



*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**

**Penyrheol Comprehensive School  
Pontarddulais Road  
Gorseinon  
SA4 4FG**

**Date of inspection: September 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:

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

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

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## Context

Penyrheol Comprehensive School is an 11 to 16 mixed comprehensive school serving Gorseinon and the surrounding area, and is maintained by the City and County of Swansea. Currently there are 944 pupils on roll, which is similar to the number at the time of the last inspection in November 2007. At 16, the majority of pupils continue their education at Gower College Swansea.

Around 18% of pupils are entitled to free school meals, which is similar to the Welsh average of 17.7% for secondary schools. Around 5% of pupils live in the 20% most deprived areas in Wales.

About 23% of pupils are on the school's special educational needs register. On site, there is a secondary specialist teaching facility, which caters for 10 pupils with statements of special educational needs from across the council. These pupils are registered at the school. The percentage of pupils with a statement of special educational needs is 4%, compared with 2.5% for Wales as a whole. Very few pupils are from a minority-ethnic or mixed-race background. No pupils speak Welsh as their first language.

The headteacher took up his post in September 2002. The senior leadership team consists of the headteacher, two deputy headteachers, one of whom took up his post in September 2012, two assistant headteachers, and the business manager.

The school had a major fire in 2006 that destroyed two thirds of its buildings. Following a three-year period in temporary accommodation, the school moved into its new buildings in 2009.

The individual school budget per pupil for Penyrheol Comprehensive School in 2013-2014 means that the budget is £4,598 per pupil. The maximum per pupil in the secondary schools in Swansea is £6,016 and the minimum is £4,079. Penyrheol Comprehensive School is seventh out of the 14 secondary schools in Swansea in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- pupils achieve good standards at key stage 4, including very good standards in indicators that include English and mathematics;
- pupils make good progress in many lessons in gaining new knowledge, understanding and subject skills;
- most pupils develop their literacy skills well and many of them have secure numeracy skills;
- pupils behave very well, have positive attitudes to learning and have well-developed social and life skills;
- teaching in many lessons is effective;
- there is a strong and well-communicated inclusive ethos based on mutual respect; and
- there is a high standard of care, support and guidance, especially for the most vulnerable pupils.

### Prospects for improvement

The school has good prospects for improvement because:

- the headteacher provides effective leadership and is well supported by the senior leadership team;
- the school's priorities are communicated well to all staff;
- the school has detailed arrangements for self-evaluation based on evidence from a wide range of sources;
- the comprehensive whole-school self-evaluation processes give senior leaders a secure and detailed knowledge of the school;
- there is a clear link between the school's self-evaluation process and development planning; and
- leadership has had a positive impact on improving important aspects of school life such as the sustained improvement in standards in key stage 4.

## **Recommendations**

R1 Improve standards in Welsh second language

R2 Increase the consistency of the quality of the marking of pupils' work

R3 Improve the quality of planning for improvement

R4 Provide a daily act of collective worship

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

The school's performance at key stage 4 in those indicators that include English and mathematics has improved steadily over the last five years and is now much better than that for similar schools. There has been a similar trend of improvement in those indicators that include a wider range of qualifications that also compares well to that of similar schools. No pupil has left the school without a qualification over the last three years. Pupils' progress from the previous key stages is much as expected for most indicators.

At key stage 3, performance in English and mathematics is around that of similar schools and pupils' progress from the previous key stage is generally below expectations.

The gap between the performance of boys and girls is smaller than national averages. Pupils eligible to free school meals generally perform as expected. Pupils with special educational needs also perform as expected.

Pupils make good progress in many lessons and gain new knowledge, understanding and subject skills effectively. They have a secure recall of previous work and draw on this successfully to develop their work. In these lessons, pupils understand important subject terms and the concepts that underpin them. In dealing with new and unfamiliar situations, they apply their knowledge and understanding to good effect. Where appropriate, pupils provide full and reasoned explanations of their work and produce well-supported conclusions. In a few lessons, more able and less able pupils do not make as much progress as they should. In these lessons, a minority of pupils' knowledge and understanding of their work is uncertain and their subject skills are underdeveloped.

