



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

**Cwrt Sart Comprehensive School
Old Road
Briton Ferry
Neath
SA11 2ET**

Date of inspection: March 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 08/05/2015

Context

Cwrt Sart Community Comprehensive School is an English-medium 11-16 comprehensive school in Neath Port Talbot. There are 422 pupils on roll. This is fewer than at the time of the last inspection in December 2008. At the end of the summer term 2016 the school will close. Neath Port Talbot local authority will open a new school that will take the pupils who would have attended Cwrt Sart and two other local comprehensive schools.

Around 38% of pupils are eligible for free school meals. This is higher than the national average of 17.5% for secondary schools in Wales. Around 68% of pupils live in the 20% most deprived areas in Wales.

Twelve per cent of pupils have statements of special educational needs compared with 2.4% for Wales as a whole. Around 33% of pupils have a special educational need, which is higher than the national average of 20.1%. The school has a specialist provision on site that caters for pupils with a range of additional learning needs.

Most pupils are from a white British background. Around 1% of pupils speak English as an additional language. Around 2% of pupils speak Welsh fluently.

The leadership team is made up of an acting headteacher who has been at the school for 28 years, a deputy headteacher, two assistant headteachers and a support services manager.

The individual school budget per pupil for Cwrt Sart Community Comprehensive School in 2014-2015 is £5,640 per pupil. The maximum per pupil in the secondary schools in Neath Port Talbot is £6,861 and the minimum is £3,710. Cwrt Sart Community Comprehensive School is second out of the 11 secondary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

| | |
|---|------------------|
| The school's current performance | Excellent |
| The school's prospects for improvement | Excellent |

Current performance

The current performance of the school is excellent because:

- Over the last four years key stage 4 performance has placed the school in the top 25% of similar schools based on levels of eligibility for free school meals in nearly all key indicators
- Pupils make exceptional progress based on their prior attainment
- In all indicators, pupils eligible for free school meals achieve at a higher level than these pupils in its family of similar schools and in Wales
- Attendance has placed the school in the top 25% of similar schools based on levels of eligibility for free school meals for the last four years
- The school provides pupils with a very wide range of valuable opportunities to be involved in decision-making and to support other pupils
- In nearly all lessons there are strong relationships and a highly supportive, purposeful working environment

Prospects for improvement

The prospects for improvement are excellent because:

- There is a relentless focus on pupil achievement in all aspects of the work of the school
- Leaders communicate high expectations for securing improvement and challenge staff positively to good effect
- The very effective governing body strikes a skilful balance between support and challenge
- All staff are aware of their roles in delivering the best possible learning experiences for each child and work exceptionally well as a team
- Self-evaluation and school improvement planning activities at the school have a significant impact on the exceptional outcomes that pupils achieve

Recommendations

R1 Improve Welsh second language development

R2 Improve the consistency of teaching and assessment

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Performance at the school is exceptional. Individuals and groups of pupils do very well.

Performance at key stage 4 is consistently outstanding. Over the last four years performance has placed the school in the top 25% of similar schools based on levels of eligibility for free school meals in nearly all key indicators. In 2014, the school performance is well above the average for its family of similar schools in all indicators. In the indicator that includes English and mathematics, performance is well above expected levels. Performance is also above national averages in those indicators that include a wide range of qualifications. Pupils make exceptional progress based on their prior attainment.

At key stage 3, performance in the core subject indicator and the separate core subjects has also been consistently strong. Over the last three years, performance in the core subject indicator has placed the school in the top 25% of similar schools based on levels of eligibility for free school meals. Performance in this indicator and the separate core subjects shows a trend of improvement and is consistently better than the average for its family of similar schools. Pupils make very good progress from the previous key stage.

The school is highly successful in reducing the impact of deprivation on outcomes. In key stages 3 and 4 the gap between the performance of pupils eligible for free school meals in the school and those who are not is consistently less than that of its family. It is also less than the gap nationally. In all indicators, pupils eligible for free school meals achieve at a higher level than these pupils in its family of similar schools and in Wales.

