A report on

St Martin's School
Hillside
Caerphilly
CF83 1UW

Date of inspection: April 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.

Publication date: 03/07/2014

Context

St Martin's School is an English-medium 11-18 comprehensive school in Caerphilly. There are 1,000 pupils on roll, including 178 in the sixth form. At post-16, the school works with two other schools and further education colleges as part of the Caerphilly Basin Partnership. At the time of the last inspection there were 1,037 on roll. The school is situated close to Caerphilly town centre and most pupils come from the town.

Around 22% of pupils are entitled to free school meals. This is higher than the national average of 17.7% for secondary schools in Wales. Around 29% of pupils live in the 20% most deprived areas in Wales.

Around 2% of pupils have statements of special educational needs compared with 2.5% for Wales as a whole. Around 11% of pupils have a special educational need, which is lower than the national average of 19.2%.

Most pupils are from a White British background. Fewer than 1% of pupils speak English as an additional language. Around 1% of pupils speak Welsh at home.

The headteacher has been in post since 2009. The leadership team is made up of the headteacher, a deputy headteacher and four assistant headteachers. The structure and personnel of the senior leadership team have changed significantly over the last three years. These changes have included the appointment of the deputy headteacher in 2012 and three internally appointed assistant headteachers. These assistant headteachers have also retained their middle leadership responsibilities.

The individual school budget per pupil for St Martin's School in 2013-2014 means that the budget is £3,967 per pupil. The maximum per pupil in the secondary schools in Caerphilly is £4,973 and the minimum is £3,684. St Martin's School is 10th out of the 14 secondary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

There are good features in the work of the school, these include:

- in key stage 4, standards in the range of qualifications that include English and mathematics and in the separate subject of mathematics generally compare well with those in similar schools;
- the performance of most able pupils is above expected levels; and
- many pupils have suitable literacy skills.

However, overall current performance is judged as adequate because:

- many pupils do not make sufficient progress from previous key stages;
- overall performance has declined in key stage 4 over the last two years, particularly in English and science;
- the performance of girls in 2013 does not compare well with of the average for girls in the family of similar schools and nationally;
- in around half of lessons pupils make less progress than they should;
- expectations are not high enough in around half of teaching; and
- attendance is unsatisfactory and the level of persistent absenteeism is far higher than that nationally.

Prospects for improvement

The senior leaders communicate a clear expectation of the need for school improvement, and staff and governors understand this well. They have a sound understanding of the overall strengths and weaknesses of the school. However, the prospects for improvement are judged as adequate because:

- the range of responsibilities across the senior leadership team is not well balanced and this leads to inconsistency in the work of the team in maintaining and improving standards and quality across the school;
- there is inconsistency in the quality and rigour of line management arrangements;
- there is a lack of strategic direction, oversight and overall co-ordination of wellbeing that prevents the school from successfully improving attendance and reducing persistent absenteeism;
- self-evaluation systems are not rigorous enough and do not have a sharp focus on progress in learning; and
- there is too much variation in the quality of middle leaders' self-evaluation reports.

Recommendations

R1 Raise standards in key stage 4, particularly in the performance of girls, in the level 2 threshold and in science

R2 Improve attendance and reduce the levels of persistent absenteeism

R3 Improve the consistency of teaching and assessment

R4 Improve the rigour and consistency of line management

R5 Make sure that self-evaluation processes focus consistently on the progress of pupils

R6 Refine the roles and responsibilities of senior leaders to focus on raising standards and improving teaching

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan to show how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

Overall, standards at key stage 4 have fallen over the past two years. Performance in the majority of key indicators has placed the school in the lower half of similar schools based on levels of eligibility for free school meals for the last two years. However, in the indicators that include English and mathematics and in the separate subject of mathematics, performance continues to place the school in the upper half of similar schools. Performance in English and science has declined sharply over the last two years. Apart from the more able, pupils do not make sufficient progress from previous key stages. The more able pupils perform well above expectations.