Pupils listen attentively to their teachers and other pupils, and their responses reflect a good understanding. Most pupils communicate clearly when answering questions and contribute well to class and group discussions. A few pupils give more detailed responses to questions, making good use of appropriate subject specific vocabulary. A very few lack confidence when speaking in class.

Most pupils read accurately and confidently. They are able to extract relevant information from a range of sources in order to complete tasks and develop their understanding of particular aspects. More able pupils write well for a variety of purposes, using mostly correct spelling and punctuation. They develop and organise their ideas effectively to produce a range of extended writing of good quality. The written work of pupils of average and lower ability levels is more variable in standard. While these pupils complete some tasks appropriately, they do not always develop and organise ideas effectively in extended writing tasks, and their work sometimes contains too many basic errors of spelling, punctuation and grammar.

Many pupils demonstrate appropriate skills of number, measurement and the use of data. However, their ability to apply these skills effectively in different contexts varies too much.

In the last four years, large numbers of pupils have gained Essential Skills Wales qualifications in Communication and Application of Number at level 1 and level 2, and about a quarter have attained level 3 in Communication.

Pupils with underdeveloped literacy and numeracy skills make good progress in lessons designed to improve those skills. Their progress over the longer term has been inconsistent, but pupils are now making more certain progress following the introduction of timetabled intervention sessions.

In Welsh second language at key stage 3, pupils' performance improved up to 2011, but has fallen back since then and is below the performance of similar schools. At key stage 4, there has been an increase in the proportion entering the short course at level 2. Although the few who enter the full course do very well, those entering the short course do not do well and the proportion of the cohort achieving a level 2 qualification in Welsh second language is low.

### **Wellbeing: Good**

Most pupils enjoy school and have positive attitudes to their work. In classes and around the school, most pupils behave very well. They feel safe in school and feel that the school deals well with any incidences of bullying. Most pupils have a secure understanding of how to become healthy and many pupils take part in regular opportunities for exercise.

There have been no permanent exclusions for the last five years and the number of days lost to fixed-term exclusions has fallen sharply over the last four years. Pupils' attendance has improved over the last few years and is now much the same as the rate for similar schools.

Pupils have an increasing say in the life and work of the school, including commenting on aspects of teaching and learning. The school council has contributed appropriately to making a range of decisions that have a positive impact on the life of the school, for example in improving the school environment.

Most pupils participate in a wide variety of community and extra-curricular activities that contributes to well-developed social and life skills, such as working with others and problem solving. Pupils show respect, care and concern for the school and other pupils, and demonstrate the skills needed to progress to next stage of learning.

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

The school's curriculum is broad and balanced, and fully meets the needs of all pupils. There is a comprehensive range of general and vocational options at key stage 4. The well-organised programme for personal and social education, involving

a large number of external organisations, is interesting and enjoyed by pupils. There is a wide range of well-attended sporting and cultural extra-curricular opportunities.

To varying degrees, most departments provide suitable opportunities for pupils to develop their literacy, numeracy and other skills. The school's co-ordinators for literacy and numeracy have begun to introduce appropriate strategies aimed at developing a consistent approach to the teaching of these skills across subjects. Many lessons provide well for the development and application of skills. However, some aspects of skills provision are at an early stage of development, in particular the provision for numeracy, extended writing in a few subjects and teachers' planning for progression. The school has suitable plans to address the Literacy and Numeracy Framework and has made appropriate progress in implementing them. In the last year, the school has improved its provision to address the needs of pupils with underdeveloped literacy and numeracy skills by introducing a programme of timetabled additional lessons. These are beginning to have an impact on improving pupils' skill levels.

Although the school allocates enough time to teach Welsh second language, the quality of provision varies too much, and this adversely affects the numbers opting for Welsh full course and completion rates in the Welsh short course in key stage 4. However, during form time, teachers use the 'Big Welsh Challenge' effectively to improve pupils' Welsh skills. The Welsh dimension is explored appropriately in subjects other than Welsh.

