



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

**Bassaleg School
Forge Lane
Bassaleg
Newport
NP10 8NF**

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:

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

Bassaleg School is a mixed 11-19 school to the north east of Newport. Currently, it has 1,767 pupils on roll with 502 in the sixth form. This is slightly more than at the time of the last inspection.

The school is situated on the outskirts of the city of Newport. The majority of pupils who attend the school come from the city, and a minority come from the more rural areas.

Pupils come mainly from five partner primary schools. Around 7% of pupils are eligible for free school meals. This is much lower than the national average of 17.5% for secondary schools in Wales. Fewer than 2% live in the 20% most deprived areas in Wales.

Around 3% of pupils have statements of special educational needs compared with 2.4% for Wales as a whole. Around 12% of pupils have a special educational need, which is lower than the national average of 20.1%.

Most pupils are from a White British background. There are a very small number of pupils from ethnic minority backgrounds in the school. Very few pupils speak English as an additional language or speak Welsh fluently.

The headteacher has been in post since September 2010. The leadership team is made up of the headteacher, two deputy headteachers, three assistant headteachers and one seconded head of department.

The individual school budget per pupil for Bassaleg School in 2014-2015 is £4,045 per pupil. The maximum per pupil in the secondary schools in Newport is £5,014 and the minimum is £3,941. Bassaleg School is sixth out of the eight secondary schools in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of Bassaleg School is good because:

- nearly all pupils achieve at least five qualifications equivalent to GCSE grades A*-C;
- teaching is sound in many lessons;
- pupils have very positive attitudes towards the school and are engaged fully in their learning;
- pupils' wellbeing is a high priority and there is good provision to support the needs of all pupils; and
- the school works very effectively with a range of providers to enhance pupils' learning experiences.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear vision for the continuous development of the school and is supported well by the leadership team;
- the senior leaders have a clear understanding of the school's key priorities for improvement;
- there are useful initiatives in place that support the continuous improvement of teaching and learning; and
- the governing body challenges the school to improve and holds the school to account effectively.

Recommendations

- R1 Improve pupil outcomes in mathematics at key stage 4
- R2 Increase opportunities for pupils to develop their numeracy skills progressively, across the curriculum
- R3 Improve pupils' punctuality to lessons
- R4 Ensure that improvement planning at all levels includes precise actions to meet clear, measurable targets

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Over the past four years, at key stage 4, the school has consistently performed better than the national average in all key indicators. Provisional data suggests that the school's performance in the indicator that contains at least five equivalent to grades A*-C, including English and mathematics, fell slightly in 2014. This performance is below the family average and places the school in the lower half of similar schools, based on eligibility for free school meals, after being in the upper half in 2013.

Performance in nearly all key indicators places the school in the upper half of similar schools based on eligibility for free school meals.

At key stage 3, performance at level 5 and above in English and mathematics fell slightly in 2014, but the school remains in the top half of similar schools. At level 6 and above, performance in both subjects places the school in the top quarter of similar schools and is above the family average. In science at level 5 and above, performance remains high and places the school in the top quarter of similar schools. At level 6 and above, performance places the school in the lower half of similar schools based on eligibility for free school meals.

Performance in the core subject indicator fell in 2014 but remains well above expectations. It is slightly below the average for its family of schools after being above it in the three previous years. When compared with similar schools, performance places the school in the lower half.

By the end of key stage 3, pupils' progress from the previous key stage is above expectations in mathematics and science but not in English where it is slightly below.

No pupils have left the school without a qualification in the last four years. This compares favourably with the averages for similar schools and nationally. In 2013, nearly all pupils stayed in education or training.

In 2014, students' performance in the sixth form has fallen very slightly for the second consecutive year. This places the school below the family and national averages in the level 3 threshold and in the lower half of the family in the average points scored.

There is little difference between the performance of boys and girls at key stage 4 over the past three years. However, at key stage 3, in the core subject indicator, the gap between the performance of boys and girls is significantly greater than the average in the family of schools and in schools nationally. Boys continue to perform better than boys in other schools in the same family and nationally.

Provisional data for 2014 suggests that the gap between the performance of pupils who are eligible for free school meals and other pupils in the level 2 threshold including English and mathematics is the largest in the family of schools and slightly above the national average. However, in the level 2 threshold, the gap has been lower than the average in the family and nationally in two out of the last three years.

