



**A report on**

**Mary Immaculate R.C. High School  
Caerau Lane  
Wenvoe  
CF5 5QZ**

**Date of inspection: May 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  |
|-----------------------|---|
| <b>Excellent</b>      | Many strengths, including significant examples of sector-leading practice |
| <b>Good</b>           | Many strengths and no important areas requiring significant improvement   |
| <b>Adequate</b>       | Strengths outweigh areas for improvement                                  |
| <b>Unsatisfactory</b> | Important areas for improvement outweigh strengths                        |

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

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## Context

Mary Immaculate High School is a voluntary-aided 11 to 16 mixed community school. It is within the Archdiocese of Cardiff and is maintained by Cardiff local authority. There are currently 654 pupils on roll. This compares with 548 pupils at the time of the previous inspection in May 2009.

The school's designated catchment area includes 58% of pupils that live in 20% of the most deprived areas within Wales. Twenty-nine point two per cent of pupils are eligible for free school meals compared to the national average of 17.5%.

Around 8% of pupils speak English as an additional language. No pupils speak Welsh as their first language. Almost 32% of pupils have special educational needs, which is well above the national average of 20.1%. Around 1% of pupils have a statement of special educational needs, which is lower than the national average of 2.4%.

The current headteacher has been in post since September 2014. The senior leadership team consists of the headteacher, an acting deputy headteacher and three assistant headteachers.

The individual school budget per pupil for Mary Immaculate High School in 2014-2015 is £4,651 per pupil. The maximum per pupil in the secondary schools in Cardiff is £8,783 and the minimum is £4,127. Mary Immaculate High School is tenth out of the 20 secondary schools in Cardiff in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is good because:

- In 2014, at key stage 4, pupils made exceptional progress in the indicator that includes English and mathematics compared to the previous year's performance
- In 2014, in nearly all indicators, pupils eligible for free school meals achieve at a significantly higher level than the averages for the same group of pupils in its family of similar schools and for Wales
- Pupils make very good progress during their time at the school
- Attendance has placed the school in the top 25% of similar schools based on levels of eligibility for free school meals for the last three 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 working relationships and a highly supportive, purposeful working environment
- The school is an inclusive community, which is highly successful in raising aspirations through high expectations and mutual respect

### Prospects for improvement

The prospects for improvement are excellent because:

- There is a persistent focus on pupil achievement in all aspects of the work of the school
- Leaders make sure that pupils do not underachieve due to social disadvantage
- High expectations and a strong culture of accountability have contributed to significant improvement in outcomes in key stage 4
- The 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 outcomes that pupils achieve

## Recommendations

- R1 Raise the achievement of more able pupils
- R2 Increase the proportion of teaching that is excellent through sharing the highly effective practice identified in this report
- R3 Improve planning for numeracy to ensure consistent progression across the curriculum

### 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. The care and support offered to all pupils in the 'Bridge' was judged to be an excellent feature. Provision is very much bespoke and provides a link between a situation or set of circumstances affecting a student's readiness or potential to learn.

## Main findings

|   |             |
|---|-------------|
| <b>Key Question 1: How good are outcomes?</b> | <b>Good</b> |
|---|-------------|

### Standards: Good

Over the last three years, performance at key stage 4 in the indicator that comprises of five GCSE qualifications at grades A\*-C, including English and mathematics, has fluctuated. It declined slightly in 2013, but has recovered strongly in 2014. There is a similar pattern for those pupils that achieve English, mathematics in combination. Performance in the indicator that includes five GCSEs at grades A\*-C has improved significantly over the last three years and has placed the school consistently in the top quarter of similar schools.

Performance in the indicator that includes five GCSEs at grades A\*-G threshold has fluctuated over the last three years. In 2014, it is well above the family average and places the school in the top quarter of similar schools, with all pupils in this year group achieving the indicator. This represents a significant improvement on the performance of pupils in 2013. In 2014, performance in the capped points score is significantly above modelled expectations and the family average.

In 2014, progress made by pupils from both key stage 2 and key stage 3 to the end of key stage 4 in nearly all key indicators is significantly above expected performance.

