



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

**Afon Taf High School
Yew Street
Troedyrhiw
Merthyr Tydfil
CF48 4ED**

Date of inspection: March 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Afon Taf High School is an 11 to 18 mixed comprehensive school situated in the village of Troedyrhiw, Merthyr Tydfil. Currently the school has 787 pupils, including 34 pupils in the sixth form, which is a decrease from the 1087 at the time of the last inspection in January 2008. The local authority has confirmed that the school will become an 11 to 16 school in September 2015.

Around 23% of pupils are entitled to free school meals, which is above the Welsh average of 17.7% for secondary schools. Almost 41% of pupils live in the 20% most deprived areas of Wales.

About 44% of pupils are on the school's special educational needs register, which is significantly higher than the Wales average of 19.2%. Less than 1% of pupils have statements of special educational needs compared with 2.7% for Wales as a whole. The school has a local authority special educational needs facility, known as the 'learning resource unit' for pupils with hearing, speech and language communication difficulties. Almost all pupils come from English-speaking homes. No pupils speak Welsh as their first language and very few speak English as a second language. Very few pupils are from a minority-ethnic or mixed-race background.

The headteacher was appointed in January 2012. The senior leadership team consists of the headteacher, a deputy headteacher, who was appointed in April 2013, and three assistant headteachers, appointed in December 2010.

The school is scheduled for major refurbishment starting in the next financial year as part of the Welsh Government 21st Century Schools Initiative.

The individual school budget per pupil for Afon Taf High School in 2013-2014 means that the budget is £3,866 per pupil. The maximum per pupil in the secondary schools in Merthyr Tydfil is £4,631 and the minimum £3,866. Afon Taf High School is the lowest out of the four secondary schools in Merthyr Tydfil in terms of its school budget per pupil.

Summary

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

Current performance

Good features in the school's current performance include:

- recent improvements in many indicators, particularly the core subject indicator at key stage 3 and the level 2 threshold at key stage 4;
- in the majority of lessons, pupils make suitable progress in developing their knowledge, understanding and skills;
- the majority of pupils develop their literacy and numeracy skills well and the school's work on literacy and numeracy is planned and co-ordinated effectively;
- over the last four years, pupils' attendance has improved significantly and is higher than that of similar schools;
- revised curriculum arrangements for key stage 4 pupils have contributed to improving pupils' performance in the indicators that include a wider range of qualifications; and
- an inclusive and caring ethos.

However, there are important areas for improvement because:

- for the last two years, in key stage 4, pupils' performance in those indicators that include English and mathematics has been well below expectations;
- boys do less well than girls at the end of key stage 3 and key stage 4;
- pupils entitled to free school meals do not make as much progress at the end of key stage 3 and key stage 4 as those in similar schools;
- a few pupils display poor behaviour in lessons and a very few misbehave around the school; and
- the quality of teaching and assessment varies too much and does not have enough impact on standards achieved by a minority of pupils.

Prospects for improvement

The school's prospects for improvement are judged as adequate because:

- senior leaders have been successful in gaining support for their clear and challenging vision for improving the school;
- recent changes in the leadership structure have brought about sharper lines of accountability;
- the school has introduced stronger systems for improving quality, including a regular cycle of self-evaluation activities to collect reliable first-hand evidence; and

- expectations of senior leaders are high and, where appropriate, underperformance is challenged and dealt with effectively.

However, there are important areas for improvement because:

- the effectiveness of middle leaders in undertaking their role is too variable;
- self-evaluation processes are not fully established as part of the everyday work of the school;
- the school's self-evaluation activities do not take enough account of the views of pupils and parents and carers; and
- the school does not have robust systems to monitor the impact of its professional development working groups.

