



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

**St Teilo's C.I.W. High School
Circle Way East
Cardiff
CF23 9PD**

Date of inspection: February 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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Context

St Teilo's Church-in-Wales High School is a mixed 11 to 18 comprehensive voluntary-aided school located in the city of Cardiff. There are currently 1,382 pupils on roll, with 260 in the sixth form. These figures represent a large increase since the time of the last inspection when there were 1,211 pupils on roll. The increasing roll is principally due to the local authority's 21st Century Schools reorganisation plans.

The school mainly takes pupils from the eastern side of Cardiff for denominational education. Just over 15% of pupils are entitled to free school meals, which is lower than the national average of 17.7%, although the proportion of these pupils entering the school is increasing quickly. Around 26.5% of pupils live in the 20% most deprived areas of Wales.

The pupils entering the school represent the full range of ability. Around 16% have a special educational need. This figure is lower than the national average of 19.2%. Around 2.3% of pupils have statements of special educational needs. This figure is slightly lower than the national average of 2.5% for Wales as a whole.

Around one in six pupils come from minority ethnic backgrounds and a similar proportion of pupils receive support to learn English as an additional language. A very small number of pupils speak Welsh as their first language.

The acting headteacher has been in post since September 2013. Prior to her appointment to this role she had been a deputy headteacher at the school for seven years. A new deputy headteacher was appointed in September 2013. The school has five assistant headteachers, four of whom have been in post for over four years.

The individual school budget per pupil for St Teilo's C.I.W. High School in 2013-2014 means that the budget is £4,218 per pupil. The maximum per pupil in the secondary schools in Cardiff is £12,929 and the minimum is £4,146. St Teilo's C.I.W. High School is 19th out of the 21 secondary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of St Teilo's Church-in-Wales High School is good because:

- performance at key stage 4 in qualifications that include English and mathematics has improved over recent years, is above expectations and compares well with that of similar schools;
- performance at key stage 3 has steadily improved over the last four years and compares well with that of similar schools;
- in many lessons, pupils gain secure knowledge and understanding and develop effective skills;
- attendance rates are high and are above expectations; and
- the school works extremely well with its strategic partners and this work has positive impact on pupils' standards and wellbeing.

Prospects for improvement

Prospects for improvement are good because:

- senior leaders have maintained a clear vision of school improvement and have raised pupils' academic standards and attendance rates at the same time as dealing with the challenges presented by managing a large capital building project, accommodating increasing numbers of pupils and re-locating the school to a new site;
- at whole school and middle management level, there are systematic processes to evaluate pupil outcomes and provision based on a thorough analysis of data, the views of pupils and parents and carers and reviewing information gathered from lessons observations and the scrutiny of pupils' work; and
- governors are well informed about the work of the school, understand performance data well and provide effective support and challenge to the school.

Recommendations

- R1 Improve the quality of teaching and ensure that planned activities cater effectively for the needs of all pupils
- R2 Improve the quality and consistency of the school's work on evaluating teaching and link the findings from this work more closely to school and departmental development priorities
- R3 Revise and agree the medium term financial plan with the local authority to clearly address the school's deficit budget

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Over the last three years at key stage 4 the school's performance in the indicators that include English and mathematics has improved. In 2013, performance in this measure is above modelled expectations and compares favourably with performance in similar schools. Performance in the majority of indicators that include a wide range of qualifications is higher than in similar schools. While performance in the average wider capped points score is not as strong, in 2013 it is in line with modelled expectations. However, progress made by pupils from previous key stages in many indicators is below expectations.

At key stage 3, performance has improved steadily over the last four years; it is higher than expectations and compares well with that of similar schools. Performance at the higher levels in all core subjects is also strong and in 2013 the school's performance was above that in similar schools.

In the core subjects at key stage 3, the performance of girls is generally higher than that of boys, although the gap in performance is smaller than that in similar schools and nationally. At key stage 4, the performance of boys in the indicator that includes English and mathematics has improved strongly over the last three years. In 2013, the difference in the performance of boys and girls in this measure is less than national figures. Pupils with additional learning needs, those entitled to free school meals and those for whom English is an additional language generally achieve in line with expectations at both key stages 3 and 4.

