



*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**

**Tonypandy Community College  
Llewellyn Street  
Penygraig  
RCT  
CF40 1HQ**

**Date of inspection: November 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:

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

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

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## Context

Tonypandy Community College is a mixed 11 to 19 community school serving the town of Tonypandy and its surrounding area in Rhondda Cynon Taf. There are around 750 pupils on roll, of which around 170 are in the sixth form. Since the last inspection the overall number of pupils in the school has fallen by around 170 pupils.

Many of the school's pupils come from the nearby villages of Cwmclydach, Llwynypia and Penygraig. Around 26% of pupils are eligible for free school meals, which is higher than the national average of 17.5%. Nearly a half of pupils live in the 20% most deprived areas of Wales.

The pupils entering the school represent the full range of ability. Around 25% have a special educational need. This figure is higher than the national average of 20.1%. Less than 1% of pupils have statements of special education need. This figure is lower than the national rate of 2.4% in Wales as a whole.

Less than 3% of pupils come from minority ethnic backgrounds and a small number of pupils receive support to learn English as an additional language. Around 1% of pupils can speak Welsh fluently.

The headteacher has been in post since 2009 and is supported by two deputy headteachers, four assistant headteachers and an additional seconded assistant headteacher. Three of the assistant headteachers have been appointed recently. The other members of the leadership team have been in post for between two and nine years.

The individual school budget per pupil for Tonypandy Community College in 2014-2015 means that the budget is £4,340 per pupil. The maximum per pupil in the secondary schools in Rhondda Cynon Taf is £5,134 and the minimum is £1,934. Tonypandy Community College is seventh out of the 18 secondary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Unsatisfactory</b>
<b>The school's prospects for improvement</b>	<b>Unsatisfactory</b>

### Current performance

Good features in the school's current performance include:

- increased attendance rates across the school, which now compare well with those of similar schools;
- the positive and willing attitudes of many pupils in lessons;
- the achievement by pupils eligible for free school meals and those with additional learning needs in wider qualifications; and
- the proportion of pupils who remain in education post 16.

However, current performance is judged to be unsatisfactory because:

- performance in indicators that include English and mathematics are weak, well below expectations and significantly below that of similar schools;
- performance in the majority of non-core GCSE subjects is weak;
- a number of groups of pupils significantly underperform, such as boys in English, boys and girls in mathematics, and more able pupils across many GCSE subjects;
- the low level disruption caused by a few pupils disrupts the progress of other pupils in a minority of lessons;
- over half of pupils do not make sufficient progress in lessons;
- too many pupils' literacy skills are weak and their numeracy skills are very weak; and
- the quality of teaching varies too much.

## Prospects for improvement

There are good features in the leadership of the school including:

- the increasing focus on improving outcomes for pupils, which has led to improvements, for example in the attendance rates across the school;
- the way leaders have maintained a climate of stability against a backdrop of considerable staffing difficulties while increasing accountability across the school;
- the way in which leaders have tackled underperformance of staff in the school; and
- leaders' recognition of the urgent need to improve the low standards in the school.

However, the school's prospects for improvement are judged to be unsatisfactory because:

- leaders have not demonstrated the capacity to secure improvements in pupils' academic standards in areas such as English and mathematics and other GCSE subjects;
- senior and middle leaders have not sufficiently identified the key aspects of pupils' progress in learning and skills that need to be improved;
- the school's work on improving the quality of teaching has not improved the standard of pupils' work in lessons sufficiently;
- there are gaps in middle leadership in a number of areas such as humanities and design and technology;
- many of the school's plans to improve standards are at the early stages of development and have not impacted on academic standards to date;
- too many plans for improvement rely heavily on entering pupils early for examinations and placing pupils on intervention and catch-up programmes rather than improving the rigour and quality of teaching experienced by pupils on a day-to-day basis; and
- the school has not made sufficient progress in addressing the important recommendations from the previous inspection around standards in English and mathematics.