There is high-quality provision for education for sustainable development and global citizenship.

### **Teaching: Good**

Teachers have developed positive relations with pupils and this creates a productive learning environment. They manage pupils' behaviour and learning activities effectively. Teachers have a secure subject knowledge and use ICT resources well to enhance their teaching.

Many lessons have a clear purpose and structure that leads to a progressive development of pupils' knowledge, understanding and skills. In these lessons teachers have high expectations and offer appropriate challenge and pace. Teachers use a suitable range of teaching strategies that are well matched to pupils' needs. Many teachers use questioning well to check pupils' understanding. A few teachers use questioning skilfully to prompt pupils to think carefully about the topics they are studying. When pupils are engaged in practical tasks and classroom activities, teachers provide useful support to individual pupils. In a few of these classes, teachers provide challenging activities that help pupils to make particularly good progress.

In a few classes, the purpose of lessons is not clear enough to pupils and at times there is a slow pace to the work. In these lessons, work is not well matched to the needs of the more able pupils and the less able pupils. Opportunities to apply pupils' literacy and numeracy skills are missed.



The quality of marking varies between and within departments. The majority of books are marked regularly and many of these have informative and diagnostic comments that show pupils how to improve. However, in a minority of books, marking is superficial and lacks helpful comments. In a minority of subjects, pupils productively assess their own work and that of their peers.

There is a suitable system to track pupils' progress across all subjects. This provides staff with useful information to track the progress of different groups of pupils and to target appropriate support. Teachers set suitably demanding performance targets for the majority of pupils, but those for more able pupils are not challenging enough.

The school has an effective system for reviewing individual pupil targets that involves pupils, parents and staff. At the start of each year, pupils appropriately identify their own targets in the areas they need to improve. Staff, parents and pupils then discuss progress in a very successful annual 'whole-school review day'. At the end of each year, pupils consider their subsequent progress and identify the next steps for further improvement.

Parents receive detailed written reports on the progress of their children. Many parents feel that they are well informed about their child's achievement and progress.

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

The school has well-established and effective provision for developing and supporting pupils' health and wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking.

There is a comprehensive range of support programmes that meet the needs of pupils well. Mentors, learning coaches and pupil 'buddies' are effective in helping pupils improve and succeed at school. The school works well with key partners and external agencies to provide comprehensive support that meets the needs of pupils well. Personal and social education days make effective use of the expertise of specialist speakers to develop pupils' understanding of issues such as substance misuse, bullying and first aid.

The school promotes pupils' spiritual, moral, social and cultural development effectively through assemblies, the curriculum and extra-curricular activities. However, the school does not provide a daily act of collective worship.

The school provides pupils and parents with useful guidance as they make choices for key stage 4 and post-16 courses. This has contributed to a high proportion of pupils remaining in education or training and very few becoming not engaged in education or training.

The school identifies pupils' additional learning needs clearly and provides suitable support for identified pupils. The school's special educational needs provision and the specialist resource base give pupils high levels of support. As a result, vulnerable pupils generally make good progress. Parents of children with additional learning needs are informed effectively about their child's progress.

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

### **Learning environment: Good**

The school has a strong inclusive ethos that is communicated well to pupils, parents and staff. The school is a supportive community based on a mutual respect between all concerned and promotes successfully its motto of 'To Achieve You Need to Believe'. Diversity and equality are celebrated through a large number of activities and harmful stereotypes are challenged.

The new building is of high quality with very good facilities. The fabric of the older part of the school is deteriorating, but it is well maintained and well used. There are extensive grounds and wide-ranging provision for physical education, sports and drama. Learning resources are suitable for the needs of pupils and the curriculum. Provision for ICT is very good.

