



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

**Birchgrove Comprehensive School
Birchgrove Road
Birchgrove
Swansea
SA7 9NB**

Date of inspection: November 2013

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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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

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Publication date: 10/01/14

Context

Birchgrove Comprehensive School is an 11 to 16 co-educational community school maintained by Swansea local authority. There are currently 648 pupils on roll, compared with 760 pupils at the time of the last inspection in 2007. The school serves a suburban area between Neath and Swansea on the eastern side of Swansea. About half of the pupils come from homes that are neither economically disadvantaged nor prosperous. Two of the catchment areas are 'Communities First' target areas and are among the most socially deprived areas in Wales. Very few pupils are fluent in Welsh and almost all pupils are from English speaking homes. Around 3% of pupils are from minority ethnic groups. The school admits around 50 pupils each year who have chosen to attend the school from outside its catchment area.

Pupils at the school represent the full range of ability. Around 25% have additional learning needs, which is higher than the national average of 19.2%. Four per cent of pupils have statements of special educational need, which is higher than the national average of 2.5%. Around 25% of pupils are entitled to free school meals, which is significantly higher than the national average of 17.7%. The school has a specialist teaching facility that caters for a small number of children with moderate to severe learning difficulties.

The headteacher was appointed in 2009. The senior leadership team consists of the headteacher, a deputy headteacher, an assistant headteacher, a seconded director of learning and a business manager.

The individual school budget per pupil for Birchgrove Comprehensive School in 2013-2014 means that the budget is £4,941 per pupil. The maximum per pupil in the secondary schools in Swansea is £6,016 and the minimum is £4,079. Birchgrove Comprehensive School is third out of the 14 secondary schools in Swansea 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 Birchgrove Comprehensive School is good because:

- in key stage 4, over the past three years, performance in indicators that include English and mathematics is strong, and compares favourably with that in similar schools;
- pupils entitled to free school meals perform better than those in similar schools in both key stage 3 and key stage 4;
- many pupils make very good progress in their literacy and numeracy skills;
- most pupils behave well and have positive attitudes to learning;
- teaching is effective in many lessons; and
- the quality of care support and guidance, especially for those in vulnerable groups, is high.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher and senior leaders provide the school with strong and purposeful leadership;
- the extremely well-informed governing body provides the school with active and conscientious support;
- the school has a systematic approach to self-evaluation, which ensures that leaders and managers have a clear picture of its strengths and areas for improvement;
- there is a clear link between whole school self-evaluation and planning for improvement; and
- the school's business manager, together with the support of the headteacher and governors, plans and manages the school's finances well.

Recommendations

- R1 Raise standards achieved by boys in the level 2 threshold including English and mathematics
- R2 Raise the challenge in teaching to match best practice in the school
- R3 Improve the quality and consistency of marking and feedback to pupils
- R4 Ensure that departmental improvement plans include clear actions and measurable success criteria
- R5 Eliminate the budget deficit

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In key stage 4, performance in indicators that include English and mathematics has been above the similar schools average and better than modelled expectations for two of the last three years. Performance in the indicator that includes the equivalent of five grade 'Cs or above at GCSE has fluctuated over the last three years and, in 2013, is slightly below the similar schools average. In 2013, no pupil left the school without a qualification and nearly all remain in full time education.

In key stage 3, the proportion of pupils gaining level 5 or above in English, mathematics and science in combination has improved since 2010. In 2013, this performance is above the average of similar schools. Performance has improved in mathematics, English and science over the last three years. In 2013, performance in these subjects compares favourably with that in similar schools.

When compared with their performance in previous key stages, pupils make good progress in most indicators.

In key stage 3, the difference between the performance of boys and girls is less than the family average in nearly all key indicators. However, in key stage 4, boys do not perform as well as those in similar schools in indicators that include English and mathematics.

Pupils entitled to free school meals perform significantly better than those in similar schools in both key stage 3 and key stage 4. This is a strength of the school. In general, pupils with additional learning needs and those with English as an additional language perform in line with expectations.