## Recommendations

- R1 Raise standards at key stage 3 and key stage 4
- R2 Improve behaviour in the lessons where pupils' learning is disrupted too much
- R3 Improve the quality of teaching and assessment
- R4 Improve provision for the development of pupils' literacy and numeracy skills, including a focus on further improving work with primary schools
- R5 Improve the quality of leadership and strengthen accountability across the school
- R6 Improve the focus and accuracy of self-evaluation and improvement planning processes

### **What happens next?**

In accordance with the Education Act 2005, HMCI is of the opinion, that special measures are required in relation to this school. 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 on a termly basis.

## Main findings

### Key Question 1: How good are outcomes?

Unsatisfactory

#### Standards: Unsatisfactory

Over the last four years, attainment at key stage 4 in the level 2 threshold including English and mathematics has been weak, and it remains lower than performance in 2010. Performance in this measure is well below modelled expectations and that of similar schools. This has been the case for the last four years. Performance in both English and mathematics is poor. In both subjects performance is below that of similar schools. Performance in headline indicators that include a wide range of qualifications has risen strongly over the last three years and is higher than that of similar schools. This is due to pupils achieving a large number of vocational and skills qualifications. Performance in many GCSE subjects is weak. Progress made by pupils from both key stage 2 and key stage 3 to the end of key stage 4 in the indicators that include English and mathematics is significantly below expectations.

At key stage 3, performance has increased rapidly over the last three years. However, in 2014, performance is below modelled expectations and below that of similar schools.

At key stage 3, girls outperform boys in all core subjects. At key stage 4, the performance of boys in the level 2 threshold including English and mathematics has been weak over the last three years and it declined markedly in 2014. The difference between the performance of boys and girls in this measure is over twice the difference seen nationally. This is largely due to very weak performance by boys in English and, to a lesser extent, in mathematics. At key stage 4, pupils eligible for free school meals and those with additional learning need generally make expected progress in headline indicators that include English and mathematics. However, pupils not eligible for free school meals make significantly less than expected progress in these indicators. More able pupils at key stage 4 do not achieve well enough in GCSE subjects.

No pupils leave the school without a qualification. The proportion staying on in full time education after 16 is above national figures. A very small number of pupils have left school at 16 and are reported as being not in education, employment and training. This proportion is better than local and national figures.

In the sixth form, performance in the level 3 threshold has fluctuated over the last three years. In 2014, it is just below national and family averages. Performance in the average wider points score has generally improved in recent years. In 2014, it is above the family average but below the national average. Students generally make expected progress in most subjects.

In less than half of lessons, pupils gain secure knowledge and understanding and develop a range of skills well. In these lessons, pupils display an accurate recall of previously taught work and use this well to support their learning in new areas. Most pupils engage with tasks and activities enthusiastically and produce work to a

proficient standard. They work well with each other and are confident to ask teachers questions for guidance or for clarification. In a few lessons, pupils make rapid progress in their learning. They display an in-depth knowledge of previously taught work and use this highly effectively to extend their learning further in both their subject specific and other skills, for example foreign language skills. In over half of lessons, pupils do not make as much progress as they should. In these lessons, too often activities do not engage pupils well enough in their work. This prevents pupils from making sufficient progress. In a minority of lessons, pupils lack resilience and do not apply themselves fully to their work or respond well to challenging activities. A minority of pupils do not take sufficient pride in their work and produce work of low quality.

In a majority of lessons, pupils are attentive and follow instructions well. Pupils who read aloud in class generally do so confidently and clearly. They work well with a range of texts, and in the main are able to locate key information accurately and make inferences.

Around half of pupils develop their writing skills well. They produce worthwhile pieces of written work in a variety of styles, for example, when writing newspaper reports, diary entries and formal letters. In the best examples, they use verbs and adjectives effectively for style and description in story work. However, around half of pupils do not write well enough. Often their handwriting is not cursive or neat enough and written work contains spelling, punctuation and grammatical mistakes. This is the case even when work is word processed. Importantly, the writing skills of too many boys are weak; their work often lacks accuracy, sufficient detail or is incomplete.

In a few subjects pupils use their numeracy skills well. For example, more able pupils construct accurate graphs in science when presenting results from experiments. However, many pupils display very weak number skills. A poor recall of basic mental strategies and written methods for calculations limits pupils' ability to solve problems. This prevents them from working effectively in mathematics and in other areas across the curriculum.

