



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

**Coedcae School
Trostre Road
Llanelli
Carmarthenshire
SA15 1LJ**

Date of inspection: April 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
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

Coedcae School is an English-medium, mixed 11 to 16 secondary school situated in Trostre Road Llanelli in the county of Carmarthenshire. There are 892 pupils at the school compared to 1,054 at the time of the previous inspection in July 2009. Pupils are drawn mainly from the neighbourhood around the school and from further afield in the town of Llanelli.

Over the last three years, around 23.5% of pupils are eligible for free school meals. This is much higher than the national figure of 17.5%. Around 47% of pupils live in the 20% most deprived areas in Wales.

Forty-four per cent of pupils are on the school's additional needs register, which is above the national average of 20.1%. Four per cent of pupils have a statement of special educational needs, which is above the national average of 2.4%.

Ninety-eight percent of pupils are from a white British background. Most pupils come from English-speaking homes. A very small number of pupils speak Welsh fluently. Around 8.5% of pupils have a language other than English as their first language.

The headteacher has been at the school since 2012. The senior management team consists of the headteacher and three assistant headteachers.

The school budget per pupil for Coedcae School in 2014-2015 is £4,552. The maximum per pupil in secondary schools in Carmarthenshire is £5,844 and the minimum is £4,321. Coedcae School is in the seventh position of the 12 secondary schools in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- There is an upward trend in many indicators at key stage 3 and key stage 4
- Pupils with additional learning needs achieve above expected levels
- Most pupils have a positive attitude to learning
- Pupils make very good progress in Welsh
- There has been an improvement in attendance and a reduction in persistent absenteeism
- Pupils' behaviour is exemplary
- Pupils' involvement in decision-making is effective

Prospects for improvement

Prospects for improvement are excellent because:

- The headteacher and senior leadership team provide dynamic and inspirational leadership
- The culture within the school is based on a clear concern for pupils' welfare and high expectations for all pupils
- Staff are developed effectively to take on leadership roles
- Governors provide appropriate challenge and support
- Self-evaluation activities are rigorous and systematic
- Priorities for improvement are clear and challenging

Recommendations

- R1 Improve outcomes in mathematics at key stage 4.
- R2 Disseminate the good practice in teaching to make sure that pupils develop their independence and their ability to take responsibility for their own learning across the school.
- R3 Improve the centralised co-ordination of the various aspects of provision for pupils with additional learning needs.

What happens next?

The school will produce an action plan that will show how it will address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Performance at the end of key stage 4 has shown an upward trend for two of the last three years in many key indicators. Performance in indicators that include qualifications in English and mathematics has generally been around that of other similar schools. However, performance is better than that expected based on prior attainment. Performance in those indicators that include a wide range of qualifications has shown a marked improvement over the last three years and is significantly above the average for the family of similar schools. No pupil left the school last year at the end of key stage 4 without a recognised qualification and most pupils entered employment, full-time education or training.

At key stage 3, there has been an upward trend of improvement in all key indicators over the past three years. Performance has been consistently above the average for similar schools.

Overall, the performance of pupils eligible for free school meals in most key indicators compares favourably with the average for those pupils in similar schools. Except in mathematics, where girls perform better than boys, there is no significant difference between the performance of boys and girls in most key indicators.

Pupils with additional learning needs achieve above expected levels.

Most pupils have a positive attitude to learning. They engage well in their lessons, enjoy learning, acquire new knowledge and understanding, and make strong progress relevant to their needs and abilities. Most pupils understand the objectives of their lessons and the success criteria they need to achieve. Most explain in detail the features and processes they are studying, and apply their previous knowledge and understanding well. Most pupils recall previous work well and engage readily in starter activities; they contribute enthusiastically to lessons, including whole-class sessions and paired and group work. A few pupils make rapid progress.

Almost all pupils listen attentively in class. They understand and follow instructions carefully. Most pupils speak clearly when answering questions in class. In group and paired tasks, all pupils take part and speak well to each other. Most pupils read competently and confidently in all subjects and extract information accurately from a range of sources. Most pupils can use a range of reading strategies well, including summarising, skimming and highlighting key features. Most pupils present their work clearly, and write confidently and accurately. In many lessons, they organise their written work well and use paragraphs correctly. In general pupils' spelling, punctuation and grammar are mostly accurate. Many pupils write competently at length and with technical accuracy. In a few subjects, they draft and redraft their written work carefully. A few pupils produce writing of very high quality.