Pupils make very good progress in Welsh second language. Performance at key stage 3 is above the family and national average and has placed the school in the top quarter of similar schools for each of the last three years. At key stage 4, nearly all pupils are entered for a GCSE qualification with most achieving A*-C grades. This is significantly above the national average.

In almost all lessons, pupils demonstrate positive attitudes to their learning and develop their skills effectively. Many pupils work well independently and with others. They recall previous learning well and use it to extend their learning into new areas. Many pupils speak confidently, although a minority provide more limited and underdeveloped verbal responses. Most pupils listen to their teachers with attention and respect, and many do so to their peers. Many pupils read and write confidently. They use a suitable range of reading strategies and the technical accuracy of their writing is secure. More able pupils produce well-crafted and sophisticated writing.

Most pupils develop their numeracy skills well as they progress through the school. Many pupils recall number facts quickly and accurately and have efficient mental and written methods for number calculations. Many are also making good progress in using numerical reasoning to solve problems, but a minority lack confidence in using suitable numeracy techniques to solve everyday problems in different contexts. However, this is mostly in their mathematics lessons. Most pupils do not use or develop their numeracy skills at an appropriate level, sufficiently, in other subjects.

Wellbeing: Good

Most pupils know how to be healthy and make healthy eating choices. They participate in a wide range of physical activities that promote healthy living.

Nearly all pupils feel safe at school and have confidence in the school's procedures for dealing with bullying. They know how to get support if they need it.

Nearly all pupils behave well. Most have a very positive attitude in lessons, are well motivated and enjoy learning.

Attendance has improved very slightly over the past four years. However, in 2014, it is lower than the average in the family of schools and places the school in the lower half of similar schools based on eligibility for free school meals. The number of days lost as a result of exclusions is low.

The school site is very large. However, a minority of pupils arrive unacceptably late to their lessons, particularly after morning break.

Pupils express their views about school life effectively through bodies such as the school council. This has contributed to the renovation of the school toilets, updating of the school uniform and helpful amendments to the school's policy on the use of mobile phones. Many are involved widely in their local communities through close liaison with charities and with local community councils.

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

The school offers a broad and balanced curriculum that meets fully the needs of all learners. Strong transition arrangements, including very effective links with partner primary schools, ensure that learners are well supported across key stages.

At key stage 4, the school provides an effective range of learning pathways including imaginative provision for learners at risk of disengagement. This has contributed to a significant rise in the proportion of pupils gaining higher level qualifications.

The school offers a comprehensive range of extra-curricular activities, which support learners' wider development very well. Take-up rates for these activities are high.

The school supports the development of pupils' literacy skills very well. The provision for the development of pupils' numeracy skills is not as advanced. Support for those pupils with weaker literacy and numeracy skills is very effective. As a result, these pupils make significant improvements and acquire the skills needed to make expected progress across their subjects.

The school supports the development of pupils' communication and thinking skills very well. Recent, imaginative use of new digital technologies has enhanced this support.

The school's provision for the Welsh second language is comprehensive. Many pupils follow a short course. Attainment levels of most pupils in full and short course Welsh second language are very high. The popularity of the subject in key stage 4 has resulted in the good take-up of an Advanced Level course.

The Welsh dimension is developed well through a wide range of initiatives. The school provides beneficial opportunities for pupils to develop their knowledge of Welsh culture and history through the curriculum, the annual eisteddfod and residential courses.

The school succeeds in developing pupils' understanding of the need to live sustainably. Pupils' understanding of global citizenship is very secure. Their charitable activities evidence this global awareness very well.

Teaching: Good

Nearly all teachers have very productive working relationships with pupils. Most teachers plan their lessons carefully and build well upon pupils' prior learning. They use a helpful range of methods and resources that stimulate and engage pupils well. This encourages pupils to work hard and helps them to make good progress.

In a few lessons, where teaching is most effective, teachers have very high expectations of their pupils. In these lessons there is a high level of challenge and a brisk pace to pupils' learning. Teachers use incisive questioning to probe and occasionally challenge pupils' understanding very well. In these lessons, pupils make excellent progress.