At key stage 3 there has been an upward trend in performance over the past three years. In two of the last three years performance in all key indicators has placed the school in the upper half of similar schools based on levels of eligibility for free school meals. However, in 2013 performance in the indicator that includes English, mathematics and science was below the average for its family of similar schools. Performance was below expectations based on the prior attainment of pupils.

Performance in the sixth form has declined over the last three years. In 2013 performance in the level 3 threshold fell just below the average for its family of similar schools. The average points scored by pupils have been lower than the average for the family for the last three years.

The percentage of pupils leaving without a qualification fell steeply over the three years to 2012 but rose to 2% in 2013. This does not compare favourably with its family of similar schools or nationally.

There is very little difference between the performance of boys and girls in key stage 3. In most key stage 4 indicators the gap between the performance of boys and girls has reduced and in 2013 it was similar to family of similar schools and national averages. However, this reduction in the gap between girls' and boys' performance is because of a decline in the performance of girls. In 2013 the girls did less well than the averages for girls in the family and nationally in all indicators.

In key stage 4 the performance of pupils entitled to free school meals has improved over the past four years. In 2013 their performance is above the average for the family of similar schools and nationally in the indicator that includes a range of qualifications including English and mathematics. However, pupils entitled to free school meals continue to perform less well in the indicators that include a wider range of qualifications.

In the majority of lessons pupils recall and apply their previous learning well. Around half acquire new knowledge readily, develop their understanding and apply their skills effectively. They have effective problem solving skills and tackle enthusiastically

challenging tasks. However, in around half of lessons a minority of pupils make less progress than they should as a result of undemanding tasks.

Many pupils speak fluently and confidently. A few pupils lack confidence, are less articulate and do not use language that is clear and easily understood. Many listen attentively to their teachers and peers. They respond appropriately to what they have heard and build on the ideas of others. They follow instructions well. A few pupils do not listen carefully and as a result do not follow instructions carefully or make enough progress in their learning.

Most pupils read well, fluently and with expression. A very few lack the confidence to read aloud. Many pupils read for meaning well, and they find and use effectively information from a range of text types. They infer meaning and the most able draw out sophisticated conclusions.

Many pupils write confidently. Around half of pupils write well, organise their ideas accurately and use a wide range of general and subject-specific vocabulary. However, the remaining half of pupils are careless in their writing. They often make mistakes in spelling, their presentation is poor and they do not make sure that the content and meaning are clear.

In a few subjects, pupils make suitable progress in developing their numeracy skills. For example, they construct spreadsheets using a range of appropriate formulae to model profit and loss in information technology. Many pupils have appropriate graphing skills to represent their findings in subject areas such as science and geography. However, a minority of pupils are imprecise when setting scales and plotting graphs. Overall, the quality and presentation of graph work across the school are careless.

Standards in full-course Welsh at key stage 4 are strong. However, outcomes in the short course are lower than expected. At key stage 4, entry rates are high with most pupils being entered for a qualification in Welsh and over half of entries are for the full course. Pupils make appropriate progress in developing their Welsh language skills in key stage 3 and in 2013 performance was just above the average for its family of similar schools. The majority of pupils also make satisfactory progress in lessons.

Wellbeing: Unsatisfactory

Attendance is an important area for improvement. Overall attendance is below the rate for similar schools. In 2013 there was a slight improvement but attendance remains well below modelled expectations and has been in the bottom quarter of similar schools based on entitlement to free school meals for four of the last five years. Levels of persistent absenteeism are far higher when compared with levels nationally.

Many pupils show a suitable understanding of how to maintain a healthy lifestyle and make healthy choices from the food provided by the school. A minority choose to go off-site for food at lunchtime and this has a negative effect on attendance and punctuality in the afternoon. Participation in extra-curricular sport is satisfactory.