Recommendations

- R1 Raise standards and improve performance at key stage 3 and key stage 4, particularly the achievement of boys and pupils entitled to free school meals
- R2 Improve pupils' behaviour
- R3 Improve the quality of teaching to match the high expectations in the best practice in the school
- R4 Improve the quality and consistency of marking and feedback to pupils
- R5 Address the health and safety concerns raised during the inspection
- R6 Improve the quality of middle management in areas where it is less effective
- R7 Strengthen self-evaluation processes, particularly to take routine account of the views of parents and carers, pupils and all staff

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In 2013, the school's performance at key stage 4 in all the main indicators improved when compared with performance in 2012. However, this performance is mostly below the average for similar schools. Performance in those indicators that include English and mathematics has been well below expectations for the last two years. In 2013, there was a significant increase in the number of pupils who achieved at least five qualifications at GCSE equivalent grades A* to C and this performance is close to the average for similar schools. Performance in English and mathematics over the past four years has been below the average for similar schools although performance in science has improved steadily during this same period of time and, in 2013, was well above the averages for similar schools and Wales. Pupils make appropriate levels of progress from previous key stages. In 2013, almost all pupils left the school with a recognised qualification and remained in full time education or training.

At A level, the sixth form performance in the level 3 threshold and average wider points score is above the local authority average and similar to the family and national averages.

At key stage 3, performance in English, mathematics and science combined has improved over the last three years. In 2013, this was better than the average for similar schools and above modelled expectations.

Girls' attainment is better than boys in both key stage 3 and key stage 4. In 2013, although boys' overall performance improved, the gap between the performance of boys and girls in most indicators was greater than the average for similar schools.

Over the last three years, the gap between the performance of pupils who are entitled to free school meals and those who are not has generally reduced. However, the gap is greater than the average for similar schools in most indicators at both key stage 3 and key stage 4. Pupils with special educational needs make sound progress.

In a majority of lessons, pupils make good progress and gain new knowledge and skills. They recall their previous learning well and use this effectively to develop their new work. The majority of pupils have positive attitudes to learning and remain well focussed on tasks throughout the lesson. However, in a minority of lessons, pupils do not make enough progress. Most often this is because pupils do not sustain their concentration and follow teacher instructions quickly enough. A few pupils, particularly boys, lack motivation and are either too passive or cause low level disruption, which interrupts their own and others' learning.

The majority of pupils develop their literacy skills well. They listen carefully to each other in pairs and whole-class discussions and build on each other's answers well. The majority of pupils speak clearly, although a minority of pupils do not share their

ideas or answer questions readily in lessons. The majority of pupils write well in a range of different forms, in different subjects, for a variety of purposes. The presentation of the majority of pupils' written work is neat, with subject specific terms used accurately. However, a minority of pupils' written work, particularly that of boys, is poorly presented with badly formed handwriting and too many basic errors in punctuation and grammar.

The majority of pupils use a variety of reading strategies appropriately, including skimming and scanning to access a text at the initial stage, to support their learning across a range of different subjects. At key stage 3, pupils who have the greatest difficulty with reading make particularly good progress following a range of targeted support programmes.

The majority of pupils make good progress in developing their numeracy skills in different subjects and contexts. For example, in geography, key stage 4 pupils use their data handling skills well to draw a hydrograph combining a bar chart with a line graph on the same axis. The majority of pupils use appropriate techniques to make written and mental calculations and measure accurately. However, a few pupils struggle to recall key techniques they use in their mathematics lessons when they need to apply them in different subjects.

In Welsh second language at key stage 3, pupils' performance is similar to the average for the family of schools. At key stage 4, over the last three years, there has been an increase in the number of pupils entering GCSE full and short course Welsh second language. These pupils perform well. However, overall, only a minority of pupils gain a recognised qualification in Welsh second language at key stage 4.

Wellbeing: Adequate

Nearly all pupils feel safe in school and most believe that the school deals well with bullying. Many pupils understand the importance of a healthy lifestyle and regular exercise although participation rates in extra-curricular activities are not particularly high.