At key stage 4, boys perform less well than girls but the gap is similar to that of its family and the gap in Wales apart from in those indicators that include English and mathematics. The girls perform above the averages for girls in its family and in Wales in these indicators. However, the boys do perform better than boys in the family in these indicators. In key stage 3 there is a similar pattern. The gap in performance in the core subject indicator is smaller than that of its family. Boys and girls perform better than pupils in its family of similar schools.

The school is particularly effective in making sure that all groups of pupils achieve at a high level. In 2013, for example, the school was in the top 10% of schools in Wales for A* and A grade performance in mathematics. The achievement of top grades by pupils eligible for free school meals in mathematics and by pupils with additional learning needs in mathematics and English also placed the school in the top 10% of schools in Wales in 2013. Pupils with additional learning needs do very well, often performing above expectations.

Many pupils apply their prior learning and use their thinking skills very well in order to solve problems, acquire new knowledge and improve their work. Most pupils, including those with additional learning needs, make very good progress in lessons and over time.

Nearly all pupils listen very respectfully and carefully to their teachers and their peers. They follow instructions well. Many are able to make very good use of what is said by the teacher and peers to improve their own understanding and they evaluate well what is said by others. The majority of pupils speak confidently using appropriate language and respond well to others, building on their responses in discussion.

Many pupils read well, with expression and accuracy. They use appropriate strategies to extract information and analyse content. The accuracy of spelling and grammar of nearly all pupils is appropriate to their age and ability. Most are able to correct errors successfully. The more able write very well, in a range of styles using well-chosen language, and have an extensive general and subject specific vocabulary. Many pupils write confidently and organise their work successfully. A few are untidy and careless in presentation but many pupils take pride in their work. Many successfully redraft and improve the quality of their writing

Many pupils apply their numeracy skills effectively in subjects other than mathematics. They use appropriate number skills, working effectively with fractions and decimals, ratios and percentages. Many pupils use written and mental calculation skills effectively. They gather data in a variety of ways and record and present it in suitable formats. Overall, pupils present stages of mathematical calculations in line with expectations. Most pupils use a range of appropriate measuring skills, using the measures effectively.

Many pupils develop their skills in the use of information communication technology well. They demonstrate improving standards across a range of ICT applications. They are effective users of search engines, can make presentations successfully and create and edit documents. Less developed at this stage is their use of spreadsheets and databases.

Pupils' performance in Welsh second language at key stage 3 has been better than that of similar schools for the past three years. At key stage 4, most pupils who study full-course GCSE Welsh second language achieve a level 2 qualification. However, outcomes in the short-course are lower than those of similar schools. Use of Welsh outside of Welsh lessons is at an early stage of development.

Wellbeing: Excellent

The standards of wellbeing at the school are exceptionally high and contribute significantly to the outstanding standards that pupils achieve.

Most pupils have a very positive attitude to school. Pupils express a high level of satisfaction with all aspects of school life. Nearly all pupils feel safe in school and are confident that the school deals well with any incidents of bullying. They behave very well in lessons and around the school. Most pupils are enthusiastic learners. They engage quickly in tasks, concentrate well and work effectively with their peers.

Pupils' attendance levels are exceptional. Attendance has placed the school in the top 25% of similar schools based on levels of eligibility for free school meals for the last four years. Attendance is consistently higher than expected levels. Nearly all pupils are punctual to lessons and tutor periods. There have been no permanent exclusions in the last four years. The number of fixed exclusions is low and has reduced significantly in the last few years.

Many pupils develop their social skills to a high level. They are involved in a wide range of activities in the school and the wider community. A particularly strong feature is the involvement of pupils in decision-making processes in the school through, for example, the school and year councils, eco-group, teaching and learning committee and participation in staff appointments. School peer mentors support other pupils very effectively across a wide range of aspects of academic, personal and social development.

Many pupils have a good understanding of how to keep healthy by eating well and taking part regularly in physical activities. They participate in a wide range of sporting activities during the school day, and before and after school.

| | |
|---|-------------|
| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Good

The school provides a broad and balanced curriculum, which is closely matched to the needs of individual pupils. Provision for less able pupils is a particular area of strength. The key stage 3 curriculum builds well on pupils' prior experiences, especially in the development of literacy and numeracy skills. At key stage 4, pupils have a worthwhile choice of a wide range of general and vocational options. Many pupils also take part in beneficial extra-curricular activities.

