



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Cwmbran High School
Ty Gwyn Way
Fairwater
Cwmbran
NP44 4YZ**

Date of inspection: December 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Cwmbran High School is an English-medium 11-18 school maintained by Torfaen local authority.

The school opened in September 2015, following the closure of Fairwater High School and Llantarnam School. There are 1,236 pupils on roll including 286 in the sixth form.

In 2015, at Fairwater High School, performance in the level 2 threshold including English or Welsh and mathematics and in the level 2 threshold places the school in the upper 50% of similar schools based on eligibility for free school meals. Performance in English also places the school in the upper 50% of similar schools but performance in mathematics places the school in the bottom 25%. Performance in the level 1 threshold and in the capped points score places the school in the lower 50% of similar schools. At Llantarnam School, performance in the level 2 threshold including English or Welsh and mathematics, the level 1 threshold and English places the school in the bottom 25% of similar schools. Performance in the level 2 threshold, the core subject indicator and mathematics places the school in the lower 50% of similar schools.

In the academic year 2014-2015, attendance at Fairwater High School was above modelled outcomes for the third time in the last four years and placed the school in the top 25% of similar schools. At Llantarnam School, attendance was below modelled outcomes in each of the last four years. In addition, persistent absence had increased steadily and was much higher than the family and national averages.

The school draws pupils and students from West and South Cwmbran, mainly Fairwater, Greenmeadow, Coed Eva, Thornhill and Llantarnam areas, although a few pupils do come from outside of catchment areas.

Just over 25% of pupils are eligible for free school meals, which is well above the national average of 17.4%. Around 35% of pupils live in the 20% most deprived areas in 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 around 26%, which is close to the national average of 25.4%. The percentage of pupils who have a statement of special educational needs is 3.8%, which is slightly above the national average of 2.5%.

The senior leadership team consists of the headteacher, the deputy headteacher, four assistant headteachers and a business manager.

The individual school budget per pupil for Cwmbran High School in 2015-2016 means that the budget is £4,613 per pupil. The maximum per pupil in the secondary schools in Torfaen is £4,653 and the minimum is £3,847. Cwmbran High School is second out of the six secondary schools in Torfaen in terms of its school budget per pupil

Summary

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

Current performance

The school's current performance is adequate because:

- In a majority of lessons, most pupils make good progress
- Pupils attend school well and are punctual to lessons
- Most teachers develop productive working relationships with pupils
- The well-developed transition programme helps pupils to settle in the school well
- There is effective provision for pupils with additional learning needs
- The school cares for and supports pupils well

However:

- In a minority of lessons, pupils make insufficient progress because of shortcomings in teaching and assessment
- A few pupils disrupt the learning of others and show disrespect to their teachers and peers
- Provision to support pupils' literacy and numeracy skills is underdeveloped
- A majority of pupils make frequent spelling, punctuation and grammatical errors in their writing

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher provides purposeful leadership and effective direction to all aspects of the school's work
- There is a clear management structure and staff understand their roles and responsibilities
- The school has appropriate systems in place to manage the performance of staff
- Governors understand their role and provide suitable challenge to the school

However:

- Leadership has not had enough impact on improving teaching and the progress that pupils make in lessons
- Self-evaluation and improvement planning, particularly at middle management level, does not always identify areas for improvement precisely enough or specify actions that are robust enough to bring about the improvements required

Recommendations

- R1 Improve the standard of pupils' skills, particularly their writing, and numeracy
- R2 Improve the behaviour and disrespectful attitudes of a few pupils in a minority of lessons
- R3 Ensure that the literacy and numeracy framework is implemented fully
- R4 Address the shortcomings in teaching to ensure that pupils make good progress in all lessons
- R5 Improve the consistency in the work of middle managers, particularly in planning for improvement

What happens next?

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

Main findings

How good are outcomes?

Adequate

Standards: Adequate

In the majority of lessons, most pupils make good progress. They demonstrate secure recall of previous work and use their knowledge and understanding to support further learning. In a very few lessons, pupils make particularly strong progress in developing their skills and extending their knowledge and understanding. However, in a minority of lessons, pupils do not recall previous learning well enough and do not gain secure knowledge. In addition, they are not sufficiently engaged in their learning and their written work lacks depth and detail. These pupils do not make enough progress. This is frequently because of a lack of challenge in teaching.