In Welsh second language at key stage 3, performance has not been strong, although it improved noticeably in 2014. However, despite the increase, performance remains below that in similar schools. At key stage 4 in 2014, a minority of pupils achieve a level 2 threshold qualification in Welsh.

### **Wellbeing: Adequate**

Most pupils feel safe and well supported in school. Many pupils consider that the school deals well with bullying. They understand the importance of a healthy lifestyle and regular exercise. However, a very few pupils smoke on school premises. Many pupils participate well in an appropriate range of extra-curricular activities.

The school council has made an appropriate contribution towards school life in areas such as redesigning the school uniform. Other pupil voice groups make a satisfactory contribution to decision making in the school.

Attendance rates have previously been poor in the school. However, they improved noticeably in 2013-2014. Attendance rates are now above modelled expectations and compare favourably with those of similar schools. Most pupils are punctual to lessons.

A majority of pupils behave well and many participate enthusiastically in lessons. However, a small minority of pupils are disruptive in lessons and impact on the learning of other pupils. The number of days lost as a result of exclusion is lower than local and national averages.

Many pupils are courteous and relate well to one another, to their teachers and to other adults. A majority of pupils are actively involved in school life and they give good support to the local community. They develop social and life skills well.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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### **Learning experiences: Adequate**

The school provides a broadly balanced curriculum, which generally meets the needs of many pupils. The key stage 3 curriculum builds appropriately on pupils' experiences at key stage 2. At key stage 4 and in the sixth form there is an appropriate range of subject choices with a strong emphasis on vocational courses. A number of subjects are delivered efficiently in partnership with local partners.

The school is making sound progress with integrating the national literacy and numeracy framework into its work, although work with numeracy remains underdeveloped. A majority of subjects provide beneficial opportunities for pupils to practise and improve their literacy skills. However, in a minority of curriculum areas this is underdeveloped and, overall, pupils' skills remain weak. In key stage 4 and the sixth form, the Welsh Baccalaureate Qualification affords pupils worthwhile opportunities to develop wider skills.

There is an appropriate range of well-attended sporting and musical activities, arranged by the school and the 5x60 officer. The school uses educational trips and visits well to reward pupils' achievement, wellbeing and promote positive attitudes to learning.

The school has increased its provision for Welsh second language at key stage 4. Around half of pupils follow Welsh second language full course qualifications and nearly all gain a recognised qualification in this subject. There is a positive and inclusive culture of 'Being Welsh' in the school.

The school makes a valuable contribution to developing pupils' awareness of sustainability and global citizenship in many subjects and the personal and social education programme. For example, the school's links with communities in Uganda affords many pupils a relevant insight into the life of people in very different cultures.

## **Teaching: Adequate**

At the time of the inspection a minority of classes were taken by supply, temporary and newly qualified teachers. In the main, inspectors did not observe pupils in these lessons.

Many teachers demonstrate secure subject knowledge, know their pupils well and develop positive working relationships in their lessons.

In over half of lessons, teachers use a range of worthwhile resources and plan beneficial activities to engage, enthuse and sustain the interest of pupils. For example, media resources and recent newsworthy events are used well to capture the interests of pupils. In these lessons, tasks and activities build progressively on pupils' knowledge and skills. Teachers use a range of questioning styles well to assess pupils' understanding and develop their thinking skills. Purposeful opportunities are identified that help pupils assess their own work and reflect on their learning. In a few lessons, teaching is highly effective. In these lessons, teachers demonstrate excellent subject knowledge. They design high quality activities and ably support pupils' to acquire new subject specific and other skills, such as literacy skills, exceptionally well. This enables pupils to make rapid progress, even in unfamiliar contexts and in new areas of learning.

In under a half of lessons, teaching is less effective. In these lessons, although teachers demonstrate appropriate subject knowledge, activities planned do not sustain the interest of pupils for the whole lesson. Tasks are either too easy, too difficult or lack depth and this leads to pupils losing focus in these lessons. In addition, teachers do not allow enough time for pupils to consolidate their learning. Therefore the quality and amount of work pupils' complete in lessons is often insufficient. As a result, pupils do not make enough progress in developing their knowledge and skills. Furthermore, teachers often plan activities that do not add value to pupils' learning. For example, many self and peer assessment activities planned do not help pupils know what they need to do to improve and responses from pupils to these activities are superficial. In these lessons, teachers do not sufficiently highlight key learning points or identify important areas for improvement in pupils' skills and understanding.

