 4, there is a wide range of general and vocational courses that provide relevant and interesting experiences for pupils. There are useful opportunities for pupils to study the Welsh Baccalaureate qualification in key stage 4 and post-16. The school offers valuable experiences for more able and talented pupils in science, mathematics and design technology; an example of this provision is the engineering club 'Aberteifi Tigers'. This interesting and innovative provision is having a positive effect on more able pupils' outcomes in science and mathematics. The school provides pupils with an extensive range of extra-curricular activities and educational trips to enrich academic and cultural experiences.

The school plans effectively to meet the requirements of the Literacy and Numeracy Framework. As a result, there is a range of well thought out activities across the curriculum that develop pupils' literacy and numeracy progressively. The school works closely with its partner primary schools to develop strategies to ensure smooth transition and share best practice in developing pupils' literacy and numeracy skills. It has offered parents valuable training and high quality resources to help them support their children in developing their literacy and numeracy skills. The school has comprehensive strategies to identify pupils whose literacy and numeracy skills are weak. These strategies have a positive impact on the standards of particular pupils.

The school is planning well to ensure that pupils make good progress in their Welsh language skills. This has led to a significant and sustained increase in the proportion of pupils studying subjects other than Welsh through the medium of Welsh. The school organises extra-curricular activities, which provide useful opportunities for pupils to use their Welsh language skills in an informal social setting, such as the Urdd Club and the school Eisteddfod.

The provision of education for sustainable development and global citizenship is a strength. This is well established across the curriculum, and through extra-curricular activities. These activities provide pupils with a clear understanding of its relevance in their lives. The eco council has instigated successful initiatives to increase recycling and reduce water and energy consumption.

Teaching: Good

Nearly all teachers have comprehensive and up-to-date subject knowledge and are good language models. In nearly all lessons, teachers foster positive and productive working relationships with pupils.

In many lessons, teachers have high expectations of pupils, and plan challenging and interesting tasks to capture their interest well. These lessons have stimulating starter activities and distinct logical phases. In these lessons, teachers are enthusiastic about their subject and ensure a brisk pace. About a half of teachers select and prepare resources carefully to extend the more able and many plan well to

support those with specific learning needs. Many teachers use their ability to communicate in both Welsh and English well to support and develop pupils' bilingual skills. In a majority of lessons, teachers use open questions skilfully to check pupils' understanding and supplementary questions to ensure they develop and extend their responses. In a very few lessons, teachers plan very demanding activities to encourage pupils to think deeply about their subject.

In a minority of lessons, teachers do not use questions well enough to probe and extend pupils' understanding. In a minority of lessons, teachers do not match work well enough with pupils' abilities and conduct the lesson at a slow pace. In a very few lessons, teachers do not offer pupils enough opportunities to develop their own ideas and solve problems for themselves.

The quality and consistency of feedback to pupils are strengths of the school. In most lessons, teachers give pupils regular oral feedback to help develop their understanding or correct misconceptions. In many lessons, teachers plan useful peer and self-assessment tasks. Nearly all teachers mark books regularly and many write detailed and useful comments with clear advice on how to improve. However, only a minority ensure that pupils act appropriately on this advice. The school has an effective system to track pupils' progress and identify under-achievement in a timely manner. Most staff use information from this system well to provide identified pupils with targeted intervention and support.

The school provides parents with useful information on their children's progress and wellbeing in parents' evenings as well as interim and end-of-year reports. These reports include useful targets for improvement and appropriate opportunities for parents and pupils to respond.

Care, support and guidance: Good

The school's provision to promote pupils' spiritual, moral, social and cultural development is comprehensive and effective. The school has clear anti-bullying policy and procedures that contribute well to ensuring a caring environment in which nearly all pupils feel safe.

The school provides beneficial support for pupils whatever their ability and individual needs. A strong pastoral team works well with a variety of external agencies. The school has developed worthwhile provision through the 'Hafan' and 'Space' facilities to support the emotional and behavioural needs of more vulnerable pupils. This wide-ranging provision has led to significant improvements in pupils' attendance, achievement and attitude.