At key stage 3, the proportion of pupils achieving English, mathematics and science in combination has continued to improve over the last three years. The school's performance has been above modelled expectations during the same period and places the school in the top quarter of similar schools.

At key stage 3, in 2014, boys in the school outperform boys in similar schools in most key indicators with the exception of the core subject indicator and science.

Similarly, girls in the school outperform girls in similar schools in every key indicator. This is similar to key stage 4, where boys outperform boys in the family and Wales in nearly all key indicators. In addition, girls in the school outperform girls in all key indicators when compared to the family and Wales averages.

In 2014, at key stage 3, the performance of pupils eligible for free school meals is strong when compared to levels in similar schools. At key stage 4, performance by pupils eligible for free school meals is very strong. In 2014, in all key indicators these pupils perform better than the average for pupils from similar schools

Pupils with additional learning needs make better than expected progress. However, more able pupils do not make as much progress as they should, particularly in the achievement of the higher grades and levels at key stage 3 and key stage 4. Nearly all pupils listen attentively and respond well to their teachers and peers, building on other pupils' comments in group discussions. The majority of pupils speak clearly and confidently. A few pupils ask searching questions of their teachers and of each other. A very few pupils lack fluency and confidence in their oral work. These pupils do not participate willingly in group or class discussions. Many pupils evaluate and analyse information well, are able to explain their ideas, and reason clearly.

In many lessons, pupils make particularly strong progress and have a very detailed understanding of the topics they are studying. In most lessons, pupils gain a secure knowledge and understanding of their work, and develop appropriate skills. They show a competent grasp of key concepts, and apply their understanding well to new and unfamiliar situations. Most pupils recall their prior learning accurately and apply it well to new contexts. Many respond very well to challenging activities and are able to provide perceptive and analytical comments on their work and the work of others. Most are able to plan, design and refine work effectively. These pupils take good account of advice to make further improvements.

Many pupils produce good quality extended pieces of written work and can write for a variety of purposes and audiences. The majority of pupils make appropriate notes, and select appropriate information to reach conclusions. Many pupils produce work of a high standard and communicate effectively in a range of written tasks. Many pupils use a wide range of subject-specific vocabulary well to evaluate their work. These pupils are able to describe events and processes clearly. However, a minority of pupils do not spell key words correctly and make basic grammatical errors, such as incorrect use of capital letters.

Overall, pupils make appropriate progress in developing their numeracy skills. For example, many are able to draw graphs accurately from data provided. However, a minority of pupils show poor recall of basic number skills in multiplication, measurements, and using decimals and fractions. This hinders their ability to solve problems.

Pupils' performance in Welsh second language at key stage 3 has improved significantly over the last four years and now places the school in the top quarter of similar schools based on free-school-meal eligibility. At key stage 4, over half of the year group entered the full GCSE Welsh course. Many of these pupils achieved a level 2 qualification. Nearly all pupils in the year group achieved a Welsh qualification.

## **Wellbeing: Good**

Nearly all pupils are caring, considerate and courteous to others. They behave well in class and around the school. In most lessons, pupils have a positive attitude towards learning and are fully engaged in tasks. Most pupils feel safe in school. Many pupils have a clear understanding of how to keep healthy. They participate in a wide range of extra-curricular and 5x60 physical activities before, during and after school.

The school deals quickly and effectively with the very few incidences of bullying. Attendance is good with little variation between different groups of learners. This has placed the school in the top quarter of similar schools based on levels of eligibility for free school meals for the last two years and in the upper half for the previous year. The attendance of pupils eligible for free school meals is strong and has exceeded the family and Wales averages for the last two years. Nearly all pupils are punctual to lessons and tutor periods.

The number of fixed term exclusions is low and has reduced significantly in the last few years.