Most teachers mark work regularly. However, many comments do not provide pupils with enough subject specific guidance on improving their work. In a majority of subjects, marking pays suitable attention to the quality of pupils' written work, such as correcting errors in spelling, punctuation and grammar.

School leaders' tracking of pupil progress is developing with an appropriate new system recently introduced. The progress of a range of vulnerable pupils is now monitored more closely. In addition, underachieving pupils are identified early and follow support programmes. However, there is limited impact from these support programmes to date. Despite recent improvements in tracking pupils' progress, overall assessment in key stage 3 is too generous; this is particularly noticeable for more able pupils in English and mathematics.

The school provides suitable reports to parents and carers on pupils' progress.

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

The school provides a caring and supportive environment that has a positive impact on many aspects of pupils' wellbeing and personal development. A suitable range of learning experiences promotes pupils' moral, social and cultural development soundly. Assemblies provide appropriate opportunities for reflection. The school helps pupils to adopt healthy lifestyles and has appropriate arrangements to promote healthy eating and drinking. The school has introduced new systems to tackle absenteeism that have had a positive impact on pupil attendance. Procedures to ensure high standards of behaviour by all pupils in the school are improving. However, these have not impacted significantly to date as around half of pupils indicate that a minority of lessons are disrupted too much by poor behaviour.

The school works successfully with a range of external agencies and specialist services to meet the specific needs of individual pupils. An extensive network of support agencies work together well to support pupils' individual needs. New mentoring strategies for pupils, including those from disadvantaged backgrounds, have been introduced which support pupils appropriately. The school provides a range of valuable information for pupils and parents regarding options and career paths.

Support for pupils with additional learning needs is thorough. The annual review process for pupils with special educational needs satisfies statutory requirements. Individual educational plans effectively identify learning targets. Specialist teachers and support assistants offer comprehensive, targeted support for individuals and groups of pupils. There are helpful systems in place to ensure that parents of pupils with additional learning needs are kept well-informed about their child's education. The school provides appropriate support for those pupils entering the school with low levels of functional literacy and numeracy.

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

### **Learning environment: Good**

The school provides a friendly and welcoming environment for pupils and visitors. Its vision statement "learning together to achieve success" is promoted well throughout the school. Pupils of all backgrounds are valued and respected and achievements are celebrated. There is equal access to both curricular and extra-curricular activities and an appropriate emphasis on supporting vulnerable pupils in all aspects of school life.

The school provides a bright and welcoming environment. Accommodation is generally of a good standard, and the school buildings and grounds are safe and well maintained. Displays in classrooms and around the school are attractive, well presented and informative. They celebrate pupils' achievement, stimulate their interest and enhance learning. Learning resources are sufficient and meet pupils' needs well. The school has ample resources for information and communication technology and an additional recent investment has provided all pupils in key stage 4 with tablet computers. Sporting facilities are ample and toilet and changing facilities are maintained well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Unsatisfactory</b>
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### **Leadership: Adequate**

The membership and structure of the senior leadership team and the team of middle leaders have changed considerably over the last two years. During a period of considerable staffing difficulties many senior and middle leaders have worked together determinedly to maintain a climate of stability and improve accountability across the school. However, since the last inspection, leaders across the school have not demonstrated sufficient impact on improving pupils' academic standards. As a result, standards achieved by pupils in a majority of GCSE subjects remain too low.

The school's plans for improvement are suitably aligned to national priorities. Many leaders have a clear and shared understanding of the school's values, aims, priorities and direction and communicate these well to staff. Leaders generally have clearly defined responsibilities that cover the main areas of the school's work and priorities. The majority of leaders have a secure understanding of the requirements and expectations of their roles and fulfil them appropriately.