In a majority of lessons, pupils develop their reading skills well. They use different strategies such as skimming and scanning to extract information effectively from a range of texts. A few pupils use higher order skills such as inference and deduction to enhance their understanding of characters in literary texts and of historical events such as racial tensions in the USA. However, in a minority of lessons, pupils do not develop their reading skills well enough.

Around half of pupils produce extended writing, which is mostly technically secure. This includes reports, descriptions and letters. A majority of pupils have a clear understanding of the purpose of their writing. A minority also have a clear sense of audience and make suitable language choices that create the correct tone in their writing. A few pupils produce well-crafted and structured writing, including literary and historical discursive essays. However, a majority of pupils do not take enough responsibility for improving the content and technical accuracy of their work. As a result, basic punctuation, spelling and grammatical errors persist and their writing remains underdeveloped. A minority of pupils have poor handwriting and presentational skills.

In a majority of lessons, pupils listen attentively and respond effectively to their teachers. A minority do so to their peers. A few pupils listen with discernment. They consider their contributions carefully and modify their verbal responses accordingly. A very few pupils ask questions to clarify their understanding. A majority of pupils use subject-specific vocabulary well and offer clear opinions. A minority articulate their opinions very well. However, in a few lessons, a minority of pupils are reluctant to participate in whole-class or group discussions. As a result, they miss opportunities to consolidate or extend their knowledge and understanding.

In a few subjects, including mathematics, pupils use their numeracy skills well. A majority of pupils plot graphs accurately and present simple bar charts well. More able pupils interpret graphs proficiently, for example the reaction rates of gases and temperature graphs for photosynthesis. However, a minority of pupils do not draw graphs, plot data points or interpret data accurately. A majority of pupils are generally secure with basic number skills. However, they do not apply their numeracy skills well enough across the curriculum.

Most pupils at key stage 3 and key stage 4 can write simple sentences using the correct tense in Welsh second language. At key stage 4, most pupils can produce extended writing of a suitable standard. However, only a few pupils study full course Welsh at key stage 4. Pupils' progress in using Welsh beyond their Welsh lessons is limited.

Wellbeing: Adequate

Many pupils feel safe in school and have positive attitudes to healthy living. They understand well the importance of healthy eating and many take part in regular exercise through the wide range of extra-curricular activities. Pupils' attendance up to the time of the inspection is good and most are punctual to lessons and registration periods.

Many pupils feel that the school deals well with any bullying and they know whom to go to if they have a problem. In addition, peer mentors offer valued support to individual pupils.

Many pupils behave well around the school and show respect and care for others. In the majority of lessons, many pupils show positive attitudes to learning. However, in a minority of lessons, a few pupils waste time through persistent low level disruption. Additionally, a few pupils, mainly boys, are disrespectful to their teachers and peers, and demonstrate inappropriate attitudes to learning. This disrupts their learning and that of other pupils.

A newly elected school council is enthusiastic and well organised in its work. Senior leaders have already implemented suggestions made to improve the school, such as the new uniform and toilets. Many pupils develop appropriate social and life skills.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school has managed successfully an effective transition from the curriculum provided in the previous schools, particularly in Year 11 and in Year 13. The curriculum at key stage 3 and key stage 4 is broad and balanced, and meets the needs and interests of the pupils appropriately. There is enough flexibility to meet pupils' needs and interests.

At key stage 3, the curriculum builds suitably on pupils' primary school experiences. In key stage 4 and at post-16, pupils have opportunities to choose a suitable range of general and vocational options. A few pupils benefit from worthwhile courses that are the result of collaboration with other providers. There is a wide range of extra-curricular activities that broaden pupils' experiences.

The programme to support key stage 3 pupils with weak literacy and numeracy skills is comprehensive and targeted well. There has been some useful early work on auditing the current provision for the literacy and numeracy framework. However, the school's work on literacy and numeracy is at a very early stage of development.

The school allocates appropriate time for teaching Welsh second language in key stage 3 and in key stage 4. The Welsh dimension is promoted suitably in many subjects.

The school has started to develop education for sustainable education and global citizenship. It has carried out a suitable audit of current provision, and has produced a well-considered policy and a useful action plan.