The majority of pupils have positive attitudes to their learning and they behave well in lessons and around the school. However, a few pupils cause low-level disruption during lessons and a very few do not behave well enough around the school.

Pupils' attendance rates have improved sharply over the last four years and are above expectations, placing the school in the top 25% of similar schools. The number of fixed-term exclusions has reduced significantly over the last two years and is now broadly in line with the local authority and Wales averages. There have been no permanent exclusions over the last four years.

Many pupils are actively involved in school life and undertake joint activities with the local community such as helping to run a credit union service and collecting harvest parcels for the elderly. They are also regularly involved in raising funds for charities, which includes supporting the school's link school in Ghana. This helps pupils to develop their social and life skills effectively and prepares them well for their next stage of education or work.

Pupils' participation in activities which influence the development of provision in the school such as the school council is limited. Almost half of pupils do not think that the school listens to their views and, where appropriate, makes the changes they suggest.

Key Question 2: How good is provision?	Adequate
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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. The key stage 3 curriculum builds well on pupils' experiences in key stage 2. At key stage 4, over the last three years the school has improved its curriculum arrangements to meet pupils' needs better and now offers a comprehensive range of general and vocational courses delivered in partnership with the local college and schools. This has had a significant impact on improving pupils' motivation, attendance and, in 2013, performance in the indicators that include a wider range of qualifications. Performance in most other indicators at key stage 4 is far too low. At post-16, there is a wide range of options, including courses offered in collaboration with other providers. These arrangements have had a positive impact on helping to improve the performance of sixth form pupils over the last two years. The school provides a useful range of extra-curricular activities that support the curriculum effectively.

The school makes effective provision for developing pupils' skills. For example, all pupils in key stage 4 follow Essential Skills Wales and the Welsh Baccalaureate qualifications. The school has well-planned and co-ordinated strategies for developing pupils' literacy and numeracy skills, which link appropriately to the Literacy and Numeracy Framework. The school's intervention and support programmes for key stage 3 pupils who have the greatest difficulty with literacy and numeracy are particularly effective.

The school has recently improved its arrangements for the provision for Welsh to ensure that all pupils are able to learn Welsh at a level appropriate to their needs and, at key stage 4, follow a course leading to a recognised qualification. However, currently, at key stage 4, the number of pupils gaining a qualification in Welsh second language is much lower than the Wales average. The school provides many opportunities to develop pupils' knowledge and understanding of the history, culture and traditions of Wales and there are increasing opportunities for pupils to use Welsh in contexts other than in their Welsh lessons.

The school has effective arrangements for developing pupils' awareness and understanding of sustainability and the eco committee is active in promoting projects such as waste minimisation and re-cycling. There are suitable arrangements for developing pupils' understanding of global citizenship.

Teaching: Adequate

Most teachers have secure subject knowledge and know their pupils well. However, overall, there is too much variation in the quality of teaching and it does not have enough impact on the standards pupils achieve.

In the majority of lessons, teachers plan well-structured lessons with a range of appropriate activities to support and extend pupils' learning. This, together with clear and shared learning objectives, a brisk pace and well-balanced timing and classroom control helps pupils to make steady progress. In these lessons, teachers develop pupils' skills effectively, often through valuable and sensitive one-to-one support, which meets the needs of pupils' different ability levels well.

However, in a minority of lessons pupils do not make enough progress. This is most commonly because the pace of the lesson is too slow, there is a lack of challenge and expectations are not high enough, particularly for more able pupils. The start of these lessons is often too long and teacher-led, which means that pupils do not have enough opportunities or time to learn independently. A few teachers do not use questioning techniques skilfully enough to engage and challenge pupils. A very few teachers' techniques for classroom discipline are not effective enough.

Most teachers provide pupils with helpful oral feedback during lessons. They regularly mark pupils work and many provide pupils with detailed feedback on how well they are doing and how to improve their work. Many teachers pay appropriate attention to correcting errors in spelling, punctuation and grammar. However, overall, there is too much variation in the quality of marking within departments.