The school is making effective progress in integrating the national literacy and numeracy framework into its work. Most subjects provide valuable opportunities for pupils to practise and improve their literacy and numeracy skills. However, progression in skills development across subjects is at an earlier stage of development. The school identifies pupils with weak literacy and numeracy skills well and provides useful support for them. The support provided by peer mentors is especially effective in its impact.

Provision for Welsh is sufficient and enables many pupils to make appropriate progress. The majority of pupils are not entered for the full course GCSE Welsh second language and a minority of pupils are not entered for any qualification in Welsh. Pupils' understanding of Welsh culture and traditions is developed well through a range of beneficial extra-curricular activities, including an annual eisteddfod.

Education for sustainable development and global citizenship is delivered effectively through the personal and social education programme, and a majority of subjects make further contributions through their schemes of work. A particularly strong feature is the work of the eco-committee, which is proactive in seeking out new ways to promote the principles of sustainable development. Pupil champions are also effective in contributing to pupils' understanding of their role as global citizens. For example, a former champion writes a blog that is used as a learning resource within the school.

Teaching: Good

In nearly all lessons teachers develop a highly supportive, purposeful working environment.

In many lessons teachers establish an atmosphere of trust where pupils feel confident to test ideas without fear of getting things wrong. Pupils are encouraged to learn from their efforts. In many lessons there are well-planned tasks that ensure progression in development of knowledge, understanding and skills. In these lessons, teachers monitor progress carefully and intervene appropriately to extend pupils' thinking. Learning objectives are clear and well explained. In many lessons, teachers have detailed knowledge of the needs of individuals and make effective use of learning support assistants and also other pupils in the class to support those who need extra help. Most teachers model subject specific language well. A few are very skilful at questioning to probe understanding.

In a few less effective lessons there are shortcomings. A few teachers do not use questioning well to extend pupil understanding. A few teachers are less successful in meeting the needs of individuals. A few do not provide sufficient challenge for the more able pupils. A few do not use appropriate strategies to support the development of skills.

Nearly all teachers mark pupils' work regularly. The majority of teachers make constructive comments on how well pupils are doing and valuable advice on what they need to do to improve. However, a minority of marking does not give clear advice to pupils on how to improve their work. In a few books, spelling, grammar and punctuation errors are not corrected. In the majority of lessons and books there are examples of effective peer and self-assessment.

The school has effective systems for tracking pupil progress. It sets ambitious targets for all pupils and monitors and supports progress towards them successfully. Most pupils have a thorough understanding of their targets. The school uses the outcomes of assessments to plan beneficial support and intervention.

Reports to parents and carers provide useful information on attendance, achievement and progress and are well understood by pupils, parents and carers.

Care, support and guidance: Excellent

Pupils receive a very high level of care, support and guidance, which has a positive impact on their attendance, attitudes to learning and personal development.

Provision is highly effective in making sure that the aptitudes and achievements of all pupils, including vulnerable pupils and those with additional learning needs, are recognised and celebrated. A particularly strong feature of the school is the wide range of opportunities provided for pupils to develop their social skills by engaging in the school's decision-making processes and through mentoring other pupils.

The personal and social education programme offers clear information and guidance to pupils. They receive a comprehensive range of information and support when moving from one key stage to another. There is effective provision for encouraging pupils to make informed health and lifestyle choices. The school makes appropriate arrangements for promoting health eating and drinking.

There are effective arrangements to promote pupils' spiritual, moral, social and cultural development through the curriculum, assemblies and pupils' involvement in the school and wider community. However, tutor periods are not used consistently enough to promote pupils' spiritual development through periods of thoughtful reflection.

The school provides a comprehensive range of support programmes, which are effective in meeting pupils' needs. There is outstanding provision to meet the requirements of vulnerable pupils and those with additional learning needs. There are very effective arrangements to identify, support and monitor pupils, which are enhanced by strong links with external specialist services. Parents are kept very well informed of progress. Support groups for parents of pupils attending the units offering specialist provision present extremely worthwhile opportunities for them to improve their understanding of the work of the units. The groups also facilitate the development of valuable support networks among the parents.