The school is proactive when dealing with issues relating to attendance and behaviour and endeavours to prevent problems escalating. The school has a robust and effective system to monitor attendance. Pastoral and inclusion leaders have developed close links with parents to aid communication and respond quickly to any issues that arise. The school behaviour policy is comprehensive and applied skilfully and sensitively by most teachers.

The school's personal and social education programme provides pupils with a wide range of valuable experiences. The school also makes appropriate arrangements to promote healthy eating and drinking. Pupils receive valuable careers and options advice, which supports them well at key transition points.

Provision for pupils who have additional learning needs is comprehensive and impacts positively on their progress.. Individual educational plans are appropriate and include relevant and pupil friendly targets to support improvement. The school provides worthwhile opportunities for pupils to contribute to their own individual educational plans. The school works closely with parents to ensure that they play a full role in supporting their child's progress.

The school has effective provision for pupils with significant additional learning needs, which includes the 'Seren Teifi' centre. Pupils in this centre follow individualised curricula and receive very beneficial support. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

Ysgol Uwchradd Aberteifi is an inclusive community, and has a very supportive and caring ethos. It has a strong culture of celebrating diversity. All pupils, whatever their needs and backgrounds, are encouraged to succeed in line with the school's mission statement, 'Every pupil will succeed'. The school ensures that all pupils can take part in any learning activity or school trip. Staff and pupils challenge any instances of stereotyping robustly. As a result, pupils enjoy school and feel valued.

There are numerous bright and attractive displays of pupils' work in classrooms and corridors. This provides a stimulating learning environment.

The school has a wide range of high quality resources, which support pupils' learning well. This includes a new well-equipped gymnasium. The school has a well-stocked library and extensive information and communication technology equipment.

Given the age of the building, the school is very well maintained, clean and tidy. The toilets and changing facilities are fit for purpose and the school site is secure.

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

Since her appointment in January 2012, the headteacher has had a significant impact on improving standards, provision and aspects of leadership. She communicates a clear and well-understood vision about improving the school to staff, pupils, governors and parents. She sets high expectations for herself and expects staff and pupils to adopt the same values. Nearly all staff have a clear understanding of their roles and responsibilities. There is a strong focus on raising standards in areas that are underperforming as well as striving towards excellence where standards or provision are already good. An ethos of high expectations and accountability permeates the school.

Performance management processes are strong and objectives focus appropriately on key areas for improvement

The headteacher, supported effectively by the governing body, has challenged underperformance robustly. As a result, there have been significant staffing changes in key areas since the last inspection.

The school has a calendar of purposeful meetings. The extended leadership team, which includes the eight heads of faculty, meet every fortnight, and information from these meetings is shared promptly and efficiently with other staff. This has had a significant impact on improving communication and ensuring consistency in the application of whole-school policies. However, formal meetings between line managers and faculty leaders in areas of most concern do not take place frequently enough.

Many leaders have a good understanding of performance data and carry out their roles well. A few leaders who are new in their role are developing an appropriate range of leadership skills but rely on support and guidance from the headteacher with aspects of their work, such as data analysis and self-evaluation.

The school has responded effectively and enthusiastically to meet a wide range of national priorities. The quality of work to strengthen provision for the development of literacy and numeracy skills has been very high, in particular planning to improve numeracy across the curriculum. In addition, the school has been thoughtful in its planning to reduce the impact of poverty on attainment and developing pupils' bilingualism. Creative use of resources and the introduction of a wide range of initiatives has had a strong impact on pupils' attendance and achievement in mathematics, science and indicators that include a wide range of qualifications.

The governing body places significant emphasis on undertaking its role as a critical friend. Governors know the school well and have a clear understanding of strengths and areas for improvement. They have challenged leaders and staff robustly to bring about improvement in many key areas. The governing body has a suitable structure of committees to ensure that important issues such as the performance of core subjects and teaching are given suitable attention and discussed in detail. Each term, the headteacher provides a detailed report to aid discussion. Governors regularly attend faculty meetings in areas where there is greatest concern and provide useful challenge and support.