Many pupils are actively involved in decision-making processes in the school. For example, the school council participates in appointing teaching staff. Pupils, including associate pupil governors, contribute effectively to the review of curriculum areas. The development of pupils' social and life skills is good. They show respect for staff and visitors and most show concern and care for their peers. They co-operate very successfully in groups and many pupils have the necessary motivation and skills to move on to the next stage in their life or work.

|   |             |
|---|-------------|
| <b>Key Question 2: How good is provision?</b> | <b>Good</b> |
|---|-------------|

## **Learning experiences: Good**

The school provides an appropriate broad and balanced curriculum, which meets the needs of all pupils.

The key stage 3 curriculum builds well on pupils' experiences in key stage 2. Staff attend useful meetings with the partner primary schools to ensure continuity of curriculum opportunities.

At key stage 4 there is a suitably broad range of general and vocational courses available to pupils. Pupil choice has a clear influence on the curriculum and pupils are offered a wide range of subjects to study at key stage 4. Pupils have good opportunities to influence their choice of options at key stage 4.

The school has suitable plans to improve provision for literacy and numeracy across the curriculum. Schemes of work show good planning for improvements in literacy. However, planning for numeracy across the curriculum is less well developed and lacks co-ordination between subjects. The school has effective intervention programmes for pupils in literacy and numeracy. As a result, most of these pupils make strong progress.

The school offers a wide range of extra-curricular activities including basketball, hockey, a debating society and the annual school production.

All pupils study Welsh at key stage 3 and key stage 4 and many make good progress. At key stage 4, a strength of the curriculum is that over half of the pupils are entered for the full course Welsh second language GCSE. Pupils' understanding of Welsh culture and tradition is developed appropriately through assemblies, registration periods and extracurricular activities, including an eisteddfod and annual trip to a Welsh festival in Disneyland. However, opportunities for the systematic development of Welsh outside lessons are limited.

The school makes a valuable contribution to developing pupils' awareness of global citizenship through work in many curriculum areas and through its involvement with international charities, such as the Catholic Agency For Overseas Development (CAFOD). The school's contribution to improving pupils' awareness of sustainability is underdeveloped, although it has achieved an energy efficiency certificate and encourages recycling.

### **Teaching: Good**

In nearly all lessons, positive working relationships between teachers and pupils help to foster a calm and purposeful learning environment. Teachers have strong subject knowledge and nearly all plan their lessons carefully so that the work matches the ability of pupils well. In many lessons, there is a continuous focus on providing valuable experiences for pupils. This has a positive effect on their standards, behaviour and motivation.

In most lessons, clear relevant objectives are communicated to the pupils and revisited at the end to ensure that learning goals are met. In nearly all lessons, teachers have high expectations of their pupils. They use a wide range of activities and resources to motivate and maintain an effective pace to pupils' learning.

In the few lessons where teaching is highly effective, teachers use questions very skilfully to probe, challenge and extend pupils' understanding. In these lessons, teachers provide pupils with valuable opportunities to reflect on and assess their learning. These activities enable pupils to deepen their thinking and develop their understanding very well.

In a very few lessons, teachers' expectations are not high enough and tasks are not challenging enough. Teachers make overly-long presentations and ask too few open questions. In these lessons, too much direction by the teacher limits the development of pupils' self-reliance.

The majority of teachers provide clear verbal feedback that allows most pupils to know how well they are doing and what they need to do to improve further. The marking of pupils' work is consistent in nearly all subjects. However, while many comments identify positive features of the work, the majority of suggestions for improvement are not specific enough to guide pupils in improving their work sufficiently. Where appropriate, teachers use success criteria well to allow pupils to assess their own work and that of other pupils and set useful targets for improvement.



Senior leaders analyse performance thoroughly, including examination outcomes and internal assessment data in the suitable tracking system. Leaders and teachers are able to use assessment information from this system beneficially to inform future planning. Pupils play an active role in setting and agreeing their targets and regularly review them with their form tutors and mentors. Where underachievement is identified by tracked data, intervention is swift and tailored to need. Reports to parents contain useful information on pupils' progress with clear targets to help parents to support their children's learning.