Most pupils develop their numeracy skills well and use them effectively across a range of subjects. They are confident in calculating, measuring and handling data in different subjects where appropriate.

Almost all pupils make very good progress in Welsh second language at key stage 3 and key stage 4. Most pupils are entered for the full GCSE course and over four fifths achieved level 2 and over a quarter achieved either an A* or A grade in 2014. In lessons, most pupils speak clearly and accurately in Welsh, and develop confidence in reading and interpreting information from a range of texts.

Wellbeing: Excellent

Nearly all pupils feel safe in school. There are very few incidents of bullying and pupils are actively and very effectively involved in both preventing bullying and successfully helping pupils who have experienced bullying.

There is a strong improving trend in attendance. Attendance rates have improved year-on-year for the past three years and have been above expected rates for the past two years based on pupils' eligibility for free school meals. The attendance of pupils eligible for free school meals is similar to that of similar schools.

There has been a significant reduction in persistent absenteeism over the past two years.

The behaviour of nearly all pupils is exemplary in lessons and around school. The number of fixed-term exclusions has reduced significantly over recent years and is below the national average and the average for the local authority. There have been no permanent exclusions since 2012. Nearly all pupils are polite, respectful and helpful towards each other, to staff and visitors to the school.

There is extensive pupil involvement in decision-making through year councils, the school council, the learner council, focus groups and regular pupil questionnaires. Pupils are highly effective in identifying areas of the school that could be improved and suggesting how these could be developed. They produce a detailed action plan to identify their main priorities for the year. Nearly all pupils feel that the school listens to them, acts on their suggestions and values their views. This is an outstanding feature.

Almost all pupils understand the importance of keeping active and healthy. There is a very high level of pupil participation in a wide range of valuable extra-curricular activities.

Many pupils make outstanding contributions to the life of the school and the community through supporting other pupils and charities. For example, they take part in and lead various peer-mentoring and peer-support schemes at the school and in their partner primary schools. Most pupils are keen learners who display very positive attitudes towards their learning.

Key Question 2: How good is provision?

Excellent

Learning experiences: Excellent

The school provides a broad, relevant and well-planned curriculum that meets the needs of pupils. The provision builds securely upon previous learning, develops skills successfully and responds to the changing needs of pupils very well. At key stage 4, there is a wide range of suitable options and experiences for pupils that lead to appropriate qualifications. The school provides a wealth of opportunities for all pupils to expand their skills and experiences outside lessons, including work experience and educational visits.

There is a systematic, co-ordinated and consistent approach to developing literacy and numeracy across the curriculum. Effective and collaborative planning has a positive impact on the development of pupils' literacy skills. There has been very strong progress in implementing the Literacy and Numeracy Framework. The school monitors pupils' progress thoroughly and provides successful support for those with weak literacy and numeracy skills.

The school promotes the Welsh language and the Welsh dimension well through a wide and highly effective range of activities, including an annual bilingualism week. The promotion of the Welsh dimension in a variety of subjects and the Welsh Baccalaureate qualification provides pupils with comprehensive opportunities to develop their understanding further. A minority of Year 10 pupils lead a successful morning bilingualism programme to support Year 7 and Year 8 pupils in their development of the language. Provision for Welsh second language is highly effective, enabling almost all pupils to follow the full GCSE course and to make very good progress in developing their Welsh-language skills.

The school has developed effective provision for the promotion of healthy living and makes sure that pupils have a strong understanding of the need to live sustainably. The Eco-schools committee is extremely active and undertakes a wide range of activities. There is a very wide range of curriculum and enrichment projects, including overseas links and visits to develop pupils' understanding of global citizenship.

Teaching: Good

Teaching has contributed significantly to raising standards and pupils' achievements across the school. Almost all teachers are effective language models and have up-to-date subject knowledge. They set high expectations for pupils and establish very effective working relationships with pupils of all ability levels.

Almost all teachers prepare their lessons well and have clear aims and success criteria that they share effectively with pupils. Teachers manage pupils' behaviour successfully and safely. In most lessons, teachers use an appropriate range of learning activities as well as group work and paired work productively, and activities that challenge and stimulate pupils' interests.

In many lessons, the pace of the session is good and interesting activities keep pupils engaged and ensure that they make good progress. Teachers use timed activities well to keep pupils on task.