Improving quality: Good

The whole-school self-evaluation report is detailed and provides a thorough review of all aspects of school life. In a few places, commentary is overly descriptive. However, generally, there is a close match between the evaluations in the report and the outcomes of this inspection.

A strength of the school's self-evaluation process is the range of evidence gathered and quality of the analysis. A key aspect of the process is the biennial programme of faculty reviews. These reviews are challenging, robust and of a high quality. Leaders evaluate standards, teaching, assessment and leadership well and write a

detailed summative report as well as providing a useful range of recommendations to support future improvement. Although the programme has only been running for 18 months, it has already led to significant improvements in the standards, provision and leadership of two faculty areas.

The school has a comprehensive calendar of monitoring activities undertaken by all leaders to supplement the faculty review programme. This includes lesson observations and a wide range of activities to scrutinise various aspects of pupils' work. Lesson observations and scrutiny of pupils' work by senior leaders are evaluative, comprehensive and rigorous. However, the quality of activities undertaken by faculty leaders is more variable. In a minority of instances, evaluations of lessons and pupils' books are descriptive and do not provide enough information about the specific aspects that require improvement. The regular contribution of pupils, parents and governors to self-evaluation and improvement planning is a strength. The school conducts useful and timely surveys of the views of parents and pupils.

Faculty self-evaluation reports are sound and there is a suitable link between the content of the self-evaluation reports and their priorities for improvement. However, faculty leaders do not make enough use of the outcomes of the faculty reviews to evaluate their own performance, in particular in relation to pupils' progress in lessons, pupils' development of skills and the quality of teaching. In a few instances, priorities included in faculty improvement plans are not evident in the self-evaluation reports.

At whole-school level, there is an appropriate link between self-evaluation and improvement planning. Priorities for improvement are generally clear, targets are quantifiable, responsibilities are allocated appropriately and there are suitable actions to address areas of underperformance. However, the school has based its improvement plan on every aspect of the common inspection framework. As a result, the plan includes too many minor areas for improvement and the most important are not prominent enough.

The school's rigorous planning has led to significant improvements in the quality of teaching, sustained high performance in mathematics, and significant improvements in the level 2 threshold and the capped points score. However, initiatives to address the performance of English and Welsh have not had time to impact on outcomes at key stage 4.

Partnership working: Good

The school has developed an open and valuable partnership with parents. Communication is very effective. Parents receive useful and regular information about the school through newsletters and the school's website.

The school has a productive strategic partnership with other educational institutions in the area. This has had a positive impact on the number of courses available in key stage 4 and the sixth form. The school has appropriate arrangements to monitor the quality of courses and teaching that takes place at other sites, and to ensure that arrangements are cost-effective.

There is a beneficial partnership between the school and its partner primary schools, which leads to very effective transition. Year 5 and Year 6 pupils benefit from a range of valuable opportunities to visit the school. As a result, pupils settle quickly at the school. Arrangements for moderating teachers' assessments jointly in the core subjects have led to an increased common understanding of the assessment criteria in key stage 2 and key stage 3.

The school has a close partnership with the local community, which has strengthened significantly since the last inspection. Funds raised during joint initiatives make an excellent contribution to enhancing pupils' experiences, for example in transforming the school gymnasium.

The school works very well with a range of partners to support disadvantaged pupils. This has had a significant impact, for example on the wellbeing of pupils eligible for free school meals.

Resource management: Adequate

The school manages its resources well and is staffed appropriately. Leaders make effective use of teachers' expertise and experience when allocating staff to classes. Support staff make a valuable contribution to many aspects of school life.

The headteacher, and the Local Authority finance officers manage and monitor the school's financial affairs closely. The school, supported by the local authority, is working very well to address its budget deficit by April 2015. Sixth-form provision is cost effective.