Line management arrangements have improved recently and middle leaders are now more accountable for standards achieved by pupils in their areas. However, there are still inconsistencies in practice and gaps in middle leadership in number of areas. These have had and still are having an adverse impact on pupils' standards. Senior and middle leaders new into their leadership roles have not made an impact on improving pupils' standards to date.

Performance management procedures are suitable and objectives that are set focus appropriately on school improvement and professional development needs. Review meetings identify the extent to which objectives have been met and include a useful support plan where relevant. The school has appropriate processes to support staff to improve their practice. However, there is little evidence that this support has made a discernible impact on pupils' standards.

Governors are appropriately informed about the work of the school and generally have a clear understanding of its current performance. They are starting to challenge the school more robustly with regard to pupils' standards, although this has not been rigorous enough in all areas to date. Governors have fully supported the school in dealing with a number of challenging staffing issues.

Overall, despite improving pupils' attendance rates and reducing the proportion of exclusions in the school, leaders have not been quick enough, or indeed successful to date, in bringing about improvements in pupils' academic standards in key areas such as in English and mathematics and in the majority of other GCSE subjects.

### **Improving quality: Unsatisfactory**

The school has an appropriate programme for self-evaluation which draws from lesson observations, analysis of performance data, book scrutiny and views of pupils and parents. Most leaders have a secure understanding of the school's strengths

and areas for improvement. The school has prioritised improving the quality of teaching through a suitable programme of faculty reviews. The reviews have increased the level of accountability for teaching and structured support plans have started to improve the quality of teaching in a few areas. However, the reviews, lesson observations and work scrutiny do not focus sufficiently on the quality of pupils' work and on the impact of teaching and assessment on improving standards and skills. This is a significant shortcoming as leaders are not identifying the key areas for improvement in pupils' skills that are particularly weak in English and mathematics.

The school's self-evaluation report contains an appropriate analysis of data and highlights strengths and many areas for improvement accurately. However, there are deficiencies in the analysis. For example, the school has an overly positive view of performance in headline indicators that include wider qualifications, which are too heavily reliant on vocational and skills qualifications. In addition, the evaluation of performance across non-core GCSE subjects is limited. In a few areas, the school does not evaluate clearly enough the impact of work undertaken and is too frequently over-generous in judgements on teaching and skills.

A majority of middle leaders analyse performance data from tests and examinations consistently to determine appropriate areas for development and inform future planning. This is beginning to have an impact on improving the quality of learning resources and teaching in a few areas. A minority of faculty evaluation reports do not provide a rigorous analysis of important aspects of their faculty's work, such as the quality of teaching and the progress that pupils make in lessons and in their books. Importantly, in many faculty evaluation reports, judgements are too generous with respect to the impact of leadership and teaching on standards pupils achieve.

Most of the areas identified from self-evaluation are reflected in the school's development plan. The whole school development plan contains clear success criteria with suitably challenging targets for priorities that are linked to improving standards and raising attendance rates. Faculty development plans draw appropriately from the whole school plan and from faculty evaluation reports. However, the quality of the reports is not monitored closely enough and as a result reports vary too much in quality. A minority of development plans are too generic and do not focus well enough on prioritising their areas for improvement to have an impact on raising standards and the quality of provision. Overall, school plans for improvement are too heavily reliant on entering pupils early for examinations and placing pupils on intervention and catch-up programs rather than improving the rigour and quality of teaching and assessment experienced by pupils on a day-to-day basis.

The school has not made enough progress in addressing important recommendations from the previous inspection. In particular, leaders have made insufficient progress with respect to improving standards at key stage 4 in the headline indicators that include English and mathematics.

### **Partnership working: Adequate**

The school has strong and well-coordinated links with range of partners, stakeholders and the community. These links benefit pupils' wellbeing and enrich their learning experiences.

The school works well with partner primary schools to support the smooth transition of pupils from key stage 2 to key stage 3. These pastoral arrangements are effective in helping pupils to settle quickly into secondary school. The school is beginning to work with its partner schools to improve pupils' literacy and numeracy skills. It has recently implemented several initiatives to support the development of these skills. This includes sharing a literacy and numeracy transition teacher. However, it is too soon to assess the quality and impact of these strategies in improving pupils' skills levels.

