



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

**Cowbridge Comprehensive School
Aberthin Road
Cowbridge
Vale of Glamorgan
CF71 7EN**

Date of inspection: December 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

Cowbridge Comprehensive School is an English medium 11 to 18 school in the Vale of Glamorgan. There are 1,448 pupils on roll compared with 1,296 at the time of the last inspection, including 311 pupils in the sixth form. The school is situated on the outskirts of Cowbridge town. Most pupils come from Cowbridge and the surrounding villages.

Around 4% of pupils are entitled to free school meals. This is considerably lower than the national average of 17.7% for secondary schools in Wales. Around 3% of pupils live in the 20% most deprived areas in Wales.

Around 1% of pupils have statements of special educational needs compared with 2.5% for Wales as a whole. Around 12% of pupils have a special educational need, which is lower than the national average of 19.2%.

Most pupils are from a white British background. Around 1% of pupils speak English as an additional language. A very few pupils speak Welsh at home.

A new school building was opened on the same site in 2010.

The headteacher has been in post since summer 2012. The leadership team is made up of the headteacher, two deputy headteachers, four assistant headteachers and the business manager.

The individual school budget per pupil for Cowbridge Comprehensive School in 2013-2014 means that the budget is £3,994 per pupil. The maximum per pupil in the secondary schools in the Vale of Glamorgan is £4,478 and the minimum is £3,825. Cowbridge Comprehensive School is seventh out of the eight secondary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

Cowbridge Comprehensive School is a good school because:

- standards achieved in key stage 3, key stage 4 and in the sixth form are consistently high in nearly all indicators;
- in many lessons, pupils progress well in their learning;
- behaviour and attitudes to learning are consistently good; and
- attendance is above expectations.

Prospects for improvement

The prospects for improvement are good because:

- the leadership team has a thorough understanding of the strengths and areas for improvement;
- self-evaluation is well established and uses a suitable range of first hand evidence; and
- the careful management of resources is robust and supports priorities for improvement.

Recommendations

- R1 Raise standards in science
- R2 Improve consistency in teaching and assessment
- R3 Strengthen the link between self-evaluation and planning for improvement with a sharper focus on outcomes
- R4 Improve the provision and co-ordination of skills development
- R5 Improve the rigour and consistency of self-evaluation at departmental level

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

At key stage 4 performance has been consistently high over the last four years. In nearly all indicators performance has been above that of the average for the school's family of similar schools. Performance in the indicator that includes English and mathematics was above expectations in 2012 and 2013. The performance of its pupils has placed the school in the top quarter of similar schools based on levels of entitlement to free school meals for the last four years in nearly all key indicators. Pupils make appropriate progress from previous key stages. Many pupils achieve well in a range of qualifications that include English and mathematics. However, a few pupils do not achieve this indicator or that which includes at least five qualifications equivalent to grades A*-C.

At key stage 3 there has been a consistently high level of performance above the average for its family of similar schools in the indicator that includes English, mathematics and science. In the three years from 2010 to 2012, performance has placed the school in the top quarter of similar schools based on levels of entitlement to free school meals. In 2013, performance in this indicator at level 5 and above fell just below the average of the family. However, performance was still above expectations based on the prior attainment of pupils.

Performance in the sixth form is consistently higher than the average for other schools in its family. Over the last four years, the average points score achieved has compared very well with the performance of other similar schools and nationally.

The percentage of pupils leaving without a qualification compares favourably with similar schools and national averages. Over the last four years, no pupil has left the school without qualifications. Nearly all remain in education or training.

There is very little difference between the performance of boys and girls in either key stage 3 or key stage 4. Over the last four years the gap has been similar to or less than the family and national averages in nearly all indicators. The gap between the performance of pupils who are entitled to free school meals and those who are not is generally reducing. However, there are very small numbers.

In a very few lessons pupils make very good or rapid progress. In these lessons, pupils display a high standard of knowledge, understanding and skills. They approach their work confidently and tackle tasks enthusiastically. In many lessons, pupils have accurate recall of previous work and use this effectively in developing new learning. In these lessons, most pupils have a firm understanding of key ideas and principles. They develop their subject skills well and can apply these to new situations.

