



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

**Risca Community Comprehensive School
Pontymason Lane
Rogerstone
Newport
NP11 6YY**

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: 23/5/2014

Context

Risca Community Comprehensive is an 11 to 16 school maintained by Caerphilly County Borough Council. There are 409 pupils on roll, which is lower than the 525 pupils at the time of the last inspection. The school has one main partner primary school. It shares two other partner primary schools with a neighbouring secondary school.

The school receives pupils from the full range of ability. The percentage of pupils with special educational needs is around 22%, which is higher than the national average of 19.2%. Around 8% of pupils have a statement of special educational needs, which is higher than the national average of 2.6%. The school houses the local authority specialist resource base for pupils with autistic spectrum disorder.

Most children come from English-speaking families, although a few (8%) speak ethnic languages at home. No pupils are fluent Welsh speakers.

The headteacher was appointed in 2009. The senior leadership team consists of one senior assistant headteacher and one assistant headteacher.

The individual school budget per pupil for Risca Community Comprehensive School in 2013-2014 means that the budget is £4,858 per pupil. The maximum per pupil in the secondary schools in Caerphilly is £4,973 and the minimum is £3,684. Risca Community Comprehensive School is second out of the 14 secondary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The good features of the school's work include:

- an improvement in pupils' performance in many key indicators at both key stages over the last two years;
- pupils' achievement in English at key stage 4;
- pupils' attendance, which is above expectations;
- the productive working relationships developed by most teachers with pupils;
- the strong inclusive ethos fostered by the school;
- pupils' positive attitude to learning and good behaviour in lessons and around the school; and
- the school's partnerships with a range of agencies and specialist that support pupils' wellbeing and learning effectively.

However, current performance is judged as adequate because:

- in around half of lessons, pupils' progress is too slow, and pupils' performance in many subjects is weak when compared with that in similar schools;
- more able pupils do not achieve well enough;
- a minority of pupils' written work is too brief;
- pupils make too many basic errors in their spelling, punctuation and grammar; and
- pupils do not apply their numeracy skills well enough across a range of subjects.

Prospects for improvement

The school's prospects for improvement are judged as adequate because:

- the headteacher and senior leadership team have a clear vision and strategic direction for the school, which focus appropriately on pupils' needs;
- senior leaders work well as a team, and have a positive impact on pupils' wellbeing and on the ethos of the school;
- the school has appropriate systems in place to manage the performance of staff and line management arrangements are secure;
- there are a range of appropriate activities to gather evidence about teaching and learning; and
- governors have a good understanding of the strengths and areas for development of the school.

However:

- a few senior and middle leaders have too many responsibilities in relation to the time available to carry out their roles;
- leaders' observations of lessons and scrutiny of pupils' work do not focus well

enough on pupils' standards;

- the school's self-evaluation does not accurately identify key areas for improvement;
- development plans do not identify clearly measurable targets or focus sharply enough on improving teaching and learning; and
- the school has not made enough progress in addressing some aspects of the recommendations from the previous inspection.

Recommendations

R1 Raise standards and improve performance at key stage 3 and key stage 4

R2 Improve the achievement of more able pupils

R3 Strengthen approaches to co-ordinate and implement teaching in literacy and numeracy across the curriculum to improve pupils' skills

R4 Improve the quality of teaching and assessment

R5 Refine the roles and responsibilities of senior and middle leaders to focus on raising standards and improving teaching

R6 Improve self-evaluation procedures to inform development planning, and to set clear and appropriate priorities and targets for improvement

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 performance in many indicators has improved over the last two years. In 2013, performance in those indicators that include English and mathematics is above the average performance of similar schools, and for the last two years performance has been as expected when compared with the performance of all similar schools with the same proportion of pupils who are eligible for free school meals. Performance in English places the school in the top 25% of similar schools, but performance in mathematics is below average when compared with that in similar schools. Pupils' progress from the previous key stages is above expectations in all indicators.

At key stage 3, performance in the core subject indicator has improved steadily over the last five years, although it is below the average performance of similar schools. Performance in English places the school in the top 25% of similar schools, and mathematics performance places it in the upper 50% of similar schools. However, performance in all other subjects is below the average when compared to that in similar schools.

In 2013, no pupils left the school without a qualification and many pupils stay on in full-time education and training after 16. Very few are not engaged in education, employment or training.

