



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

**Caldicot School
Mill Lane
Caldicot
Monmouthshire
NP26 5XA**

Date of inspection: November 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

Caldicot School is an 11 to 18 mixed comprehensive school, serving the town and the surrounding area, and maintained by the Monmouthshire County Council. Currently the school has 1,293 pupils, including 258 in the sixth form, which is a decrease from the 1,517 at the time of the last inspection in November 2007.

Around 11% of pupils are entitled to free school meals, which is lower than the Welsh average of 17.7% for secondary schools. Less than 1% of pupils live in the 20% most deprived areas in Wales.

About 20% of pupils are on the school's special educational needs register. The school has a local authority special educational needs facility, known as the 'Learning Centre', for pupils with moderate learning difficulties. As a result, the percentage of pupils with a statement of special educational needs is 6% compared with 2.5% for Wales as a whole. Very few pupils are from a minority-ethnic or mixed-race background. Very few pupils speak Welsh as their first language.

The headteacher took up her post in September 2002. The senior leadership team consists of the headteacher, two deputy headteachers, an associate headteacher, two assistant headteachers and the business manager. The two deputy headteachers and the business manager were in post at the time of the last inspection.

The school is scheduled to be rebuilt in the near future.

The individual school budget per pupil for Caldicot School in 2013-2014 means that the budget is £4,461 per pupil. The maximum per pupil in the secondary schools in Monmouthshire is £4,710 and the minimum is £3,918. Caldicot School is second out of the four secondary schools in Monmouthshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- pupils achieve good standards at key stage 4 in those indicators that include English and mathematics;
- in Welsh second language, standards and teaching are very good;
- pupils make good progress in many lessons in gaining new knowledge, understanding and skills;
- pupils develop their literacy and numeracy skills well, and the school's work on literacy and numeracy is planned and co-ordinated effectively;
- most pupils behave well and have positive attitudes to learning;
- teaching in many lessons is effective;
- pupils make a valuable contribution to the process of improving quality; and
- there are high levels of care, support and guidance.

Prospects for improvement

The school has good prospects for improvement because:

- the headteacher provides strong and effective leadership;
- the improvements in leadership in the last two years have had a significant impact on standards and provision;
- lines of accountability are clear and performance is closely monitored;
- self-evaluation is well established across the school at all levels and is based on a comprehensive quality assurance programme; and
- improvement plans focus on appropriate areas for improvement and there is a high degree of consistency in the quality of these plans.

Recommendations

- R1 Improve performance in the level 2 threshold and the level 1 threshold, and the standards achieved by girls
- R2 Address the shortcomings in teaching
- R3 Reduce the rate of fixed-term exclusions
- R4 Ensure that all teachers use the information on the specific educational needs of pupils effectively in lessons
- R5 Provide a daily act of collective worship

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

The school's performance at key stage 4 in those indicators that include English and mathematics has improved sharply over the last two years and is now better than the average for similar schools. Although there has been a similar trend of improvement in those indicators that include a wider range of qualifications, performance is below the average for similar schools. This pattern is much the same in the performance of pupils eligible for free school meals and in the performance of pupils with special educational needs. Performance in English and mathematics has improved over the last two years and now compares well to that for similar schools. Pupils' progress from previous key stages is much better than expected for those indicators that include English and mathematics, but is generally below expectations for those indicators that include a wider range of qualifications. No pupil left the school without a qualification and most stay on in full-time education and training.

At A level, performance is below the family and national averages. However, most pupils make the expected progress from GCSE to A level.

At key stage 3, performance in English and mathematics has improved steadily over the last four years and it is now better than the average for similar schools. Pupils' progress from the previous key stage is above expectations.

The gap between the performance of boys and girls is smaller than that for other schools. However, girls generally perform less well than girls in similar schools.

In lessons, many pupils recall previous work quickly and accurately. They gain new knowledge, understanding and skills at an appropriate rate, and demonstrate a secure grasp of their work. Pupils acquire and develop their subject skills well, including those gained through a variety of practical activities. When faced with new and unfamiliar situations, they apply their understanding and skills effectively. Where appropriate, they reflect carefully and productively on their progress and achievements, and this contributes to a deepening of their knowledge and skills. In a few of these lessons, pupils make rapid progress, showing a very well-developed understanding, a confident approach to tackling their work and very high levels of independence and resilience.