In a few lessons, pupils do not make enough progress as a result of low expectations of what they can achieve. In a very few lessons, inappropriate tasks result in pupils achieving lower than expected and result in off-task behaviour.

Nearly all pupils listen to the teacher and each other carefully in lessons. In discussions, most pupils are confident, giving reasoned and well explained responses. Most pupils are articulate speakers, with good expression and a wide vocabulary.

Nearly all pupils cope well with a wide range of reading materials. They are able to find, evaluate and use the information in texts to support their knowledge and understanding. Most use a range of effective strategies to extract and record information and ideas, which they then use to good effect in their writing tasks.

Many pupils write well for a range of purposes in different contexts and subjects across the curriculum. They organise and present ideas and information effectively. The most able pupils write to a very high standard using an extensive vocabulary and sophisticated language. Many pupils plan their writing carefully, often using support structures for writing before progressing to more independent writing. However, in a few lessons there is an over reliance on planning sheets, even when pupils already have the skills to be writing more independently.

The presentation of many pupils' work is neat. However, many pupils' work contains errors in grammar and punctuation and they misspell common and subject specific words. They can usually correct these mistakes if prompted, but rarely correct spelling errors identified in written work.

Many pupils are able to select the appropriate number strategies and show confidence in explaining the methods used. They transfer their mathematical skills well across the curriculum in a variety of contexts. In a range of subjects across the curriculum, many pupils use the common units of measurement well. Many pupils use their data handling skills well to collect, analyse, display and interpret data accurately.

Standards in Welsh in key stage 3 compare favourably with the average for the family and performance has placed the school in the upper half of schools based on levels of entitlement to free school meals for each of the last five years. Standards in Welsh at key stage 4 show a marked improvement over the last two years. The number of pupils gaining a level 2 qualification in Welsh has increased significantly in 2013. Nearly all pupils took the full course in 2013 and many of these achieved at least a grade C. This is a strong feature. However, pupils rarely use Welsh outside of Welsh lessons.

Wellbeing: Good

Nearly all pupils feel safe in school and many consider that the school deals well with bullying. Many understand how they can keep themselves healthy and nearly all engage in a range of physical activities offered either by external providers or the physical education department.

Nearly all pupils enjoy their lessons and have positive attitudes to learning. Nearly all are very courteous and relate well to their peers and adults alike. They work with concentration and engage purposefully in tasks. A very few do not sustain their concentration and occasionally this results in off task, distracting behaviour.

Attendance rates are very good. They compare well with the average for the school's family of similar schools. Attendance rates have placed the school in the top quarter of similar schools for the last two years. Low exclusion rates reflect the high standards of behaviour expected by staff and displayed by pupils.

There are high levels of pupil involvement in all aspects of school life, especially in the fields of performing arts and physical education and the work of the eco committee. The pupils are involved well in the life of the local community. The school council has recently appropriately reviewed its role in order to improve its impact and contribution to school life. Pupils develop well their life skills through such opportunities as the Duke of Edinburgh award and are prepared effectively for their next stage in learning or employment.

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

The school delivers a broad curriculum that meets statutory requirements in key stage 3 and key stage 4. The curriculum effectively meets pupils' interests and needs. The school offers a broad range of options at key stage 4 and, in collaboration with other providers, offers an appropriate range of vocational courses.

The school provides a very wide range of cultural and sporting extra-curricular activities to meet the interests of its pupils. These are highly valued by pupils and parents.

Currently, the school has made limited progress in implementing the literacy and numeracy framework. It has yet to complete an audit of current provision for skills across the curriculum. There is a useful skills development policy and a toolkit for developing skills available to teachers. However, there is inconsistency in the planning for skills development across the school and in departments.

All pupils are able to learn Welsh at a level appropriate to their needs and there are many opportunities provided to develop pupils' knowledge and understanding of the history and culture of Wales. These include residential courses and participation in Urdd activities.