In the sixth form, the proportion of pupils achieving two A level equivalent qualifications has been below national and family averages for the last four years. However, students make expected or better than expected progress in most subjects.

For the last two years no pupils leave the school without a recognised national qualification. No pupils leave the school at 16 and are reported as being not in education, employment and training. This is considerably better than rates observed locally and nationally.

A minority of pupils arrive at the school in Year 7 without the reading skills necessary to successfully access the curriculum. A majority of these pupils make sound progress in key stage 3.

In lessons, many pupils gain secure knowledge and understanding, and develop effective skills. They progress through tasks and activities well and produce work to a consistently good standard. They recall previously taught work well, show a firm grasp of key subject concepts and apply their understanding effectively in a range of different situations. In a very few lessons, pupils make exceptional progress and demonstrate a very detailed understanding of the topics they are studying. They

respond enthusiastically to high levels of challenge and use ambitious vocabulary to provide thoughtful character analyses for the work they are studying. They are able to effectively plan, design and assess their work while also acting on advice to make further improvements. In a minority of lessons, pupils do not make as much progress as they should, with a few pupils not remaining focused throughout lessons and, as a consequence, the quality of their work is below expectations.

Many pupils demonstrate effective listening skills and respond well to guidance from teachers and peers. The majority of pupils speak clearly and confidently. A minority of pupils are confident to ask searching questions of their teachers and of each other. A few pupils lack confidence in their oral work and are reluctant to participate in class discussions. Many pupils demonstrate sound reading skills and are able to extract, summarise and present key information from a range of sources. They analyse facts well and provide clear reasons for their ideas and findings.

A majority of pupils produce worthwhile extended pieces of written work and can write for a variety of purposes and audiences. Many pupils use a wide range of subject-specific vocabulary well to competently describe and evaluate their work. A minority of pupils do not proof-read their written work sufficiently well, which results in too many spelling, punctuation and typing errors. Many pupils make suitable notes in their work books. However, in a few cases pupils do not pay sufficient attention to the presentation of their work. This leads to poor quality notes and workings.

In a range of subjects, pupils make suitable progress in developing their numeracy skills. For example, in geography they work with six figure grid references effectively using a range of different scales. However, in a few subjects pupils struggle to interpret data effectively from investigative work.

In Welsh second language at key stage 3, performance has fluctuated over recent years. In 2013, performance is higher than that in similar schools based on free-school-meal entitlement. At key stage 4 in 2013, under half of pupils achieved a level 2 threshold qualification in Welsh. Pupils generally do not speak Welsh outside the classroom.

Wellbeing: Good

Nearly all pupils feel very safe and well supported in school. Most pupils consider that the school deals well with bullying. Many pupils understand the importance of a healthy lifestyle and regular exercise. They participate in a suitable range of extra-curricular activities. Pupils participate enthusiastically in a range of decision-making activities for the school. For example, the school council has been effective in contributing towards improving facilities within the new building, aspects of provision within subjects, and to the school anti-bullying and behaviour policies.

Most pupils have a positive attitude to learning and many participate enthusiastically in classes. Most pupils behave well in lessons, although a few pupils are occasionally disruptive. Attendance rates are above expectations and compare very favourably to those in similar schools over the last two years. There have been no permanent exclusions for the last three years and the number of days lost as a result of fixed-term exclusions is lower than local and national averages.

Nearly all pupils are courteous and relate well to one another, to their teachers and to other adults. Most pupils are actively involved in school life and many give valuable support to the local and wider community. This helps them to develop their social and life skills well.

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

The school provides a broad and balanced curriculum, which offers a wide range of engaging learning experiences for pupils. The key stage 3 curriculum builds effectively on pupils' prior learning in key stage 2. At key stage 4 and in the sixth form the school collaborates well with other schools and colleges to offer a wide range of academic and vocational courses.

The Welsh BaccaLaureate qualification in the sixth form is a strong feature. The course provides a varied range of opportunities for pupils to develop their skills, which include beneficial activities to support the community such as 'Pudsey's pals' and the activities undertaken during the school's 'language week'.

