



**A report on**

**Ysgol Rhiwabon  
Ruabon  
Wrexham  
LL14 6BT**

**Date of inspection: January 2015**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

<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

Ysgol Rhiwabon is an English-medium, mixed 11 to 18 secondary school maintained by Wrexham local authority. The school serves the community of Ruabon, situated to the south-west of Wrexham, and its surrounding area. There are 591 pupils in the school, including 79 students in the sixth form. This represents a significant fall in numbers from 2009, when the school was last inspected. At that time there were 806 pupils on roll, including 102 in the sixth form.

Around 23% of pupils are eligible for free school meals, which is above the national average of 17.5%. Twenty per cent of pupils live in the 20% most deprived areas of Wales. Nearly all pupils speak English as their first language and come from a white British background

The percentage of pupils with special educational needs is 11%, which is lower than the national average of 20.1%. The 1% of pupils who have a statement of special educational needs is below the national average of 2.4%.

The headteacher took up post in September 2012. The senior leadership team consists of the headteacher, two assistant headteachers and a business manager.

The individual school budget per pupil for Ysgol Rhiwabon in 2014-2015 means that the budget is £4,661 per pupil. The maximum per pupil in the secondary schools in Wrexham is £5,004 and the minimum is £4,372. Ysgol Rhiwabon is sixth out of the nine secondary schools in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- In key stage 4, the strong performance over the past four years in indicators that do not include English and mathematics compares favourably with that in similar schools
- Many pupils have positive attitudes to their learning
- There is effective provision for pupils with additional learning needs
- Effective partnership working has increased the range of options in key stage 4 and in the sixth form
- The school has an inclusive ethos
- However: Pupils do not make as much progress in indicators that include English and mathematics at the end of key stage 4 as pupils in similar schools
- The quality of teaching and assessment varies too much within and across departments
- A majority of pupils' writing has frequent spelling, punctuation and grammatical errors
- Attendance rates are below expected levels, and levels of persistent absenteeism are too high

### Prospects for improvement

Prospects for improvement are adequate because:

- The headteacher provides a clear vision and strategic direction
- Clear aims, strategies and policies focus suitably on raising standards and improving the quality of teaching and provision
- The leadership has secured improvements in nearly all indicators at key stage 4
- Senior leaders draw on a wide range of evidence in self-evaluation
- Governors understand their roles well and provide suitable challenge to the school
- However: Senior leaders do not always hold middle leaders to account robustly enough for improving outcomes in standards and wellbeing
- Actions to bring about planned improvements are not sufficiently robust
- Strategies to develop pupils' literacy and numeracy skills across the curriculum are not developed well enough

## Recommendations

- R1 Raise standards in key stage 4 and particularly for boys
- R2 Strengthen the quality of teaching and marking to meet the needs of all pupils and provide clear guidance to help them improve
- R3 Ensure that there is a systematic and progressive whole-school approach to improving pupils' literacy and numeracy skills
- R4 Ensure that middle leaders are held to account robustly for improving outcomes in standards and wellbeing
- R5 Strengthen improvement planning and ensure that the actions to bring about improvement are sufficiently robust
- R6 Improve attendance and reduce levels of persistent absence

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

**Adequate**

#### Standards: Adequate

In key stage 4, performance in indicators that include English and mathematics has been below the average for similar schools, based on levels of eligibility for free school meals, for the last three years. Performance in the indicator that includes five qualifications at GCSE equivalent grades A\* to C has consistently been above the average for similar schools and, in 2014, is well above.

In key stage 3, the proportion of pupils gaining level 5 or above in English, mathematics and science, in combination, has improved in the last three years. In 2014, this performance is above the average for similar schools.

When compared with their progress in previous key stages, pupils make less progress than expected, particularly in the indicators that include English and mathematics.

The performance of sixth form students has been below family and Wales averages in the last three years and is well below in 2014.

In key stage 3, girls perform much better than boys. However, the performance of boys and girls is below the average for the family of schools in nearly all indicators at key stage 3.

At key stage 4 in 2014, the performance of pupils eligible for free school meals has improved significantly in nearly all indicators but remains below in the averages for similar schools in the majority of indicators at key stage 3 and key stage 4.