In a few lessons, teachers make very effective use of digital technology. This increases significantly the engagement and motivation of pupils. It allows them to be more involved in their own learning and to benefit from purposeful collaboration with other pupils in and outside of school hours.

In a minority of lessons, where teaching is not as strong, teachers ask too many closed questions. They do not always have high enough expectations of their pupils or challenge them to succeed well enough. In a very few lessons, teachers do not manage low-level disruption effectively.

Many teachers give effective oral and written feedback, which provides pupils with clear guidance on how to improve their work. Where marking is most effective, teachers provide a balance of advice and challenge that prompts pupils to extend their own learning. They use effective strategies to ensure that pupils respond thoughtfully to the high quality feedback.

Many teachers support the development of pupils' literacy skills well through their marking. A majority of teachers make purposeful use of peer and self-assessment. The school uses a comprehensive tracking system that allows leaders to monitor pupil progress and identify any under-achievement promptly. Senior and middle leaders generally use this information well.

Parents receive detailed and informative reports on the progress of their children. Many parents feel that they are well informed about their child's achievement and progress. An exceptional feature of the annual reports is the inclusion of specific guidance on pupils' progress in literacy and numeracy and the next steps for their development.

Care, support and guidance: Good

The school provides a caring and supportive environment that has a positive impact on many aspects of pupils' personal development.

The school has appropriate arrangements to promote healthy eating and drinking. It ensures that pupils are able to make healthy eating choices and attend a wide range of extra-curricular activities that promote healthy living. The school has an effective and enthusiastic school nutrition action group.

The school provides a helpful range of information and guidance for pupils and parents regarding options and career paths.

Pastoral support is comprehensive and well organised. It makes an important contribution to pupils' wellbeing and progress in school.

The carefully planned and organised “Learning for Life” lessons, together with the morning assembly and tutor period programme, promote pupils’ spiritual, moral, social and cultural development well.

The school’s provision for pupils with additional learning needs is well managed and effective. It provides very good support for these pupils and has a positive effect on their development. The school works very well with a wide range of external agencies and specialist services to meet the specific needs of vulnerable pupils. This support is instrumental in ensuring that these pupils make very good progress.

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

Learning environment: Good

The school has a very positive and supportive ethos, which is reflected strongly in the experience of all learners. The school’s ‘tradition for excellence’ provides a good level of challenge and expectation, for both teachers and pupils. The school is a fully inclusive community where pupils have equal opportunities to succeed.

The internal accommodation varies in quality but is well maintained and mostly fit for purpose. Sports facilities are extensive and well used. Classroom displays celebrate pupil achievement and also support current and future learning. Pupils have enough books and equipment to do their work and there is good provision for information and communication technology. The school fields are extensive and of good quality. A very few health and safety concerns regarding aspects of the school buildings and grounds were raised with the school during the inspection.

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

The headteacher provides purposeful leadership. She is ably assisted by an effective senior leadership team. Together, they provide clear vision and strategic planning, and valuable critical reflection. They set high expectations, which are communicated effectively to all staff, through coherent management and committee structures. The strategic priorities are focused strongly on improving quality and standards, and link well with national priorities.

Leaders understand clearly their roles and responsibilities, which are outlined in detailed job descriptions. Most senior leaders hold middle leaders to account well. However, in a few cases, senior leaders do not challenge middle leaders robustly enough to ensure greater consistency with the quality of self-evaluation documentation and the quality of marking in a minority of books.

The coherent management and committee structures across the school, together with open lines of communication, afford valuable opportunities to share and develop the vision of aiming for excellence. Meetings are regular, and agendas for all meetings have a beneficial focus on teaching and learning, and raising standards.

Senior and middle leaders use data well. Extensive use is made of performance data to identify underachievement in subjects and to provide targeted intervention where appropriate. Most middle leaders set challenging targets to raise pupils' performance.

The school challenges and manages performance suitably. The well-managed performance management system provides personal development for both teaching and support staff. The current performance management cycle is robust. Most targets are challenging and set in line with school and individual needs. Where there is underperformance, the school has a supportive and mostly effective system to deal with this issue.