In many lessons, pupils make good progress in gaining new subject knowledge. Many pupils recall prior learning well and demonstrate a secure grasp of subject terminology. In many lessons, most pupils apply their prior learning to new situations effectively. In these lessons, pupils develop well their understanding of key subject concepts. In a few lessons, pupils respond positively to very challenging activities and make exceptional progress. These pupils make creative links to draw well-considered conclusions. They also make very good progress in their thinking skills and develop a deep understanding of key ideas. However, in a few lessons, a minority of pupils do not have a secure enough understanding of their work and do not make enough progress in their knowledge or skills. In a very few lessons, pupils show a lack of interest in their learning and do not take an active part in learning activities. In a majority of subjects, pupils develop their understanding well in useful self and peer evaluation tasks. During these tasks, however, a minority of pupils set targets that do not provide clear or specific advice on how to improve.

Many pupils are confident readers and are able to extract relevant information from a range of sources to develop their vocabulary and understanding. In a majority of

subjects, pupils write well at length for a variety of purposes. Many pupils write accurately with relatively few spelling and punctuation errors. These pupils understand and apply the rules of grammar appropriately and take pride in the presentation of their work. A few pupils do not organise their written work into paragraphs well enough. In a few lessons, pupils do not produce enough extended writing and complete undemanding tasks such as copying or gap-filling.

Most pupils listen attentively to their teachers and one another. In group discussions, many pupils express their ideas clearly using a wide general and subject specific vocabulary. However, a few pupils, especially girls, lack confidence when speaking in front of the class.

Many pupils have good numeracy skills and apply these skills well in a wide range of subjects across the curriculum. These pupils are able to perform mental and written calculations quickly and accurately. Many pupils are able to construct graphs correctly and infer meaning from patterns in data.

A majority of pupils have difficulties in reading, writing or numeracy upon entry to the school. These pupils make very good progress in intervention groups.

Over the last three years, many pupils in key stage 4 have gained level 2 Essential Skills Wales qualifications in communication, application of number and information and communication technology (ICT). Over the same period, most pupils also attained level 1 qualification in the wider skills.

In Welsh second language at key stage 3, performance is improving and in 2013 was above the family average. In key stage 4, the proportion gaining a level 2 qualification in either short course or full course Welsh compares favourably with that in other schools. In a few lessons other than Welsh, pupils develop their ability to use the Welsh language well.

Wellbeing: Good

Nearly all pupils have a good understanding of how to eat and drink healthily and the importance of taking regular exercise. Participation rates in extra-curricular activities are very high. Most behave well and nearly all feel safe in school. Most pupils think that the school deals effectively with any incidents of bullying. However, a very few pupils exhibit poor behaviour in lessons and around the school.

Over the last four years, exclusion rates have reduced and in 2013 are lower than local authority and all Wales figures. Attendance over the last four years compares well with that of similar schools. Unverified data indicates that attendance for the first half of the 2013 autumn term has improved when compared with that in the same period the previous year.

Most pupils are considerate and relate well to each other and to adults. Most are well motivated and have positive attitudes to learning. They sustain concentration and engage well with learning activities.

Across the school, 'pupil ambassadors' provide effective support to their peers, including helping pupils to settle into school life and in developing their reading skills. The school council has been an effective voice in influencing decision making in the school. This includes changes to the school uniform and the organisation of curriculum groups. The healthy eating group has had an influence on food choices in the canteen and helped the eco group with the development of the school garden. Together, these activities help pupils to develop a strong sense of responsibility, as well as enhancing their social and life skills.

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

At key stage 3 and key stage 4, the school provides a broad and balanced curriculum that meets statutory requirements.

At key stage 3, dedicated classes for more able and talented pupils and those with additional learning needs help to meet these pupils' needs well. The school has paid particular attention to the development of literacy and numeracy skills by introducing valuable additional sessions taught by English and mathematics staff. In addition, to help pupils apply these skills across the curriculum, the school has beneficially introduced a further numerical reasoning lesson in Year 7 and a literacy reinforcement lesson in Year 8. These arrangements complement the school's successful intervention programmes for pupils experiencing difficulties in their basic skills. The school is planning well to meet the needs of the literacy and numeracy framework in subjects across the curriculum.