The school is making effective use of its improved system for tracking pupil progress, which includes generating regular progress reports. Subject and pastoral staff use this information well to monitor pupil progress and act quickly on underachievement.

Parents are well informed each term about their child's achievement and progress through either a short progress or full report. Reports are generally appropriate although a very few do not contain important information such as attendance.

Care, support and guidance: Adequate

The school has generally effective arrangements for care support and guidance, which includes comprehensive and robust systems to support pupils' high attendance rates and reduce fixed term exclusions. This has had a significant and positive impact on pupil outcomes in these two areas.

The school's personal development programme promotes pupils' spiritual, moral, social and cultural development well. This includes valuable inputs from a range of external agencies to promote healthier and safer lifestyles. It also includes the opportunity to discuss and reflect on life's fundamental questions through the school 'thought for the day' theme, which is coordinated with assemblies. The school meets the requirement for a daily act of collective worship and it has appropriate arrangements for promoting healthy eating and drinking. However, arrangements for pupils to contribute to decision-making through groups such as the school council are not yet fully developed.

Pupils receive helpful 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 valuable partnerships with specialist support agencies, particularly for supporting

vulnerable pupils, which has had a positive impact on their confidence, relationships and attitudes.

Support for pupils with additional learning needs is well-organised. Specialist and support staff know individual pupils' needs well and they liaise closely with pupils' subject teachers to help ensure a cohesive approach to reinforcing a pupil's learning. Individual education plans generally set out appropriate targets and are reviewed and monitored regularly.

Although the school's arrangements for safeguarding pupils meet most requirements, a few health and safety matters, which give cause for concern, were raised with the school during the inspection.

Learning environment: Adequate

The school has an ethos based on fairness. This helps to create a caring learning environment that encourages positive participation and achievement for pupils. Teachers effectively promote equality and diversity, with equality policies and action plans meeting statutory requirements. There is an appropriate emphasis on supporting vulnerable pupils to ensure that pupils have equal access to the curriculum and the opportunity to be involved in all aspects of school life.

The accommodation is generous in space but a minority of facilities, including those in the sixth form, are in a poor state of repair. These areas are not conducive to enriching learning or engaging pupils. Plans to redevelop the learning environment are due to commence in 2014 and older pupils have been involved in the design of the site. Attractive displays in corridors and classrooms promote successes and achievements of current and former pupils as well as support learning. Pupils have enough books and equipment to do their work and there is good provision for information and communication technology. The school fields are extensive. A few health and safety issues regarding the school buildings and grounds were raised with the school during the inspection.

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

Senior leaders have formed a clear and challenging vision for the school's development. They have communicated this vision openly with the school's staff and wider community, which has helped to create a greater sense of team work and shared purpose and understanding across the school.

Working together, senior leaders have identified the key strategic priorities for the school, which includes narrowing the gap between the performance of boys and girls and improving performance in the core subjects. However, the strategic vision for the school, and its implementation, have yet to deliver sustained improvement in standards. Many of the main indicators, particularly those at key stage 4, remain below expectations.

The school's revised leadership structure has brought about clearer and sharper lines of accountability within a relatively short period of time. Senior leaders use data well to monitor performance and middle leaders are increasingly held to account for the standards pupils achieve. This has begun to deliver change and improved outcomes although it is too early to evaluate the sustained impact of this.

Senior leaders have suitably high expectations of the staff they manage and are committed to the principle of shared leadership. However, this is at an early stage of development and has yet to embed fully in the culture and practice of the school. Team meetings focus, to an increasing degree, on teaching, learning and pupil performance and the school has recently put in place arrangements to support the development of middle leaders. However, overall, the effectiveness of middle leaders in undertaking their role is too variable.

The school's strengthened performance management arrangements, as well as a thorough and systematic review of teaching and learning, have created a framework within which underperformance is addressed appropriately.