The governing body's strategic management of the school is very strong. It challenges, supports and provides a strong sense of direction for the work of the school. It understands its role clearly and holds the school to account effectively for its actions. There is a specific governors' committee that challenges the school's performance, procedures and policies robustly. Governors are well informed through detailed reports, scrutiny of data and presentations from teaching staff, support staff and pupils. The finance committee monitors expenditure and its impact on outcomes effectively.

The school takes a thorough account of local and national priorities. It is taking appropriate measures to improve the attainment of pupils eligible for free school meals and has developed very well the literacy skills of most pupils. The school has worked productively both with the local authority and Newport secondary schools to develop a collaborative approach to post-16 education.

Improving quality: Good

Self-evaluation and improvement planning are a central part of the school's life and work. The school bases its self-evaluation report and reports of annual departmental self-evaluations on a good range of evidence. This includes data analysis, records of lesson observations, and the outcomes of regular scrutinies of samples of pupils' books. The arrangements enable the school to have a generally sound understanding of its strengths and areas for development.

The majority of lesson observations provide appropriate judgements on standards and teaching, along with constructive advice to help teachers improve practice. A minority of observations are too generous or do not give enough attention to the standards pupils achieve. Senior leaders work well with departments to ensure that book scrutinies provide evidence of the standards pupils achieve, as well as the activities they undertake and how well teachers mark their work.

Data analyses are thorough and rigorous in the main, although they do not always give enough attention to comparisons of performance with similar schools. The school's work on evaluating data and planning for improvement has helped to maintain a sound level of performance in many key indicators.

There is a clear link between the school's self-evaluation report and improvement plan. The plan sets out clear targets for improvement. It includes many suitable actions to drive improvement and notes responsibilities for monitoring progress and suitable timescales for action. However, a minority of actions are not detailed enough to define clearly how improvements will be achieved.

Improvement plans prepared by departments address issues identified in their self-evaluation reports as well as relevant whole-school priorities. In the main, they include suitable actions for improvement in the areas identified. Common templates are used to promote the consistency of evaluation reports and improvement plans. However, there is too much variation between departments in the detail provided of the targets for improvement, the action to be taken and the criteria by which success is measured.

The school has appropriate arrangements, including the school council and parents' forum, for collecting the views of pupils and parents on many aspects of school life. These have resulted in changes to school procedures and facilities. A few departments have developed very effective systems for taking account of pupils' views on the effectiveness of teaching and involving them in decisions about how they learn.

Partnership working: Excellent

The school's exceptional partnerships with a good range of agencies have contributed very significantly to improving the standards and wellbeing of vulnerable learners. In particular, the school's collaborative intervention work for these pupils, and those with additional learning needs, is of very high quality. There is a highly co-ordinated approach to early identification of pupils with social, emotional and learning needs within the school, and from a range of partner schools. The school plans and implements comprehensive support programmes, to address the needs identified.

The school has widened curricular choices successfully for all pupils. This includes highly effective and relevant learning pathways for the most vulnerable pupils. Together with tailored careers advice, this cohesive support package has significantly increased pupils' engagement and wellbeing. As a consequence these pupils remain in school and obtain valuable qualifications to move successfully on to the next stage of their lives.

Transition work with partner primary schools is of a very high quality. It supports pupils effectively both academically and pastorally as they move between schools. A particular strength is the Bassaleg cluster's joint development of a highly innovative tool for the assessment, tracking and standardisation of pupils' skills against the Literacy and Numeracy Framework.

The school is committed to continuous development in teaching and learning and has shared its practice generously through extensive local and national educational networks. Links with the community and business partnerships are strong. Pupils raise significant sums of money for local, national and international charities. By providing a wealth of valuable information, the school encourages parents to play an active role in the progress of their children.

Resource management: Good

The headteacher and business manager monitor the school's finances meticulously. The governors' finance sub-committee maintains a thorough overview of financial decisions. Spending decisions link closely to identified areas for development and improvement. The school makes good use of its financial resources to meet pupils' needs. Sixth-form provision is cost effective. The school uses data effectively for budgeting purposes.

The school deploys its teaching and support members of staff well to make effective use of their specialist skills and expertise.

There is a strong commitment to continuous professional development. This has enabled the school to develop as a strong learning community, which promotes a culture of collaboration and critical reflection. A range of staff lead the whole-school professional learning experiences successfully and best practice is shared skilfully.