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

Learning environment: Excellent

The school is a close and caring community which works pro-actively with pupils, parents, governors and the wider community to create a distinctive ethos. This ethos is based on the idea that all pupils can and should achieve at the highest level. Everything the school does is driven by this purpose.

The school promotes equality exceptionally well and pupils are well integrated and accepted into the school community, irrespective of their background and ability. There is a clear emphasis on respect and care for all by all, which is reinforced by staff at every opportunity.

The school manages the learning environment well and it has a planned rolling programme of maintenance and redecoration. Displays in classrooms and around the school are generally of a very high standard, show examples of students' work, are informative and celebrate pupils' achievement effectively. Classrooms are well equipped with information and communication technology and there are appropriate levels of learning resources across all subjects.

| |
|--|
| Key Question 3: How good are leadership and management? |
|--|

| |
|------------------|
| Excellent |
|------------------|

Leadership: Excellent

The school benefits from a coherent strategic vision that places the achievement and development of each pupil at the heart of its work. All staff share this common purpose. The headteacher offers strong, ethical and principled leadership. In partnership with a very effective leadership team, he has ensured that the school continues to focus on its core values in the time leading up to the school's closure in 2016. As a result, pupil outcomes have remained very high and consistently well above expectations.

All staff have a clear understanding of the expectations and systems that support the delivery of this strategic vision. Line managers provide effective support and guidance to the staff that they manage and clear procedures ensure that there is consistency of action and purpose. There is a relentless focus on pupil achievement that underpins these systems and all staff are aware of their roles in delivering the best possible learning experiences for each child.

Leaders communicate high expectations for securing improvement and challenge staff positively to good effect. Leaders and governors use relevant management information intelligently to analyse performance. In the very few instances of underperformance, the school acts robustly to bring about improvement.

There is an exceptional sense of teamwork among the staff at the school that enhances its work. This teamwork is positively encouraged and developed by leaders at the school. Staff work extremely well together in the best interests of the pupils. This is an excellent feature and has contributed significantly towards the school's outstanding outcomes across a range of key performance indicators.

Data is used intelligently at all levels within the school. It is used to set challenging targets for all pupils and to monitor progress accurately against them. It provides an accurate picture of performance and helps to identify the steps the school needs to take to improve even further. There has been an appropriately clear emphasis on the progress of groups of pupils who might otherwise be at risk of underachievement.

The very effective governing body strikes a skilful balance between support and challenge. Governors are a very visible presence in the school. They are passionate about Cwrt Sart but are also very conscious of their obligation to secure continuing improvement. They discharge this duty and achieve this balance with skill and integrity.

Improving quality: Excellent

The school has very effective arrangements for improving quality. Self-evaluation and school improvement planning activities at the school have a significant impact on the exceptional outcomes that pupils achieve.

Robust self-evaluation processes at all levels draw on first-hand evidence, including lesson observations, the scrutiny of pupils' work and the systematic analysis of data.

Leaders use this evidence very effectively to reach professional judgements about the quality of outcomes and provision. As a result, they accurately identify strengths and areas of work that require refinement or improvement.

Self-evaluation draws regularly on evidence from a wide range of stakeholders, including pupils and their parents. This is a strength of the school and enables it to gain a deeper understanding of the impact of its work. The culture of teamwork in the school leads naturally to the involvement of all staff in self-evaluation activities. This enables improvement priorities to be well understood and relevant to individual teachers and teams.

There is a coherent annual cycle of self-evaluation and school improvement planning activities. Annual reviews of data and performance, supplemented by subject reviews, feed naturally into the self-evaluation cycle. Supported by relevant line managers, staff then plan for improvement systematically, drawing on the main themes emerging from the self-evaluation activities. Progress against the resulting action plans, both at subject and at whole-school level, is rigorous and thoroughly monitored.