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

Pupils receive an outstanding level of support at the school, which has had a significant impact on their social development, attendance, exclusion levels and outcomes. This is particularly evident in the work of the 'Bridge' facility. The work in this area has been highly effective, especially in catering for the needs of the school's most vulnerable pupils. Through a well-led team of professionals, a range of high quality tailored intervention strategies is available to all. The progress of pupils receiving this intervention is closely monitored and reviewed by staff and parents.

The personal and social education programme is very effective. Pupils have the opportunity to access support and guidance through a range of information evenings. Pupils receive a comprehensive range of support at key transition points. Pupils are encouraged to make healthy lifestyle choices and they have had a significant impact on the development of the canteen and healthy food options. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school promotes its Catholic ethos well and there are many opportunities to endorse pupils' spiritual, moral, social and cultural development through form tutor time, assemblies and the wider community.

The annual review process for pupils with special educational needs satisfies statutory requirements. Pupils and parents are actively involved in the creation of individual educational plans, which include appropriate targets and useful strategies to achieve them. Support assistants provide effective, targeted support for individuals and groups of pupils. There are comprehensive systems in place to ensure that parents of pupils with additional learning needs are kept well informed about their child's education. The school provides effective support for those pupils entering the school with low levels of functional literacy and numeracy.

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

### **Learning environment: Excellent**

The school has an outstanding ethos based on high expectations and the involvement of all pupils in learning and achievement. Pupils feel valued and respond well to the inclusive culture of the school and this has a significant impact on their attitudes and behaviour. The school's aim, 'to achieve the best for all', is demonstrated clearly through its values and culture. There is a strong sense of community and pupils receive equal access to all areas of the school's provision. A strength of the school is in the very clear emphasis on recognising, respecting and celebrating diversity, allowing all pupils to be included in the curriculum and wider life of the school.

The accommodation is of very high quality, and provides a stimulating and attractive learning environment. The school buildings and grounds are well maintained, safe and secure. The good quality learning resources meet the needs of the pupils well. The school environment contributes to a very positive learning atmosphere.

|  |                  |
|--|------------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Excellent</b> |
|--|------------------|

### **Leadership: Excellent**

The headteacher and the senior leadership team communicate an extremely clear vision of excellence for the school that has, at its heart, the maximum achievement of all learners and their spiritual and moral development. All members of the school community understand and share this ambitious vision. As a result, the school has secured a very strong trend of improvement in pupils' outcomes, particularly in the key indicators at key stage 4.

Leaders at the school consciously promote high expectations in everything they do. There is a sense of pride and ambition in the work of the school that runs through the entire organisation.

Roles and responsibilities are very clearly defined and all members of staff understand the part they play in the delivery of the school's strategic aims. This contributes to a very strong and coherent sense of shared purpose.

Senior and middle leaders manage their teams very effectively and prioritise their activities wisely. They show determination and pride in their work. There is a clear strategy to share leadership more widely in the school to ensure ownership of school initiatives at all levels. This has resulted in a strong sense of teamwork and a clear focus on the pursuit of excellence and continuous improvement.

Meetings at all levels are purposeful, address key school priorities and support strong and improving pupil outcomes. They encourage staff to reflect on their own and others' performance and to work together towards ambitious goals.

Senior and middle leaders have extremely high aspirations for all pupils and staff. In the very few instances where underperformance occurs, it is dealt with promptly and robustly. All leaders understand the importance of the quality of teaching in securing outstanding outcomes and make the continued improvement of teaching a key priority. Performance management arrangements reflect this priority and enable the school to identify individual and whole-school training needs appropriately.

The school sets exceptionally challenging targets for itself. Monitoring of progress against these targets is systematic and thorough. The school uses data very effectively to monitor and evaluate its overall performance, as well as the performance of individual teams and members of staff. As a result, it regularly meets or exceeds its ambitious objectives.

The governing body fulfils its role with care and commitment. It is developing its capacity to challenge and support the school well. It shares the very high levels of aspiration within the school and is committed to continuous progress over time.

## **Improving quality: Excellent**

The coherent, clearly understood and highly effective cycle of self-evaluation and improvement planning is a particular strength of the school. This includes extensive reviews of faculties that led to significant improvement in performance in most indicators at the end of key stage 3 and key stage 4 over the last three years. This has led to high degree of consistency of self-evaluation and improvement planning.