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

The headteacher provides effective leadership for the school and is well supported by the senior leadership team. They work well together and have appropriate line management responsibilities for departmental and pastoral teams. The team has recently been extended to ensure that all development priorities are suitably addressed and carefully monitored. Senior leaders have specific responsibilities that cover the main areas of the school's work, and these responsibilities are fairly distributed. The revised management structure is well understood by staff and is appropriate to the needs of the school.

All staff are clear about their roles and responsibilities. Communication with staff is through a well-organised system of meetings that leads to appropriate actions. The school's priorities are communicated well to all staff.

The management structure is having a positive impact on enhancing the role of middle leaders and increasing accountability. Link meetings between middle leaders and senior leaders take place regularly. These meetings focus appropriately on standards and improvement strategies, for example improving pupils' literacy and numeracy skills across all subjects. The school takes full account of national priorities and these are regularly included on the agendas of meetings.

The school has an effective performance management system and incidences of staff under-performance are dealt with appropriately. The targets for improvement that emerge from the performance management process are suitably concerned with improving the quality of teaching and raising standards.

Governors have a secure understanding of the strengths and areas for improvement in the school. They provide suitable support and challenge the school.

### **Improving quality: Good**

The school has detailed arrangements for self-evaluation based on evidence from a wide range of sources, including the views of pupils, staff, governors and parents. Pupils are beginning to be involved in evaluating the effectiveness of teaching. Departments are reviewed thoroughly through an annual monitoring process that involves lesson observations, work sampling and scrutiny of documentation. This results in comprehensive and evaluative reports with detailed information and recommendations for improvement.

The school's annual self-evaluation report is comprehensive, and identifies strengths and areas for improvement. It contains useful evaluative comments about all aspects of the school's work. Detailed analysis of performance data provides an accurate picture of the school's performance in key indicators and in individual subjects. Although results and trends in performance are highlighted in the report, insufficient attention is given to performance against similar schools over a three-year period. The quality of departmental and pastoral self-evaluation reports are variable with many being too descriptive.

There is a clear link between the school's self-evaluation process and development planning. Although school, departmental and pastoral improvement plans identify appropriate priorities and set out suitable actions, they do not indicate clear measurable outcomes and the timescales are not specific enough. This makes it difficult to monitor progress and hold staff to account.

The comprehensive self-evaluation processes give senior leaders a secure and detailed knowledge of the school and the performance of departmental and pastoral teams. This has led to a positive impact on important aspects of school life such as the sustained improvement in standards in key stage 4 and the reduction in fixed-term exclusions. There has been suitable progress in addressing the recommendations from the last inspection.

### **Partnership working: Good**

The school works closely with its partner primary schools. The transition process is thorough and the associated activities help pupils settle quickly into their new school. Joint strategies and working practices have ensured continuity and progression in pupils' learning and wellbeing.

The school works well with the local college and other post-16 providers to help pupils in making appropriate choices for further education, employment or training. Effective collaboration at key stage 4 and robust quality assurance procedures have led to pupils achieving worthwhile qualifications. The school works purposefully with learning providers to personalise the curriculum for disengaged pupils. Successful collaboration with its family of schools has resulted in the sharing of good teaching practice.

The partnership with parents is strong and has impacted positively on pupils' wellbeing. Parents are supportive of the school and many attend parents' evenings. Communication with parents is regular and effective.

The school works appropriately with the leisure centre and has well-established links with initial teacher education training institutions.

**Resource management: Good**

The school makes good use of staff expertise and there are appropriate procedures to further develop their skills across a range of curricular and extra-curricular aspects. All teaching staff are involved in a wide range of professional groups. These include school improvement groups that focus on key development priorities, such as literacy, numeracy, the more able and talented, and the use of iPads. All staff also take part in cluster twilight training sessions that focus on local and national priorities. Links with other schools, for example through the family of secondary schools, have been used to good effect to improve standards and provision.

Spending is planned and monitored closely, and funds are allocated appropriately to meet strategic priorities. There is a clear process in place for evaluating efficiency and cost-effectiveness.

The school provides good value for money because standards are judged to be good.