In a minority of lessons, many pupils make good progress in gaining new subject knowledge. They recall prior learning well and make suitable use of subject terminology. However, in a majority of lessons, many pupils do not have a secure enough understanding of their work and make only modest progress in improving their knowledge or skills. In a few lessons, a minority of pupils show a lack of interest in their learning and their behaviour disrupts their own learning and that of others.

Many pupils listen attentively to their teachers and to one another. In group discussions, a majority of pupils express their ideas clearly using a suitable vocabulary. However, a minority of pupils lack confidence in their verbal skills and do not respond in group or class discussions.

A majority of pupils use a suitable range of reading strategies such as reading for information. However, only a minority of more able pupils use inference and deduction to develop their understanding of fiction and non-fiction texts. Most pupils write for a suitable range of purposes and audiences. Many are secure in the purpose of their writing but only a minority have a sufficient understanding of audience. As a result, they often make incorrect language choices and are unable to

capture the correct tone in their writing. A minority of pupils produce extended writing that is technically accurate. However, a majority of pupils do not take enough responsibility for improving the content and technical accuracy of their work. They do not proof-read or re-draft effectively and continue to make too many basic errors in spelling, punctuation and grammar.

In a minority of lessons, pupils measure, calculate and draw, and annotate a variety of graphs to present data. However, pupils' application of numeracy skills in appropriate subjects is limited.

In Welsh second language at key stage 3, performance has fluctuated and in 2014 is below the family average. In key stage 4, the proportion of pupils gaining a level 2 qualification, in either short course or full course Welsh second language, does not compare favourably with that in other schools. In a very few lessons other than Welsh, pupils develop their ability to use the Welsh language appropriately.

### **Wellbeing: Adequate**

Most pupils feel safe in school and are confident to approach staff for support. Many feel that the school deals with bullying appropriately. Many pupils are respectful and courteous to staff and visitors, and show care and concern for each other. They have a positive attitude to learning and generally demonstrate good behaviour in and around the school. However, in a minority of lessons, a few pupils cause low-level disruption.

Many pupils understand how to keep fit and healthy through regular exercise and a balanced diet. Many pupils participate in extra-curricular clubs and activities. Pupils influence aspects of school life suitably through the school council and the school nutrition action group. This includes changes to school uniform, a new behaviour policy and the canteen menu.

Despite limited improvement over the last three years, attendance remains in the lower half when compared to levels in similar schools. Levels of persistent absence and the percentage of pupils who are persistent absentees have been well above the averages for the family and schools nationally in each of the last two years. There have been no permanent exclusions in the last three years. The number of fixed-term exclusions has reduced but is still above the national average.

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

The curriculum at key stage 3 and key stage 4 meets requirements and builds suitably on pupils' prior learning. The curriculum at key stage 4 and in the sixth form offers a suitable range of vocational and academic courses supported by suitable partnerships with other providers. All pupils in key stage 4 follow the Welsh Baccalaureate Qualification and many succeed at the intermediate level. The school offers a broad range of extra-curricular activities. Pupils participate well in these activities.

Progress towards implementing the national literacy and numeracy framework has been too slow and planning for this remains underdeveloped. The school does not support pupils with weak literacy and numeracy skills well enough. Although many pupils achieve level 1 and level 2 skills qualifications, curriculum planning, in all subjects, does not focus sufficiently on supporting the progressive development of pupils' skills. Provision for skills is not effectively monitored and evaluated across the school. As a result, pupils make modest progress.

Pupils' knowledge and understanding of Welsh culture are developed suitably through strengthened links with the Urdd, a unit of work within the Welsh Baccalaureate Qualification and school trips. However, there is very limited development of pupils' Welsh language skills other than in Welsh lessons.

The majority of pupils develop a limited understanding of sustainable development and global citizenship through the school's personal and social education programme and through assemblies.

### **Teaching: Adequate**

Most teachers have secure subject knowledge and a majority develop positive working relationships with pupils. However, the quality of teaching is too variable and does not have enough impact on the standards achieved by pupils.