The co-ordination of strategies to develop pupils' literacy and numeracy skills across the curriculum is developing well; this includes effective progress towards integrating the national literacy and numeracy framework into its work. The literacy and numeracy leaders within the school ably support teachers. Additionally, by the end of key stage 3, most pupils gain a suitable range of skills qualifications.

Nearly all subjects provide helpful opportunities for pupils to improve and practise their literacy skills, although numeracy provision is less well developed. Through its intervention programmes, the school offers effective provision for those pupils requiring additional support to develop their literacy and numeracy skills. The well-designed functional skills programme delivered in Year 7 and Year 8 is a successful feature of the support.

The school offers a wide range of reasonably well attended extracurricular activities.

Provision for Welsh is appropriate at key stage 3 and key stage 4. Pupils' understanding of Welsh culture and traditions is developed suitably through the Welsh BaccaLaureate and an annual eisteddfod, although wider provision of y cwricwlwm cymreig is limited.

The school contributes suitably well to pupils' awareness of sustainability and global citizenship through work in several subjects and the personal and social education programme. The enthusiastic pupil 'eco' group has been involved in a wide variety of activities including waste management and how the school uses its outdoor space.

Teaching: Good

In nearly all lessons, teachers have strong professional relationships with pupils. They know their pupils well and use this knowledge to provide effective support

which makes a positive contribution to their learning. Most teachers have secure subject knowledge and they structure their lessons well.

In many lessons, teaching helps pupils to make effective progress. Learning activities are planned clearly and build well on previous knowledge and understanding. In these lessons, teachers make valuable use of activities and resources to engage pupils and to develop and extend their learning. They use questioning purposefully to gauge pupils' understanding and to develop reasoning skills. Teachers provide a wide range of activities for pupils to work independently and with their peers. As a result, they engage and motivate pupils successfully.

In a few lessons where teaching is particularly effective, teachers use a wide range of stimulating and challenging approaches. In these lessons, planning is extremely well-focused on ensuring pupils make very strong progress in both subject-specific and cross-curricular skills. Teachers use probing questions highly effectively to test and extend pupils' thinking skills. They also develop and model very helpful exemplar materials that assist pupils to make outstanding progress.

In a minority of lessons teaching is less effective. In these lessons, teachers do not set high enough expectations or challenge pupils sufficiently, and activities do not engage pupils well enough. Too often work does not sufficiently meet the needs of pupils of different abilities. In addition, there are limited opportunities for pupils to work independently.

There are systematic arrangements for assessing pupils' work and for monitoring their progress. Regular oral and written feedback to pupils enables them to know how well they are doing and what they need to do to improve. In most cases, written comments are informative and offer helpful suggestions to improve. However, a few comments do not provide pupils with enough guidance on improving their work. In many subjects, marking pays appropriate attention to the quality of pupils' written work, such as correcting errors in spelling, punctuation and grammar.

Reports on pupils' progress to parents are generally accurate and provide worthwhile information for parents and pupils. Many comments provide useful guidance on how pupils can improve their work, although in few instances guidance is not specific enough. Reports include useful opportunities for parents and pupils to comment on progress.

Care, support and guidance: Good

The school provides a very caring and supportive environment that has a positive impact on pupils' wellbeing and personal development. A wide range of learning experiences promotes pupils' moral, social and cultural development well.

Assemblies and tutorial sessions provide worthwhile opportunities for reflection and contribute well to pupils' spiritual, social and moral development. The school helps pupils to adopt healthy lifestyles. The school has highly effective systems in place to bring about high standards in attendance by encouraging parental co-operation. It also actively encourages and rewards high standards of behaviour. However, a very

few staff do not consistently apply agreed procedures to help all pupils in the school maintain high standards of behaviour.

The school works very effectively with a range of external agencies and specialist services to meet the specific needs of individual pupils. Mentoring programmes support pupils' wellbeing effectively and they also support pupils' academic progress well. This has a positive impact on pupils' standards and wellbeing. The school provides a wide range of helpful information, in both electronic and paper form, for pupils and parents, including information regarding options and career paths.