The school offers extensive opportunities for all staff to develop professionally. A culture of co-operation is developing well and staff regularly share good practice in important areas such as assessment, teaching and provision for skills. The school has established beneficial working groups. These have had a positive impact on standards of numeracy and literacy across the curriculum as well as strengthening the transition programme. In addition, a number of teachers play a prominent role in professional networks across the local authority, for example to support the improvement of standards of literacy and numeracy. The school provides valuable support and training for new staff and those teaching outside their areas of expertise.

The school makes effective use of the pupil deprivation grant. Leaders are creative in their use of funds, for example in providing school uniform and equipment for pupils. These decisions have had a significant impact on improving attendance of pupils eligible for free school meals and their performance in the level 2 threshold.

On the basis of current performance, the school offers adequate value for money.

Appendix 1

Commentary on performance data

In key stage 4, since 2011, the school's results at the level 2 threshold including Welsh or English and mathematics have improved a little. Performance in this indicator is consistently close to modelled outcomes and higher than the average for the family in two of the last four years. In 2011, performance in this indicator placed the school in the upper half of similar schools according to levels of eligibility for free school meals; since then, performance has placed it in the lower half of similar schools.

Since 2011, performance in the core subject indicator has remained comparatively stable and higher than the average for the family in two of the last four years. In 2011, performance in this indicator placed the school in the upper half of similar schools according to levels of eligibility for free school meals. In 2012 and 2013, performance in this indicator placed the school in the upper half of similar schools. In 2014, performance places the school in the lower half of similar schools.

Performance at the level 2 threshold has placed the school in the top quarter or the upper half of similar schools and has been below the average for the family in three of the last four years. Performance at the level 1 threshold has improved and, in 2014, is above the average for the family for the first time, placing the school in the upper benchmark half. Performance in the wider average capped points score has improved and is better than the average for the family for the first time in 2014. This performance has placed the school in the top quarter or the upper half of similar schools in three of the last four years.

Since 2011, performance in Welsh as a first language at level 2 has declined considerably. Performance in this indicator places the school in the lower half or the bottom quarter of similar schools and is consistently lower than the average for the family, except in 2011.

Performance in level 2 English has declined since 2011 and is consistently lower than the averages for the family. In 2011, performance in this indicator placed the school in the upper half of similar schools according to levels of eligibility for free school meals. However, in the three years since then, performance has placed it in the lower half or the bottom quarter of similar schools. Since 2011, performance in mathematics at level 2 has varied and has been consistently higher than the family average. Over the same period, performance has placed the school in the upper half or the top quarter of similar schools. Since 2011, performance in science has varied and has been lower than the average for the family. In 2011 and 2012, performance placed the school in the upper half of similar schools; however, in 2013 and 2014, performance has placed the school among the lowest benchmark group.

Pupils make very good progress in indicators that include a wide range of qualifications and good progress in the indicator that includes English or Welsh and mathematics between key stage 2 and key stage 4.

Only a very few pupils have left school without qualifications in the last three years.

Over the last three years, the gap between boys' performance and that of girls is wider than in comparison with the family in level 2 including English or Welsh and mathematics and the core subject indicator. This is mainly because of boys' comparatively weak performance in English and Welsh as a first language. However, in the level 2 indicator, the level 1 indicator and the average capped points score, these gaps are not as large as similar gaps for the family.

In general, pupils who are eligible for free school meals do not perform as well as they do in other similar schools in most of the key indicators.

In key stage 3, performance in the core subject indicator has improved in the last four years and has been higher than the average for the family in two of the last four years. This performance has placed the school in the top quarter or the upper half of similar schools in three of the last four years. Since 2011, performance in Welsh at level 5 or higher in key stage 3 has improved and has been higher than the average for the family in two of the last four years. This performance has placed the school in the lower half or the bottom quarter of similar schools in three of the last four years.