In a minority of lessons, teachers plan well and build effectively upon pupils' prior learning. They provide a good level of challenge for pupils of all abilities and have high expectations of pupils. In these lessons, teachers use a variety of questions skilfully to probe and extend pupils' knowledge and understanding.

However, in a majority of lessons, teachers do not have high enough expectations of their pupils. In many of these lessons, tasks frequently fail to extend pupils of all abilities and teachers do not ask questions that challenge pupils to develop their answers. In these lessons, the pace of learning is too slow and pupils do not make enough progress.

The school has developed a suitable system for tracking pupils' progress. Senior leaders provide a range of information that is used to set appropriate targets for pupils. This allows the school to identify pupils at risk of under achieving. However, intervention strategies to support individuals and specific groups of pupils are underdeveloped.

Most teachers mark and comment upon pupils' work regularly. However, many of the comments do not give clear guidance in helping pupils to identify how to improve their work.

Interim reports provide parents with helpful information on their child's progress. End-of-year reports provide valuable information to parents. Many provide clear guidance on how to improve and provide a worthwhile opportunity for parents to respond.



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

The school has suitable arrangements to support pupils' health and wellbeing. It provides a caring environment that has a positive impact on many aspects of pupils' personal development. There are appropriate arrangements to promote healthy eating and drinking.

School assemblies and collective worship provide useful opportunities for reflection and help to promote pupils' spiritual development suitably. The school supports pupils' social, moral, spiritual and cultural development well. A few pupils have developed a worthwhile programme to raise awareness and educate their peers about e-safety. The school has developed strategies to reduce bullying, which are starting to have a positive impact.

There is a relevant range of information and guidance regarding careers and option choices for pupils and parents. The school works well with a range of external agencies and specialist services to meet the needs of individual pupils.

Pastoral leaders, known as lead learners, make a valuable contribution to supporting pupils' wellbeing. However, their role in raising standards is underdeveloped and they have not had enough impact on improving attendance.

Provision for pupils with additional learning needs is effective and well managed. This has a positive effect on their development and learning outcomes.

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

### **Learning environment: Adequate**

The school is an inclusive and caring community. It promotes equality and diversity suitably through most aspects of pupils' learning experiences. All pupils have equal access to the curriculum and the range of extra-curricular activities. Most pupils understand the nature of stereotypes, and unfair attitudes and approaches are challenged suitably.

The accommodation is appropriate for the number of pupils on roll, although the quality is variable overall with narrow corridors, an old gymnasium and small dining room. However, there is a large sports centre on site and there have been relatively recent improvements to the dining room, toilets and floors of several science laboratories. The buildings are clean, well maintained and treated with respect by most pupils.

The school makes effective use of its accommodation to create a helpful learning environment. The colourful displays in classrooms, corridors and communal areas illustrate pupils' activities and achievements and help to support pupils' learning. Overall, the teaching and learning resources are sufficient. However, the school's information and communication technology (ICT) resources are of variable quality and do not support learning well enough.

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

The headteacher has a clear vision and understands what is required to move the school forward. There are relevant aims, strategic objectives, plans and policies that focus upon raising standards. These are understood by most members of staff.

Since his appointment in 2012, the headteacher has re-assigned the responsibilities of his senior team. However, these responsibilities lack balance. Recent temporary appointments are not strategic enough and many involve administrative tasks.

There are suitable management and committee structures. Meetings have agendas that focus clearly on standards. Communication between senior leaders and the departments and year groups that they line manage is sound. However, in many instances, senior leaders do not hold middle leaders to account robustly enough, particularly for improving outcomes in standards and wellbeing. For example, the scrutiny of pupils' work by both senior and middle leaders is not rigorous enough.

An assistant headteacher carries out a thorough analysis of performance data and distributes the findings to the senior and middle leaders for discussion. However, this information is not used consistently to help pupils improve the standard of their work. While lead learners undertake their pastoral roles successfully, their academic role in monitoring performance is under-developed.

The school has appropriate performance management procedures and has started to challenge underperformance appropriately. Targets set for staff include raising pupils' performance and inform the school's professional development programme suitably.