In a few lessons, pupils do not make enough progress because of shortcomings in the quality of teaching. In these lessons, a minority of pupils' knowledge lacks depth and detail, and they have an insecure understanding of key concepts. In a very few lessons, a few pupils lack concentration and they occasionally disrupt the work of other pupils.

Pupils build successfully on their previous learning to make good progress in developing their literacy skills. Most pupils have effective speaking and listening skills. During lessons, they listen to each other carefully, exploring and building on

each other's answers well. Most pupils speak confidently and explain their answers well when working in pairs or during whole-class discussions. In different subjects and contexts, many pupils write well in a range of forms for different purposes. The presentation of many pupils' written work is neat, with subject specific terms used accurately. However, a few pupils make too many errors in spelling, punctuation and grammar. Many pupils read fluently and extract information carefully from texts, seeking support for any difficulty in their understanding. At key stage 3, pupils who have the greatest difficulty with reading make good progress following a range of targeted support programmes. In 2013, almost all Year 7 pupils gained an Essential Skills Wales communication qualification at level 1 or entry level.

Pupils develop their numeracy skills well as they progress through the school. Many pupils have secure mathematical knowledge and understanding, which they apply competently in a range of subjects across the curriculum. This includes using numerical reasoning skilfully to solve subject-specific problems. Many pupils recall number facts quickly and accurately, and they have efficient mental and written methods to solve number problems. However, a few pupils lack confidence in using appropriate mathematical techniques to solve everyday number problems in different contexts. Most pupils use appropriate measuring and data skills well in a range of subjects. Through the school's targeted support, key stage 3 pupils with weak numeracy skills make good progress.

Pupils achieve very good standards in Welsh second language. At key stage 3, pupils' performance rose sharply in 2012 and has remained at the same level in 2013. It is better than the average for similar schools. At key stage 4, pupils perform particularly well in Welsh second language. In 2013, nearly all pupils took the full-course GCSE in Welsh second language and many of them achieved a level 2 qualification.

Wellbeing: Good

Nearly all pupils feel safe in school and many consider that the school deals well with bullying. Most take part in the regular opportunities for exercise in a wide range of activities and many understand what it is to be healthy.

Most pupils behave well and have positive attitudes to learning. There have been no permanent exclusions for the last three years and the number of days lost to fixed-term exclusions has fallen sharply over the last year. However, the rate of fixed term exclusions is higher than the local authority and Wales averages.

Attendance has improved over the last five years. It is above expectations and is much the same as the rates for similar schools.

Many pupils participate appropriately in opportunities to influence the development of provision, particularly through the year councils and the pupil liaison group. The pupil liaison group plays an important role in decision-making, meeting regularly with the headteacher to monitor and evaluate policy and provision. A majority of pupils say that the school listens to their views and, where appropriate, makes the changes they suggest. Pupils have an increasing say in what and how they learn in a minority of subjects.

Pupils participate in a wide variety of extra-curricular activities within school and in the local community, such as the Caldicot food bank and raising money for Ty Hafan. Most pupils show respect, care and concern for others, and are polite to each other, staff and visitors. Many take responsibility for their actions, and have the skills to move on to the next stage of learning.

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

The school provides a broad and balanced curriculum which meets statutory requirements, and the needs and interests of pupils. At key stage 4, there is a wide range of general and vocational options, including effective collaborative provision for pupils who are at risk of disengagement. In a few key stage 3 subjects, pupils are taught by more than one teacher and this has a detrimental effect on the continuity of their learning. At post-16, there is a satisfactory range of options, including very few courses offered in collaboration with other providers. Overall at key stage 4 and post-16, the range of options has not had enough impact on improving performance in the indicators that include a wider range of qualifications.

There is an extensive range of extra-curricular opportunities with high levels of participation.

The school has clear policies and effective arrangements to develop pupils' literacy and numeracy skills. The provision is co-ordinated well and ensures coherence in pupils' experiences across the curriculum. This includes the successful integration of literacy and numeracy skills into subject schemes of work and lesson plans, and the targeted support for pupils in key stage 3 who are working below the expected level. Sixth form pupils also support the Year 7 pupils who have the greatest difficulty in literacy and numeracy through a highly effective peer mentoring scheme. This combined approach is making a valuable contribution to improving pupils' performance and the school's implementation of the Literacy and Numeracy Framework.