Teachers use an appropriate balance of praise and challenge. In a few lessons, teachers give pupils too much help, which restricts their independence and their ability to take responsibility for their own progress. In most lessons, teachers use questioning effectively to check pupils' knowledge and probe their understanding well. Teachers give pupils time to consider their responses and to explain their answers. In a few lessons, questioning is very challenging and probing.

Most teachers provide pupils with supportive and encouraging oral feedback in lessons. Pupils receive regular and constructive written feedback on their work using 'two stars and a wish'. Pupils understand fully their achievement targets and their progress towards them. As a result, pupils know how well they are doing and what they need to do to improve their work.

In a few subjects, pupils assess their own work and that of their peers productively, using agreed success criteria. In doing so, they set meaningful and useful targets for improvement for themselves and their peers.

The school has comprehensive and well-organised systems to assess and record pupils' progress. They analyse and use this data systematically to set and monitor targets for improvement. Teachers and pupils use the information well to monitor progress, to identify underperformance and to target appropriate intervention.

The school provides parents with regular and detailed reports on pupils' progress. There are two interim progress reports and one end of year report. These provide parents with detailed information on their child's progress in each subject and constructive comments on how they can improve their work. The school consults parents regularly on the content and usefulness of these reports and the school has made changes to improve them.

Care, support and guidance: Excellent

The school provides a very high level of care, support and guidance that has several outstanding features. These include the school's arrangements to involve pupils in making decisions on issues that are important to them and the school's systems to identify and support pupils' individual needs. The school's arrangements for promoting pupils' wellbeing are based on a relentless commitment to providing challenging opportunities for each individual pupil to achieve and develop in a supportive and caring environment.

Through a broad variety of approaches, the school delivers extensive and creative provision for health and wellbeing. The school has effective arrangements to promote healthy eating and drinking. Assemblies, form periods, lessons and extra-curricular activities promote the spiritual, moral, social and cultural development of all pupils very successfully.

The school has exceptional arrangements that result in exemplary pupil involvement in the life and development of the school. These include a variety of opportunities

and processes, for example the school council, senior prefects and focused reviews. These enable pupils to make highly effective contributions to school improvement, and enable pupils of all abilities to develop their self-confidence and leadership skills.

Provision to help pupils make suitable choices about their futures is extremely thorough and well structured, and impacts positively on outcomes for pupils. Pupils and parents have made very valuable contributions to the development of this process.

The school has developed a comprehensive range of individualised and often innovative interventions and practices to support all pupils. These meet the needs and maximise the achievement of each individual pupil successfully. The school uses diagnostic testing very effectively to identify and track the progress of pupils on intervention programmes. Extensive links with outside agencies provide high-quality support for a wide range of pupils, including more able pupils and pupils who are vulnerable.

There are appropriate policies and procedures in place for pupils with additional learning needs. These pupils are supported well in lessons and make comprehensive progress. They have access to all areas of the curriculum through innovative and individualised support arrangements. However, there is no centralised co-ordination of the various aspects of provision for pupils with additional learning needs.

Safeguarding arrangements meet statutory requirements and give no cause for concern.

Learning environment: Excellent

The school has a safe, caring and supportive ethos that promotes the school's motto of 'achievement through opportunity and partnership' exceptionally well. Staff and pupils work together very well to create a positive learning environment where high achievement is the expectation for all pupils. The school is a fully-inclusive community where pupils are valued and trusted, and have equal access to all lessons and facilities, irrespective of gender, background or ability. The school serves the needs of its local community particularly well. All pupils celebrate and respect diversity. Assemblies are used effectively to discuss topics such as racism and e-safety to reinforce the ethos of the school.

The accommodation is sufficient for the number of pupils and facilities are used well. The main buildings are in good condition and are well maintained. The grounds are extensive with comprehensive sports facilities. The site is secure. Pupils have access to sufficient and appropriate learning resources. Displays of high quality in classrooms and around the school celebrate pupil achievement and support their learning well.

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

Leadership: Excellent

The headteacher provides dynamic and inspirational leadership, and is ably supported by an effective senior leadership team. The school has established a culture based on a strong concern for pupils' welfare and an expectation that all pupils can achieve highly. This culture embodies a strong sense of purpose, a high degree of trust and a consultative approach. Over a relatively short period of time, leadership at the school has contributed to improvements in many indicators in key stage 4 and attendance. A strong feature of the school is the marked consistency in all areas of its work. There is a clear and well-communicated vision and sense of direction that is fully understood by the school and the community that it serves. The school has taken good account of local and national priorities, particularly in developing pupils' literacy and numeracy, and tackling the impact of disadvantage.