Departmental self-evaluation reports are incisive and accurate. They identify strengths and areas for improvement clearly and realistically. The school's self-evaluation report is honest and accurate, providing a useful starting point for its improvement planning. There is a suitable emphasis on the improvement of teaching as a key driver of improvement at the school, although the school's analysis of its strengths in teaching is slightly too generous overall.

The school development plan appropriately reflects national priorities and the findings of self-evaluation activities. It is rigorously costed and well monitored. Departmental development plans form a sub-section of the overall plan and most are similarly sharp in focus.

Partnership working: Good

Partnerships with a wide range of external agencies impact positively on pupils' wellbeing and aspirations.

The school works well with its partner primary schools to prepare pupils effectively for the transition to secondary school and as a result pupils settle quickly into life in Year 7. There are also successful curriculum links focused on the development of literacy and numeracy. For example, the Dylan Thomas project focuses well on the development of writing skills. These links have a beneficial impact on standards.

The school collaborates well with its partners in the local 14-19 network to widen the range of courses available to pupils at key stage 4. This ensures that there are appropriate pathways for pupils who have a wide range of learning needs. In particular, the school has forged valuable links with a local special school to enhance the options available to least able pupils.

Partnership work with parents is also very strong. The school routinely seeks their views and forms very supportive relationships with them, particularly those of the most vulnerable pupils.

Resource management: Excellent

The school is appropriately staffed to deliver the curriculum. Few staff teach outside their subject specialisms and the school has been successful in ensuring that the learning experiences it offers to pupils develop over time according to the needs of pupils. Support staff are deployed effectively to support pupils' progress.

There is a strong culture of professional development at the school. Many staff are involved in a wide range of professional networks, both within and beyond the school, that help them to refine and improve their teaching approaches.

The school has sound arrangements for performance management. Objectives are clear and measurable. The school uses the relevant information from the process to plan well for the development needs of all staff.

The school plans its spending very carefully. This includes effective planning for expenditure for national priorities, most notably the pupil deprivation grant. As a result, pupils eligible for free school meals achieve at a higher level than such pupils in its family of similar schools and nationally in all key indicators. Leaders and governors monitor the school's spending exceptionally well and consider carefully the impact of resources on teaching and learning.

In view of the excellent outcomes achieved by the pupils, the school provides excellent value for money.

Appendix 1

Commentary on performance data

In the core subject indicator at key stage 3, performance has shown an upward trend and been consistently above the average for its family of similar schools. Performance in this indicator has placed the school in the top quarter of similar schools based on levels of eligibility for free school meals for the last three years. In 2014 performance in the core subject indicator at level 5 and above was well above expectations based on prior attainment. Pupils make very good progress from key stage 2 in the core subject indicator, English, mathematics and science.

In English, performance at level 5 shows a trend of improvement and been consistently above the average for its family of similar schools. Performance placed the school in the top quarter of similar schools based on levels of eligibility for free school meals in 2012 and 2014 and in the upper half in 2011 and 2013.

Performance in mathematics at level 5 and above shows a trend of improvement and been consistently above the average for its family of similar schools. Performance has placed the school in the top quarter of similar schools based on levels of eligibility for free school meals for the last three years.

Performance in science has also improved and it has been consistently above the average for its family of similar schools. Performance has placed the school in the upper half of similar schools for the last four years.

Performance at level 6 and above in English and mathematics has shown a trend of improvement and in 2014 is above the average for its family of similar schools. Performance in science at level 6 and above has declined and in 2014 has fallen below the family average. In nearly all the non-core subjects, performance at level 5 and above has placed the school in the upper half of similar schools for the last four years.

At key stage 4, performance in all key indicators has shown a trend of improvement and been consistently above the averages for its family. Performance over the last three years has placed the school in the top quarter of schools based on levels of eligibility for free school meals in nearly all indicators.

Performances in the level 2 threshold including English and mathematics and in the core subject indicator have placed the school in the top quarter of schools based on eligibility for free school meals for the third year running. In 2014, performance in the level 2 threshold including English and mathematics is well above expectations based on prior attainment.