The school's provision for the Welsh language is a very strong feature and enables pupils to make very good progress. A particular strength is that nearly all pupils follow the GCSE full course in key stage 4 and attainment is high. The school provides a wide range of opportunities to develop pupils' knowledge and understanding of Welsh culture and language. These include residential trips and an eisteddfod for pupils in key stage 3, which is led by sixth form students. There are increasing opportunities for pupils to use Welsh in contexts other than in their Welsh lessons.

Education for sustainable development and global citizenship is well developed. This is promoted effectively throughout the curriculum and through many international links.

Teaching: Good

In most lessons, teachers establish productive working relationships with pupils. Teachers have secure subject knowledge and plan their lessons in a consistently structured and purposeful way.

In many lessons, teachers set suitable objectives that they communicate clearly to pupils. Lessons proceed at a brisk pace, with well-timed activities that ensure pupils progress well. Teachers question pupils effectively to check their understanding and often to help them to think deeply about the work they are doing. Expectations for the standard of pupils' work are suitably high. Presentations and explanations are clear and engaging. In these lessons, teachers provide challenging activities that are interesting and well-matched to the needs of pupils. In a few of these lessons, teaching is particularly effective, with teachers having very high expectations, demanding high-quality responses and probing pupils' understanding incisively.

In a few lessons, expectations of pupils are not high enough. In these lessons, there is often too slow a movement through the content of the lesson and pupils do not achieve as much as they should. In a very few lessons, teachers do not deal with low-level disruption effectively.

Most pupils are given effective oral and written feedback on the standard of their work. Many teachers provide evaluative written comments in pupils' books that help pupils to understand how well they are doing and what they need to do to improve. Many teachers identify errors in spelling, punctuation and grammar appropriately. The majority of departments have a consistent approach to assessment, but in a minority of them the quality of marking varies too much. In many lessons pupils have suitable opportunities to assess their own work and that of their peers. Thorough tracking of pupil progress identifies underachievement and there is prompt action to provide extra support to help pupils meet their targets.

Parents receive suitably detailed reports on the progress of their children. Many parents say that they are well-informed about their child's achievement and progress.

Care, support and guidance: Good

The school provides comprehensive advice, guidance and support for all pupils and this has a positive impact on pupil progress, inclusion, behaviour and attendance. Behaviour and anti-bullying policies are clear and well understood. Pupils know whom to go to if they have a concern and staff support them well. There are numerous opportunities, during and beyond the school day, for pupils to engage in physical activity. School meals are nutritionally balanced and the school makes appropriate arrangements to promote healthy eating and drinking. The personal, social and education programme is successful in helping pupils to develop a clear understanding of the wellbeing of themselves and others.

There are appropriate arrangements to promote pupils' spiritual, moral, social and cultural development. However, the school does not fully meet the statutory requirement for a daily act of collective worship.

Pupils receive beneficial advice and support when they transfer into the school from primary schools or move on to other providers at 16 and 18. The school has strong partnerships with specialist support agencies and these provide co-ordinated approaches to supporting vulnerable pupils.

Pupils in the 'Learning Centre' are well integrated into the life and work of the school and they receive effective support. The special educational needs department provides good quality advice and training to staff on a range of issues. Support staff for pupils with additional learning needs know the pupils well and provide good support. Although teachers receive appropriate information on the specific needs of pupils, this information is not always used effectively in the planning of lessons.

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

Learning environment: Good

The school has a positive and inclusive ethos that is understood well by pupils, parents and staff. It successfully promotes its stated values of honesty, tolerance, respect, self-discipline, self-esteem and responsibility. Equality and diversity are promoted effectively. Equality policies and action plans meet statutory requirements and staff receive annual update training in these matters

Despite the inadequacies of the accommodation, it is generally well maintained and used appropriately. The school fields are extensive and secure, and there are good facilities for physical education and sports. Pupils have enough books and equipment to do their work and there is good provision for ICT.