The school has a detailed calendar of evaluation activities that draws on a very wide range of useful first hand evidence from many sources including listening to parents and pupils. The approach to self-evaluation is very robust and includes a detailed analysis of data by leaders and individual staff. The rigour in all processes provides the school's leadership with a very clear picture of the strengths and areas for development. Challenging line management meetings monitor the quality of evaluations and the progress against objectives very effectively.

A particularly strong feature of self-evaluation is the innovative range of lesson observations, for example through peer and pupil observations. Along with informal visits to lessons by senior leaders and governors, these observations give the school extensive information regarding standards of teaching and learning.

The school's self-evaluation report is comprehensive and honest. It clearly identifies the strengths and areas to develop further. The report is a useful document and regularly updated.

The departmental self-evaluation reports are very thorough and contain a detailed evaluation of the most important aspects of the provision. The reports are of a high level of consistency and quality and show that nearly all middle leaders have a comprehensive understanding of the areas to improve.

There is a strong and clear link between school self-evaluation and the school improvement plan. The school improvement plan effectively addresses the four strategic aims of the school and focuses exclusively on quality of teaching, developing the ethos, improving pupil performance and becoming a centre for training and excellence.

The departmental improvement plans link exceptionally well to the school improvement plan and departmental self-evaluation. Although sharing a common format that brings a high level of consistency, departments also plan effectively to meet the needs of their own priorities.

The plans contain very useful action points with measurable outcomes for monitoring along with challenging targets for improvement. However, in a very few areas, the predicted outcomes are not specific enough or quantified appropriately. The school has highly effective arrangements to monitor progress regularly against targets in improvement plans. This rigour has secured improvement in departmental performance in the key indicators at key stage 4 and in developing literacy.

## **Partnership working: Good**

The school has beneficial partnerships with many different organisations. These include primary schools, social services and parents. The school has worked well with parents through the school's successful 'Bridge' initiative and this has contributed towards reducing exclusions and improving attendance. A comprehensive cluster transition plan with its partner Catholic primary schools that helpfully outlines transition arrangements has been developed between key stage 2 and key stage 3. Year 5 and Year 6 pupils participate in a series of effective transition events prior to joining the school. Key staff work effectively with partner primary schools to identify and support those pupils with additional learning needs when they enter the school.

The school has initiated the worthwhile development, with the support of higher education, to promote pupil participation and learning of a number of foreign languages. Another successful partnership is the participation in a Welsh Government initiative to share and disseminate best practice amongst a cluster of secondary schools.

There are strong links with Careers Wales to provide good support and advice to pupils in their option choices. This has been particularly effective and has helped to improve standards at the end of key stage 4. It has successfully supported the development of vocational courses through a faith based learning network.

## **Resource management: Good**

The school is staffed appropriately to deliver the curriculum. Teaching staff are deployed well and mainly work in their specialist areas. Support staff are effective both in securing the smooth operation of the school and in ensuring that pupils with additional learning needs are supported well.

Performance management arrangements ensure that individual and school developmental priorities are successfully addressed. Staff at the school are involved in a number of relevant internal, local and wider working groups. This, together with a meaningful programme of continuous professional development, ensures that the school is well placed to develop the skills of its staff and to consider and reflect on its teaching practices.

The school's budget is managed well, with an appropriate balance of responsibilities between the senior leadership team, the business manager and the governing body. Expenditure is kept under regular review and suitably evaluated for impact and value.

The school has appropriate plans for the expenditure of specific grants, including the Pupil Deprivation Grant, and these have resulted in sharply improved outcomes for learners at risk of underachievement. Initiatives include improved educational experiences for students from disadvantaged backgrounds and the temporary appointment of staff to promote literacy and numeracy skills amongst these pupils.