The school makes suitable use of the pupil deprivation grant to support the progress and wellbeing of pupils eligible for free school meals.

The use of shared resources through strong partnership work provides good value for money as this contributes to stronger outcomes for pupils.

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

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator fell in 2014 by a similar amount to the rise in 2013. This places it slightly below the average for its family of schools after being above it in each of the three previous years. When compared with similar schools based on levels of eligibility for free school meals, performance places the school in the lower half. However, in 2014, performance in the core subject indicator is well above expectations.

In English, performance at level 5 and above has been fairly consistent but fell slightly in 2014. This places the school in the top half of similar schools based on eligibility for free school meals after being in the top quarter in each of the three previous years. Performance in 2014 is below the family average after being above it in each of the three previous years. Performance in English at level 6 and above has improved in each of the last three years. In 2014, it is above the family average and places the school in the top quarter compared with similar schools in terms of free-school-meal benchmarks. After a rise in 2013, performance in mathematics at level 5 and above fell in 2014. This performance is below the average for the family of schools after being above it for the three previous years and moves the school into the top half of similar schools based on eligibility for free school meals, after being in the top quarter for the three previous years. At level 6 and above, performance in mathematics fell in 2014 but remains above the average for the family of schools and places the school in the top quarter of similar schools based on eligibility for free school meals. In science, performance at level 5 and above remained consistently high. This performance is above the average for the family of schools and places the school in the top quarter of similar schools according to free-school-meal eligibility, where it has been for each of the three previous years. Performance at level 6 and above has risen since 2011 but places the school very close to the bottom quarter of similar schools.

By the end of key stage 3, pupils' progress from the previous key stage is above expectations for all indicators except English where it is slightly below.

In key stage 4, performance has fluctuated slightly in many of the key indicators over the past three years. During that period, the school has consistently performed better than the national average in all key indicators. In 2013, the school performed better than the average for its family of schools in nearly all of those indicators. However, in the previous two years, the school performed below the family average in the majority of key indicators. Performance in the level 2 threshold including English and mathematics has remained fairly constant over the past three years with a slight improvement in 2013. This performance was above the family average and placed the school in the top half of similar schools, based on eligibility for free school meals, after being in the lower half in 2012. Provisional data for 2014 suggests that performance in this indicator has fallen slightly.

Nearly all pupils have achieved the level 1 threshold in the last four years. In 2013, performance placed the school in the top quarter of similar schools and above the average for its family and schools nationally for the third consecutive year. Performance in the level 2 threshold improved significantly in 2013 and was above the family average. This placed the school in the top quarter of similar schools after

being in the lower half in each of the two previous years. Provisional data for 2014 suggests that performance in this indicator has improved further. Pupils' performance in the core subject indicator also improved in 2013, and was above the family average. It placed the school in the top quarter of similar schools after being in the lower half in each of the two previous years. Provisional data for 2014 suggests that performance in this indicator has fallen in 2014 and is close to where it was in 2011.

In English, performance at grade C or above has been consistently above the average for its family and similar schools. Provisional data for 2014 suggests this will remain the situation. In mathematics, performance has been consistently lower than in English and has placed the school in the lower half of similar schools. Provisional data for 2014, suggests a further slight decline in performance.

Pupils' progress by the end of key stage 4 is close to expectation in around half of the key indicators but significantly below expectation in the level 2 threshold including English and mathematics and in the core subject indicator.

No pupils have left the school without a qualification in the last four years. This compares favourably with other similar schools and national averages. In 2013, nearly all pupils stayed in education or training.

Performance in the sixth form fell very slightly in 2013 for the second consecutive year. It remained close to the average for other schools in the family but above the averages for schools locally and nationally. In 2013, most pupils achieved the level 3 threshold grades (A-C in two A levels). For the first time girls performed better than other girls in the family, but boys' performance remains lower than that of boys from other schools in the family. The average points scored remains consistently below the average performance of similar schools, but compares well with the national average. Provisional data for 2014 suggests a further fall to below the family and national averages in the level 3 threshold and below the family average in the average points scored.