At key stage 3, in 2013, performance data shows that girls do better than boys. The gap between the performance of boys and girls is bigger than the national and family averages in many indicators.

In 2013, at key stage 4, girls do better than boys in English and the gap in performance is a little greater than national and family averages. In mathematics, a slightly greater proportion of boys perform better than girls when compared to the family and national averages. Pupils eligible for free school meals generally achieved better than expected in key stage 3 but a little below expectations at key stage 4. Pupils with special educational needs generally achieve as expected.

Most pupils work with enthusiasm in lessons. They are attentive and listen well to their teachers and to one another. A majority of pupils recall previous learning and respond appropriately to teachers' questions. A few pupils ask thoughtful questions and give extended answers in discussion. However, in around half of lessons, pupils' progress is too slow, particularly where activities do not challenge or engage pupils well enough. In these lessons, pupils are not fully involved in their learning and rely too much on their teachers to give them information. Across the school, more able pupils do not achieve well enough.

In a majority of lessons, pupils assess their own work and that of their peers, and this helps them to develop their understanding. Most pupils know their targets for development well. However, many pupils do not know exactly what to do to improve their work.

In the few most effective lessons, many pupils develop their reading skills well and use a range of strategies, such as skimming and scanning, to extract information from texts successfully. However, in many lessons, pupils do not improve their reading skills well enough.

Many pupils develop their vocabulary well and use a good range of subject specific terminology in many subjects. They use classroom resources to choose pertinent key words.

A few pupils write at length for an appropriate range of purposes and audiences including descriptions, reports and essays. However, in many subjects and across all ability levels, there is too much work that is left incomplete and a minority of pupils' written work is too brief. Pupils make too many basic errors in their spelling, punctuation and grammar. The presentation in a minority of books is poor, and, in particular, the standard of handwriting is often weak.

In a very few subjects, pupils use their numeracy skills well. They have good measuring skills, can record their observations appropriately and can use data to draw accurate graphs. However, pupils do not apply their numeracy skills across a wide enough range of subjects to a high enough standard.

Pupils are beginning to practise their information and communication technology (ICT) skills in many subjects, although they do not explore a range of applications and programmes to develop their ideas.

In Welsh second language, pupils at key stage 3 do not develop their skills well enough, although at key stage 4 many make good progress. In Welsh second language at key stage 3, pupils' performance has risen steadily over the last four years, although it has remained below the family average during this period. Performance in Welsh second language has placed the school in the lower half of similar schools based on free-school-meal benchmarks for the last four years. In 2013, performance places the school in the bottom quarter of similar schools.

At key stage 4, the percentage of pupils taking the full GCSE course in Welsh second language has increased. In 2013, 20% of the cohort took the full course, and many of these gained the level 2 qualification. Seventy-three per cent of pupils entered the GCSE short course in Welsh and 43% achieved a level 2 qualification.

Wellbeing: Good

Most pupils feel safe in school and many pupils understand what it means to live a healthy lifestyle. Most pupils participate in a wide range of sporting activities.

Attendance is better than that of similar schools. Fixed term exclusions are low and well below local averages. Generally, pupils are very well behaved in lessons and around the school.

Pupils are polite, friendly and welcoming to visitors. They show respect for the school environment and for each other. Many pupils develop their social and life skills well. They are involved in range of charity events and fundraising, many of which are initiated by the pupils.

Members of the school council and elected prefects take their responsibilities seriously and feel as if they make a difference to the life of the school. They have contributed to improvements to the school environment, and have made decisions that have led to changes in the school uniform and the organisation of the school day. However, the school council is not involved well enough in making decisions about how and what pupils learn.

The school council, represented by the chair of the council and the head girl and boy, contributes well to governing body meetings and gives governors a helpful insight into the life of the school.

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

The school provides a broad and balanced curriculum that meets requirements. There are a wide variety of options at key stage 4 and, in collaboration with other providers, the school offers a suitable range of vocational courses. The school provides a broad range of skills qualifications that are appropriate to pupils' development and to the needs of the local community. There is a valuable work-related education programme, and the school considers well the needs of local businesses through, for example, the 'what do employers want' programme.

There are many opportunities for pupils to participate in sporting activities and there is a range of cultural extra-curricular opportunities to meet the interests of most pupils.