The school successfully promotes education for sustainable development and global citizenship issues. This is a strong feature. Across the school there is high quality provision for pupils to learn about sustainability and global citizenship through lessons, assemblies, extra-curricular activities and a wide range of themed events. The eco-committee is effective in raising awareness through sharing information and activities. For example, it has produced a video and song that is very effective in publicising and celebrating its work. There is a long established link with an olive

growing co-operative in South Africa and a number of pupils visit South Africa every other year to work on the farm.

Teaching: Good

There are consistently good features common to nearly all lessons. Pupils and staff work well together, lessons are purposeful and behaviour is well managed. Nearly all teachers are knowledgeable about their subjects.

In many lessons, teachers communicate clear objectives and monitor the work of pupils carefully, providing useful feedback to guide and extend knowledge and understanding. In these lessons, teachers maintain a good pace and provide a beneficial balance of individual, paired, group and whole class activities. Many teachers question effectively to check recall and understanding as well as asking more probing questions that challenge pupils to develop their ideas.

In a very few highly effective lessons, teachers have high expectations, demand high standards and plan well to support and challenge pupils of all abilities. However, many teachers do not consistently tailor activities to support and challenge individual pupils. There is also an acceptance of work that has errors in spelling, punctuation and grammar. As a result, even though the quality of teaching is such that pupils produce consistently good work, they are not consistently challenged to produce their very best.

In a few lessons, teachers' expectations of all pupils are not high enough. These teachers do not have clear objectives for their lessons. The pace of these lessons is too slow and the teacher talks for too long. In a very few lessons, inappropriate activities, including copying and dictation, mean that pupils make insufficient progress.

Many teachers follow departmental and school policies on marking and assessment. Marking is up to date. However, the quality of marking and assessment is inconsistent. In the best examples, diagnostic comments made in pupil workbooks are consistently effective and help pupils to improve their work. A minority of teachers make less helpful comments that tell pupils what to improve but not how. Comments and requests to correct work are not routinely followed up.

Many teachers encourage pupils to assess their own and the work of others but only a minority give very clear guidance on what to do and how to comment helpfully.

The progress of pupils is monitored through a data tracking system and there are regular progress reviews. Pupils know their target levels and grades. However, the mentoring support and interventions to help pupils improve when they are underachieving in a range of subjects are not sufficiently established.

The format of reports to parents is useful, outlining details of the course of study, progress and areas for improvement. However, in a few subjects the comments are rather general and advice on how to improve is either too technical or too vague. Many parents say that they are well informed about their child's achievement and progress, but a few feel that they do not get good enough information.

Care, support and guidance: Good

The school provides a caring and supportive atmosphere that has a positive impact on pupils' health and wellbeing. Their moral, social and cultural development is supported well through a wide range of sporting and cultural activities. The school makes appropriate arrangements for promoting healthy eating and drinking.

Assemblies and tutorial sessions provide beneficial opportunities for reflection and promote pupils' spiritual development.

Effective systems are in place to ensure consistently high attendance rates.

The transition arrangements when pupils transfer from primary schools are successful. Pupils quickly feel settled and secure.

The school provides beneficial advice and guidance when pupils make choices at the end of key stage 3, key stage 4 and in the sixth form.

Pupils know whom they can talk to if they have difficulties and feel well supported by the school. Teachers provide a caring environment and good quality support for pupils' emotional needs. The school has effective working relationships with a range of external agencies to provide valuable personal support and guidance for pupils.

The school has effective systems in place to identify pupils who have additional learning needs. Interventions are carefully designed to meet individual needs. As a result, pupils with additional learning needs reach expected levels of achievement. All pupils equally access all parts of the curriculum. Learning support assistants are deployed well in support of pupils. The individual education plans are detailed and provide helpful advice to support individual pupils. However, they are not consistently well used by teachers in their planning.

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

Learning environment: Good

The school's ethos is purposeful and there is a pervasive air of calm and diligence. The school has extensive arrangements to ensure that the school community is free from racism or harassment.