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

The headteacher provides strong and effective leadership. She has worked well with the governing body to develop a long-term strategy for the school's development that is understood well by the whole school community.

While the school initially made steady progress in improving standards following the last inspection, performance by 2011 did not compare well with that of similar schools. This triggered a much sharper focus on precisely where the school needed to improve. The headteacher revised the responsibilities and operation of the senior leaders in order to address areas for improvement, and improve leaders' skills in understanding, identifying and challenging underperformance. The improvements in leadership and management in the last two years have had a significant impact on pupil outcomes.

The senior management structure is balanced and appropriate to the needs of the school. Senior leaders have well-defined responsibilities that cover the main areas of the school's work and priorities. Staff at all levels have a secure understanding of their roles and responsibilities.

The headteacher holds senior leaders firmly to account. Senior leaders support and challenge middle leaders effectively and have high expectations of the areas that they manage. Lines of accountability for all middle leaders are clear and ensure that performance is monitored closely and timely action is taken where necessary to address areas for improvement. Most middle leaders carry out their role effectively, using data well to support their work.

The headteacher oversees a range of regular, purposeful meetings involving staff at all levels in the school. She carefully monitors meetings to ensure that they support improvements in performance and the effective management of the school.

Performance management is very well organised. The targets set for all staff support the delivery of the school's current priorities for improvement and link well to pupils' outcomes. These targets inform the school's professional development programme. Appropriate action is taken to address underperformance.

The highly-committed and experienced governing body is actively involved in setting the strategic direction of the school. Governors have a secure understanding of the school's current performance and important issues affecting the school. Governors challenge underperformance robustly and hold the headteacher, senior leaders and middle leaders to account.

The school takes good account of national and local priorities.

Improving quality: Good

Self-evaluation is well established across the school at all levels and is based on a comprehensive quality assurance programme. This includes a detailed calendar of activities and a particularly good feature is the 'mid-year review', which allows the school to reflect on, modify and refine plans for improvement part way through the school year. The school also undertakes a regular cycle of departmental and thematic reviews. These reviews are evaluated carefully and the outcomes are used effectively to share best practice and monitor underachievement. Procedures for self-evaluation are applied rigorously across the whole school and, as a result, the school has a secure understanding of its strengths and areas for improvement.

A significant strength of the self-evaluation process is the contribution pupils make to school improvement. Pupils help monitor and evaluate provision including teaching and learning. Although the views of parents are sought they do not play a full enough role in the school's self-evaluation processes.

The school's self-evaluation report is comprehensive and includes a thorough analysis of all aspects of its work. The report is based on extensive first-hand evidence and a detailed analysis of performance data. Department and thematic self-evaluation reports are equally good.

School, departmental and thematic improvement plans use the outcome of self-evaluation effectively to identify clear strategies for development. The long-term corporate development plan provides a purposeful sense of direction for the school and includes ambitious aims and objectives. The annual school improvement plan,

which includes whole-school, thematic and departmental plans, provides a coherent and sustained focus on the main school priorities. This approach helps to ensure that there is a high degree of consistency in the quality of improvements plans and this is a significant strength of the school's work in this area.

The school's work on self-evaluation and improvement planning has resulted in the recent improvements in performance, behaviour and provision. The school has made good progress in addressing the recommendations from the previous inspection.

Partnership working: Good

The school has many well-established links with partners that help to promote pupils' learning experiences and support their wellbeing effectively.

Partnerships with primary schools are well developed and contribute to smooth transition of pupils into Year 7. Joint planning and moderation in the core subjects contributes well to continuity and progression in pupils' learning and progress. Strong pastoral links, regular meetings and partnership projects, such as the one for more able and talented pupils, are examples of this successful collaboration.

The school works satisfactorily with other partners to extend the range of options at key stage 4 and in the sixth form.

There are generally beneficial links with parents. They are kept well informed of their child's progress and wellbeing. A variety of successful links with community groups and strategic partnerships with higher education providers enhances provision within the school significantly.

Resource management: Good

The school manages its resources well. Teachers' subject expertise is deployed effectively and very few lessons are taught by non-specialists. The school employs a suitable range of non-teaching staff to provide good support for teachers and pupils.