At key stage 4 there is an appropriate range of general and vocational options. This includes alternative provision for vulnerable groups of pupils. This has a positive impact on their wellbeing and attainment.

Work with partner primary schools to help develop literacy provision is well established and there are good arrangements to ensure the consistency of the assessment of pupils' work in the core subjects and Welsh as they move schools.

There is a very wide range of well-attended extra-curricular opportunities. These meet the interests and needs of a very wide range of pupils and include musical, creative and sporting activities. Furthermore, staff give generously of their time to provide additional coaching sessions and other help for pupils who need support with their lessons. This includes well-attended additional revision sessions, with a few beginning at 7 am.

Welsh language provision is very good and all pupils follow either the full or short course qualification. Initiatives such as the "Siw' mae?" day help to increase pupils' confidence and willingness to use their Welsh. Many subjects plan useful opportunities to develop pupils' understanding of the Welsh dimension. Welsh culture is promoted well through events such as the eisteddfod and educational visits, for example to the National Assembly of Wales.

The school has an active and enthusiastic eco group, which is helping to increase pupils' understanding of sustainable development. Pupils have effective opportunities to learn about global citizenship in subjects such as religious education and geography. They have valuable opportunities to develop responsibilities in this area, through leading a variety of fund-raising projects for local and international charities.

Teaching: Good

Across the school, nearly all teachers have a secure subject knowledge and are effective language models. Most staff have very good working relationships with pupils.

In a very few lessons, there is inspirational teaching. In these lessons, teachers have exceptionally high expectations of what pupils can achieve. These teachers are creative and plan stimulating activities that secure a fast pace of learning. They use information from assessment effectively to plan work that extends more able pupils and supports those of lower ability. In these lessons, teachers use questioning skilfully to challenge pupils' ideas and promote deep learning.

In many lessons, teachers use effective starter activities to engage pupils' interest and develop their thinking. Many teachers use well-chosen strategies to support pupils' reading and develop their understanding of unfamiliar vocabulary. In many lessons, teachers use questions effectively to probe and extend pupils' understanding. In the majority of lessons, teachers deploy well-informed learning support assistants to ensure that pupils with additional learning needs make good progress. Where appropriate, many teachers provide effective opportunities to develop pupils' numeracy.

However, in a few lessons, teachers' expectations are not high enough and tasks are not challenging enough. In addition, teachers in these lessons do not match work well enough with pupils' ability. In a few lessons, teachers make overly-long presentations and ask too few open questions. In these lessons, too much direction by the teacher limits the development of pupils' self-reliance. In a very few lessons, teachers do not manage pupils' behaviour successfully.

Nearly all teachers mark work frequently. However, the quality of written feedback in pupils' books is inconsistent within and between subject areas. Although all books include supportive comments, around half lack specific enough advice to pupils on how to improve their work.

The school has robust systems to monitor and track pupils' progress effectively. Many departments use the information generated well, to identify and address underperformance. Reports to parents are clear and informative. There are useful opportunities for pupils and parents to contribute to the report.

Care, support and guidance: Good

The school makes appropriate arrangements for promoting healthy eating and drinking and develops well pupils' understanding of how regular exercise and

balanced diet can lead to healthy lives. The school's provision for care, support and guidance is effective and has a clear impact on pupils' standards and wellbeing. This is supported well by the successful implementation of the school's behaviour policy and comprehensive reward systems. The school promotes effectively the development of pupils' spiritual, moral, social and cultural development.

The school has a wide range of effective procedures and processes to meet the needs of vulnerable pupils and support their personal and social development. The school's care support and guidance staff work closely with a wide range of external partners to support pupils' wellbeing effectively.

The school's collaborative approach to resolving conflicts is highly effective in reducing disputes amongst pupils. This has a positive influence on school life.

In mainstream classes, pupils with additional learning needs receive appropriate support. The specialist teaching facility caters very well for those with specific additional needs, including sensitive and caring support for those with profound and multiple learning difficulties. This is a real strength of the school.

The school makes good provision for specialist services, information and guidance. This includes valuable advice and guidance about option choices for the end of key stage 3 and key stage 4 and those in vulnerable groups.