The school's development plan reflects national and local priorities, such as the Literacy and Numeracy Framework. The school's aims and objectives, together with key priorities to improve pupils' performance and wellbeing, are understood clearly by the whole staff. They know what the school needs to do to improve and they show, increasingly, a shared commitment to achieving the school's goals. Leaders at all levels have pride in the school.

Governors receive regular information about the school's performance. They are loyal and committed to the school. Governors are all linked with departments in the school and belong to an appropriate range of committees within the governing body. They are aware of the main strategic issues facing the school and of its current performance. Governors support the school effectively although their role in challenging the school to improve is at an early stage of development.

Improving quality: Adequate

Senior leaders have introduced new and stronger systems for improving quality, including a regular and appropriate annual cycle of self-evaluation activities. These are an integral part of the school's strategic planning and include regular monitoring of progress against strategic priorities and key performance targets. At a strategic level, self-evaluation gives senior leaders a clear understanding of the strengths and weaknesses of the school, and where to set priorities for improvement. This is based on a thorough analysis of the school's performance data and other sources of first-hand evidence, including regular book scrutinies and lesson observations.

Senior and middle leaders use self-evaluation well to identify priorities for improvement, including teaching and learning, raising standards, improving boys' attainment and improving literacy and numeracy. These strategic priorities form the basis of school and departmental improvement plans. However, in a minority of areas in the school's improvement plan the success criteria is not detailed enough and the targets in departmental improvement plans do not link well enough to it. This makes it difficult for the school to monitor and measure improvement robustly.

Middle leaders make suitable use of data in departmental self-evaluation reports to compare performance within the school and with similar schools. These provide a realistic and honest appraisal of strengths and weaknesses, and a clear agenda for improvement based on the school's strategic priorities. This is helping to bring about improvements, but has not yet had enough impact on raising pupils' standards of achievement and improving the quality of teaching and learning.

Overall, self-evaluation processes are not fully integrated into the everyday work of the school. For example, not all staff are involved enough in departmental and school self-evaluation reviews and the school does not take enough account of the views of pupils and parents and carers on the quality of its provision. Although there are useful staff working groups focussing on the school's priorities for improvement, there are not robust enough systems in place to monitor the impact of these groups on raising standards and improving the quality of teaching and learning.

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

Partnership working: Adequate

The school has developed a wide range of partnerships that contribute suitably to the provision and support for pupils. This includes effective partnership with the school's local primary schools, which supports sound transition arrangements. For example, as part of the 'making bridges' initiative, teachers from the school observe lessons at key stage 2 in the local primary schools to help ensure smooth transition and appropriate continuity.

The school has strong partnership arrangements with the local 14-19 consortium. These arrangements extend the vocational options for pupils at key stage 4. The consortium provides the school with regular progress reports on its pupils and the school is well informed of the quality of the provision.

There are well-established links with the local further education college. The school arranges regular parents' evenings for Year 11 pupils, and facilitates entrance interviews and college preparation days for pupils planning to study at the college.

The school has developed good links with its local community, local authority support services and higher education institutions that deliver initial teacher training. However, links with business and local employers are under-developed.

Partnerships with parents and carers are developing. For example, the school is revising ways of communicating with parents and carers, and the governing body has established a marketing sub-group to improve communication with them. However, currently, the school does not have effective systems to routinely gather the views of parents and carers on its work and they do not have enough input into school evaluation activities.

Resource management: Adequate

The school is appropriately staffed to teach the curriculum. There is a high proportion of subject specialist teachers and few teach outside their specialist subject areas. Support staff are deployed well to meet the needs of pupils.

Improved performance management arrangements provide a useful framework for progressing staff development and school strategic priorities through a suitable programme of professional development activities. This includes a number of learning communities and working groups to raise awareness of the key priorities of teaching and learning, improving literacy and numeracy and tackling boys' underachievement. This is helping staff to reflect on and improve their own practice.