The local consortium partnership gives post-16 pupils and those in key stage 4 suitable opportunities to access a wider curriculum. To date this year around 40% of Year 12 and Year 13 pupils have taken advantage of wider range of courses available to them.

The school has appropriate links with parents and primary carers. It works hard to engage them and to break down barriers that inhibit communication. It liaises well with external organisations to support pupils' wellbeing.

### **Resource management: Unsatisfactory**

Most teachers are well qualified and many are deployed efficiently to make best use of their subject expertise. Teaching assistants provide beneficial support, particularly for those pupils with additional learning needs. The school provides suitable professional development opportunities that link to performance management priorities for teaching and support staff. Teachers participate in a wide range of working groups in school and in other schools. These focus appropriately on the school's main priorities for literacy, numeracy and raising standards in key stage 4. However, these working groups have had limited time to make a tangible impact on improving outcomes for pupils. The school provides useful opportunities for the mentoring and coaching of new staff.

The school manages its resources efficiently and has a balanced budget despite significant staffing changes over the past 18 months. The governing body scrutinises the school's use of resources well through its finance subcommittee. The headteacher and finance manager ensure that expenditure is allocated appropriately to the school's strategic priorities as identified through whole school and departmental improvement plans.

The school's grants are managed purposefully, and the school uses its pupil deprivation grant well to improve the wellbeing of disadvantaged pupils. Recently, this has had a positive impact on the attendance rates of these groups of pupils. Despite this good financial management, in view of the outcomes achieved by pupils, the school provides unsatisfactory value for money.

## Appendix 1

### Commentary on performance data

At key stage 3, the proportion of pupils attaining the core subject indicator has increased strongly over the last three years. However, in 2014, performance remains just below modelled expectations and places the school in the lower 50% of schools based on free-school-meal eligibility. Performance in the separate core subjects at level 5 and above displays a similar improvement over the last three years, although performance is generally stronger in mathematics and science than in English. In 2014, performance in English, mathematics and science places the school in the bottom 25%, lower 50% and upper 50% of similar schools based on free-school-meal eligibility respectively. At level 6 and above, performance has generally been weak in English, although it improved quite well in 2014, average in mathematics and generally good in Science. Performance in these subjects in 2014 places the school in the lower 50%, lower 50% and upper 50% of similar schools based on free-school-meal eligibility respectively.

Over the last three years to 2014, attainment at key stage 4 in the level 2 threshold including English and mathematics has only increased modestly, and it remains lower than in 2010. Performance in this measure is well below modelled expectations. It is below the family average and places the school in the bottom 25% of similar schools based on free school-meal eligibility. This has been the case for the last 3 years. There is a similar pattern for the core subject indicator. Performance in both English and mathematics is weak. It both subjects performance is below the average of the family of schools and places the school in the bottom 25% of similar schools based on free school-meal eligibility. However, performance in Science is much stronger. It is above the average of the family of schools and places the school in the upper 50% of similar schools based on free school-meal eligibility. Performance in the level 2 threshold has improved well over the last three years. In 2014, it is above the family average and places the school in the top 25% of similar schools based on free-school-meal eligibility. Performance in the average wider capped score is well above modelled expectations and the average of the family of schools. It places the school in the top 25% of similar schools based on free-school-meal eligibility. Performance in the level 1 threshold has improved well over recent years. In 2014 it is above the family average and performance places the school in the upper 50% of similar schools based on free school-meal eligibility. This is an improvement on the previous two years. Progress made by pupils from both key stage 2 and key stage 3 to the end of key stage 4 in the indicators that include English and mathematics is significantly below expected performance in 2013. Progress made by pupils from both key stage 2 and key stage 3 to the end of key stage 4 in the indicators that include a wide range of qualifications is generally better than expected 2013.

At key stage 3, girls outperform boys in in all core subjects. The difference in the performance of boys and girls is most noticeable in English due to the performance of boys being relatively weaker than that of girls when compared with national figures for these groups. In mathematics the difference in performance by girls and boys in 2014 is minimal although it had been much wider in the previous two years when the

performance of boys had been relatively weak. At key stage 4, the performance of boys in the level 2 threshold including English and mathematics has generally been weak over the last three years and it declined noticeably in 2014. In 2014, the difference between the performance of boys and girls in this measure is over twice the difference seen nationally.