The school takes appropriate account of the national priority for disadvantage and recently for literacy and numeracy. It has succeeded in widening the curriculum through vocational courses in collaboration with other providers. This has had a positive impact on the proportion of pupils who achieve at least five qualifications at GCSE equivalent grades A\* to C. However, the school has not succeeded in improving attendance and the performance of pupils eligible for free school meals sufficiently enough, nor in raising standards overall, particularly in the key stage 4 indicators that include English and mathematics, and in science.

Governors examine key aspects of the work of the school effectively. They are linked with departments, monitor performance data and review the progress of the school development plan appropriately. Governors scrutinise policies, plans and procedures carefully.

**Improving quality: Adequate**

Self-evaluation and improvement planning are a regular and valid part of school life. However, they have not had enough impact on improving performance in a minority of indicators in key stage 4, in science and in improving the quality of teaching.

Work scrutiny and lesson observations provide leaders with suitable first-hand evidence of the school's strengths and areas for development. Teachers receive feedback from senior leaders but are not always guided well enough on how to improve their work. The school takes account of pupils' views suitably through the work of the school council and seeks parental opinion through annual questionnaires.

The school self-evaluation report includes a thorough analysis of performance data. It outlines many of the strengths and areas for improvement. However, in a few cases, evaluations are too generous, and important areas such as progress in literacy and numeracy lack evaluative comments.

Most departmental self-evaluation reports include a thorough analysis of performance data. A majority include a useful analysis of the feedback from examination boards in order to highlight specific issues for improvement. However, a minority do not consider the effect of the quality of teaching on standards rigorously enough.

There is a clear link between the school's self-evaluation report and improvement plan. The plan identifies a wide range of targets and makes explicit reference to recommendations from the last inspection. This includes supporting the needs of pupils from disadvantaged backgrounds. It outlines proposed actions and how success will be measured. However, strategies to bring about improvement are not robust and many recommendations from the previous inspection remain as areas for improvement.

Most departmental improvement plans take good account of whole-school priorities as well as issues identified through departmental self-evaluation. Most are well focused, with clear actions to secure improvement. However neither the school nor the departmental improvement plans cost the financial implications of their activities.

### **Partnership working: Adequate**

The school has sound partnerships with partner primary schools that allow pupils to settle in well when they arrive in secondary school. However, the school has not developed its joint working with partner primary schools well enough to support pupils in improving their literacy and numeracy skills.

The school has long-standing partnerships with a suitable range of support agencies. The use of these agencies provides helpful support to vulnerable pupils. As a result, pupils' emotional health and wellbeing are supported appropriately.

The school has comprehensive partnerships with other schools and local providers, and is a member of the 14-19 network partnership. This partnership offers pupils a suitable range of learning experiences, especially access to courses at the local further education college. Partnerships have improved the range of academic and vocational courses offered to pupils at key stage 4 and in the sixth form. As a result, very few vulnerable pupils leave school without a recognised qualification. Sound quality assurance procedures support improved pupil outcomes and wellbeing.

The school has appropriate partnerships with parents. Communication with parents has recently been improved and they are now better informed about their child's wellbeing and progress in school.

**Resource management: Adequate**

The school has suitably qualified staff to meet the requirements of the curriculum. The majority of staff teach within their own specialist area.

The school deploys support staff appropriately. The business manager, headteacher, and governors review all planned developments efficiently. They have a generally sound oversight of the school's finances and allocate resources well in their budget planning. However, the school improvement plan does not include relevant costings and, although the budget is balanced, there is a deficit projected. The school makes appropriate use of its Pupil Deprivation Grant in supporting the achievement and learning experiences of disadvantaged pupils. However, the school has not evaluated the impact of this.

All members of staff are involved appropriately in the performance management process, which links suitably to professional development. However, the professional development of staff has not impacted well enough on the overall quality of teaching and learning.

Most teaching staff take part in a range of professional groups within the school that focus suitably on the key priorities of literacy, numeracy and improving teaching. However, these groups have not raised the quality of teaching sufficiently, particularly in the development of pupils' skills.