There are appropriate systems to identify pupils who have difficulties with literacy, and the school provides suitable intervention programmes for these pupils. However, the school has been slow in implementing the numeracy element of the national literacy and numeracy framework. Although the school has introduced a number of strategies to improve pupils' literacy, action plans to improve literacy and numeracy skills progressively are underdeveloped and lack sufficient detail to measure pupils' progress accurately.

Provision for Welsh language is appropriate at key stage 3 and nearly all pupils follow a GCSE Welsh second language at key stage 4. The school celebrates its Welsh culture well through a range of activities, visits and work across the curriculum.

There is a suitable range of provision for education for sustainable development and global citizenship, and the school has recently re-launched an eco-committee. Pupils participate well in a range of beneficial projects and the school has developed a strong and valued link with a community in Kenya.

Teaching: Adequate

There are very good relationships between pupils and their teachers, which contribute significantly to the positive working environment within the school. Nearly all teachers prepare and organise lessons well, and use a wide range of approaches. Many teachers use a wide range of resources including interactive technology.

In the few good lessons, teachers plan lessons that build well on pupils' previous learning. A majority of teachers include activities that help to develop pupils' literacy skills. Nearly all ensure that pupils develop appropriate, subject specific vocabulary. They explain ideas well and a few ask probing questions that stimulate extended answers from their pupils.

Despite knowing their pupils well and understanding their different capabilities, many teachers do not match the tasks to the pupils' needs and abilities well enough. They do not gauge how well the pupils understand their work. In many lessons, expectations of what pupils can achieve are not high enough. Teachers do not develop the skills and understanding of more able pupils sufficiently.

In around half of lessons there is too much direction by the teacher. Teachers do not ask questions that challenge pupils to think and to develop their understanding. In these lessons, pupils do not make enough progress.

Teachers mark their pupils' work regularly. A minority of teachers provide written feedback that helps pupils understand how well they are progressing and what they need to do to improve. However, a majority of teachers do not pay enough attention to diagnosing and correcting errors. The feedback that they provide is over generous and does not identify what pupils have done well and how they might improve their work.

Teachers assess pupils' performance twice a year and the school has an effective system for collecting these grades and distributing them to pastoral and academic leaders who identify underachievement. However there is inconsistency in the ways that different subjects come to their decisions about assessment grades. Consequently, when grades are reported to parents in the interim reports, the relative performance of a pupil in different subjects is not immediately clear.

The annual reports to parents are clear, consistent and informative. They give a useful overview of how well pupils are performing, but the advice on how to improve lacks detail.

Care, support and guidance: Good

The school promotes well pupils' spiritual, moral, social and cultural development in assemblies, through the whole school 'thought for the week' and through the personal and social education programme and religious education lessons.

There are appropriate policies and arrangements for healthy living and pupils' wellbeing. There is a wide range of programmes to help pupils to make safe and healthy choices and this is a strong feature of the school. It has taken suitable steps to meet the new requirements for healthy eating and drinking.

The school is able to meet the social and emotional needs of pupils through its internal systems and has effective processes to call upon a very wide range of agencies and specialist services when necessary. This has a very positive impact on pupils' wellbeing. All staff are trained in behaviour support and intervention. This has a positive impact on pupils' behaviour around the school, and improves the wellbeing and safety of pupils with particular needs. The school has an anti-bullying policy that is applied consistently by all staff.

Pupils with additional learning needs are included in all aspects of school life and provision for them is sound. The school enables them to take advantage of a suitable and purposeful range of activities and accredited courses. There is effective support for all pupils with specific needs in the specialist resource base. Nearly all of these pupils take an active part in the life of the school and all attend relevant mainstream classes. Pupils' individual education plans are appropriate. Parents of pupils with additional learning needs attend annual meetings, where individual plans are reviewed and updated. Pupils participate well in this process.

Pupils and parents receive sound advice and guidance at key stages of learning. This allows pupils to make informed choices for subject options and for careers. The school also uses its partnerships to benefit pupils in making their career choices, such as the beneficial links to a military preparation college.

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

Learning environment: Good

The school places its motto "your community, your school... making the difference" at the heart of its vision and its ethos. The school is a caring and fully inclusive community, where pupils have respect for one another, staff and visitors. Pupils receive equal access to all areas of the school's provision irrespective of their background or ability. There is a clear emphasis on recognising and respecting diversity and equality.

The school is well maintained, fit for purpose and a safe environment for pupils and staff. Classrooms are well presented and wall displays in many areas enhance the learning environment and celebrate pupils' work and activities well. Good use is made of the adjoining leisure centre to supplement the curriculum. ICT and sporting facilities are suitable, and pupils have enough books and equipment to do their work.