At key stage 3 the performance of pupils eligible for free school meals has generally been quite strong and has usually been above the national average for these pupils. In 2014, provisional data indicates a decline in performance by pupils eligible for free school meals in the level 2 threshold including English and mathematics. Their performance is well below national figures. Performance by these pupils in the headline indicators that include a wide range of qualification is much stronger and above that seen nationally. Pupils eligible for free school meals and those with additional learning needs make less than expected progress in headline indicators that include English and mathematics, but better than expected progress in those headline indicators that include a wider range of qualifications.

No pupils leave the school without a qualification. The proportion staying on in full time education after 16 is above national figures. A very small number of pupils have left school at 16 and are reported as being not in education, employment and training. This proportion is better local and national figures.

In the sixth form, performance in the level 3 threshold has fluctuated slightly over the last three years. In 2014, it is just below national and family averages. Performance in the average wider points score has generally improved over recent years. In 2014, it is above the family average but below the national average. Students generally make expected progress in most subjects.

In Welsh second language at key stage 3, performance has not been that strong, although it improved noticeably in 2014. However, despite the increase, performance remains below that in the family of schools and places the school in the lower 50% of similar schools based on free-school-meal eligibility. At key stage 4 in 2014, a minority of pupils achieve a level 2 threshold qualification in Welsh.

## 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	230		107 47%	117 51%	5 2%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	3%	1%	
The school deals well with any bullying	231		35 15%	145 63%	47 20%	4 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	230		90 39%	122 53%	15 7%	3 1%	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	231		55 24%	111 48%	56 24%	9 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	231		91 39%	112 48%	23 10%	5 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	9%	2%	
I am doing well at school	231		60 26%	150 65%	18 8%	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	231		77 33%	134 58%	20 9%	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	231		51 22%	107 46%	64 28%	9 4%	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	231		89 39%	109 47%	29 13%	4 2%	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	231		17 7%	114 49%	81 35%	19 8%	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	230		67 29%	111 48%	43 19%	9 4%	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		230	23 10%	147 64%	51 22%	9 4%	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		230	74 32%	135 59%	20 9%	1 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		230	62 27%	138 60%	29 13%	1 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		228	74 32%	134 59%	18 8%	2 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		230	71 31%	134 58%	21 9%	4 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		107	20 19%	58 54%	28 26%	1 1%	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%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		73	22 30%	37 51%	13 18%	1 1%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	50%	16%	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.	79	30 38%	45 57%	4 5%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	80	39 49%	39 49%	2 2%	0 0%	0	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.	80	46 57%	30 38%	2 2%	1 1%	1	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.	80	33 41%	41 51%	5 6%	1 1%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	80	15 19%	38 48%	19 24%	1 1%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	80	25 31%	47 59%	2 2%	0 0%	6	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	80	36 45%	41 51%	1 1%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	46%	2%	0%		
The homework that is given builds well on what my child learns in school.	80	29 36%	41 51%	3 4%	1 1%	6	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.	80	26 32%	36 45%	6 8%	0 0%	12	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.	79	27 34%	41 52%	5 6%	1 1%	5	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.	80	28 35%	45 56%	4 5%	1 1%	2	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'.	79	34 43%	35 44%	5 6%	1 1%	4	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.	80	31 39%	39 49%	5 6%	3 4%	2	Rwy'n cael gwybodaeth yson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	79	36 46%	38 48%	5 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	79	26 33%	41 52%	5 6%	1 1%	6	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.	80	29 36%	39 49%	8 10%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		35%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	77	22 29%	30 39%	9 12%	2 3%	14	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.	80	30 38%	38 48%	6 8%	1 1%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	79	28 35%	36 46%	5 6%	1 1%	9	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

## Appendix 3

### The inspection team

Robert Davies	Reporting Inspector
Jackie Gapper	Team Inspector
Bethan Whittall	Team Inspector
Christine Hooper	Team Inspector
Andrea Davies	Lay Inspector
Rodney Francis	Peer Inspector
Nathan Prygodzicz	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## Glossary of terms

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