Staff at all levels are clear about their roles and responsibilities. The successful restructuring of the senior leadership team has led to a fairly-distributed and balanced set of responsibilities that cover the strategic areas of the school's work well. Systematic and purposeful line management arrangements ensure that staff are fully accountable for their work. Senior leaders use these arrangements effectively to clarify expectations, and to provide challenge and support.

A well-planned programme of meetings reinforces successfully the school's aim of raising standards and improving the quality of teaching and assessment. Senior leaders and increasingly middle leaders have a sophisticated and detailed understanding of performance data and they use this forensically to identify strengths and areas for improvement. As a result, the school sets challenging and specific targets for further improvement.

A key development over the last two years has been the success of the school in developing staff to take on leadership roles at all levels, particularly at middle leader level. Nearly all middle leaders provide a strong lead to their teams. As part of the process of developing leadership skills, a few staff have readily taken on additional whole-school responsibilities.

Rigorous and well-organised performance management arrangements have been used very effectively to identify strengths and areas for improvement. The findings from these activities lead to well-targeted support and professional development. Any underperformance by staff has been dealt with robustly and sensitively.

Governors are well informed about the school's strengths and areas for improvement, and have a secure understanding of the specific areas that need to improve. Governors are linked with departments and this deepens their understanding of the work of the school. They set the strategic direction for the school and play an active role in the development of key priorities. Governors provide appropriate challenge and support to the school.

Improving quality: Excellent

The school has developed a rigorous and systematic cycle of self-evaluation activities that accurately inform school improvement. Leaders use the self-evaluation process very successfully to bring about significant improvement in the quality of the school's activities, including teaching, and pupils' outcomes and wellbeing.

Self-evaluation involves all staff in a thorough and self-critical assessment of the school's performance. Self-evaluation is comprehensive and draws effectively on an extensive range of first-hand evidence from questionnaires, observations of teaching and learning, the scrutiny of pupils' work, and an analysis of performance data. The views of pupils, parents and governors are sought regularly, are valued highly and lead to changes in the school's policies and communication with parents.

The school's self-evaluation report includes a detailed and precise evaluation of performance data that considers trends, comparisons with similar schools and progress from prior attainment. This gives the school a thorough understanding of its strengths and areas for development. Most middle leaders analyse outcomes in their areas of responsibility thoroughly in their departmental evaluations. They use the findings of team reviews, including lesson observations, to evaluate provision in their areas effectively. A few do so with a high degree of accuracy.

The school improvement plan contains three clear and appropriate objectives. These have challenging goals and well-considered strategies to achieve them. As a consequence, the school has improved the curriculum, the quality of leadership, pupils' wellbeing and standards in many areas. Regular meetings between senior and middle leaders focus strongly on evaluating progress against team and whole-school objectives. Team improvement plans link clearly with the outcomes of self-evaluation and the school's development priorities. Senior leaders consult regularly with all staff and these meetings help to improve communication across the school.

The school has made good progress in addressing the recommendations in the previous inspection report.

Partnership working: Excellent

The school has developed open and collaborative partnerships that result in a shared common purpose for the benefit of all pupils. These partnerships strengthen the arrangements for caring for, supporting and guiding pupils, and contribute effectively to improving outcomes and wellbeing. These include highly effective partnerships with other providers of education and training, social services and local businesses.

Well-established links with the local further education college extend the curriculum, careers' guidance and learning experiences for pupils. This valuable partnership enhances considerably the school's extra-curricular opportunities, including vocational provision and additional lessons for pupils who are more able and talented. There are robust quality-assurance procedures to monitor the quality of courses delivered by partners. Exceptional links with local businesses provide pupils with tailored work experience, effective mentoring and careers guidance. These partnerships have resulted in increased pupil engagement, improved outcomes and high numbers of pupils continuing successfully into further education, work or training.

There is a comprehensive approach to identifying vulnerable pupils. Particularly effective support programmes are well co-ordinated in partnership with a wide range of outside agencies. These include team around the family, youth services and the local pupil referral unit. These partnerships have contributed significantly towards increased attendance, reduced exclusions and improved outcomes for vulnerable pupils.