Performance in English at level 5 or higher has been lower than the average for the family in three of the last four years. This performance has placed the school in the bottom quarter or the lower half of similar schools according to levels of eligibility for free school meals in three of the last four years, but in 2013, placed the school in the top quarter. Performance in mathematics at level 5 or higher has placed the school in the top quarter of similar schools and has been higher than the average for the family in two of the last four years. Performance in science at level 5 or higher has been lower than the average for the family and has placed the school in the lower half or the bottom quarter of similar schools in three of the last four years.

Performance at level 6 or higher in English has been consistently lower than the average for the family. In Welsh, performance at level 6 or higher has been better than the family average in two of the last four years. Over the same period, performance in mathematics at level 6 or higher has been consistently higher than the average for the family. In science, performance at level 6 or higher has been lower than the average for the family in three of the last four years.

The gap between boys' and girls' achievement in the core subject indicator has been consistently wider than the average gap for the family.

The performance of pupils who are eligible for free school meals in the core subject indicator has varied over the last four years but has been lower than the average for the family in two of the last three years.

In the sixth form, the school's results are consistently higher than the figures for the local authority and the average for the whole of Wales. This year, 90% of pupils in the sixth form gained the Welsh Baccalaureate qualification.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 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	134	92 69%	41 31%	1 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	4%	1%	
The school deals well with any bullying	134	54 40%	69 51%	10 7%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	3%	
I have someone to talk to if I am worried	134	68 51%	61 46%	5 4%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	134	35 26%	74 55%	24 18%	1 1%	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	133	75 56%	55 41%	3 2%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	134	56 42%	70 52%	7 5%	1 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	132	70 53%	58 44%	4 3%	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	134	40 30%	75 56%	18 13%	1 1%	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	133	78 59%	53 40%	2 2%	0 0%	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	134	18 13%	78 58%	30 22%	8 6%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	134	46 34%	69 51%	17 13%	2 1%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	51%	17%	4%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		133	35 26%	69 52%	25 19%	4 3%	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		134	57 43%	71 53%	6 4%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		104	35 34%	68 65%	1 1%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	54%	9%	1%	
The staff respect me and my background		134	62 46%	62 46%	10 7%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds		130	60 46%	61 47%	9 7%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	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		48	15 31%	26 54%	6 12%	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%	16%	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		30	10 33%	18 60%	1 3%	1 3%	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

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 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.	217	106 49%	100 46%	7 3%	1 0%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	216	114 53%	90 42%	7 3%	2 1%	3	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.	217	123 57%	78 36%	11 5%	1 0%	4	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	45%	3%	1%		
My child is making good progress at school.	217	120 55%	86 40%	8 4%	1 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	216	59 27%	115 53%	19 9%	6 3%	17	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	213	91 43%	108 51%	6 3%	3 1%	5	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	217	133 61%	78 36%	3 1%	0 0%	3	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		50%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	217	89 41%	103 47%	16 7%	1 0%	8	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%	53%	8%	2%		
Staff treat all children fairly and with respect.	217	85 39%	88 41%	26 12%	7 3%	11	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	48%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	217	80 37%	112 52%	14 6%	3 1%	8	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	217	115 53%	94 43%	4 2%	0 0%	4	Mae fy mhentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs.	206	92 45%	85 41%	9 4%	4 2%	16	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	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.	217	88 41%	101 47%	22 10%	5 2%	1	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.	217	99 46%	89 41%	17 8%	7 3%	5	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.	217	77 35%	94 43%	23 11%	6 3%	17	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	217	91 42%	106 49%	13 6%	0 0%	7	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.	206	68 33%	84 41%	19 9%	1 0%	34	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.	217	96 44%	95 44%	19 9%	4 2%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	217	106 49%	87 40%	10 5%	4 2%	10	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%		

Appendix 3

The inspection team

Ceri Jones	Reporting Inspector
Vaughan Williams	Team Inspector
Catherine Evans	Team Inspector
Gwen Aubrey	Lay Inspector
Delyth Gray	Peer Inspector
Rhodri Thomas	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 eligible for 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 eligible for 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.