Over the three years to 2014, performance in the level 2 threshold, level 1 threshold and capped point score has improved and has been consistently above the averages for its family of similar schools, placing it in the top quarter of similar schools based on levels of eligibility for free school meals. In 2014, performance in the capped point score is well above expectations.

Performance in GCSE English at grade C or above performance has dipped slightly since 2012 but has remained consistently above the family average. Performance placed the school in the top quarter of similar schools up to 2013, although in 2014 it is in the upper half of similar schools.

Performance in mathematics has fluctuated but has been consistently above the average for its family since 2011. Consequently, for the last four years performance in mathematics has placed the school in the top quarter of similar schools.

Performance in science has also improved and is now well above the average for its family. Performance has placed the school in the top quarter of similar schools for the last three years.

Boys perform less well than girls in most indicators in key stages 3 and 4. In key stage 4, the difference in performance in the level 2, level 1 capped point score and science is similar to that in the family and nationally. At key stage 4, boys and girls perform better than boys and girls in its family of similar schools and Wales in these indicators. However, in the level 2 threshold including English and mathematics, in the core subject indicator, and in English and mathematics there is a bigger difference between the boys and girls than the average for Wales. This is the result of stronger performances by the girls in English and mathematics.

The performance of pupils eligible for free school meals has improved in key stage 3 and these pupils do better than pupils eligible for free school meals in its family of similar schools and nationally in the core subject indicator. In key stage 4, the gap between the performances of pupils eligible for free school meals and those who are not is consistently smaller than the gap in its family of similar schools and nationally in all indicators. Achievement by pupils eligible for free school meals is higher than for pupils eligible for free school meals in its family of similar schools and nationally in all indicators.

No pupil has left without qualifications for the last two years. In 2014 all pupils achieved qualifications and nearly all remained in full time education or training. This is comparable to the family and national picture.

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 | 124 | | 88 71% | 34 27% | 1 1% | 1 1% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 44% | 52% | 4% | 1% | |
| The school deals well with any bullying | 124 | | 62 50% | 52 42% | 10 8% | 0 0% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 26% | 58% | 14% | 3% | |
| I have someone to talk to if I am worried | 124 | | 82 66% | 40 32% | 2 2% | 0 0% | Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni. |
| | | | 38% | 52% | 8% | 1% | |
| The school teaches me how to keep healthy | 124 | | 65 52% | 48 39% | 9 7% | 2 2% | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | | 23% | 56% | 18% | 3% | |
| There are plenty of opportunities at school for me to get regular exercise | 123 | | 85 69% | 36 29% | 2 2% | 0 0% | Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 45% | 45% | 9% | 2% | |
| I am doing well at school | 124 | | 72 58% | 50 40% | 2 2% | 0 0% | 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 | 123 | | 75 61% | 46 37% | 2 2% | 0 0% | Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau. |
| | | | 38% | 55% | 6% | 1% | |
| My homework helps me to understand and improve my work in school | 124 | | 40 32% | 66 53% | 14 11% | 4 3% | 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 | 123 | | 94 76% | 28 23% | 1 1% | 0 0% | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith. |
| | | | 45% | 47% | 7% | 1% | |
| Pupils behave well and I can get my work done | 124 | | 30 24% | 78 63% | 11 9% | 5 4% | Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith. |
| | | | 10% | 57% | 27% | 6% | |