The school environment is very well managed. There is plenty of space and teaching areas are large and light. It is in very good decorative order and is maintained to a high standard. It meets the needs of pupils and is also fully accessible to wheelchair users or other disabled members of the community. Wall displays in many areas, particularly the pupils' artwork, enhance the learning environment.

There are plentiful beneficial learning resources, particularly information and communication technology (ICT), across all subjects.

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

Leadership: Good

Effective leadership at nearly all levels results in consistently high standards.

The headteacher leads the school well. In the 18 months she has been in post, several significant changes have been made to the way the school is led and managed and most of these are having a positive impact.

The headteacher and senior team work effectively together. The team has been restructured to align roles and responsibilities with the strategic direction and core purpose of the school, and in order to meet local and national priorities. Senior leaders regularly discuss pupils' progress in their team meetings as well as progress in delivering strategic objectives. The responsibilities of senior leaders are defined, appropriate and fairly distributed. However, it is not clear who has ultimate responsibility for driving improvements in teaching. As a result, there is inconsistency in teaching and assessment.

Senior leaders line-manage middle leaders effectively and hold them to account through regular meetings that have a common and helpful format. Senior leaders provide beneficial support to middle leaders. Although the quality of challenge they provide is not quite as effective, it is improving. Senior leaders are developing a culture of valuing and sharing good practice within the school.

Many middle leaders lead their departments or areas of responsibility well and a few do this very well. These leaders provide effective support and challenge to teachers in their areas. Twelve middle leaders are either new to this level or have new responsibilities, and the school is supporting these leaders well.

Leaders at all levels use a variety of data competently. However, most leaders do not use the full range of data available to them. As a result, there is a degree of complaisance about standards achieved. This limits effective monitoring and evaluation of performance and the setting of ambitious targets at whole-school and department level.

There are appropriate arrangements for performance management. Current targets for staff reflect the strategic priorities of the school well and support improved outcomes for pupils.

The governing body is committed and very supportive of the school. Governors understand their role and know the school well. They have a secure grasp of performance data and a strong focus on improvement. They hold leaders to account effectively.

Improving quality: Good

The school has an established cycle of self-evaluation. As a result, senior leaders have a sound knowledge of the school's strengths and most areas that need improvement.

Senior and middle leaders use a suitable range of first hand evidence to judge the performance of their areas of responsibility. This includes analysis of data, lesson observations and scrutiny of pupils' work. The school self-evaluation document identifies many of the strengths and areas of development of the school. However, the report is too descriptive and presents an overly positive picture of the school's performance.

Middle leaders are developing their roles in monitoring and evaluating the work in their areas. Most middle leaders produce effective self-evaluation reports that successfully identify many of the key areas for improvement. There is a cycle of middle leader observations of staff within teams. In the most effective observations, middle leaders provide accurate and constructive advice for teachers to improve practice. However, a minority of observations are too generous in their findings and do not identify specific areas for improvement.

Department development plans have clear links to whole school priorities. Many department plans provide useful actions to address recognised areas of development. However, in a few departmental plans, the most important areas for development, such as teaching, assessment and marking, are not given high enough priority.

Planning for improvement draws on the results of self-evaluation to set targets for improvement. However, these targets are not sufficiently aspirational. Many plans are effective and allocate appropriate resources and responsibilities.

The school has made good progress in addressing the recommendations from the last inspection.

Partnership working: Good

The school works well with partners to support its pupils and improve standards and wellbeing.

Work with a wide range of external partners and organisations has expanded the range of options available to pupils at key stage 4 and in the sixth form. The school engages well with the local college to support those pupils who undertake vocational and work-related training courses. The school closely monitors these pupils' progress, attendance and wellbeing.

The school has established comprehensive and productive links with the community, local employers and partner organisations to provide a wide range of beneficial core and extra-curricular activities. These enrich and extend pupils' school life. These links include a partnership with the academy at Cardiff City Football Club and a rugby academy in collaboration with the Cardiff Blues rugby club.