Over the last four years, the school successfully addressed a significant budget deficit to take it to a balanced financial position. It now has suitable plans to manage its reduction in funding as a result of re-organisation of post-16 education. Despite reductions in funding and staffing, the school continues to offer its pupils a full and balanced curriculum.

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

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has generally improved over the last four years, although there was a slight dip in 2011. In 2013, performance at level 5 and above is higher than the average for its family of similar schools and above modelled expectations. This places the school in the lower 50% when compared with similar schools based on levels of entitlement to free school meals. English performance at level 5 and above has improved steadily over the last four years. It was below the family average for 2010 to 2012 but is above the family average in 2013. After being in the bottom 25% of similar schools based on entitlement to free school meals for 2010 to 2012, the school moved into the lower 50% in 2013. Performance in English at level 6 or above has been uneven over the last four years. In 2010 to 2011 and 2013 it has been above or broadly in line with the family average and in the top 25% or upper 50% of similar schools. However, in 2012, it was well below the family average and in the bottom 25% of similar schools. Performance in mathematics at level 5 or above dipped in 2011, but has steadily improved since then. However, it has been below the family average for the last four years, placing the school in the bottom 25% of similar schools in 2011, the upper 50% in 2012 and the lower 50% in 2013. Performance in mathematics at level 6 or above has always been higher than the family average and in the top 25% of similar schools for the last four years. In science, performance at level 5 or above has improved steadily over the last four years and is well above the family average in 2013. For free-school-meal benchmarks, science placed the school in the bottom 25% in 2010, but in the upper 50% for 2012 and 2013. Performance at level 6 and above in science has improved but has always been below the family average.

At key stage 4, performance in the level 2 threshold including English and mathematics has been uneven over the last four years and always below the family average. In 2013, it is below modelled expectations and in the lower 50% of similar schools based on free-school-meal benchmarks. Performance in the core subject indicator has been uneven over the last four years and always below the family average. In 2011, it was in the upper 50% of similar schools based on free-school-meal benchmarks but in the lower 50% of similar schools for 2012 and 2013. Performance in the level 2 threshold has risen over the last four years, but it has always been below the family average. In 2013 performance places the school in the lower 50% of similar schools based on free-school-meal benchmarks. Performance in the capped points score has been uneven over the last four years and always below the family average. In 2013, it places the school in the lower 50% of similar schools based on free-school-meal benchmarks and below modelled expectations. Performance in the level 1 threshold has generally improved over the last four years, although there was a dip in 2011. In 2013, it is above the family average and places the school in the upper 50% of similar schools based on free-school-meal benchmarks. Performance in the separate subjects of English and mathematics at level 2 has been below the family average for the last four years. In 2012 and 2013, it placed the school in the bottom 25% for free-school-meal benchmarks in English and in the lower 50% for mathematics. Performance in science has improved sharply over the last three years and is now above the family

average. In 2013, it places the school in the top 25% of similar schools based on free-school-meal benchmarks.

The percentage of pupils leaving without a qualification is similar to the family of schools but greater than the national average. In 2013, almost all pupils stay on in full-time education and training after 16.

From 2011 to 2013, at A level, performance in the level 3 threshold and the average wider points score has been broadly in line with the family and national averages. In 2013, performance was above the local authority average in both indicators.

In 2013, at key stage 3 and key stage 4, girls achieve better than boys in all of the main indicators. The level of underperformance by boys in all indicators, except science at key stage 4, is greater than the family average. In both key stages, in the core subject indicator the gap between the performance of boys and girls has widened significantly when compared with performance in 2012. At key stage 4, the gap between the performance of boys and girls has reduced in the level one threshold and capped points score, when compared with performance in 2012. However, it widened in the level two level 2 threshold including English and mathematics and the level two threshold. At A level, boys perform worse than girls for the level 3 threshold and the average wider points score. Their performance is below that of boys in other schools in the same family and the average for Wales as a whole.