There is little difference between the performance of boys and girls at key stage 4 over the past three years. However, at key stage 3, in the core subject indicator, the gap between the performance of boys and girls is significantly greater than the average in the family of schools and in schools nationally. In both science and mathematics at level 5 and above, and level 6 and above, the gap is greater than the average in the family and nationally. However, boys continue to perform better than boys in other schools in the same family or boys nationally. Only in English does boys' performance not compare well with that of boys in other schools in the same family.

Over the last three years, the gap between the performance of pupils who are eligible for free school meals and other pupils has fluctuated. At key stage 4, in the level 2 threshold including English and mathematics, the gap has been greater than the average in the family of schools and nationally in two out of the last three years. Provisional data for 2014 suggests that this will be the case again. However, in the level 2 threshold, the gap has been lower than the average in the family and nationally in two out of the last three years. In 2014, pupils eligible for free school meals have performed better than the average in the family of schools in most key indicators, but not in the level 2 threshold including English and mathematics or in the core subject indicator.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	438	187	226	21	4	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	52%	5%	1%	
		43%	52%	3%	1%	
The school deals well with any bullying	438	65	253	93	27	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		15%	58%	21%	6%	
		26%	58%	14%	2%	
I have someone to talk to if I am worried	438	128	245	56	9	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		29%	56%	13%	2%	
		38%	53%	8%	1%	
The school teaches me how to keep healthy	438	71	246	107	14	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		16%	56%	24%	3%	
		23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	437	140	221	66	10	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		32%	51%	15%	2%	
		45%	45%	9%	2%	
I am doing well at school	437	148	266	18	5	Rwy'n gwneud yn dda yn yr ysgol.
		34%	61%	4%	1%	
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	437	158	247	27	5	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		36%	57%	6%	1%	
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	434	83	225	103	23	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		19%	52%	24%	5%	
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	437	154	223	50	10	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		35%	51%	11%	2%	
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	437	36	239	140	22	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		8%	55%	32%	5%	
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	436	100	223	89	24	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		23%	51%	20%	6%	
		29%	51%	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		431	49 11%	198 46%	155 36%	29 7%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		434	130 30%	279 64%	18 4%	7 2%	Rwy'n cael fy annog i wneud pethau drosaf 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		438	126 29%	244 56%	59 13%	9 2%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background		436	143 33%	249 57%	38 9%	6 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		436	139 32%	258 59%	32 7%	7 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		167	30 18%	65 39%	51 31%	21 13%	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		139	37 27%	65 47%	25 18%	12 9%	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.	98	36 37%	53 54%	6 6%	1 1%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	99	42 42%	55 56%	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.	98	53 54%	43 44%	1 1%	0 0%	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.	98	38 39%	49 50%	6 6%	0 0%	5	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	99	22 22%	49 49%	14 14%	3 3%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	99	23 23%	62 63%	6 6%	3 3%	5	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	99	40 40%	56 57%	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.	99	25 25%	54 55%	6 6%	4 4%	10	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		31%	54%	8%	2%		
Staff treat all children fairly and with respect.	96	26 27%	51 53%	7 7%	0 0%	12	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	49%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	99	19 19%	55 56%	9 9%	1 1%	15	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		32%	53%	7%	1%		
My child is safe at school.	98	34 35%	56 57%	3 3%	1 1%	4	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'.	88	17 19%	38 43%	9 10%	3 3%	21	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.	97	25 26%	46 47%	21 22%	3 3%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	99	42 42%	44 44%	8 8%	3 3%	2	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.	99	20 20%	55 56%	11 11%	2 2%	11	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.	98	30 31%	60 61%	5 5%	1 1%	2	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.	95	19 20%	42 44%	5 5%	2 2%	27	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.	98	29 30%	51 52%	10 10%	4 4%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	99	29 29%	58 59%	2 2%	3 3%	7	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Mr Tony Sparks	Reporting Inspector
Mr William Gwyn Thomas	Team Inspector
Mr Hugh Davies	Team Inspector
Mr Alan Lowndes	Team Inspector
Mrs Mamta Arnott	Team Inspector
Mr David Ivor Hughes	Team Inspector
Mrs Andrea Louise Davies	Lay Inspector
Mr Matthew Vickery	Peer Inspector
Mrs Victoria Lamb (Deputy Head)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

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