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

The headteacher and senior leadership team have a clear vision and strategic direction for the school, which focus appropriately on pupils' needs.

The senior team share a strong desire to raise standards at the school. They have clearly defined roles and responsibilities. They work well as a team and this has had a positive impact on the ethos of the school and wellbeing of pupils. However, a few senior and middle leaders have too many responsibilities in relation to the time available to carry out their roles.

The school has appropriate systems to manage the performance of staff. Individual performance management targets link to whole-school priorities well. Line management arrangements are sound. Senior and middle leaders meet each fortnight and have common agenda items to ensure consistency. This is helping the school to challenge underperformance directly. However, in a very few areas the lines of accountability are not clear and this has a negative impact on the ability to secure improvements in important areas, such as the development of literacy skills across the curriculum.

Most middle leaders carry out their roles with enthusiasm. They are beginning to monitor and evaluate provision appropriately. Leaders have had a positive impact in a few important areas, such as in improving pupils' wellbeing and in developing a more relevant curriculum to raise standards in few areas. However, there is inconsistency in the quality of middle leadership and, as a result, middle leaders have not had enough impact on improving the quality of teaching.

The school takes suitable account of national and local priorities and has introduced a number of useful strategies that focus on raising standards, for example in literacy. Although staff have responded to these initiatives with enthusiasm, they have had a limited impact on standards.

Governors are supportive of the school, and are developing their roles as a critical friend. They have a sound understanding of many of the strengths and areas for improvement, and are beginning to use data appropriately to hold the school to account for its performance.

Improving quality: Adequate

The school has suitable self-evaluation procedures that include appropriate arrangements to gather the views of pupils and parents.

Senior and middle leaders use a suitable range of first hand evidence to judge the performance of their areas of responsibility. A useful cycle of lesson observations includes joint observations to help to secure improvements in teaching. In the few most effective observations, middle and senior leaders provide useful advice for teachers to improve their practice. However, the majority of observations are too generous in their findings, and do not provide specific advice for teachers to improve standards.

Book reviews by senior and middle leaders provide supplementary first-hand evidence. However, there is considerable variability in quality and structure for monitoring pupils' work. In nearly all examples, the emphasis of work scrutiny focuses on the marking processes used by teachers and does not focus well enough on the standards achieved by pupils.

The school's self-evaluation report is useful document. It identifies appropriately many of the strengths and areas of development. However, the document is too descriptive and does not identify accurately important areas for development, such as teaching, assessment and the use of data across the school.

Subject self-evaluations follow a similar format to the school self-evaluation document. Many faculty and subject leaders produce useful self-evaluation reports that identify key areas for improvement. In the very few most effective documents, self-evaluation links closely to improvement planning. However, there is too much inconsistency in the quality and rigour of self-evaluation and improvement planning across departments to have an impact on improving standards.

There are clear links between the self-evaluation report and the school improvement plan. The plan details specific priorities, responsibilities and costs. However, actions

are not always clear and the plan lacks specific targets in places. Overall, school leaders do not focus sharply enough on analysing data, particularly in comparing the school's performance with that of similar schools, to secure improvements efficiently.

The school has made progress in addressing the recommendations from the previous inspection. However, it has not brought about enough improvements in some areas. For example, the school has made slow progress in strengthening the quality and rigour of self-evaluation and in improving the quality of teaching.

Partnership working: Good

Partnerships with primary schools are appropriate and contribute to effective transition. There are sound arrangements to ensure the consistency of teacher assessment in the core subjects and Welsh as pupils transfer from the primary to the secondary school. Other curriculum links and induction activities help to ensure that pupils settle in quickly to their new school.

The school works well with other local secondary schools and a further education college to broaden the range of courses that are available in key stage 4. It is beginning to develop beneficial links with other secondary schools aimed at sharing good practice, for example in developing pupils' literacy skills.

Links with the local authority leisure services have extended opportunities for pupils in physical education and extra-curricular activities that have a positive impact on pupils' standards and wellbeing.

The school has very effective partnerships with a broad range of outside agencies that help support more vulnerable pupils. These links help to promote inclusion and engagement in learning.

There are effective links with local businesses, which provide opportunities for work experience placements as well as a number of generous sponsorship activities.