## Appendix 1

### Commentary on performance data

At key stage 3, performance in the core subject indicator improved in 2013 to the highest level in the school's history. However, performance has fluctuated over the last five years and has always been below the family average. When compared with similar schools based on free school meals, the school has generally been around the median, but when compared with modelled expectations, its performance is well above. English performance at level 5 and above has generally improved over the last five years at much the same rate as the family. Performance was in the top quarter between 2009 and 2011, but, after falling to the bottom half in 2012, it has moved up to the top half in 2013. Even so, performance for the last two years has been close to the median. Performance in English at level 6 and above reached a peak in 2011, but has fallen back since then and has been below the family average. Although performance in mathematics has generally improved over the last five years, it has always been below the family average. However, performance in mathematics has placed the school in the top half of similar schools in terms of free-school-meal benchmarks over the last three years, even though performance for the last two years has been close to the median. Performance in mathematics at level 6 or above has risen since 2011 and is now the same as the family average after having been below for the previous four years. Performance in science has improved over the last five years, but has always been below the family average and around the median in terms of free-school-meal benchmarks. Performance at level 6 and above in science has improved, but is below the family average. Pupils' progress from the previous key stage for 2012 is below expectations, especially in the core subject indicator and in mathematics. Figures for 2013 are currently unavailable for pupils' progress from the previous key stage.

At key stage 4, final verified data is only available for 2012. Performance in the level 2 threshold including English and mathematics has improved steadily over the last four years and has been around the family average. For the last three years, performance has been above modelled expectations. Provisional data for 2013 shows a sharp rise from 2012. The core subject indicator follows a similar pattern to the level 2 threshold including English and mathematics and provisional data for 2013 shows a similar less sharp rise. Performance in the level 2 threshold has risen over the last four years, and it is now around the family average, placing the school in the top half of similar schools based on free-school-meal benchmarks. Provisional data for 2013 shows a further improvement from 2012. Performance in the capped points score has increased steadily over the last three years and is above modelled expectations. Provisional data for 2013 shows a further improvement from 2012. Performance in the level 1 threshold has also risen steadily and in 2012 it was above the family average, placing the school in the top half of similar schools based on free-school meal benchmarks. Provisional data for 2013 shows a further improvement from 2012. Performance in English rose from 2009 to 2012 and is above the performance of other schools in the family. Compared with similar schools based on free-school-meal benchmarks, performance in English has placed the school in the top quarter for the last three years. Provisional data for 2013 shows that the performance in English has risen slightly. Performance in mathematics also

rose between 2009 and 2012, and in 2012 it was well above the family average, placing the school in the top quarter of similar schools based on free-school-meal benchmarks. Provisional data for 2013 shows that performance in mathematics has stayed the same as in 2012. Pupils' progress from the previous key stages in 2012 is much as expected for most indicators, but just below for the level 2 threshold. Figures for 2013 are currently unavailable for pupils' progress from the previous key stages.

Over the last three years, no pupils have left school without a qualification or remained in education or training without a qualification.

At key stage 3 in 2013, the gap between the performance of boys and girls was less than the national and family averages. The gap in English was also less than the family and national averages, but in mathematics boys did better than girls. At key stage 4, the gap between the performance of boys and girls was much less than the family and Wales averages for all indicators. For level 2 threshold including English and mathematics, the core subject indicator, level 1 threshold and in mathematics, boys performed better than girls.

In key stage 3, pupils eligible to free school meals perform below the family and Wales averages and the gap between them and pupils who are not eligible to free school meals is greater than the family and Wales averages. At key stage 4, pupils eligible to free school meals perform much better than the family and Wales averages for the level 2 threshold including English and mathematics. The pattern is much the same for the level 1 threshold and core subject indicator, but for the level 2 threshold, it is below local and Wales averages.