The school has made satisfactory progress in reducing the rate of fixed-term exclusions. Most pupils behave well around the school and in class. They show respect and concern for other pupils and the school. They are helpful and welcoming to visitors. However, a very few pupils do not show sufficient respect towards their teachers or to their peers.

There are suitable opportunities for pupils to express their views about the work of the school and to take part in decision-making. However the work of the school council is not sufficiently shared with the wider pupil body.

At key stage 4, most pupils benefit from worthwhile work-related opportunities that help them prepare for life and work outside of school. Many pupils work well with others, they take responsibility for their actions and are developing well their social and life skills.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

The school provides an appropriate curriculum that meets statutory requirements in all key stages. In key stage 4, many of the pupils are offered appropriate options. However, a lack of suitable level 2 courses limits the outcomes and motivation of a few pupils. The sixth form can choose from a comprehensive range of courses available as a result of beneficial collaborative arrangements with other sixth forms locally and further education providers. The school provides a wide range of extra-curricular activities, including clubs, trips and visits, which enhance learning.

The school's programme for implementing the national literacy and numeracy framework is developing well, although the work on numeracy is less advanced than that on literacy. There are effective plans for supporting pupils with weak literacy skills. However, the literacy or numeracy activities teachers provide at the start of most lessons have limited value. The majority lack relevance or clear purpose. The least able pupils benefit from additional literacy and numeracy lessons as well as dedicated learning support assistants.

The eco committee contribute well to the development of understanding of sustainability. They have created an eco-garden and promote recycling within the school. Pupils have suitable opportunities to learn about global citizenship though the school's personal and social education programme, subjects and assemblies.

The school's provision for the Welsh language is appropriate. A recent strong feature of this provision is the effective joint work with its partner primary schools that has a clear focus on planning for opportunities to improve pupils' standards in Welsh. However, the school does not plan progressive opportunities across the whole school to develop pupils' confidence and improve attitudes towards the language. The school develops the Welsh dimension suitably in subjects and an annual school eisteddfod and residential visits enhance pupils' experiences.

Teaching: Unsatisfactory

Around half of teaching is effective and as a result in these lessons pupils make good progress. However, there are important shortcomings in around half of lessons and in the assessment practices of a majority of teachers.

In nearly all lessons there are beneficial working relationships and teachers have good subject knowledge.

In around half of lessons, teaching helps pupils to progress well in gaining new knowledge, understanding and skills. In these lessons, teachers communicate successfully the specific learning outcomes, relate the activities to key ideas, and give pupils valuable opportunities to reflect on what they have achieved. They give clear instructions and provide examples and models to demonstrate what they are expecting from pupils. Tasks are presented well, often making good use of information and communication technology and effective use is made of a wide range of learning materials. In these lessons teachers have suitable expectations of what pupils should achieve and lessons proceed at a good pace, with well-timed activities.

In the remaining half of lessons expectations are not high enough. Tasks are not well planned to ensure progress, and they are often unconnected to the main objective and planned outcomes. In these lessons, opportunities for pupils to reflect on learning are not carefully managed and teachers do not give pupils clear criteria by which to judge their work effectively. These lessons are busy but not necessarily productive. In a very few lessons, teachers do not make sure that all pupils are fully engaged in tasks and that they produce work of an appropriate standard.

Learning support assistants provide valuable support in lessons for pupils with additional learning needs.

Most pupils' work is marked regularly. Oral feedback is effective in many lessons and pupils respond appropriately. However, the quality of written marking varies too much. A minority of teachers provide detailed and useful feedback that helps pupils to make good progress. The majority of teachers do not give clear directions to pupils on how to improve their work. A few pupils, mostly the more able, respond to teachers' comments effectively in order to improve their learning. Only a few teachers provide good quality opportunities for pupils to mark their own and the work of other pupils.

Most pupils know their targets and review these with their teachers regularly. However, the advice on how to improve work is often vague and many pupils do not know what they need to do.