The school has a valuable relationship with its community through activities such as parenting classes and the "Dads and Lads" allotment club. It is successful in using electronic communications to keep parents and the community up-to-date with school life.

Resource management: Adequate

The school manages its resources very well. There is a suitable number of teaching and support staff to meet the requirements of the curriculum.

The systems for the allocation and review of capitation are robust and leaders ensure that spending is in line with the school's financial planning. There are appropriate links between the budget and the school's improvement plan. Most priorities focus suitably on improving outcomes for learners.

The school's use of the pupil deprivation grant focuses suitably on raising achievement. However, it does not focus sufficiently on the particular needs of disadvantaged pupils.

The school plans appropriately for continuous professional development. The school has a few well-established working groups of teachers to drive specific initiatives, such as successfully raising attendance levels. However, these groups have been less effective in improving the quality of teaching and assessment.

The school provides adequate value for money because standards are judged adequate.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has improved steadily over the last five years. However performance has been below family averages for the last five years. When compared with similar schools based on free-school-meal benchmarks, the school has been in the lower half of schools for the last five years, although in 2013 the school is above modelled expectations.

In English, performance at level 5 and above has improved over the last two years to the around the level of the family average. In 2013, English places the school in top the quarter of similar schools based on free-school-meal benchmarks. Performance in English at level 6 or above has been below the family average for the last five years and dipped significantly in 2012. In 2013, performance has recovered to place the school in the upper half of schools in terms of free-school-meal benchmarks. Pupils' performance in mathematics has improved over the last two years, the school having been placed in the lower half of similar schools for the previous four years. In 2013, mathematics performance places the school in the top half of schools based on free-school-meal benchmarks. At level 6 and above performance in mathematics has been below the family average, and has placed the school in the lower half of similar schools for the last five years. Pupils' performance in science has also improved over the last two years but has been below the family average and has placed the school in the lower half of similar schools for the last five years. At level 6 or above, performance in mathematics also been below the family average and has placed the school in the lower half of similar schools for the last five years.

Pupils' progress from the previous key stage for 2013 is well above expectations.

Performance in the level 2 threshold including English and mathematics has improved over the last two years but has been well below the family average over the last five years. After being in the lower half of schools in the previous four years, the school has risen to the top half of similar schools based on free-school-meal benchmarks. For the last two years, performance has been about expected when compared with modelled expectations. Performance in the core subject indicator has also been below the family average over the last five years, but has improved over the last two years. When compared with similar schools, performance in this indicator has placed the school in the upper half of similar schools for the last two years. Pupils' performance in the capped points score has been below the family average for the last four years. In 2013, it places the school in the upper half of similar schools based on free-school-meal benchmarks, and is just above modelled expectations.

Performance in English at level 2 has been below the family average for the last five years, but has improved in the last three years. Performance in English has placed the school in the upper half of similar schools for the last two years. Performance in mathematics at level 2 has improved in the last two years, but has been below family averages for the last five years. Mathematics performance has placed the school in the lower half of similar schools for the last five years.

Pupils' progress from the previous key stages is above expectations in all indicators.

The percentage of pupils who left school without a qualification or remained in education without a qualification fell in 2013 and is now below the family and national averages. Many pupils stay on in full-time education and training after 16 and very few are not engaged in education, employment or training.

At key stage 3, in 2013, boys perform worse than girls and the gap is greater than the family and Wales averages. However, boys' performance in English and in mathematics is much improved when compared with that in the previous two years. At key stage 4, the gender gap is smaller than that of the family and national averages, with boys achieving better than girls in the level 2 threshold including English and mathematics. In English and in mathematics, boys' performance has improved significantly when compared to that in the previous two years. However, in the level 2 threshold and in the level 1 threshold, boys perform worse than girls and the gap is greater than family and national averages, although boys' performance has also improved in these indicators over the last two years.

In key stage 3, pupils eligible to free school meals perform better than the family and Wales averages. The gap between these pupils and those who are not eligible to free school meals is smaller than the family and Wales averages and has reduced over the last two years. At key stage 4, in the level 2 threshold including English and mathematics, the performance of pupils eligible for free school meals has improved significantly. In the last two years, the performance of pupils eligible for free school meals has improved, and in 2013 is just below family and national averages. At the level 2 threshold, there is a similar picture. In 2013, in the capped points score and in the core subject indicator, the performance of pupils eligible for free school meals is a little higher than family and national averages.

Pupils with special educational needs achieve as expected.