Teaching: Adequate

Most teachers use their subject knowledge effectively and many develop productive working relationships with pupils.

In a very few lessons, teachers have very high expectations of their pupils. They present a range of tasks that provide a high level of challenge and support a brisk pace to pupils' learning. Teaching focuses strongly on developing literacy, numeracy and social skills as well as subject-specific skills. This helps pupils to make particularly good progress.

In around half of lessons, teachers set high expectations and plan their lessons well. They use a range of interesting activities that present an appropriate level of challenge. They question pupils well to extend their thinking skills and encourage them to develop their verbal responses. In a few of these lessons, teachers promote pupils' independent learning well.

In a minority of lessons, teachers do not match activities and resources to pupils' needs well enough. This is because their expectations of what pupils can do are too low. Frequently, their questioning is too closed and they do not probe pupils' understanding well enough. In these lessons, pupils do not make enough progress.

In a very few lessons, teachers do not engage pupils' interest or challenge them to remain on task. In these lessons, teachers do not deal well with poor behaviour and pupils make little progress.

The school has a thorough system to track and check pupil progress. All school leaders make effective use of this information to identify and support pupils at risk of underperformance.

Marking is up-to-date in nearly all books, although the quality of written feedback varies too much within and across departments. A minority of teachers provide helpful comments. They recognise pupils' strengths but also provide clear direction on how to improve. However, the majority of marking does not give pupils enough guidance. This is partly the reason why pupils seldom respond to comments to correct or complete their work. This limits progress in learning.

Parents receive useful reports that offer clear subject-specific information and targets for improvement.

Care, support and guidance: Adequate

The school provides a caring and supportive environment that has a positive impact on many aspects of pupils' development and wellbeing. The school has an appropriate behaviour policy and procedures to deal with cases of misbehaviour. However, these approaches have not had enough impact on securing good behaviour in a minority of lessons.

The personal and social education programme provides interesting and relevant experiences for pupils, and covers a useful range of topics including health and social issues. Form periods provide valuable opportunities for pupils to reflect on their spiritual, moral and cultural development through the 'Thought for the Day' programme, as well as allowing time for the reinforcement of literacy, numeracy and financial skills. The school helps pupils to adopt healthy lifestyles and has appropriate arrangements to promote healthy eating and drinking.

The school has worked well with partner primaries to ensure a smooth transition for the first cohort of pupils joining the new school. Learning coaches and counsellors support pupils very effectively and make a valuable contribution to raising levels of attendance and improving academic progress. The school provides pupils and parents with a useful range of information regarding options and career paths.

The school provides effective support for pupils with additional learning needs, particularly those with autistic spectrum disorder and hearing impairments. This ensures that nearly all pupils successfully access the full range of learning experiences in mainstream classes. The school has appropriate systems to ensure that parents of pupils with additional learning needs are well informed about their child's progress. However, many targets contained in pupils' individual education plans are not specific enough to inform teachers' planning effectively.

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

Learning environment: Adequate

The school has a positive and supportive ethos, which is reflected in the experience of many pupils and staff. All pupils have equal access to every area of the curriculum and the school challenges stereotyping in all aspects of its work.

There has been a recent refurbishment of many areas of the school buildings. As a result, the accommodation is generally of good quality. The building is well maintained and provides a safe and positive learning environment. In particular, the accommodation and resources for pupils with additional learning needs are of high quality and ensure that pupils have access to the support they need to overcome their difficulties.

Informative and attractive wall displays in classrooms and corridors support learning and celebrate pupils' creative and written achievements. There are suitable levels of learning resources across the curriculum.

How good are leadership and management?	Adequate
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Leadership: Adequate

The headteacher provides purposeful leadership and effective direction to all aspects of the school's work. She has articulated a clear vision and ambition for the school to be a 'centre of excellence for teaching and learning' and the 'school of choice' for pupils and staff. Together with the governing body, she has set out well-defined strategic priorities and managed successfully the transition arrangements to the opening of the new school.

The school is developing rigorous systems to improve the quality and effectiveness of its work. However, in the short time the school has been open, leadership has not had enough impact on key aspects of the school's work such as strengthening the quality of teaching and learning and improving pupils' behaviour.