Continuous professional development is a strength in the school. Appraisal and performance management systems are used well to identify and meet the needs of all staff. There is a developing culture of collaboration that enables teachers to further their expertise and share effective practice both within the school and further afield. As a result, the school is evolving into a strong learning community.

Funds are allocated appropriately to meet strategic priorities in all key stages and there is thorough evaluation of efficiency and cost-effectiveness. The school reviews the impact of resources on teaching and learning, and plans carefully for future needs. The headteacher, the business manager and governors monitor expenditure regularly.

In view of good outcomes, the school provides good value for money.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has improved steadily over the last four years. Performance has generally been around the family average. When compared with similar schools based on levels of entitlement to free school meals, the school has been either in the upper 50% or the lower 50%, but when compared with modelled expectations, its performance places it well above. English performance at level 5 and above has improved steadily over the last four years and has been just above the family average. After being in the upper 50% of similar schools based on entitlement to free school meals for 2010 to 2012, the school moved into the top 25% in 2013. Performance in English at level 6 has risen sharply from 2011, but has always been about the same as the family average. Performance in mathematics dipped in 2011, but has risen since then. However, it has always been below the family average. It placed the school in the bottom 25% of similar schools in 2011, but in the upper 50% in 2013. Performance in mathematics at level 6 or above has risen sharply since 2011, but has always been well below the family average. Performance in science has been uneven and, other than in 2011, it has been below the family average. For free-school-meal benchmarks, science has generally placed the school in the lower 50%. Performance at level 6 and above in science has improved but has always been below the family average. Pupils' progress from the previous key stage is above expectations.

Performance in the level 2 threshold including English and mathematics has improved sharply over the last two years and is now similar to the family average, placing the school in the top 25% of similar schools based on free-school-meal benchmarks. For the last two years, performance has been above modelled expectations. Performance in the core subject indicator follows a similar pattern to that in the level 2 threshold including English and mathematics. Performance in the level 2 threshold has risen over the last five years, but it has always been below the family average and in 2013 it placed the school in the bottom 25% of similar schools based on free-school-meal benchmarks. Performance in the capped points score has increased slowly and is below the family average, placing the school in the bottom 25% based on free-school-meal benchmarks and below modelled expectations. Performance in the level 1 threshold improved up to 2012, but declined in 2013 to the same level as in 2009. It has been below the family average for the last five years and has placed the school in the lower 50% or bottom 25% of similar schools based on free-school-meal benchmarks. Performance in English has risen over the last three years and is now similar to the family average. For free-school-meal benchmarks, English now places the school in the upper 50% of similar schools. Performance in mathematics has improved sharply over the last two years and is now just above the family average. For free-school-meal benchmarks, performance in 2013 places the school in the top 25% of similar schools. Pupils' progress from the previous key stages is much better than expected for the level 2 threshold including English and mathematics and the core subject indicator, but is below expectations for level 2 threshold, the level 1 threshold and the capped points score.

No pupil left school without a qualification or remained in education without a qualification in 2012 and 2013. Most pupils stay on in full-time education and training after 16 and none are not engaged in education, employment or training.

At A level, performance in the level 3 threshold and the average wider points score are below the family and national averages.

At key stage 3, in 2013 boys do better than girls in the core subject indicator in contrast to the family and national averages where girls do better. Girls do better than boys in English, but the gap is smaller than family and national averages. However, in mathematics and science, boys do better than girls. Boys do better than boys in other schools in the same family for the core subject indicator, English and science, and girls do worse than girls in other schools in the same family for the same indicators. At key stage 4, the gap between the performance of boys and girls is less than the family and Wales averages for the level 2 threshold including English and mathematics, the level 2 threshold, the level 1 threshold and English, while for the core subject indicator and mathematics, boys perform better than girls. Boys do better than boys in other schools in the same family for many indicators, whereas girls do worse. At A level, boys perform worse than girls for the level 3 threshold and their performance is well below that of boys in other schools in the same family and the average for Wales as a whole.