The school communicates well with parents, who are highly supportive of the school. The number of parents attending school events is very high.

The school has effective arrangements with partner primary schools that focus well on improving the standards and wellbeing of pupils. These arrangements enable a

smooth transition for pupils from primary to secondary school. The effectively planned transition programme supports consistency in standards and ensures a smooth transition for pupils. The links extend to innovative extra-curricular activities such as the cross phase orchestra, 'PCLO'.

Resource management: Good

The school manages its resources very well. It has an appropriate number of teaching and support staff to meet the requirements of the curriculum. These are deployed effectively.

The school has a few well-established working parties, which work together effectively to drive specific initiatives. However, these have been less effective in improving the quality of teaching and assessment. Also, training and development are not always carefully targeted to address individual needs or key priorities.

The school makes effective use of the school facilities to generate substantial income. This supports future development of the school site. This includes plans to improve and extend the accommodation for the sixth form centre.

The systems to ensure that funding is directed to strategic priorities are robust. Leaders at all levels ensure that spending is broadly in line with the school's priorities. The systems for the allocation and review of capitation are effective.

Because standards are judged to be good, the school provides good value for money.

Appendix 1

Commentary on performance data

In the core subject indicator at key stage 3, there has been a consistently high level of performance, above the average for the school's family of similar schools. In 2013, performance in the core subject indicator at level 5 and above fell just below the family average, placing the school in the upper half of similar schools based on levels of entitlement to free school meals. However, performance is still above expectations based on the prior attainment of pupils. In the three years previously, performance placed the school in the top quarter of similar schools.

In English and mathematics performance at level 5 and above has been consistently above the average for the family of similar schools for the last four years. Performance has placed the school in the top quarter of similar schools based on levels of entitlement to free school meals for the last four years. In science performance has been around the average for its family of similar schools for the last three years and has placed the school in the upper half of similar schools for the last two years. Performance at level 6 and above in all three core subjects has been better than the family average for the last four years.

At key stage 4, performance has remained consistently good over the last four years. In nearly all indicators performance has been above the family of similar schools average. Performance in the level 2 threshold including English and mathematics was above expectations in 2012 and 2013. Provisional data for 2013 suggests that many pupils achieved the level 2 threshold including English and mathematics. The percentage points score difference between the proportion gaining the level 2 threshold including English and mathematics and those gaining level 2 without English and mathematics is lower than the family and national averages. Performance has placed the school in the top quarter of schools based on levels of entitlement to free school meals for the last four years. The progress pupils make from previous key stages is as expected.

Nearly all pupils have achieved the level 1 threshold over the last four years. However, in 2013, performance placed the school in the lower half of similar schools and below the average for its family of similar schools. Performance in the level 2 threshold fell slightly in 2013. Over the last three years, the capped point score (the average grade score for five qualifications) has placed the school in the top quarter of similar schools. Performance in this indicator has been above expectations for the last two years. In these three indicators, the school's performance does not compare as well to that of other schools in its family of similar schools.

In English and mathematics, performance at grade C or above has been consistently above the average for its family of similar schools. Performance in mathematics has placed the school in the top quarter over the last four years. In English, performance has placed the school in the top quarter for three of the last four years. Performance in science was consistently above the average for its family until 2013, when it fell below. Whilst in the three years to 2012 performance in science placed the school in

the top quarter of similar schools based on levels of entitlement to free school meals, in 2013 it placed the school in the lower half.

The percentage of pupils leaving without a qualification compares favourably with the averages for other similar schools and nationally. Over the last four years, no pupils have left the school without a qualification and nearly all achieved at least five at level 1. Nearly all remain in education or training.

Performance in the sixth form is consistently higher than the average for other schools in its family. In 2013, nearly all pupils achieved the level 3 threshold. Over the last four years, the average points score achieved has compared very well with the performance of other similar schools and nationally. There was a slight fall in the average in 2013 and boys achieved less well than girls. However, the average points score was still higher than the family average.