Through a broad range of policy documents and meetings at all levels, the headteacher and senior leaders promote high expectations and provide suitable guidance to staff to carry out their work. This helps to ensure that the school functions efficiently on a day-to-day basis.

Roles and responsibilities at all levels are set out clearly in detailed job descriptions. Line management arrangements are well defined and appropriately balanced among members of the senior leadership team. However, line management arrangements for the literacy and numeracy co-ordinators do not promote a sufficiently strategic whole-school approach to implementing the Literacy and Numeracy Framework.

There are appropriate levels of accountability based on challenging whole-school and departmental targets. Meetings between senior and middle leaders ensure a consistent focus on the school's priorities including pupils' progress and the quality of teaching and learning, as well as on safeguarding matters. Despite these monitoring strategies, there is too much disparity in the quality of teaching and learning and the effectiveness of a minority of departmental leaders.

There are suitable performance management procedures. Staff objectives are appropriately determined through lesson observations, monitoring activities, school and departmental priorities and personal aspirations. All staff have clear, measurable targets relating to the outcomes of particular classes or cohorts of pupils.

The recently-established governing body includes many members with previous experience in similar roles and a broad range of expertise in business, education or other professional areas. Governors have established a suitable range of committees to oversee key aspects of the school's work. During initial meetings, they have reviewed and approved key school policies and acquired a sound understanding of the school's performance.

The school takes appropriate account of national priorities.

Improving quality: Adequate

Since the opening of the new school, senior leaders have ensured that appropriate self-evaluation processes have become a routine feature of its work. There is a clear and appropriate calendar of self-evaluation activities. Senior and middle leaders understand their roles and responsibilities with regard to quality assurance and improvement planning well.

Self-evaluation draws on a suitable range of first-hand evidence, including the detailed analysis of data on pupil progress, the findings from lesson observations and work scrutiny. The account taken of the views of pupils and parents in the process of self-evaluation is at an early stage of development.

The school self-evaluation report is thorough and detailed. It evaluates the school's performance and arrives at sensible conclusions. However, judgements about the work of the school are too generous overall, particularly in relation to the quality of teaching.

The school's leadership has ensured that department and year team self-evaluation reports follow a common format. These reports are detailed and comprehensive. However, in attempting to cover all areas of the school's work, evaluation of teaching and learning is not sharp enough. Overall, there is too much variability in the quality of these reports.

The school development plan is a comprehensive document. It contains six clear target areas and each of these is supported by a number of action points. Overall, these actions are realistically ambitious and contained within reasonable timescales.

There is a clear link between school and departmental priorities. Department development plans mirror very closely the school development plan, both in structure and in content, and identify priorities clearly within this framework. However, they lack sufficient focus because there are too many action points, a majority of which are neither precise nor robust enough to support the improvements needed.

The department plans give suitable priority to the improvement of teaching as a key area for development. However, planning for the improvement of teaching is insufficiently robust overall because the evaluation of teaching does not focus closely enough on the impact that it has on pupils' learning and the standards that they achieve.

Partnership working: Adequate

Partnership activities make a valid contribution to improving pupils' standards and wellbeing. However, links with employers, parents and the wider community are underdeveloped.

Partnerships with a local school and a training provider have widened the range of subject choices effectively at key stage 4 and key stage 5. The school has suitable arrangements for ensuring the safety of pupils who study off-site and for tracking and reporting on their progress.

The school has established valuable links with partner primary schools. The transition arrangements for pupils from key stage 2 to key stage 3 have had a positive impact on pupils' wellbeing, such as their attendance. Especially noteworthy have been the arrangements for pupils in Year 11 and Year 13, which have ensured the continuity of courses begun in previous schools.

The close partnerships between the school and a wide range of external agencies have ensured that the complex needs of individual pupils and vulnerable learners are very well supported. For example, the school's work with Cwmbran Celtic Football Academy provides valuable curricular experiences. Vulnerable pupils, in particular, benefit from the academy's support.

Resource management: Adequate

The school is staffed appropriately to meet the needs of the curriculum. In the few instances where staff teach outside their main area of expertise, managers provide useful support. Support members of staff are deployed well and they provide valuable help in supporting pupils' learning.