In view of the outcomes achieved by pupils, the school provides adequate value for

## Appendix 1

### Commentary on performance data

At key stage 3, there has been some fluctuation but a generally upward trend in the core subject indicator over the past four years. However, performance was below the average for its family of schools in 2014, and in two of the preceding three years. When compared with similar schools based on levels of eligibility for free school meals, performance has placed the school in the lower half for the last two years after placing it in the top quarter for the two years before. In 2014, performance was below expectations, as it was in 2013.

In English, performance at level 5 and above has fluctuated slightly but strong overall, and has placed the school in the top quarter of similar schools based on levels eligibility for free school meals in each of the last four years. However, it has been slightly below the average for the family in each of the last two years. Performance at level 6 and above has been much weaker, consistently well below the average for the family of schools, and has placed the school in the bottom quarter of similar schools according to levels of eligibility for free school meals in three of the last four years. Performance in mathematics at level 5 and above has improved steadily over the past four years. In 2014, this placed the school in the top half of similar schools for the third time in that period. However, performance was below the average for the family in 2014 and has been for three of the last four years. Performance at level 6 and above has fluctuated but, in 2014, was very close to where it was four years before. This performance was well below the family average and placed the school in the bottom quarter of similar schools for the second consecutive year. Performance in science at level 5 and above and level 6 and above improved slightly in 2014 but at both levels was well below the family average and placed the school in the bottom quarter of similar schools according to levels of eligibility for free school meals.

Pupils' progress from the previous key stage was below expectation for all indicators and well below in the core subject indicator and in science.

At key stage 4, performance in the level 2 threshold including English and mathematics improved significantly in 2014. However, it was below expectations, well below the family average for the third year running and remained slightly below where it was in 2011. Performance in 2014 placed the school in the lower half of similar schools after placing it in the bottom quarter in 2013. Performance in the level 2 threshold has improved significantly over the past four years and has consistently been well above the average for the family of schools. In 2014, this placed the school in the top quarter of similar schools based on levels of eligibility for free school meals, where it has been in three of the last four years. In 2014, performance in the core subject indicator improved after a dip in 2013 but placed the school in the bottom quarter of similar schools for the third year running. Performance in this indicator has been significantly below the average for the family of schools for each of the past three years. In 2014, performance in the level 1 threshold improved and has been above the family average in two of the last three years. Performance in the capped points score remained high in 2014 and placed the school in the top quarter of similar schools for the fourth year running.

Performance in English has fluctuated over the past four years, once placing the school in the lower half and once placing it in bottom quarter of similar schools. However, in 2014, performance improved significantly, was close to the average for the family and above the average for similar schools. In mathematics, performance improved in 2014 after a dip in 2013 and placed the school in the lower half of similar schools after placing it in the bottom quarter in 2013. However, performance was below that of 2011 and has consistently been well below the average for the family of schools. Performance in science was the lowest in Wales in 2014 and was significantly below where it was in 2011. It has consistently been well below the average for the family of schools and has placed the school in the bottom quarter of similar schools according to levels of eligibility for free school meals in each of the last three years, after placing it in the lower half in 2011.

In 2014, pupils' progress from the previous key stages was well above expectations in the level 1 and level 2 thresholds but below expectations in the level 2 threshold including English and mathematics, and significantly below in the core subject indicator.

In 2014, no pupils left the school without a qualification for the third consecutive year. Only a very few pupils who left school at 16 are reported as being not in education, employment and training.

In 2014, the sixth form students performed significantly below the family and Wales averages for the level 3 threshold and have done for each of the three previous years. Performance in the wider capped points score is also consistently below the family and Wales averages.

At key stage 3, in 2014, girls did significantly better than boys at level 5 and above and level 6 and above in all of the core subjects. In these subjects, at both levels, the difference between the performance of boys and girls was greater than the average for the family of schools and nationally. In English and in mathematics at level 5 and above, girls performed above the family and national averages but boys performed below. In science at level 5 and above and in all core subjects at level 6 and above, boys and girls performed below the average for the family of schools and for schools nationally. At key stage 4, girls do better than boys. In the level 2 threshold including English and mathematics, and in mathematics and science, boys and girls consistently perform well below the averages for boys and girls in the family as well as nationally. However, in English, although boys perform significantly below the averages for the family of schools and schools nationally, girls have performed close to those averages, particularly in the last two years. In 2014, in the sixth form, girls performed significantly better than boys in the level 3 threshold and in the wider capped points score.