Partnerships with local primary schools are well developed. Teachers plan a broad range of appropriate activities with partner primary schools. The school takes a lead role in sharing best practice in the teaching of Welsh, and providing strong support for pupils' numeracy and information and communication technology skills. The activities ensure strong continuity and progression for pupils as they move between schools.

Partnerships with parents are very strong. Parents are well informed about the progress of their children and the school's work. They are consulted regularly on a wide range of school developments.

Resource management: Good

The school manages its staff well and uses them appropriately to deliver the curriculum and meet pupils' needs. Staff's specific development needs are identified accurately through the school's performance management and self-evaluation procedures. This leads to a focused, wide-ranging and comprehensive programme that meets effectively the identified staff development needs. The provision includes working groups to improve literacy, numeracy and the quality of teaching, a series of regular after-school sessions and a middle leader course to improve aspects of their work such as providing feedback and managing meetings. Taken together, these professional development activities have had a significant impact on improving leadership, the consistency of teaching and raising standards of pupils' work.

The school manages its budget appropriately and spending is matched well to improvement priorities. The school uses the Pupil Deprivation Grant well. This funding is used appropriately to support disadvantaged pupils and results in a wide range of well-designed activities to help them with their work. The school is managing its budget deficit effectively through a process that is part of an approved local authority recovery plan. Considerable savings have been made in the last financial year through appropriate staff restructuring and reduction. The school's deficit has reduced to a level that is much lower than that projected for this stage of the recovery plan. Action to reduce the deficit further for the current financial year is secure and well advanced. Even though the school has had to reduce staff, it has been able to do so while improving standards and provision.

In view of the 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 shown an upward trend over the past three years, and has been above the average for the family of schools. The percentage of pupils achieving the core subject indicator has been above modelled expectations based on levels of eligibility for free school meals for the past three years. When compared with similar schools based on levels of eligibility for free school meals over the last three years, the school has remained in the upper half and in the top quarter in 2014. The difference in performance between boys and girls is much smaller than of the average for the family of schools. The difference in performance of pupils eligible for free school meals and those not eligible is slightly lower than the average for the family of schools. Performance in English at level 5 and above has shown a steady upward trend and has been above the family average. When compared with similar schools based on levels of eligibility for free school meals, the school has been in the upper half and in the top quarter in 2014. Similarly, performance in English at level 6 and above has improved, with the school in the upper half and in the top quarter of similar schools in 2014. The percentage of pupils achieving level 6 and above in reading, oracy and writing has improved steadily over the past three years.

There has been a steady upward trend in the percentage of pupils achieving level 5 and above in mathematics. Performance has been above the family average for three years. Performance at level 5 and above in the past two years has moved the school from the upper half to the top quarter when compared with similar schools based on levels of eligibility for free school meals. There is only a small difference between the performance of boys and girls. The percentage of pupils achieving level 6 and above in mathematics has improved steadily over the past three years, with the school in the top two quarters for the past three years when compared with similar schools.

Achievement in science at level 5 and above shows a similar upward trend, with the percentage of pupils achieving near to the average for similar schools. However, the school has moved from the top half to the lower half of similar schools in the last two years. The percentage of pupils achieving level 6 and above in science has improved steadily over the past three years and has been better than the family average. The school has been in the top quarter of similar schools for the past three years.

Performance in the level 2 threshold including English and mathematics has shown a small decline in 2014. As a result, the school is in the lower half of similar schools based on levels of eligibility for free school meals. It was in the upper half for the previous two years. The percentage of pupils achieving level 2 including English and mathematics is below modelled expectations in 2014. However, the percentage of pupils achieving the level 2 threshold including English and mathematics is slightly above the average for the family of schools. Performance in the core subject indicator has remained fairly constant for the past three years. However, last year, the school was in the lower half when compared to similar schools based on eligibility

for free school meals. It was in top half for the previous three years. The percentage of pupils achieving the core subject indicator last year was above the percentage for similar schools.

Performance in the capped points score shows a gradual increase over the past three years and is above modelled expectations based on levels of eligibility for free school meals. This places the school in the top half for the last three years when compared with similar schools. Performance at level 2 has shown a marked improvement over the past three years with the school being in the top half for two years and the top quarter last year based on free-school-meal benchmarking. The percentage of pupils achieving the level 2 threshold was significantly above of the average for the family of similar schools. Performance at level 1 shows a steady increase over the past three years with the school performing better than average for the family of similar schools. The school was in the upper 50% when compared with similar schools.