| | Number of responses Nifer o ymatebion | | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | |
|---|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|---|
| Staff treat all pupils fairly and with respect | 124 | | 60 48% | 56 45% | 7 6% | 1 1% | Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt. |
| | | | 29% | 51% | 16% | 4% | |
| The school listens to our views and makes changes we suggest | 124 | | 50 40% | 67 54% | 7 6% | 0 0% | 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 | 124 | | 70 56% | 52 42% | 2 2% | 0 0% | Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb. |
| | | | 34% | 60% | 5% | 1% | |
| The school helps me to be ready for my next school, college or to start my working life | 124 | | 46 37% | 72 58% | 6 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% | 9% | 1% | |
| The staff respect me and my background | 124 | | 78 63% | 41 33% | 5 4% | 0 0% | Mae'r staff yn fy mharchu i a'm cefndir. |
| | | | 37% | 54% | 7% | 2% | |
| The school helps me to understand and respect people from other backgrounds | 124 | | 73 59% | 49 40% | 2 2% | 0 0% | Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill. |
| | | | 36% | 56% | 7% | 1% | |
| Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4 | 58 | | 28 48% | 25 43% | 3 5% | 2 3% | 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 | 6 | | 5 83% | 1 17% | 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. |
| | | | 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. | 63 | 50 79% | 10 16% | 2 3% | 1 2% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 43% | 50% | 4% | 1% | | |
| My child likes this school. | 63 | 49 78% | 11 17% | 1 2% | 2 3% | 0 | 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. | 63 | 45 71% | 15 24% | 3 5% | 0 0% | 0 | Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol. |
| | | 50% | 45% | 3% | 1% | | |
| My child is making good progress at school. | 62 | 50 81% | 10 16% | 1 2% | 1 2% | 0 | Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 45% | 48% | 4% | 1% | | |
| Pupils behave well in school. | 63 | 32 51% | 25 40% | 3 5% | 2 3% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 22% | 54% | 11% | 3% | | |
| Teaching is good. | 62 | 49 79% | 10 16% | 2 3% | 1 2% | 0 | Mae'r addysgu yn dda. |
| | | 33% | 57% | 5% | 1% | | |
| Staff expect my child to work hard and do his or her best. | 63 | 50 79% | 10 16% | 2 3% | 0 0% | 1 | Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau. |
| | | 50% | 45% | 2% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 63 | 40 63% | 19 30% | 3 5% | 1 2% | 0 | 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. | 63 | 45 71% | 13 21% | 3 5% | 1 2% | 1 | 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. | 63 | 43 68% | 14 22% | 3 5% | 2 3% | 1 | Caiiff 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. | 63 | 42 67% | 20 32% | 1 2% | 0 0% | 0 | Mae fy mhlentyn yn ddiogel yn yr ysgol. |
| | | 41% | 52% | 3% | 1% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 61 | 47 77% | 10 16% | 2 3% | 1 2% | 1 | Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 32% | 46% | 7% | 2% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I am kept well informed about my child's progress. | 63 | 46 73% | 13 21% | 2 3% | 2 3% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 34% | 50% | 11% | 2% | | |
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 63 | 47 75% | 11 17% | 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. | 63 | 38 60% | 18 29% | 4 6% | 1 2% | 2 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 27% | 50% | 10% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 63 | 47 75% | 12 19% | 1 2% | 1 2% | 2 | 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. | 60 | 35 58% | 16 27% | 6 10% | 2 3% | 1 | 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. | 63 | 43 68% | 16 25% | 4 6% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 35% | 49% | 9% | 2% | | |
| The school is well run. | 62 | 47 76% | 12 19% | 2 3% | 1 2% | 0 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 40% | 48% | 5% | 2% | | |

Appendix 3

The inspection team

| | |
|--------------------|---------------------|
| Sue Halliwell | Reporting Inspector |
| Hugh Davies | Team Inspector |
| Alan Lowndes | Team Inspector |
| Lowri Jones | Team Inspector |
| Peter Trevor Lewis | Lay Inspector |
| Emma Clarke | Peer Inspector |
| Ward Jones | School Nominee |

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

| | |
|---|--|
| Core subject indicator (CSI) | This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum. |
| Families of schools | These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent. |
| Level 1 | This represents the equivalent of a GCSE at grade D to G. |
| Level 1 threshold | This represents a volume of learning equivalent to five GCSEs at grade D to G. |
| Level 2 | This represents the equivalent of a GCSE at grade A* to C. |
| Level 2 threshold including English or Welsh first language and mathematics | This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics. |
| Level 2 threshold | This represents a volume of learning equivalent to five GCSEs at grade A* to C. |
| Level 3 | This represents the equivalent of an A level at grade A*-E. |
| Level 3 threshold | This represents a volume of learning equivalent to two A levels at grade A* to E. |
| Average wider points score | This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18. |
| Capped wider points score | This includes the best eight results from all qualifications approved for use in Wales at the age of 16. |
| All-Wales Core Data sets | Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent. |