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

Learning environment: Good

The school has a positive and inclusive ethos. Its motto, "Taking Pride in Achievement", is strongly reinforced on a daily basis by the very committed and loyal teaching staff. All pupils have equal access to all areas of the school's provision and the school does not tolerate any form of stereotyping, racism or harassment.

The school's buildings and grounds provide a pleasant environment that support effective teaching and learning. These are very well maintained. The library has recently been replaced with a new purpose-built specialist resource centre called 'the learning zone'. This is very well used by pupils and staff to enhance learning. Provision for ICT is very good. Informative and attractive displays stimulate learning and celebrate pupils' creative and written achievements.

The recently developed wooded area known as the 'nature reserve' provides an exciting extra resource, which is used to help pupils gain a better understanding of the natural environment.

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

The headteacher and senior leaders provide the school with strong and purposeful leadership. Working effectively with the school's governors, they have been successful in promoting a shared vision for the school. This is based on high expectations, improving outcomes and meeting pupil needs through a supportive and close school community.

The senior leadership team sets out clear priorities and provides firm strategic direction for the school. It has aspirational targets for the school, which, together with the support of the school's committed staff, have led to improved outcomes for pupils.

The school's revised management structures are consistent with its strategic direction. Overall, they support school improvement successfully and provide for accountability through appropriate line management arrangements. The extended leadership and management team helps to ensure a fair distribution of responsibilities.

Across the school, staff have a sound understanding of the requirements and expectations of their role, which are well defined in comprehensive job descriptions. Many middle managers have risen well to the challenge of their leadership role. However, a few do not fulfil their roles well enough in direct relation to the school's specific strategic aims.

The school has a clear calendar of management meetings, with agendas driven by the school's priorities for improvement. This means that staff at all levels have a sound awareness of whole-school priorities and how they can contribute to them.

The school has an effective system of performance management. The cycle of reviews that take place with line-managers determine challenging targets for staff and help to identify professional development needs. Senior leaders use data well to identify and challenge any underperformance and, where appropriate, address this robustly and sensitively.

Governors provide the school with active and extremely conscientious support. They know the school particularly well and have a strong understanding of their challenge and support role, which they undertake in a highly effective manner. For example, governors use their exceptional knowledge of the school's performance data to discuss progress with subject leaders or monitor the impact of recently introduced curriculum arrangements. Governors scrutinise the school's finances carefully. They act as a critical friend when appropriate to do so and hold the school to account for standards and quality. They are generous in providing expert advice, time and support in planning for the future development of the school.

The school takes consistently good account of national and local priorities, with effective action to respond to them. This includes reducing the gap in the attainment of pupils who are entitled to free school meals, and promoting literacy, numeracy and 'laith pawb' successfully.

Improving quality: Good

The school has a systematic approach to self-evaluation, which ensures that leaders and managers have a clear picture of the strengths of the school and its areas for development.

Senior leaders and middle managers make effective use of first-hand evidence to inform their evaluations. This includes lesson observations, work scrutiny, data analysis and the tracking of pupils' progress. Leaders and managers usefully report to governors on issues such as the success of the school's provision for literacy and numeracy.

The school takes good account of the views of pupils, parents and the school council. Recently, this has resulted in changes to matters such as option choices and school uniform.

The school's self-evaluation report is honest and evaluative. It contains many secure judgements about levels of attainment and the quality of provision. Leaders and managers make good use of the findings from self-evaluation to identify priorities and set targets for improvement.

The school improvement plan focuses upon four key priorities for improvement and includes suitable strategies to raise standards of attainment. However, the methods, timescales and success criteria for monitoring progress towards those targets are not always defined clearly enough.

All departmental self-evaluation reports contain an accurate analysis of data. A majority of these are suitably self-critical and give a secure picture of strengths and areas for improvement. Departmental improvement plans link closely with school priorities and with the findings from departmental self-evaluation. However, in around half of departmental plans, there is a lack of clarity in the identification of success criteria and strategies to raise outcomes further.

Partnership working: Good

The school has developed good working relations with its partner primary schools. Effective transition arrangements help pupils to transfer smoothly from primary to secondary school. Communication with parents is regular and effective. The school has effective partnerships with the local community, for example in its work with local charities as part of the Welsh Baccalaureate Qualification.