As a result of strong outcomes achieved by the 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 continued to improve over the last three years. The school's performance in this indicator has been above modelled expectations over this period and places the school in the top quarter of schools based on free-school-meal eligibility. Performance in the separate core subjects at level 5 and above displays a similar improvement. In 2014, performance in English and mathematics places the school in the top quarter and in the upper half in science when compared to similar schools based on free-school-meal eligibility. At level 6 and above, performance in all the core subjects has declined in 2014. Performance in English places the school in the lower half, mathematics in the upper half and science in the bottom quarter of similar schools based on free-school-meal eligibility.

Over the last three years to 2014, attainment at key stage 4 in the level 2 threshold including English and mathematics has fluctuated. It declined slightly in 2013, but has recovered strongly in 2014. In 2014, performance is well above modelled expectations and is significantly above the family average, placing the school in the top quarter of similar schools based on free-school-meal eligibility. There is a similar pattern for the core subject indicator. Performance in the level 2 threshold has improved significantly over the last three years and has placed the school consistently in the top quarter of similar schools based on free-school-meal eligibility. In 2014, nearly all pupils have achieved this indicator. Performance in English has shown significant improvement over the last three years and has placed the school consistently in the top quarter of schools based on free-school-eligibility. Performance in mathematics has fluctuated over the last three years, with results in 2013 placing the school in the bottom quarter of similar schools. In 2014, performance is well above the average of the family of schools and places the school in the top quarter of similar schools based on free-school-meal eligibility. Performance in science has improved over the last three years, in 2012 placing it in the bottom quarter of similar schools based on free-school-meal eligibility, but placing it in the upper half in 2014. Performance in the level 1 threshold has fluctuated over the last three years. In 2014, it is well above the family average and places the school in the top quarter of similar schools based on free school-meal eligibility with all pupils in this year group achieving the indicator. This represents a significant improvement on the performance of pupils in 2013. In 2014, every pupil left school with at least five A\*-G grades in their GCSE examinations. In 2014, performance in the capped points score is significantly above modelled expectations and the family average. It places the school in the top quarter of similar schools based on free-school-meal eligibility.

In 2014, progress made by pupils from both key stage 2 and key stage 3 to the end of key stage 4 in all key indicators is significantly above expected performance.

At key stage 3, in 2014, boys in the school outperform boys in the family of schools and nationally in most key indicators with the exception of the core subject indicator and science. Similarly, girls in the school outperform girls in the family and Wales in every key indicator. This is similar to key stage 4, where boys outperform boys in the

family and Wales in nearly all key indicators. In addition, girls in the school outperform girls in all key indicators when compared to the family and Wales averages.

In 2014, at key stage 3, the performance of pupils eligible for free school meals is strong when compared to the averages for the family and Wales. At key stage 4, performance by pupils eligible for free school meals is very strong. In 2014, in all key indicators these pupils perform better than the average for similar pupils within the family and nationally.

Pupils with additional learning needs make better than expected progress.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf |   |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|---|
| I feel safe in my school  | 195                                      | 69<br>35%                       | 114<br>58%      | 8<br>4%               | 4<br>2%                               | Rwy'n teimlo'n ddiogel yn fy ysgol.   |
|   |  | 44%                             | 52%             | 4%                    | 1%                                    |   |
| The school deals well with any bullying   | 195                                      | 48<br>25%                       | 113<br>58%      | 22<br>11%             | 12<br>6%                              | Mae'r ysgol yn delio'n dda ag unrhyw fwlio.   |
|   |  | 26%                             | 57%             | 14%                   | 3%                                    |   |
| I have someone to talk to if I am worried   | 194                                      | 87<br>45%                       | 82<br>42%       | 16<br>8%              | 9<br>5%                               | Mae gen i rywun i siarad ag ef/â hi os ydwi'n poeni.  |
|   |  | 38%                             | 52%             | 8%                    | 1%                                    |   |
| The school teaches me how to keep healthy   | 192                                      | 42<br>22%                       | 99<br>52%       | 43<br>22%             | 8<br>4%                               | 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            | 195                                      | 84<br>43%                       | 84<br>43%       | 20<br>10%             | 7<br>4%                               | Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.                          |
|   |  | 45%                             | 45%             | 9%                    | 2%                                    |   |
| I am doing well at school   | 194                                      | 80<br>41%                       | 104<br>54%      | 5<br>3%               | 5<br>3%                               | 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 | 193                                      | 73<br>38%                       | 104<br>54%      | 12<br>6%              | 4<br>2%                               | Mae'r athrawon yn fy helpu i ddsygu 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                      | 193                                      | 26<br>13%                       | 88<br>46%       | 55<br>28%             | 24<br>12%                             | 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                 | 195                                      | 85<br>44%                       | 93<br>48%       | 12<br>6%              | 5<br>3%                               | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.                               |
|   |  | 45%                             | 46%             | 7%                    | 1%                                    |   |
| Pupils behave well and I can get my work done   | 195                                      | 10<br>5%                        | 112<br>57%      | 56<br>29%             | 17<br>9%                              | 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  | 194                                      | 69<br>36%                       | 91<br>47%       | 23<br>12%             | 11<br>6%                              | Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.                                      |
|   |  | 29%                             | 50%             | 17%                   | 5%                                    |   |