The professional development needs of staff are identified through personal aspiration, performance management objectives and whole-school priorities. These are beginning to be met by an emerging continuous professional development programme. A professional learning group looking at four strands of teaching and learning has been established. However, this sharing of good practice has not impacted sufficiently on raising standards in teaching and learning.

Financial planning is very effective. The business manager and headteacher review the financial state of affairs thoroughly on a weekly basis. They ensure that the impact of resources on teaching and learning is kept under constant review. Comprehensive reports are presented regularly to the finance sub-committee and the full governing body. Spending decisions are based soundly on priorities for improvement and the future financial outlook. Departmental capitation funds are linked appropriately to the school's strategic plan. Proposed use of the Pupil Deprivation Grant is well planned and costed.

In view of the judgement made on standards, the overall value for money provided by the school is adequate.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	284	70 25%	156 55%	46 16%	12 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	285	50 18%	148 52%	71 25%	16 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	282	79 28%	149 53%	38 13%	16 6%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	284	24 8%	122 43%	108 38%	30 11%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	284	60 21%	152 54%	62 22%	10 4%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	284	77 27%	159 56%	34 12%	14 5%	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	283	89 31%	157 55%	29 10%	8 3%	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	285	32 11%	145 51%	73 26%	35 12%	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	282	77 27%	150 53%	38 13%	17 6%	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	284	19 7%	110 39%	108 38%	47 17%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	283	49 17%	151 53%	58 20%	25 9%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	16%	4%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		283	25 9%	131 46%	95 34%	32 11%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		282	77 27%	171 61%	27 10%	7 2%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			35%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		283	63 22%	158 56%	47 17%	15 5%	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		283	65 23%	160 57%	42 15%	16 6%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds		282	66 23%	173 61%	35 12%	8 3%	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		109	16 15%	46 42%	34 31%	13 12%	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		88	21 24%	36 41%	19 22%	12 14%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	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.	67	14 21%	41 61%	9 13%	3 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		44%	50%	5%	1%		
My child likes this school.	67	17 25%	40 60%	6 9%	4 6%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	67	22 33%	35 52%	7 10%	3 4%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	62	21 34%	37 60%	4 6%	0 0%	6	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	4%	1%		
Pupils behave well in school.	57	3 5%	34 60%	10 18%	10 18%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	58	14 24%	42 72%	1 2%	1 2%	10	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	63	26 41%	36 57%	1 2%	0 0%	5	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		52%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	56	15 27%	38 68%	2 4%	1 2%	11	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.
		33%	56%	9%	2%		
Staff treat all children fairly and with respect.	56	14 25%	36 64%	5 9%	1 2%	12	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		36%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	52	10 19%	34 65%	6 12%	2 4%	14	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	60	12 20%	34 57%	9 15%	5 8%	8	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs.	56	18 32%	29 52%	7 12%	2 4%	11	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	64	24 38%	29 45%	9 14%	2 3%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		35%	51%	12%	3%		

	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 feel comfortable about approaching the school with questions, suggestions or a problem.	64	14 22%	38 59%	8 12%	4 6%	4	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	49%	7%	2%		
I understand the school's procedure for dealing with complaints.	62	12 19%	38 61%	10 16%	2 3%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	61	14 23%	43 70%	3 5%	1 2%	6	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	45	8 18%	23 51%	11 24%	3 7%	21	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	10%	2%		
There is a good range of activities including trips or visits.	59	9 15%	42 71%	6 10%	2 3%	9	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	64	17 27%	35 55%	9 14%	3 5%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		43%	50%	5%	2%		

Appendix 3

The inspection team

Mr Tony Sparks	Reporting Inspector
Mr Ashley Jones	Team Inspector
Mr John Frederick Thomas	Team Inspector
Mr Hugh Davies	Team Inspector
Mr Nigel Vaughan	Team Inspector
Mr Richard Tither	Team Inspector
Mrs Bethan Whittall	Team Inspector
Mr Peter Trevor Lewis	Lay Inspector
Mrs Janet Waldron	Peer Inspector
Mrs Claire Ager (Assistant Head)	Nominee

Copies of the report

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

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

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh ¹
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National
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¹ This indicator does not include Welsh second language qualifications.

	Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of 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 ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of 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.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.