The school works well with the local authority support services and a wide range of public and private sector organisations to help promote pupils' wellbeing.

Through partnership with the local university, the school plays a full part in the education and training of new teachers. This helps staff to develop their professional knowledge and share good practice. Partnership with local further education and training providers has helped to broaden choice at key stage 4 and cater for pupils at risk of exclusion. Arrangements to assure the quality of this provision are robust.

Resource management: Good

The school's business manager, together with the support of the headteacher and governors, plans and manages the school's finances well to secure maximum benefits for pupils. They have a clear understanding of the school's budgetary position, its priorities for improvement and costs of all programmes. Over the last three years, they have used this information well to reduce the school's deficit budget successfully. This includes making efficiency gains by revising the school's structures for teaching and support to make best use of staff time, expertise and experience. This has been achieved while maintaining a strong focus on school improvement.

The school's current deficit budget is around £150,000. There are effective plans and budget controls in place to ensure that current spending is within agreed limits.

There are sufficient well-qualified and experienced staff, who are deployed efficiently to meet the statutory curriculum and meet pupils' needs.

The school has suitable arrangements to support staff professional development, which take good account of performance management reviews and reflect whole-school or departmental priorities. For example, all staff participate in at least one school professional development group, formed to drive the school's improvement strategy. This work has had a particularly positive impact in priority areas such as tackling disadvantage and improving numeracy and literacy. Staff also have the opportunity to share good practice by participating in short courses and local network groups.

In light of the good standards, the school provides good value for money.

Appendix 1

Commentary on performance data

In key stage 3, performance in the core subject indicator has improved over the last four years and, in 2013, places the school in the top quarter in terms of free-school-meal benchmarks and above the average for its family of schools.

Performance in mathematics, English and science has improved during the last three years. In 2013, performance in these subjects at level 5 or above is above family averages and places the school in the top half of schools according to free-school-meal benchmarks. At level 6 and above, performance in science and English is above family averages, although in mathematics performance is below the family average. Performance at level 7 or above in mathematics, science and English is above the family average. Overall, pupils make good progress from the previous key stage.

In key stage 3, standards of oracy dipped in 2012 but have recovered in 2013 and are above family averages. Standards in writing have fluctuated in the last three years and in 2013 are slightly below the family average. Standards in reading improved in 2013, and are above the average for its family.

In key stage 4, performance in the level 2 threshold including English and mathematics has fluctuated over the last three years. Performance in this indicator has been slightly below the family average for the last three years but has placed the school in the top half or top quarter of similar schools in terms of free-school-meal benchmarks. This performance was above expectations in 2011 and 2012, but is slightly below modelled expectations in 2013.

Performance in the core subject indicator has fluctuated over the last three years. In 2013, performance in this indicator is below the family average and places the school in the lower half of similar schools. However, in 2011 and 2012, performance placed the school in the top quarter of similar schools in terms of free-school-meal benchmarks and was above family averages.

Performance in the capped wider points score is above the family average and has placed the school in the top half of similar schools. Performance in the level 2 threshold has fluctuated in the last three years; in 2013 it places the school in the lower half of similar schools, and is below the family average.

Performance in level 2 English was above the family average in 2011 and 2012 and placed the school in the top half of similar schools. However, performance in this indicator in 2013 is well below the family average and places the school in the bottom benchmark quarter when compared to similar schools. Performance in mathematics at level 2 has fluctuated since 2011 and has consistently placed the school in the top half or top quarter of similar schools. Performance in science at level 2 has improved in the last three years; in 2013, it is below the family average and places the school in the lower half of similar schools.

Performance in the level 1 threshold has improved in the last three years. In the last two years it has been above the family average and has placed the school in the top half of similar schools.

Over the last three years, when compared with their performance in previous key stages, learners have made good progress in most indicators.

In 2013, no pupil left school without a qualification.

In key stage 3, the difference between the relative performance of boys and girls is less than the family average in nearly all key indicators. Pupils receiving free school meals perform better than the family average in the core subject indicator.