There is detailed tracking of pupil progress that allows the school to identify whole school target groups. Departments make effective use of this system to identify pupils that require further support. However, the strategies then used to provide support to targeted pupils have not had a sufficient effect on standards in important areas.

Reports to parents are informative and they provide appropriate information on their child's progress. The majority of teachers provide clear targets for improvement in reports so that parents can support their children's learning.

Care, support and guidance: Adequate

The school has drawn up suitable policies to promote improvements in pupils' behaviour and attendance. However, leaders do not make sure that these are implemented consistently by all staff in order to improve behaviour and especially attendance

On the whole, heads of learning and their teams support the pastoral needs of pupils well. However, they make inconsistent use of tracking information of pupils' progress to identify under-achievers and monitor improvements in their work.

The well-planned programmes of assemblies and for personal and social education promote pupils' spiritual, moral, social and cultural development well. On the whole, the school makes appropriate arrangements to promote healthy eating and drinking.

Links with a wide variety of external agencies make a useful contribution to the guidance the school provides. Partners from these agencies make a beneficial contribution to the ways in which the school supports vulnerable pupils. Pupils and parents are given relevant individual support to help pupils make informed choices for subject options, career paths and higher education.

There is effective support for pupils with additional learning needs. The school identifies these pupils' needs carefully and puts appropriate provision in place to meet them. However, while all pupils with additional learning needs have individual support plans, subject leaders do not ensure that the plans are used effectively in lessons. The parents of pupils with additional learning needs have suitable opportunities to attend review meetings.

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

Learning environment: Adequate

All pupils are given opportunities to access all curricular and extra-curricular activities. The school promotes equality and inclusion well and challenges successfully stereotypical attitudes. Equality and diversity matters are dealt with effectively through the curriculum and through personal and social education provision. However, the school ethos is insufficiently focused on raising the expectations and aspirations of all its pupils. The impact of this is seen in poor attendance and the underperformance by all but the most able and those with additional learning needs.

Accommodation is sufficient for the number of pupils and the needs of the curriculum. A programme of improvements has been successful in improving the quality of the accommodation. There are interesting displays of pupils' work in classrooms and corridors, which provide a stimulating and positive learning environment. The school

grounds are generally well maintained. The building and grounds are safe and secure.

Learning resources are generally good. Provision for information and communication technology is appropriate.

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

Leadership: Adequate

Senior leaders communicate a clear expectation of the need for school improvement and staff and governors understand this well. The school's work is appropriately focused on the national priorities of literacy, numeracy and tackling deprivation. The headteacher provides appropriate strategic direction, although the consistency in rigor and drive to ensure that the vision translates into reality is not always visible.

The recent changes to the senior leadership team have led to an imbalance in the range of responsibilities across the team. This has affected the consistency of the team's work, particularly in respect to maintaining quality across the school. Furthermore, there is no overall co-ordination of wellbeing across the leadership team. As a result, there is a lack of strategic direction and oversight in this area and outcomes for pupils' wellbeing, for example attendance rates, are below expectations.

Line management and leadership meetings are organised appropriately and there is increasing accountability across the school to improve outcomes for pupils. However, there is inconsistency in the quality and rigour of line management meetings.

Performance management arrangements are organised well and the school is beginning to challenge underperformance more robustly. Targets from the performance management process align suitably to whole-school priorities and they inform professional development opportunities for staff. However, in a few cases, performance management targets are too vague.

The majority of curriculum and pastoral leaders work effectively to provide appropriate outcomes for pupils. However, a minority of middle leaders do not consistently hold their teams to account to ensure that all pupils make sufficient progress.

The use of data to set challenging targets and to monitor pupils' outcomes across the school is improving. Academic targets are challenging; they clearly set out the ambition for the school. Pupils receiving support for weak literacy skills are tracked well and these pupils make beneficial progress. However, the tracking of behaviour and attendance is less well developed.