In 2013, performance data for key stage 3 and key stage 4 in the core subject indicator shows that over the last three years the school has reduced the gap between the performance of pupils entitled to free school meals and those who are not. However, the gap is much wider than the family average. At key stage 4, pupils entitled to 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 level 1 threshold and the capped points score.

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	197		86 44%	103 52%	8 4%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			43%	52%	3%	1%	
The school deals well with any bullying	196		46 23%	99 51%	45 23%	6 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	58%	14%	2%	
I have someone to talk to if I am worried	196		61 31%	114 58%	17 9%	4 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			38%	53%	8%	1%	
The school teaches me how to keep healthy	195		49 25%	99 51%	44 23%	3 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	57%	17%	3%	
There are plenty of opportunities at school for me to get regular exercise	195		70 36%	103 53%	20 10%	2 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	8%	2%	
I am doing well at school	197		39 20%	143 73%	13 7%	2 1%	Rwy'n gwneud yn dda yn yr ysgol.
			32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	197		69 35%	107 54%	19 10%	2 1%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	196		35 18%	103 53%	45 23%	13 7%	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	197		86 44%	101 51%	10 5%	0 0%	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	197		22 11%	99 50%	68 35%	8 4%	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	192		48 25%	95 49%	40 21%	9 5%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			29%	50%	17%	4%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		195	22 11%	90 46%	70 36%	13 7%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		195	60 31%	127 65%	7 4%	1 1%	Rwy'n cael fy annog i wneud pethau drosof 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		196	57 29%	111 57%	25 13%	3 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%	8%	1%	
The staff respect me and my background		193	54 28%	111 58%	21 11%	7 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		196	62 32%	107 55%	24 12%	3 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		94	19 20%	55 59%	14 15%	6 6%	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		27	8 30%	17 63%	1 4%	1 4%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	6%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	290	64 22%	197 68%	20 7%	4 1%	5	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	291	78 27%	176 60%	30 10%	1 0%	6	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.	294	98 33%	173 59%	14 5%	1 0%	8	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.	288	103 36%	160 56%	18 6%	5 2%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	289	27 9%	149 52%	59 20%	15 5%	39	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%		
Teaching is good.	290	68 23%	185 64%	21 7%	5 2%	11	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	291	111 38%	164 56%	8 3%	1 0%	7	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	292	66 23%	173 59%	35 12%	4 1%	14	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	291	60 21%	170 58%	28 10%	12 4%	21	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	48%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	292	71 24%	173 59%	32 11%	1 0%	15	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	292	87 30%	181 62%	16 5%	2 1%	6	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
My child receives appropriate additional support in relation to any particular individual needs'.		288	74 26%	150 52%	31 11%	3 1%	30	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			32%	46%	7%	2%		
I am kept well informed about my child's progress.		291	68 23%	167 57%	45 15%	7 2%	4	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
			34%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.		294	99 34%	164 56%	17 6%	6 2%	8	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.		292	52 18%	167 57%	41 14%	9 3%	23	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
			27%	51%	10%	2%		
The school helps my child to become more mature and take on responsibility.		292	72 25%	174 60%	26 9%	4 1%	16	Mae'r ysgol yn helpu fy mhlentyn i ddog yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
			36%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.		284	59 21%	152 54%	41 14%	7 2%	25	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.		292	54 18%	176 60%	40 14%	10 3%	12	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			35%	50%	9%	2%		
The school is well run.		290	60 21%	172 59%	25 9%	8 3%	25	Mae'r ysgol yn cael ei rhedeg yn dda.
			40%	49%	5%	2%		

Appendix 3

The inspection team

Denise Wade	Reporting Inspector
J Dylan H Gwyer-roberts	Team Inspector
Huw Collins	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Hugh Davies	Peer Inspector
John Robert Hotchkiss	Peer Inspector
Emma Clarke	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.