At key stage 4, girls perform significantly better than boys in the level 2 threshold including English and mathematics, and in the core subject indicator. However, the difference in the relative performance of boys and girls is less than family averages in the level 2 threshold, the level 1 threshold and the capped points score. In 2012, key stage 4 pupils receiving free school meals performed well above the family average in both the level 2 threshold and the level 2 threshold including English and mathematics. Pupils with English as an additional language make good progress. However, pupils with additional needs do not make suitable progress in the level 2 threshold including English and mathematics.

In Welsh second language at key stage 3, performance is improving and in 2013 is above the family average. In key stage 4, the proportion gaining a level 2 qualification in Welsh compares favourably with that in other schools.

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	173		108 62%	64 37%	1 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			42%	53%	4%	1%	
The school deals well with any bullying	173		66 38%	90 52%	14 8%	3 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	58%	14%	3%	
I have someone to talk to if I am worried	173		108 62%	56 32%	9 5%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			37%	53%	8%	1%	
The school teaches me how to keep healthy	173		46 27%	115 66%	10 6%	2 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	172		114 66%	54 31%	4 2%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	8%	1%	
I am doing well at school	173		89 51%	79 46%	5 3%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	173		95 55%	73 42%	5 3%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	56%	6%	1%	
My homework helps me to understand and improve my work in school	173		59 34%	85 49%	25 14%	4 2%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	172		116 67%	54 31%	2 1%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	47%	7%	1%	
Pupils behave well and I can get my work done	173		34 20%	110 64%	28 16%	1 1%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	57%	27%	6%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect	173	72 42%	72 42%	25 14%	4 2%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	51%	17%	5%	
The school listens to our views and makes changes we suggest	172	53 31%	99 58%	19 11%	1 1%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		15%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	172	93 54%	78 45%	1 1%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		33%	61%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	173	115 66%	57 33%	1 1%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		36%	54%	8%	1%	
The staff respect me and my background	173	98 57%	72 42%	2 1%	1 1%	Mae'r staff yn fy mharchu i a'm cefndir.
		36%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	171	90 53%	77 45%	4 2%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		35%	57%	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	80	50 62%	29 36%	1 1%	0 0%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28%	52%	15%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	5	4 80%	1 20%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		27%	50%	16%	7%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	31	13 42%	15 48%	3 10%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		42%	51%	4%	1%		
My child likes this school.	31	18 58%	10 32%	2 6%	0 0%	1	Mae fy mhentyn 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.	31	17 55%	14 45%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	30	13 43%	16 53%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	31	5 16%	16 52%	3 10%	1 3%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%		
Teaching is good.	30	14 47%	13 43%	3 10%	0 0%	0	Mae'r addysgu yn dda.
		33%	58%	5%	1%		
Staff expect my child to work hard and do his or her best.	31	18 58%	12 39%	1 3%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	31	12 39%	13 42%	1 3%	4 13%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		30%	54%	8%	2%		
Staff treat all children fairly and with respect.	31	12 39%	13 42%	3 10%	0 0%	3	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.	30	14 47%	15 50%	0 0%	1 3%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	54%	7%	1%		
My child is safe at school.	29	15 52%	10 34%	2 7%	1 3%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		40%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	31	18 58%	8 26%	3 10%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		31%	47%	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.	27	12 44%	11 41%	2 7%	2 7%	0	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.	31	17 55%	9 29%	5 16%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	49%	6%	2%		
I understand the school's procedure for dealing with complaints.	31	12 39%	11 35%	3 10%	2 6%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	51%	10%	2%		
The school helps my child to become more mature and take on responsibility.	31	14 45%	15 48%	1 3%	0 0%	1	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.	31	12 39%	9 29%	1 3%	1 3%	8	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.	31	11 35%	18 58%	2 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		34%	50%	9%	2%		
The school is well run.	31	13 42%	13 42%	3 10%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		39%	49%	5%	2%		

Appendix 3

The inspection team

Ceri Jones	Reporting Inspector
Anthony Sparks	Team Inspector
Denise Wade	Team Inspector
David Hughes	Team Inspector
Rhiannon Boardman	Lay Inspector
Maria Rimmer	Peer Inspector
Shirley Jenkins	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.