In key stage 3 assessments, pupils' performance in reading improved in 2013, but remains significantly below the family average. Pupils' performance in writing has improved over the last two years and is now just below the family average. Pupils' performance in oracy has also improved over the last two years but remains below family and national 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		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	104		35	60	9	0	Rwy'n teimlo'n ddiogel yn fy ysgol.
			34%	58%	9%	0%	
			43%	53%	3%	1%	
The school deals well with any bullying	104		21	60	16	7	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			20%	58%	15%	7%	
			26%	58%	14%	2%	
I have someone to talk to if I am worried	104		36	62	6	0	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			35%	60%	6%	0%	
			38%	53%	8%	1%	
The school teaches me how to keep healthy	104		24	63	17	0	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	61%	16%	0%	
			23%	57%	17%	3%	
There are plenty of opportunities at school for me to get regular exercise	104		50	49	3	2	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			48%	47%	3%	2%	
			45%	45%	8%	2%	
I am doing well at school	104		30	67	7	0	Rwy'n gwneud yn dda yn yr ysgol.
			29%	64%	7%	0%	
			32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	98		44	48	4	2	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			45%	49%	4%	2%	
			38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	104		21	60	15	8	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	58%	14%	8%	
			20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	104		39	57	6	2	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			38%	55%	6%	2%	
			45%	46%	7%	1%	
Pupils behave well and I can get my work done	104		7	60	33	4	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			7%	58%	32%	4%	
			10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	104		27	46	26	5	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			26%	44%	25%	5%	
			29%	50%	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		104	19 18%	62 60%	16 15%	7 7%	Mae'r ysgol yn gwranddo ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16% 54%	25% 5%	5%		
I am encouraged to do things for myself and to take on responsibility		103	26 25%	65 63%	9 9%	3 3%	Rwy'n cael fy annog i wneud pethau drosod 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	40 38%	59 57%	5 5%	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.
			36% 54%	8% 1%			
The staff respect me and my background		103	34 33%	59 57%	8 8%	2 2%	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		103	38 37%	60 58%	4 4%	1 1%	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		54	22 41%	23 43%	7 13%	2 4%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28% 52%	15% 5%			
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		15	5 33%	5 33%	3 20%	2 13%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			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.	70	37 53% 43%	30 43% 50%	2 3% 4%	1 1% 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	70	38 54% 46%	29 41% 48%	2 3% 4%	1 1% 1%	0	Mae fy mhientyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	69	41 59% 49%	27 39% 45%	0 0% 3%	1 1% 1%	0	Cafodd fy mhientyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	68	34 50% 45%	32 47% 48%	0 0% 4%	1 1% 1%	1	Mae fy mhientyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	69	19 28% 21%	38 55% 55%	4 6% 11%	3 4% 3%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	69	25 36% 33%	40 58% 57%	1 1% 5%	2 3% 1%	1	Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	70	39 56% 50%	30 43% 45%	0 0% 2%	1 1% 0%	0	Mae'r staff yn disgwyl i fy mhientyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	68	22 32% 31%	40 59% 53%	4 6% 8%	1 1% 2%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhientyn yn ei ddysgu yn yr ysgol.
Staff treat all children fairly and with respect.	69	28 41% 32%	36 52% 48%	1 1% 9%	2 3% 2%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	69	27 39% 33%	39 57% 53%	2 3% 7%	1 1% 1%	0	Caiff fy mhientyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	68	36 53% 41%	30 44% 52%	2 3% 3%	0 0% 1%	0	Mae fy mhientyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	68	30 44% 32%	32 47% 46%	1 1% 7%	2 3% 2%	3	Mae fy mhientyn 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.	69	38 55%	28 41%	2 3%	1 1%	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.	70	40 57%	25 36%	4 6%	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.	70	26 37%	33 47%	5 7%	1 1%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	51%	10%	2%		
The school helps my child to become more mature and take on responsibility.	68	34 50%	31 46%	3 4%	0 0%	0	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.	64	20 31%	32 50%	3 5%	1 2%	8	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.	69	27 39%	33 48%	5 7%	2 3%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	69	37 54%	30 43%	0 0%	1 1%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Sarah Lewis	Reporting Inspector
Marc Belli	Team Inspector
David Ivor Hughes	Team Inspector
Alison Huckle	Lay Inspector
Dawn Spence	Peer Inspector
Jelena Cooper	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.