Although the impact of the leadership can been seen in the improved alignment of priorities across the school, more effective use of data to monitor pupils' progress, and closer management of resources and spending, it has not had sufficient impact on improving standards and attendance.

Governors have an appropriate understanding of the work of the school. They are improving their understanding of school performance data, self-evaluation and planning. This has enabled them to become more effective at challenging the school on the quality of its provision and outcomes. However, governors do not have a detailed understanding of the work of middle leaders and their role in securing improvements.

Improving quality: Adequate

There are useful self-evaluation systems in place that allow the school to identify what needs to improve. Leaders draw on first-hand evidence from a suitable range of sources, such as pupil performance data, lesson observations and from pupils' books. The school self-evaluation report is comprehensive and reviews all aspects of school life appropriately. As a result, leaders have a sound understanding of the overall strengths and weaknesses of the school. This is reflected in the priorities in the school's improvement plan. However, the school has not identified a few important areas for improvement, such as the decline in the performance of girls.

Many lesson observations provide useful feedback to teachers on strengths and areas to improve in their teaching but a few do not have a sharp focus on progress in learning. Feedback from pupil book monitoring highlights marking practices that need to be improved, but does not consistently focus sufficiently on pupil progress. Parents' views are canvassed in regular questionnaires, but the school does not use these effectively as it plans for improvement. The monitoring of the follow up to findings from the self-evaluation processes is not rigorous enough in the minority of departments and by the senior leadership team.

Around half of the middle leaders review the performance of their area of responsibility well. A particularly useful part of this process is the requirement that class teachers evaluate the examination performance of their key stage 4 classes. This effectively holds teacher to account for the performance of their pupils and provides useful information for development plans.

Despite this, there is too much variation in the quality of middle leaders' self-evaluation reports. The pastoral self-evaluation reports are particularly weak. The analysis of pupils' performance and attendance data is inconsistent. Judgments on teaching are too generous because they do not take sufficient account of the impact of teaching on pupil progress. Although all departments collect the views of pupils, a majority do not use this information well enough in planning for improvement.

There is a close link between areas for improvement highlighted in the school's self-evaluation report and the priorities identified in the school improvement plan. This plan includes appropriate actions, suitable targets and success criteria, the allocation of relevant resources, timings and costings. There is a strong link between areas for improvement identified in the departmental self-evaluation reports and the priorities in the majority of department improvement plans. In the majority of these plans, there are clear actions relating to specific targets with relevant success criteria. Despite this, a minority of department development plans do not focus well enough on exactly what needs to improve and how to achieve these improvements.

Partnership working: Adequate

The school works effectively with other post-16 providers in the local area. This has had a beneficial impact on increasing options and on rationalising resources.

The school has worthwhile links with the community but these have yet to impact on standards of work or wellbeing.

Many parents are supportive of the school and are consulted about its future. However, the school does not provide feedback and inform them of actions resulting from any consultations. Most parents are confident that specific issues concerning their children are acted on quickly and effectively. A very few parents do not feel able to approach the school about any concerns.

There are appropriate links with local primary schools and transition between schools is effective. Suitable joint working activities on literacy and numeracy standards are at an early stage of development.

The school works in collaboration with a number of external providers to extend the range of opportunities for young people. However, quality assurance of the provision for a small number of pupils in key stage 4 who follow vocational courses with other providers is insufficient and as a consequence standards and impacts are variable. There are productive links with initial teacher training establishments.

Resource management: Adequate

Teachers are well qualified and subject specialists deliver most lessons. A reorganisation of working groups this year has led to a sharper focus on school and national priorities. Nearly all members of staff are involved in these groups, which are beginning to help teachers to identify purposeful opportunities to sharpen and improve pupils' literacy and numeracy skills. Professional development is generally organised well for staff. This focuses on the development of leadership and teaching skills of staff, but has yet to impact sufficiently on standards and wellbeing.