In 2014, at key stage 3, the performance of pupils eligible for free school meals in the core subject indicator was below the averages for the family of schools and schools nationally. At key stage 4, their performance improved and was close to the averages for the family of schools and schools nationally in the level 2 threshold including English and mathematics, after being well below in each of the two previous years. In the core subject indicator, performance in 2014 remained well below the family and national averages for the third year running. However, performance in the

level 2 threshold improved and remained well above the averages for the family of schools and schools nationally. In the capped points score and in English, pupils eligible for free school meals performed better than the averages for the family of schools and schools nationally. In mathematics, their performance was equal to the family average and above the national average. In the level 1 threshold, performance was below the family average but slightly above the national average. The overall performance of pupils eligible for free school meals was well below the averages for the family of schools and schools nationally in 2014.

In key stage 3 assessments, performance in oracy, reading and writing has improved in each of the last three years. Pupils' oracy has seen the greatest improvement, their writing the least improvement. In 2014, the performance in all three skills has been above the national average and above the family average in oracy and reading.

## 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	159	57 36%	85 53%	14 9%	3 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	4%	1%	
The school deals well with any bullying	159	27 17%	93 58%	34 21%	5 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	58%	14%	3%	
I have someone to talk to if I am worried	159	57 36%	88 55%	11 7%	3 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	53%	8%	1%	
The school teaches me how to keep healthy	159	30 19%	99 62%	28 18%	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	159	67 42%	73 46%	16 10%	3 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	156	34 22%	95 61%	22 14%	5 3%	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	159	39 25%	101 64%	18 11%	1 1%	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	159	17 11%	68 43%	59 37%	15 9%	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	156	48 31%	83 53%	20 13%	5 3%	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	158	13 8%	87 55%	38 24%	20 13%	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		158	34 22%	76 48%	36 23%	12 8%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	51%	17%	4%	
The school listens to our views and makes changes we suggest		157	30 19%	97 62%	24 15%	6 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		159	45 28%	97 61%	15 9%	2 1%	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		154	41 27%	89 58%	22 14%	2 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	55%	9%	1%	
The staff respect me and my background		158	60 38%	79 50%	14 9%	5 3%	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		155	55 35%	86 55%	11 7%	3 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		74	17 23%	46 62%	10 14%	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%	52%	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		31	10 32%	16 52%	1 3%	4 13%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	51%	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.	44	17 39%	20 45%	5 11%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	44	19 43%	20 45%	5 11%	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.	43	21 49%	17 40%	3 7%	1 2%	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.	44	18 41%	20 45%	4 9%	1 2%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	42	9 21%	16 38%	9 21%	4 10%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	43	13 30%	25 58%	3 7%	1 2%	1	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	37	18 49%	17 46%	0 0%	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.	36	12 33%	16 44%	4 11%	2 6%	2	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.	43	14 33%	21 49%	2 5%	1 2%	5	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.	44	16 36%	24 55%	3 7%	0 0%	1	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.	44	16 36%	23 52%	3 7%	2 5%	0	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'.	41	10 24%	20 49%	3 7%	2 5%	6	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.	42	17 40%	20 48%	3 7%	1 2%	1	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.	42	20 48%	18 43%	3 7%	1 2%	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.	44	12 27%	26 59%	2 5%	1 2%	3	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.	37	11 30%	21 57%	2 5%	1 3%	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.	44	8 18%	22 50%	6 14%	1 2%	7	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.	44	19 43%	20 45%	3 7%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	43	16 37%	22 51%	2 5%	1 2%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

## Appendix 3

### The inspection team

Tony Sparks	Reporting Inspector
Edward Aneurin Peter Harris	Team Inspector
Bethan Whittall	Team Inspector
Mark Evans	Team Inspector
James Kerry George Jones	Lay Inspector
Lee Hitchings	Peer Inspector
Melanie Ferron-Evans	School 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 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.