There is very little difference between the performance of boys and girls in either key stage 3 or key stage 4. Over the last four years, the gap has been similar to or smaller than the family and national averages in nearly all indicators. The gap between the performance of pupils who are entitled to free school meals and those who are not is generally reducing. However, there are very small numbers of pupils entitled to free school meals.

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	295	142 48%	145 49%	4 1%	4 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	4%	1%	
The school deals well with any bullying	295	77 26%	167 57%	35 12%	16 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	3%	
I have someone to talk to if I am worried	295	102 35%	153 52%	32 11%	8 3%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		37%	53%	8%	1%	
The school teaches me how to keep healthy	295	55 19%	158 54%	73 25%	9 3%	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	294	140 48%	122 41%	24 8%	8 3%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	2%	
I am doing well at school	295	90 31%	187 63%	15 5%	3 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	293	100 34%	177 60%	13 4%	3 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	295	55 19%	144 49%	71 24%	25 8%	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	295	141 48%	133 45%	17 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	294	52 18%	179 61%	48 16%	15 5%	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	295		77 26%	136 46%	55 19%	27 9%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	50%	17%	5%	
The school listens to our views and makes changes we suggest	293		58 20%	147 50%	68 23%	20 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	293		85 29%	181 62%	24 8%	3 1%	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	292		78 27%	167 57%	44 15%	3 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%	8%	1%	
The staff respect me and my background	293		93 32%	162 55%	30 10%	8 3%	Mae'r staff yn fy mharchu i a'm cefndir.
			36%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	291		87 30%	163 56%	36 12%	5 2%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			35%	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	119		21 18%	65 55%	24 20%	9 8%	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	61		11 18%	37 61%	9 15%	4 7%	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%	7%	

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.	288	114 40%	135 47%	23 8%	8 3%	8	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	288	137 48%	136 47%	13 5%	2 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.	289	129 45%	137 47%	10 3%	4 1%	9	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	46%	3%	1%		
My child is making good progress at school.	288	103 36%	144 50%	20 7%	4 1%	17	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	4%	1%		
Pupils behave well in school.	287	64 22%	176 61%	16 6%	6 2%	25	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		23%	61%	12%	3%		
Teaching is good.	286	70 24%	159 56%	27 9%	3 1%	27	Mae'r addysgu yn dda.
		34%	60%	5%	1%		
Staff expect my child to work hard and do his or her best.	288	126 44%	137 48%	13 5%	4 1%	8	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		51%	47%	2%	0%		
The homework that is given builds well on what my child learns in school.	288	78 27%	146 51%	34 12%	9 3%	21	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.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	287	75 26%	125 44%	33 11%	12 4%	42	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	53%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	288	79 27%	150 52%	29 10%	11 4%	19	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	57%	7%	1%		
My child is safe at school.	289	112 39%	156 54%	8 3%	3 1%	10	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	54%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	275	58 21%	114 41%	41 15%	7 3%	55	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		36%	54%	8%	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.	287	56 20%	157 55%	46 16%	13 5%	15	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	52%	12%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	289	83 29%	140 48%	46 16%	7 2%	13	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	50%	7%	2%		
I understand the school's procedure for dealing with complaints.	288	72 25%	123 43%	44 15%	11 4%	38	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	288	96 33%	136 47%	33 11%	7 2%	16	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		37%	56%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	278	51 18%	105 38%	39 14%	6 2%	77	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	56%	10%	2%		
There is a good range of activities including trips or visits.	288	112 39%	134 47%	29 10%	3 1%	10	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	52%	9%	2%		
The school is well run.	287	103 36%	134 47%	22 8%	3 1%	25	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	51%	5%	2%		

Appendix 3

The inspection team

Sue Halliwell	Reporting Inspector
Marc Belli	Team Inspector
Bethan Whittall	Team Inspector
Mark Evans	Team Inspector
Mark Champion	Team Inspector
Rhiannon Boardman	Lay Inspector
Mair Herbert	Peer Inspector
Alan Fowles	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.