|   |  | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf |   |
|---|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|---|
| The school listens to our views and makes changes we suggest  |  | 192                                      | 32<br>17%                       | 83<br>43%       | 56<br>29%             | 21<br>11%                             | Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.   |
|   |  |  | 16%                             | 53%             | 25%                   | 5%                                    |   |
| I am encouraged to do things for myself and to take on responsibility   |  | 194                                      | 58<br>30%                       | 122<br>63%      | 10<br>5%              | 4<br>2%                               | 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                                       |  | 195                                      | 68<br>35%                       | 114<br>58%      | 10<br>5%              | 3<br>2%                               | 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  |  | 192                                      | 78<br>41%                       | 99<br>52%       | 8<br>4%               | 7<br>4%                               | 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   |  | 194                                      | 79<br>41%                       | 102<br>53%      | 9<br>5%               | 4<br>2%                               | 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 |  | 63                                       | 17<br>27%                       | 11<br>17%       | 29<br>46%             | 6<br>10%                              | Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4. |
|   |  |  | 29%                             | 51%             | 16%                   | 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  |  | 38                                       | 11<br>29%                       | 7<br>18%        | 15<br>39%             | 5<br>13%                              | Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.       |
|   |  |  | 28%                             | 50%             | 16%                   | 7%                                    |   |



## Responses to parent questionnaires

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

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno  | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |   |
|---|--|---------------------------------|------------------|-----------------------|---------------------------------------|------------------------------|---|
| Overall I am satisfied with the school.   | 85                                       | 65<br>76%<br>43%                | 19<br>22%<br>50% | 1<br>1%<br>5%         | 0<br>0%<br>1%                         | 0                            | Rwy'n fodlon â'r ysgol yn gyffredinol.  |
| My child likes this school.   | 87                                       | 66<br>76%<br>46%                | 21<br>24%<br>47% | 0<br>0%<br>4%         | 0<br>0%<br>1%                         | 0                            | Mae fy mhlentyn yn hoffi'r ysgol hon.   |
| My child was helped to settle in well when he or she started at the school.                       | 87                                       | 64<br>74%<br>50%                | 22<br>25%<br>44% | 1<br>1%<br>3%         | 0<br>0%<br>1%                         | 0                            | Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.                                  |
| My child is making good progress at school.   | 87                                       | 60<br>69%<br>45%                | 26<br>30%<br>47% | 1<br>1%<br>4%         | 0<br>0%<br>1%                         | 0                            | Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.   |
| Pupils behave well in school.   | 87                                       | 42<br>48%<br>22%                | 42<br>48%<br>54% | 2<br>2%<br>11%        | 1<br>1%<br>3%                         | 0                            | Mae disgyblion yn ymddwyn yn dda yn yr ysgol.   |
| Teaching is good.   | 87                                       | 60<br>69%<br>33%                | 25<br>29%<br>57% | 2<br>2%<br>5%         | 0<br>0%<br>1%                         | 0                            | Mae'r addysgu yn dda.   |
| Staff expect my child to work hard and do his or her best.  | 86                                       | 67<br>78%<br>51%                | 18<br>21%<br>45% | 0<br>0%<br>2%         | 1<br>1%<br>0%                         | 0                            | Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.                                    |
| The homework that is given builds well on what my child learns in school.                         | 87                                       | 52<br>60%<br>31%                | 30<br>34%<br>53% | 3<br>3%<br>9%         | 1<br>1%<br>2%                         | 1                            | 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. |
| Staff treat all children fairly and with respect.   | 87                                       | 59<br>68%<br>32%                | 25<br>29%<br>48% | 1<br>1%<br>9%         | 1<br>1%<br>2%                         | 1                            | Mae'r staff yn trin pob plentyn yn deg a gyda pharch.   |
| My child is encouraged to be healthy and to take regular exercise.                                | 87                                       | 50<br>57%<br>33%                | 32<br>37%<br>53% | 3<br>3%<br>7%         | 0<br>0%<br>1%                         | 2                            | Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.                             |
| My child is safe at school.   | 87                                       | 65<br>75%<br>42%                | 21<br>24%<br>51% | 1<br>1%<br>3%         | 0<br>0%<br>1%                         | 0                            | Mae fy mhlentyn yn ddiogel yn yr ysgol.   |
| My child receives appropriate additional support in relation to any particular individual needs'. | 87                                       | 56<br>64%<br>32%                | 26<br>30%<br>45% | 1<br>1%<br>7%         | 0<br>0%<br>2%                         | 4                            | Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.       |