## 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		Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	
I feel safe in my school	185		83 45%	101 55%	1 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			42%	54%	4%	1%	
The school deals well with any bullying	186		35 19%	130 70%	21 11%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	59%	14%	3%	
I have someone to talk to if I am worried	186		81 44%	101 54%	4 2%	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	186		26 14%	122 66%	36 19%	2 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			22%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	186		98 53%	78 42%	8 4%	2 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	8%	2%	
I am doing well at school	186		48 26%	125 67%	13 7%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			31%	63%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	186		67 36%	114 61%	5 3%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			37%	56%	6%	1%	
My homework helps me to understand and improve my work in school	186		32 17%	95 51%	52 28%	7 4%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			19%	54%	22%	5%	
I have enough books and equipment, including computers, to do my work	186		102 55%	82 44%	2 1%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			44%	47%	7%	1%	
Pupils behave well and I can get my work done	184		13 7%	116 63%	53 29%	2 1%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			9%	56%	28%	6%	

	Number of responses Nifer o ymatebion		Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	
Staff treat all pupils fairly and with respect	185		48 26%	108 58%	28 15%	1 1%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			27%	51%	17%	5%	
The school listens to our views and makes changes we suggest	185		33 18%	125 68%	27 15%	0 0%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			15%	54%	26%	5%	
I am encouraged to do things for myself and to take on responsibility	184		60 33%	118 64%	6 3%	0 0%	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	182		69 38%	102 56%	11 6%	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%	55%	8%	1%	
The staff respect me and my background	184		68 37%	105 57%	10 5%	1 1%	Mae'r staff yn fy mharchu i a'm cefndir.
			36%	55%	8%	2%	
The school helps me to understand and respect people from other backgrounds	185		56 30%	118 64%	11 6%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			34%	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		13 25%	31 61%	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.
			27%	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	0		0 0%	0 0%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			0%	0%	0%	0%	



## Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the school.	153	58 38%	82 54%	9 6%	2 1%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		42%	51%	4%	1%		
My child likes this school.	152	66 43%	77 51%	6 4%	2 1%	1	Mae fy mhlentyn 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.	152	67 44%	75 49%	6 4%	0 0%	4	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	152	73 48%	67 44%	8 5%	1 1%	3	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	146	21 14%	85 58%	25 17%	4 3%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		20%	55%	12%	3%		
Teaching is good.	152	47 31%	94 62%	3 2%	0 0%	8	Mae'r addysgu yn dda.
		33%	58%	4%	1%		
Staff expect my child to work hard and do his or her best.	153	76 50%	73 48%	3 2%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn 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.	152	37 24%	95 62%	10 7%	2 1%	8	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.
		31%	54%	9%	2%		
Staff treat all children fairly and with respect.	149	45 30%	72 48%	15 10%	1 1%	16	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.	151	43 28%	87 58%	8 5%	0 0%	13	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	54%	7%	1%		
My child is safe at school.	153	65 42%	72 47%	6 4%	2 1%	8	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		40%	53%	3%	1%		

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child receives appropriate additional support in relation to any particular individual needs'.	147	38 26%	71 48%	9 6%	2 1%	27	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		31%	47%	7%	2%		
I am kept well informed about my child's progress.	152	44 29%	89 59%	14 9%	3 2%	2	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.	153	60 39%	72 47%	12 8%	1 1%	8	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.	151	33 22%	73 48%	18 12%	4 3%	23	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.	152	46 30%	91 60%	7 5%	1 1%	7	Mae'r ysgol yn helpu fy mhlentyn i ddoed 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.	146	37 25%	73 50%	14 10%	0 0%	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.	151	56 37%	87 58%	4 3%	0 0%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		34%	50%	9%	2%		
The school is well run.	149	55 37%	75 50%	9 6%	2 1%	8	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

## Appendix 3

### The inspection team

Nigel Vaughan	Reporting Inspector
Kevin Adams	Team Inspector
William Gwyn Thomas	Team Inspector
Mark Evans	Team Inspector
Ray Owen	Team Inspector
Julie Ann Price	Lay Inspector
Catherine Bradshaw	Peer Inspector
Judith Tanner	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## Glossary of terms

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.