In key stage 3, pupils eligible for free school meals perform much the same as the family average but better than the Wales average. The gap between these pupils and pupils who are not eligible for free school meals is smaller than the family and Wales averages. At key stage 4, pupils eligible for free school meals perform worse than the family and Wales averages for the level 2 threshold including English and mathematics, the level 2 threshold, the core subject indicator and the capped points score. The gap between the performance of pupils eligible for free school meals and those who are not is reducing, but it is still greater than the family and national averages for the majority of indicators. Pupils entitled to free school meals make good progress in the level 2 threshold including English and mathematics and the core subject indicator, but their progress is less than expected in the level 2 threshold, the level 1 threshold and the capped points score.

In key stage 3 assessments, performance in reading improved in 2013 after an uneven performance in the previous three years. Performance has generally been close to the family average. Performance in writing has deteriorated over the last three years and is generally below the family average.

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	273	87 32%	177 65%	8 3%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		42%	53%	4%	1%	
The school deals well with any bullying	273	46 17%	161 59%	61 22%	5 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	58%	14%	3%	
I have someone to talk to if I am worried	273	84 31%	151 55%	36 13%	2 1%	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	271	42 15%	169 62%	50 18%	10 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	273	105 38%	137 50%	27 10%	4 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	1%	
I am doing well at school	273	73 27%	186 68%	14 5%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	271	88 32%	162 60%	20 7%	1 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	271	36 13%	148 55%	72 27%	15 6%	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	272	101 37%	147 54%	20 7%	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	268	17 6%	158 59%	77 29%	16 6%	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	273		49 18%	153 56%	56 21%	15 5%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	51%	17%	5%	
The school listens to our views and makes changes we suggest	272		27 10%	142 52%	80 29%	23 8%	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	271		81 30%	175 65%	13 5%	2 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			33%	61%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	272		56 21%	174 64%	39 14%	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	272		68 25%	170 62%	26 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	270		66 24%	174 64%	27 10%	3 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			35%	57%	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	106		12 11%	66 62%	25 24%	3 3%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	52%	15%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	69		14 20%	41 59%	10 14%	4 6%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	50%	16%	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.	238	64 27%	133 56%	31 13%	6 3%	4	Rwy'n fodlon â'r ysgol yn gyffredinol.
		42%	51%	4%	1%		
My child likes this school.	238	77 32%	123 52%	27 11%	6 3%	5	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	238	83 35%	123 52%	16 7%	9 4%	7	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	236	82 35%	120 51%	24 10%	2 1%	8	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	235	21 9%	127 54%	44 19%	13 6%	30	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%		
Teaching is good.	231	32 14%	146 63%	32 14%	3 1%	18	Mae'r addysgu yn dda.
		33%	58%	5%	1%		
Staff expect my child to work hard and do his or her best.	235	85 36%	132 56%	11 5%	2 1%	5	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	46%	2%	0%		
The homework that is given builds well on what my child learns in school.	235	39 17%	132 56%	34 14%	9 4%	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.
		31%	54%	8%	2%		
Staff treat all children fairly and with respect.	236	44 19%	105 44%	46 19%	11 5%	30	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	49%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	238	48 20%	144 61%	22 9%	3 1%	21	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	54%	7%	1%		
My child is safe at school.	238	64 27%	142 60%	15 6%	7 3%	10	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		40%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	232	44 19%	100 43%	40 17%	7 3%	41	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		31%	46%	7%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	238	49 21%	117 49%	52 22%	13 5%	7	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	237	78 33%	115 49%	30 13%	10 4%	4	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	49%	6%	2%		
I understand the school's procedure for dealing with complaints.	238	42 18%	113 47%	38 16%	11 5%	34	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	51%	10%	2%		
The school helps my child to become more mature and take on responsibility.	236	59 25%	127 54%	27 11%	3 1%	20	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		35%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	234	39 17%	95 41%	40 17%	7 3%	53	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	46%	8%	2%		
There is a good range of activities including trips or visits.	237	56 24%	127 54%	34 14%	2 1%	18	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	234	60 26%	110 47%	22 9%	18 8%	24	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Nigel Vaughan	Reporting Inspector
Denise Wade	Team Inspector
Mark Champion	Team Inspector
Simon Davies	Team Inspector
Huw Davies	Team Inspector
Julia H. C Longville	Team Inspector
Justine Elaine Barlow	Lay Inspector
Peter Bernard Harrison	Peer Inspector
Gareth Whitcombe	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

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