The percentage of pupils achieving level 2 in English shows an improving trend, but dipped slightly in 2013-2014. However, the percentage of pupils achieving English at level 2 was above the average for the family of similar schools. Due to the dip in performance, the school moved from the top quarter to the lower half when compared to similar schools. Although the percentage of pupils achieving the level 2 threshold in mathematics has been generally above the average for the family of similar schools, there has been a downward trend over the past three years. Performance in 2014 places the school in the bottom quarter when compared with similar schools and below the family average. There was a significant difference between the performance of boys and girls last year, where girls perform better than boys, much greater than the difference in performance of boys and girls in the family of similar schools. The percentage of pupils achieving level 2 in science has improved steadily over the past three years, placing the school in the second quarter when compared with similar schools. The percentage achieving level 2 in science was above the average for the family of similar schools for the first time last year.

Pupils make good progress from key stage 2 to key stage 4 in almost all indicators. However, progress is significantly better in the capped points score and in the level 2 threshold.

Except in level 2 mathematics, there are no significant differences between the performance of boys and girls when compared to the average differences in the family of similar schools. However, pupils eligible for free school meals perform less well than those pupils not eligible for free school meals in all indicators and less well than pupils in similar schools.

All pupils achieved at least one recognised qualification last year and most pupils entered employment, full-time education or training.

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	222	143 64%	79 36%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	52%	4%	1%	
The school deals well with any bullying	222	123 55%	95 43%	3 1%	1 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	222	143 64%	75 34%	4 2%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	222	111 50%	108 49%	2 1%	1 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	222	154 69%	61 27%	6 3%	1 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	2%	
I am doing well at school	222	63 28%	145 65%	14 6%	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	222	139 63%	79 36%	4 2%	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	222	70 32%	126 57%	22 10%	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	222	170 77%	47 21%	5 2%	0 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	221	24 11%	169 76%	27 12%	1 0%	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	222	127 57%	83 37%	11 5%	1 0%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	16%	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	222	93 42%	111 50%	16 7%	2 1%	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	222	124 56%	94 42%	4 2%	0 0%	Rwy'n cael fy annog i wneud pethau drosod fy hun a chymryd cyfrifoldeb.
		34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	191	107 56%	79 41%	5 3%	0 0%	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	222	151 68%	70 32%	1 0%	0 0%	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	211	123 58%	85 40%	2 1%	1 0%	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	89	49 55%	32 36%	8 9%	0 0%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28%	51%	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	2	2 100%	0 0%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		28%	50%	15%	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.	221	103 47%	116 52%	1 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	219	108 49%	107 49%	2 1%	0 0%	2	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.	219	122 56%	93 42%	2 1%	1 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	45%	3%	1%		
My child is making good progress at school.	219	110 50%	104 47%	2 1%	0 0%	3	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	217	51 24%	128 59%	7 3%	0 0%	31	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	221	87 39%	131 59%	1 0%	0 0%	2	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	220	130 59%	88 40%	0 0%	0 0%	2	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.	218	76 35%	124 57%	10 5%	0 0%	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.	219	81 37%	118 54%	4 2%	1 0%	15	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.	219	87 40%	120 55%	4 2%	1 0%	7	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.	219	113 52%	101 46%	0 0%	0 0%	5	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'.	213	85 40%	111 52%	2 1%	2 1%	13	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.	220	110 50%	106 48%	3 1%	0 0%	1	Rwy'n cael gwybodaeth yson am gynnydd fy mhlentyn.
		34%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	220	109 50%	109 50%	1 0%	0 0%	1	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.	219	83 38%	117 53%	6 3%	0 0%	13	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	221	93 42%	115 52%	2 1%	1 0%	10	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.	214	95 44%	88 41%	2 1%	1 0%	28	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	45%	8%	2%		
There is a good range of activities including trips or visits.	220	111 50%	93 42%	7 3%	3 1%	6	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	217	106 49%	108 50%	1 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%		

Appendix 3

The inspection team

Huw Collins	Reporting Inspector
Nigel Vaughan	Team Inspector
Mamta Arnott	Team Inspector
Lowri Jones	Team Inspector
Matthew Evans	Lay Inspector
Gwen Brown	Peer Inspector
Claire Scotti	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 eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.