The school uses Welsh Government grants appropriately to address national priorities. Strategies include the deployment of teaching assistants to support pupils with weak numeracy and literacy skills and behavioural issues.

The restructuring of the senior leadership team, together with tighter monitoring of spending, has meant the school has successfully recovered from a weak financial position from a few years ago. As a result, the school is now on a secure financial footing and has a suitable contingency fund in place to support school improvement.

In view of the standards achieved by pupils, the school provides adequate value for money.

Commentary on performance data

At key stage 3 there has an upward trend in performance over the past three years. In two of the last three years performance in nearly all key indicators has placed the school in the upper 50% of similar schools based on levels of eligibility for free school meals. However, in 2013 performance in the core subject indicator was just below the average for its family of similar schools. Performance in English at level 5 was just above the average for its family, but below the average for Wales as a whole. Performances in mathematics and science were just below the average for the family and for Wales. At level 6 and above, performance in English and mathematics compares well with the family of similar schools average. Performance levels in both English and mathematics have placed the school in the top 25% or upper 50% of similar schools based on levels of eligibility for free school meals for the last three years. Performance at level 6 and above in science fell, moving the school to the lower 50% of similar schools based on levels of eligibility for free school meals in 2013 after it had been in the top 25% for the previous three years. However, despite a general trend of improvement pupils do not achieve as well as expected based on prior attainment.

Overall, standards at key stage 4 have fallen over the past two years. Performance in many key indicators have placed the school in the lower 50% of similar schools based on levels of eligibility for free school meals for the last two years. Previously performance placed the school in the top 25% of similar schools in nearly all indicators. In 2013 performance in nearly all indicators was among the lowest in its family of similar schools. Performance in the level 2 threshold including English and mathematics and in the core subject indicator placed the school in the upper 50% of similar schools based on levels of eligibility for free school meals. Despite this, performance in these indicators was just below modelled expectations and pupils, apart from the most able, do not make sufficient progress from previous key stages. More able pupils achieve well above expectations based on prior attainment. Performance in the level 2 threshold and capped point score indicator was among the lowest in its family of similar schools and placed the school in the lower 50% of similar schools.

Key stage 4 performance in level 2 mathematics compares favourably with the average for its family and performance has placed the school in the top 25% of similar schools for two of the last three years. However, performance in English and science at level 2 has fallen over the last three years. In 2013, performance in English placed the school in the lower 50% of similar schools and performance in science placed it in the bottom 25%.

The percentage of pupils leaving at the end of key stage 4 without a qualification fell steeply over the three years to 2012. In 2009 around 6% left with no qualifications. In 2012 no pupil failed to gain qualifications. However, in 2013 around 2% of pupils left full time education without qualifications. This does not compare favourably with its family of similar schools or national averages.

Performance in the sixth form has declined over the last three years. In 2013, performance in the level 3 threshold fell just below the average for its family of similar schools. The average points scored by pupils have been lower than the average for the family for the last three years.

There is very little difference between the performance of boys and girls in key stage 3. In key stage 4 the gap between the performance boys and girls has reduced over time in many indicators. In 2013, the gap between boys and girls was similar to the family of similar schools and national averages. However, the reduced gap between girls and boys performance is as a result of a decline in the performance of girls. In 2013, girls did less well than the average for other girls in the family and nationally in all indicators.

In key stage 3 and key stage 4 the gap in performance between those pupils entitled to free school meals and those who are not has declined over the past four years. In 2013, the gap was smaller than its family of similar schools and national averages in relation to the core subject indicator in key stage 3 and the level 2 threshold including English and mathematics in key stage 4.