The annual review process for pupils with special educational needs satisfies statutory requirements. Individual educational plans clearly identify pupils' learning targets. Specialist teachers and support assistants offer effective, targeted support for individuals and groups of pupils. There are helpful systems in place to ensure that parents of pupils with additional learning needs are well informed about their child's education. The school provides effective support for those pupils entering the school who have the greatest difficulty with literacy and numeracy skills.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school has appropriate arrangements to promote healthy eating and drinking.

Learning environment: Good

St Teilo's Church in Wales High School is an extremely caring and inclusive community. It accepts pupils from a wide variety of backgrounds and allows them to develop, both socially and intellectually, in a Christian environment. All pupils have equal access to the opportunities afforded by the school and gender stereotypes are challenged effectively. The principles of diversity and tolerance are paramount and the school deals effectively with any issues of bullying and harassment. The school is equipped well to cater for pupils with disabilities.

The new school building provides an outstanding teaching and learning environment. There are ample resources and all teaching rooms are equipped with the latest information and communication technology to support learning. Furthermore, information and communication technology is used effectively to strengthen communication, share good practice and celebrate worship across the school. The school benefits from high quality gymnasium facilities. However, the school's outdoor sports and general play areas are yet to be developed and this has limited pupils' opportunities to engage in regular outdoor activities. The site is well maintained, secure and safe, with separate access for pupils and visitors. Electronic key fobs, biometric and cashless catering systems work well and are popular with staff and pupils as they provide extra security and enable efficient payments.

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

Senior leaders have a clear vision for the school that is shared effectively with staff, pupils, parents and governors. They work together well and provide effective support

and direction to all staff. In particular, they have managed the transition to the new school site well while improving standards and rates of attendance.

The distribution of responsibilities across the leadership team is clear and balanced. Regular meetings with middle leaders follow an agreed agenda and focus well on pupils' outcomes and whole school, departmental and pastoral priorities. Senior leaders generally hold middle leaders to account well.

Many middle leaders provide purposeful leadership in their areas of responsibility, although a few do not challenge their teams effectively enough. Performance data is used effectively to set challenging and realistic targets. This is having an impact on improving pupil outcomes.

School has a well-defined performance management process, which is suitably implemented. However, in a few cases agreed written targets are too vague.

Governors provide effective support to the school. They review and set the main strategic direction of the school well in conjunction with the acting headteacher. They are well informed about the school's work via a range of high quality reports and presentations from senior leaders and they have a suitable understanding of the school's strengths and areas for development. They understand school performance data well and are able to use this to challenge leaders effectively. Link governors work with all departments and they provide useful support in these areas.

The school pays appropriate attention to national priorities, for example improving pupils' literacy skills and raising the attainment of pupils from disadvantaged backgrounds.

Improving quality: Adequate

Since the last inspection, the school has introduced a comprehensive 'quality assurance toolkit', which is helping to reinforce self-evaluation and development planning processes into strategic planning well. It provides the school with appropriate arrangements for improving quality and helps all staff to have a fairly clear and accurate understanding of the school's strengths and areas requiring improvement.

At whole-school and middle management level, there are systematic processes to evaluate pupil outcomes based on a thorough analysis of data, including that for different groups of pupils, comparisons with similar schools and progress over time. This has helped inform development planning, action and monitoring at all levels, and has had a positive impact on pupils' performance.

The school's self-evaluation arrangements draw on a wide range of first-hand evidence. As well as detailed analysis of pupil outcomes, this includes the views of pupils through the development of pupil voice and parents and carers' views from regular surveys about the school's provision. It also includes findings from external and internal reviews, lesson observations and scrutiny of pupils' work. Generally, this evidence is used well to identify areas for improvement and inform development plans. However, at whole-school and subject level the analysis of findings from

lesson observations and scrutiny of pupils' work is not used well enough to inform judgements on teaching and learning and to identify further areas for improvement. Overall, the quality of evaluations on teaching and learning from the school's programme of lesson observations varies too much. For example, weaknesses are not routinely identified as areas for improvement. This makes it difficult to address and monitor specific issues of underperformance.