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |   |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I am kept well informed about my child's progress.  | 87                                       | 55<br>63%                       | 28<br>32%       | 4<br>5%               | 0<br>0%                               | 0                            | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.   |
|   |  | 34%                             | 50%             | 11%                   | 3%                                    |                              |   |
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 87                                       | 65<br>75%                       | 19<br>22%       | 2<br>2%               | 1<br>1%                               | 0                            | 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.                          | 87                                       | 56<br>64%                       | 29<br>33%       | 0<br>0%               | 1<br>1%                               | 1                            | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.   |
|   |  | 28%                             | 50%             | 10%                   | 2%                                    |                              |   |
| The school helps my child to become more mature and take on responsibility.               | 87                                       | 56<br>64%                       | 29<br>33%       | 2<br>2%               | 0<br>0%                               | 0                            | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.               |
|   |  | 36%                             | 52%             | 5%                    | 1%                                    |                              |   |
| My child is well prepared for moving on to the next school or college or work.            | 85                                       | 50<br>59%                       | 25<br>29%       | 4<br>5%               | 0<br>0%                               | 6                            | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
|   |  | 26%                             | 45%             | 8%                    | 2%                                    |                              |   |
| There is a good range of activities including trips or visits.                            | 87                                       | 46<br>53%                       | 33<br>38%       | 8<br>9%               | 0<br>0%                               | 0                            | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.                        |
|   |  | 35%                             | 49%             | 9%                    | 2%                                    |                              |   |
| The school is well run.   | 87                                       | 62<br>71%                       | 23<br>26%       | 0<br>0%               | 1<br>1%                               | 1                            | Mae'r ysgol yn cael ei rhedeg yn dda.   |
|   |  | 40%                             | 48%             | 5%                    | 2%                                    |                              |   |

## Appendix 3

### The inspection team

|   |                     |
|---|---------------------|
| Mr Alwyn Thomas                             | Reporting Inspector |
| Mr Farrukh Khan                             | Team Inspector      |
| Mr Vaughan Elwyn Williams                   | Team Inspector      |
| Mr Hugh Davies                              | Team Inspector      |
| Mr Peter Trevor Lewis                       | Lay Inspector       |
| Mr David Haynes                             | Peer Inspector      |
| Mrs Annmarie Wilson (Assistant Headteacher) | Nominee             |

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## Glossary of terms

|   |   |
|---|---|
| Core subject indicator (CSI)  | This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.  |
| Families of schools   | These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils eligible for 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 eligible for 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. |