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 / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	
I feel safe in my school	248	83 / 33%	158 / 64%	6 / 2%	1 / 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	3%	1%	
The school deals well with any bullying	247	39 / 16%	153 / 62%	49 / 20%	6 / 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	2%	
I have someone to talk to if I am worried	247	77 / 31%	148 / 60%	18 / 7%	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	247	32 / 13%	144 / 58%	68 / 28%	3 / 1%	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	248	87 / 35%	138 / 56%	22 / 9%	1 / 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	248	70 / 28%	157 / 63%	18 / 7%	3 / 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	245	70 / 29%	167 / 68%	8 / 3%	0 / 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	247	43 / 17%	138 / 56%	62 / 25%	4 / 2%	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	247	101 / 41%	129 / 52%	16 / 6%	1 / 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	248	11 / 4%	141 / 57%	80 / 32%	16 / 6%	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	246	45 / 18%	155 / 63%	34 / 14%	12 / 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	246		20 8%	127 52%	92 37%	7 3%		Mae'r ysgol yn gwrando 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	247		73 30%	158 64%	15 6%	1 0%		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	245		55 22%	158 64%	30 12%	2 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%	9%	1%		
The staff respect me and my background	248		79 32%	151 61%	15 6%	3 1%		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	244		66 27%	154 63%	21 9%	3 1%		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	101		27 27%	51 50%	19 19%	4 4%		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	56		9 16%	32 57%	10 18%	5 9%		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.	61		7 / 11%	38 / 62%	12 / 20%	2 / 3%	2		Rwy'n fodlon â'r ysgol yn gyffredinol.
			43%	50%	4%	1%			
My child likes this school.	61		17 / 28%	35 / 57%	6 / 10%	2 / 3%	1		Mae fy mhlentyn yn hoffi'r ysgol hon.
			47%	48%	4%	1%			
My child was helped to settle in well when he or she started at the school.	61		21 / 34%	32 / 52%	6 / 10%	0 / 0%	2		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.	61		21 / 34%	35 / 57%	5 / 8%	0 / 0%	0		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			45%	48%	4%	1%			
Pupils behave well in school.	60		5 / 8%	21 / 35%	20 / 33%	9 / 15%	5		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			22%	55%	11%	3%			
Teaching is good.	60		12 / 20%	35 / 58%	6 / 10%	2 / 3%	5		Mae'r addysgu yn dda.
			34%	57%	5%	1%			
Staff expect my child to work hard and do his or her best.	61		22 / 36%	34 / 56%	3 / 5%	1 / 2%	1		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
			51%	45%	2%	0%			
The homework that is given builds well on what my child learns in school.	61		8 / 13%	34 / 56%	7 / 11%	4 / 7%	8		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.	61		9 / 15%	32 / 52%	6 / 10%	4 / 7%	10		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.	61		9 / 15%	40 / 66%	5 / 8%	3 / 5%	4		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.	60		15 / 25%	31 / 52%	6 / 10%	2 / 3%	6		Mae fy mhlentyn yn ddiogel yn yr ysgol.
			41%	52%	3%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	53		10 / 19%	15 / 28%	10 / 19%	2 / 4%	16		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			32%	46%	7%	2%			

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	59		9 15%	39 66%	9 15%	2 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
			34%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	59		15 25%	31 53%	9 15%	4 7%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
			41%	48%	6%	2%		
I understand the school's procedure for dealing with complaints.	61		10 16%	35 57%	7 11%	5 8%	4	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.	61		10 16%	38 62%	4 7%	3 5%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
			36%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	57		9 16%	24 42%	6 11%	5 9%	13	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.	61		10 16%	31 51%	14 23%	4 7%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			35%	50%	9%	2%		
The school is well run.	60		9 15%	31 52%	9 15%	6 10%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
			40%	49%	5%	2%		

Appendix 3

The inspection team

Sue Halliwell	Reporting Inspector
Simon Davies	Team Inspector
Robert Davies	Team Inspector
Matthew Evans	Lay Inspector
Edward Aneurin Peter Harris	Peer Inspector
Simon Ellis	Peer Inspector
Mark Yeoman	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.