Senior and middle leaders work well together to ensure that planning for improvement draws appropriately on the results of self-evaluation and is firmly aligned to whole-school priorities. The school and most department improvement plans define actions for improvement well. They include appropriate key tasks, lead responsibilities, realistic time scales, detailed resource requirements and clear success criteria, with in-year monitoring. However, the plans do not include enough detail on how to improve the overall quality of teaching and learning by focusing on specific weaknesses identified in lesson observations. Overall, in subject plans, success criteria in a few important areas identified for improvement are not specific enough to support the rigorous monitoring of progress and precise measurement of outcomes.

Partnership working: Good

The school works extremely well with its strategic partners in order to help improve pupils' standards and wellbeing. This includes a strong partnership with parents and carers, who are kept well informed about the progress of their child and the wider developments of the school. The school has also worked successfully with the parents and carers of vulnerable pupils, often through a multi-agency approach, to help improve their attendance, behaviour and standards.

The school's well-established and valuable partnerships with its feeder primary schools contribute to effective transition and continuity. At key stage 4, the school has beneficial links with its 'faith-based learning network' to broaden curriculum provision although this is currently less-developed at post-16. The network has thorough joint quality assurance arrangements.

The school's strong and productive partnership with the Church in Wales provides very good opportunities to contribute to the spiritual and wider life of the school. This impacts positively on pupils' learning and wellbeing and provides useful educational opportunities. For example, the school's chaplain has supported pupils in developing links with the Kigaze community in Uganda and older pupils have visited Uganda to participate in voluntary activities of benefit to the community.

The school has valuable partnerships with local universities to support the development of trainee teachers.

Resource management: Good

The school has sufficient well-qualified staff who are deployed appropriately to meet pupils' needs. The school has strong arrangements for the professional development needs of both teaching and non-teaching staff. This includes supporting staff on post-graduate programmes that align well with the school's priorities. Teachers

routinely share good practice within the school and many have been involved in sharing good practice, such as the delivery of the Welsh bacculaureate, with schools in the local area and beyond.

In the last 18 months, a number of significant events have influenced the school's broad financial planning. These include a large capital building project in order to move the whole school to a new site in September 2013, as well as a significant increase in pupil numbers. During this period, the school moved into a deficit budget. A medium-term financial plan is currently being agreed between the governing body, Diocese and local authority.

In the view of the standards achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

At key stage 3, the proportion of pupils attaining the core subject indicator has improved steadily over the last four years. In 2013, performance in this measure is higher than modelled expectations, above the average for the family of schools and has placed the school in the top 25% of similar schools based on free-school-meal entitlement. In all core subjects at level 5 and above, performance in 2013 is higher than the corresponding averages for the family of schools. Performance in English and science places the school in the top 25% of similar schools based on free-school-meal entitlement. For mathematics, performance places the school in the upper 50% of these similar schools. At level 6 and above, performance in 2013 for all core subjects is higher than corresponding family averages and places the school in the top 25% of similar schools based on free-school-meal entitlement.

Over the last three years, attainment at key stage 4 in the level 2 threshold including English and mathematics has improved. In 2013, performance in this measure is above modelled expectations and higher than the family average, and places the school in the top 25% of similar schools based on free-school-meal entitlement. There is corresponding pattern for the core subject indicator. In 2013, performance in both level 1 and level 2 thresholds is above the averages for the family and places the school in the upper 50% of similar schools based on free-school-meal entitlement. However, performance in the average wider capped points score is not so strong. In 2013, performance in this measure places the school in the lower 50% of similar schools based on free-school-meal entitlement and has done so for the last three years. Progress made by pupils from key stage 2 to the end of key stage 4 in many indicators is not strong and is significantly below estimated performance.

No pupils leave the school without a qualification. This has been the case for the last two years. The proportion staying on in full-time education after 16 is well above national figures. No pupils left school at 16 and are reported as being not in education, employment and training. This proportion is below local and national figures.

In the sixth form, performance in the level 3 threshold has been below national, local and family averages for the last four years. However, performance in the average wider points score has improved steadily over recent years. In 2013, performance in this measure is above both family and national averages. A majority of students make progress in line with expectations.

At key stage 3, girls' performance is better than boys in the core subjects, although the gap in performance is smaller than that seen in the family of schools and nationally. However, at level 6 and above the gap in performance between girls and boys in English and science in 2013 is much larger than that seen in the family of schools and nationally. At key stage 4, the performance of boys in the level 2 threshold including English and mathematics has improved over the last three years. In 2013, the difference between the performance between boys and girls in this measure is smaller than that seen nationally. However, the performance of boys has

not improved at the same as that of girls in the level 2 threshold. The difference between the performance between boys and girls in this measure has grown over the last three years and for 2013 it is much larger than that seen nationally. Pupils with additional learning needs, those entitled to free school meals or who have English as an additional language generally achieve in line with expectations at both key stage 3 and key stage 4.

In Welsh second language at key stage 3, performance has fluctuated over recent years. In 2013, outcomes at level 5 place the school in the upper 50% of similar schools based on free-school-meal entitlement. At key stage 4 in 2013, under half of pupils achieve a level 2 threshold qualification in Welsh.

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	351		157 45%	177 50%	14 4%	3 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			43%	53%	4%	1%	
The school deals well with any bullying	349		73 21%	212 61%	58 17%	6 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	58%	14%	2%	
I have someone to talk to if I am worried	350		123 35%	185 53%	36 10%	6 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			38%	53%	8%	1%	
The school teaches me how to keep healthy	348		63 18%	198 57%	72 21%	15 4%	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	351		104 30%	152 43%	71 20%	24 7%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	9%	2%	
I am doing well at school	349		86 25%	232 66%	27 8%	4 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	351		137 39%	193 55%	19 5%	2 1%	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	350		70 20%	182 52%	84 24%	14 4%	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	350		164 47%	162 46%	20 6%	4 1%	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	350		22 6%	203 58%	102 29%	23 7%	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	349		116 33%	174 50%	46 13%	13 4%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	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		345	42 12%	164 48%	114 33%	25 7%	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		352	105 30%	223 63%	23 7%	1 0%	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		349	113 32%	186 53%	46 13%	4 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background		349	141 40%	186 53%	20 6%	2 1%	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		349	155 44%	164 47%	28 8%	2 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		110	33 30%	51 46%	24 22%	2 2%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	52%	15%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		64	15 23%	31 48%	16 25%	2 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%	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.	135	67 50%	63 47%	4 3%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	134	70 52%	60 45%	3 2%	1 1%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	134	66 49%	63 47%	1 1%	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.	134	62 46%	65 49%	4 3%	1 1%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	133	29 22%	74 56%	10 8%	0 0%	20	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	55%	11%	3%		
Teaching is good.	132	54 41%	66 50%	4 3%	0 0%	8	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	134	71 53%	56 42%	3 2%	0 0%	4	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.	132	51 39%	55 42%	13 10%	3 2%	10	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%	53%	8%	2%		
Staff treat all children fairly and with respect.	133	44 33%	62 47%	6 5%	2 2%	19	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.	132	38 29%	70 53%	13 10%	0 0%	11	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	133	65 49%	64 48%	0 0%	0 0%	4	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		

	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	
My child receives appropriate additional support in relation to any particular individual needs'.	127	41 32%	62 49%	6 5%	1 1%	17	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		
I am kept well informed about my child's progress.	135	43 32%	64 47%	22 16%	2 1%	4	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.	133	59 44%	63 47%	5 4%	1 1%	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.	134	32 24%	69 51%	8 6%	2 1%	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.	134	46 34%	71 53%	6 4%	1 1%	10	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		35%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	123	25 20%	61 50%	5 4%	2 2%	30	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.	134	31 23%	67 50%	19 14%	4 3%	13	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	132	53 40%	68 52%	2 2%	2 2%	7	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Rob Davies	Reporting Inspector
Gareth Wyn Roberts	Team Inspector
Jennifer Anne Williams	Team Inspector
Alwyn Thomas	Team Inspector
Denise Wade	Team Inspector
Peter Lewis	Lay Inspector
Sarah Sutton	Peer Inspector
James Allan	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.